

Year 8 History	Subject Intent	History at Ernulf Academy aims to create and inspire the inquisitive minds and critical thinkers of the future. It provides the opportunity for pupils to develop their historical understanding through a rich, knowledge -based curriculum that has clear, purposed sequencing to ensure success at KS4 and beyond. Pupils are motivated and engaged to learn about the past to better understand how the world around them is shaped. They are given the tools to make sense of a complex and dynamically changing world, whilst improving transferable skills such as written communication, investigation, analysis, problem-solving, interpretation and evaluation – skills that will enable them to access a whole range of future pathways.
	KS3 Subject Narrative	Our KS3 curriculum follows the National Curriculum through the ‘Knowing History’ programme of study. It includes a wide range of diverse topics which provide pupils with the chronological overview and thematic understanding that they need to be successful at KS4 and beyond. It focuses on depth of knowledge and draws upon historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance. Pupils explore methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
	KS4 Subject Narrative	At KS4 we follow the Pearson Edexcel 9-1 GCSE programme of study. We cover different historical topics across the two years -ranging from Medieval themes to Modern world depth studies and across British and international world topics. These topics have been carefully selected to deepen knowledge of content learned in KS3 and build on the skills embedded in the KS3 curriculum to best equip pupils for success at the end of KS4 and for progression beyond. Emphasis lies in the skills of source analysis and inference; explanation of cause and consequence; and evaluation of historical evidence.
	Routine Assessment Strategies	We regularly use knowledge retrieval starters at the beginning of lessons; low stakes quizzes take place throughout; and plenaries focus on new knowledge. Pupils sit at least one formative writing assessment with SAR (Strength Action Response) per unit.

Year 8 History	WHY THIS, WHY NOW?	Autumn Term – Unit 1: Age of Encounters Unit 2: The English Civil War	Spring Term – Unit 3: Restoration England Unit 4: The Industrial Revolution	Summer Term- Unit 5: 19th Century Social Reform Unit 6: The British Empire Unit 7: Introduction to 20th Century History
	Enquiry questions	Did Italy lead the way during the Renaissance? Why was the English monarchy restored in 1664?	How glorious was the Glorious Revolution? What was the most significant change of the Industrial Revolution?	How did life change for the working class in the 1800s? Should the British Empire be remembered with pride? How did Women get the vote? Who was responsible for the sinking of the Titanic?
	Key Subject Knowledge	Compare knowledge from Medieval to Renaissance Describe Renaissance achievements Explore the impact of Spain in the New World Evaluate the significance of different countries contributions	Describe features of Restoration England. Identify causes and consequences of the Great Plague and the Great Fire of London Compare Britain in 1750 and 1900 Evaluate how far agriculture, manufacture and transport transformed Britain.	Recognise and describe changes in social reform: living conditions, child labour, factory reform and policing Describe how the British Empire changed over time Explain the impact of the British Empire on people living in its colonies Debate the positives and negative of the Empire.
	Subject Competencies	Description of Historical events, Explanation of continuity and change, Source analysis, interpretation and inference, Evaluation of significance	Explanation of cause and consequence Source analysis, interpretation, and inference Evaluation of significance	Source analysis, interpretation, and inference Explanation of continuity and change Evaluation of significance
	Summative Assessments (high stakes assessments which test cumulative knowledge)		Mid-year test covering Y7 and 8 content to date – the test covers key Historical skills of chronology, source analysis and the concepts of cause and consequence of key events	End of -year test covering Y7 and 8 content to date – the test covers key Historical skills of chronology, source analysis and the concepts of cause and consequence of key events
	How does this pave the way for further study?	Key renaissance events such as Gutenberg’s printing press and exploration in the new world provide foundation knowledge for the Early Elizabethan study in KS4. The English civil war provides pupils with understanding of kingship and religion– a key theme throughout KS3 and KS4 topics.	The Great plague builds on medical beliefs from year 7: The Black Death, and in preparation for Medicine unit in the KS4 programme of study. Industrial Revolution creates foundation for studying social reform and the British Empire in the Summer term.	The British Empire topic establishes roots for learning for understanding the Slave trade (unit 1 year 9) and causes of WW1 (unit 2 in year 9). This is further cemented by the introduction to 20 th Century History which is a key focus of the year 9 curriculum

