

# YEAR 8 HISTORY

## Learning Journey



Key question: How did **individuals**, **war**, and **protest** change society 1558-1900?



Elizabethan Golden Age



English Civil War



French Revolution



British in India



The Slave Trade

Industrial Revolution



My MEG is \_\_\_\_\_

# Personal Learning Checklist

This is a list of the information you will learn about this year. You should rate each statement with: **R** (Red - I don't know this), **A** (Amber - I'm ok with this but still needs work) or **G** (Green - I'm happy that I know this).

## PLC - Substantive knowledge (key facts)

	Classwork	Assessment 1	Assessment 2
<b>Enquiry 1: Did everyone in Elizabethan England experience a 'golden age'?</b>			
I can define a 'Golden Age'.			
I can assess similarity and difference in Elizabethan Society.			
I can assess similarity and difference around Elizabethan religion.			
I can assess similarity and difference in Elizabethan exploration and treatment of ethnic minorities.			
I can assess similarity and difference in Elizabethan education and culture.			
<b>Enquiry 2: Was Charles I responsible for the English Civil War?</b>			
I can describe who Charles I was and his background.			
I can explain the causes of the English Civil War.			
I can use causation words to explain the causes of the English Civil War.			
<b>Enquiry 3: What can sources tell us about the experience of the English Civil War?</b>			
I can describe the differences between the Cavaliers and Roundheads.			
I can explain different experiences of the English Civil War.			
I can explain how the English Civil War perpetuated a 'witch craze'.			
I can explain what propaganda is and why it was used in the English Civil War.			
<b>Enquiry 4: Why have historians labelled the French Revolution as a 'turning point'?</b>			
I can describe France and Europe before the revolution.			
I can explain the hatred towards the Monarchy.			
I can explain how the Three Estates system encouraged revolt.			
I can explain how financial problems encouraged revolt.			
I can explain the main events of the Revolution and the reactions of the French.			
I can describe the Peterloo Massacre.			
I can explain the Great Reform Act.			
<b>Enquiry 5: Were the British a force for good in India?</b>			
I can explain what an Empire is.			
I can describe India before British involvement.			
I can explain the role of the East India Company in India and its impact.			
I can explain the significance and events of the Indian Mutiny.			
I can explain the impact of the British Raj.			
<b>Enquiry 6: What was the legacy of slavery?</b>			
I can describe Africa before slavery: Mali.			
I can describe Africa before slavery: Benin.			

## PLC - Substantive knowledge (key facts)

	Classwork	Assessment 1	Assessment 2
I can describe the Middle Passage and slavery.			
I can explain what life was like on the plantations from Frederick Douglass.			
I can explain the impact of slavery on the US.			
I can explain the role of the American Civil War on the legacy of slavery.			
I can explain the role of the Manchester Abolition Movement.			
<b>To what extent did working conditions improve over the 19<sup>th</sup> century?</b>			
I can describe the working conditions in factories and why this caused opposition.			
I can explain the labour laws introduced and their strengths/limitations.			
I can explain the protest movements including the Luddites, Chartists and Swing Riots.			

## PLC - Disciplinary knowledge (how historians work)

	R	A	G		R	A	G
<b>A. Using sources</b>				<b>D. Similarity and difference</b>			
I can explain what a primary source is and how historians use them.				I can explain how people in the past have different experiences due to their class, gender, religion.			
I can make inferences from a source and use my own knowledge to make sense of it.				I can explain how people in the past have shared experiences.			
I can explain what the provenance of a source is.				<b>E. Significance</b>			
<b>B. Explaining cause and consequence</b>				I can explain what historians mean by 'significance' in history and what a 'turning point' is.			
I can explain how historical events have multiple causes, like the English Civil War and French Revolution.				I can use criteria to explain and evaluate the significance of an event.			
I can explain how some causes are short-term (triggers) or long-term (underlying).				<b>F. Interpretations</b>			
I can explain consequences of events, such as the impact of the French Revolution and the British in India.				I can explain what an interpretation is.			
<b>C. Change and continuity</b>				I can explain why historians might have different interpretations.			
I can explain what we mean by change in history and give examples of this.							
I can explain what we mean by continuity in history and give examples of this.							
I can explain how change can be economic, social, political or cultural.							

# Assessment Results

Assessment scores	Score
Assessment 1	%
Assessment 2	%