

History Department – Key Stage 3 – Year 8 Scheme of work 2019 – 2020:

Resources in brief summary-teachers own resources/notes/PowerPoints/worksheets

Guided learning hours: 2 Hours per week

<i>Time-line</i>	Subject topics	Resources / activities (including ICT)	Assessment & skills (including ICT)	SEN / EHC / EAL / Gifted & talented
Year 8, term 1: 12 weeks	Historical Skills	Worksheets - PowerPoints		
Week 1-7, Autumn Term	<p><u>Introduction of Historical Skills and Concepts</u></p> <ul style="list-style-type: none"> - Chronology - Time - Change and Continuity - Primary/Secondary sources - How to work with sources <p><u>The Tudors and Reformation</u></p> <ul style="list-style-type: none"> - Wars of the Roses – Civil War how serious + how widespread - Brief Overview of Monarchy 1399-1485 - What Makes a Good Monarch? - Richard III Princes in The Tower - Battle of Bosworth 	<p>Discussion/worksheets/PowerPoints</p> <p>Outdoor chronology exercises Outdoor timeline exercise</p> <p>Source exercises-Spartacus Education</p> <p>Research ICT/discussion</p> <p>Family trees/timelines</p> <p>Brainstorm and discussion – poster Court Case – Who did It?/Evidence/historiography Research ICT-writing a paragraph/referencing</p>	<p>Test</p> <p>Physical exercise outside Creating timelines Use examples from Renaissance to build existing skills</p> <p>Poster-used later as basis to assess success of monarchs/arguments produced Paragraph</p>	<p>Access to SAW for support to organise answers.</p> <p>Support one on one in class</p> <p>Extra time for SEN or EAL students to complete tasks/use dictionaries.</p> <p>Extra Questions for able students plus extra reading and research.</p>
<p>'British values' evidence?</p> <p>Numeracy?</p> <p>Communication skills? Knowledge across diff. areas of learning?</p>	<p>Civil war/monarchy/religion/trial/court cases</p> <p>Timelines/time/century/decade etc</p> <p>Discussion/questioning/presenting arguments</p>			
Week 8-12/13, Autumn Term	<ul style="list-style-type: none"> - Henry VII – problems at start of reign/securing the dynasty/religion/foreign policy/death/ <p>King Henry VII – The Renaissance Prince-what is meant by it? Character/personality/Great</p>	<p>Notes/worksheets/discussions/research/ Geography - maps</p> <p>How to write an essay – build a burger Judgement using poster 'what makes a good monarch? Why called 'forgotten king' Notes and extracts/students work in groups to present different topics to class – ICT research</p>	<p>Essay – assessing how Henry VII managed to secure the throne.</p> <p>Oral presentations – PowerPoints</p>	<p>Access to SAW for support to organise answers. Support in class/on house if needed</p> <p>Extra time for SEN or EAL students to complete tasks. Differentiation by topics for presentation</p>

<p>British Values</p> <p>Numeracy</p> <p>Communication skills/cross curricular</p>	<p>Matter/Religion/Wives/Foreign Policy/Advisors The Reformation</p> <p>Religion – Christian church development/foreign policy and impact on country</p> <p>How to write an essay/geography/</p>	<p>PowerPoint and notes</p>	<p>Table – differences between Catholic and Protestant beliefs</p>	<p>Extra Questions for able students plus extra reading and research.</p> <p>One to one essay feedback.</p>
<p>Year 8, Term 2: 10 weeks</p>	<p>King Henry VIII contd. Assessing Henry VIII reign – man or monster.</p> <p>Henry’s death and legacy.</p> <p>Edward VII –the boy king -minority rule – idea of ‘mid-Tudor crisis’ is it relevant. Edwards Protectors/Rebellions Religion and Edward Lady Jane Grey</p> <p>Mary I – legacy of ‘bloody Mary’ Women on the throne?/Religion/marriage to a foreigner</p>	<p>Source based investigation – students supplied with sources – 14 in all and work in pairs to evaluate the sources and assess their reliability.</p> <p>Notes and PowerPoint</p> <p>Notes and questions ICT</p> <p>Nursery rhyme analysis/discussion Notes and sources</p>	<p>Discussion on source evaluation. An essay – how to use sources to provide evidence to support an argument.</p> <p>Picture and source study – changing church Produce paragraph on Lady Jane Grey Mini essay religious change under Edward</p> <p>Questions and answers Class debate – does Mary deserve title ‘bloody Mary’?</p>	<p>Access to SAW for support to organise answers.</p> <p>Support one to one in class/on House</p> <p>Extra time for SEN or EAL students to complete tasks.</p> <p>Extra Questions for able students plus extra reading and research.</p>
<p>‘British values’ evidence?</p> <p>Numeracy?</p> <p>Communication skills? Knowledge across diff. areas of learning?</p>	<p>Reformation and changes in English church – relate it to Church we know today</p> <p>Evaluation/reliability/trustworthiness of sources relate to ‘fake news’ Religious Studies/essay writing</p>			
<p>Year 8 Term 3: 10 weeks</p>	<p>Elizabethan England</p>			
	<p>What problems did Elizabeth inherit?</p>	<p>Brainstorm and use prior knowledge to build a picture</p>	<p>diagram from ideas on board</p>	<p>Access to SAW for support to organise answers.</p>

	<p>Cult of personality – looking at portraits</p> <p>Research projects on Elizabethan England</p> <p>Looking at Change/continuity 1485-1603</p>	<p>Portraits/sources/exercise on portraits from National Portrait gallery/symbolism/propaganda</p> <p>Students given topic need to research and give presentation. ICT</p> <p>Discussion who made biggest impact/causes and consequences of change.</p>	<p>questions about portraits</p> <p>poster/pamphlet on topic they have researched</p> <p>Debate who was the most successful Tudor Monarch?</p>	<p>Support in class/on house Extra time for SEN or EAL students to complete tasks.</p> <p>More difficult topics given to more able students</p> <p>Extra Questions for able students plus extra reading and research.</p>
<p>'British values' evidence?</p> <p>Numeracy?</p> <p>Communication skills?</p> <p>Knowledge across diff. areas of learning?</p>	<p>Comparisons parliament in Elizabethan England to today's parliament/poverty today/laws protecting the poor/propaganda what is it?</p> <p>Oral presentations/debating</p> <p>Art History</p>			