



Our Lady's Catholic College

Y8 History Curriculum Overview

Our Lady's Catholic College, Morecambe Road, Lancaster, LA1 2RX



KS3 Curriculum Overview

Curriculum Rationale

In History we recognise the importance of developing a challenging curriculum that helps our pupils understand that they are global citizens with global responsibilities. To study history is to understand how our world and society has developed and how it shapes the world that we live in today. Linking the past to the present reminds us of the importance of morality, equality, tolerance and self-reflection. We aim to develop inquisitive, curious and passionate historians who care for and respect the world around them, at a local, national and global level. Our role is to open eyes, to inspire awe and wonder, to challenge misconceptions, conspiracies, stereotypes, populism and apathy.

We have developed a knowledge rich curriculum that tracks the key moments in British and global history and provides pupils with the opportunity to explore key concepts within the context of their time period. Our curriculum provides the opportunity for pupils to know more but also develops their disciplinary knowledge so that they can do more by developing and revisiting key mastery concepts of throughout the key stage. We recognise the importance of learning across the curriculum and seek to build links across the school with other departments, with opportunities for joint planning that can enrich, deepen and broaden our students' learning experience.

Year 8	
Enquiry	Why was the reign of Elizabeth I so significant?
Rationale	The development of Church, state and society in 16 th and 17 th Century Britain – <i>the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)</i> . Allowing pupils to understand the impact of the Reformation on Britain and the world, particularly England's relationship with Spain. Useful context within this enquiry to later GCSE study on 'Early Elizabethan England'.
Autumn 1	<p>Know</p> <ul style="list-style-type: none"> • What problems did Elizabeth face when she became Queen, and how did she deal with them? • What can we learn from portraits of Elizabeth, and what was their purpose? • Why was Mary Queen of Scots such a threat to Elizabeth's reign? • Why did England's relationship with Spain worsen in the 1570s and 80s? How did England manage to defeat the mighty Spanish Armada? <p>Know how</p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change</i></p>

Enquiry	What really happened during the Gunpowder Plot?
Rationale	The development of Church, state and society in 16 th and 17 th Century Britain. Essential history linking to the school's place within a wider Catholic community, considering the reasons for and impact of anti-Catholic prejudice. Local History study of the Lancaster Martyrs in context of anti-Catholic persecution.
Autumn 1 / 2	<p>Know</p> <ul style="list-style-type: none"> • What was the nature of Anti-Catholic persecution in the reign of Elizabeth I and James I? <i>Local links to Lancashire and the Lancaster Martyrs.</i> • Who were the Gunpowder plotters and what were they trying to achieve? • Were the Plotters framed? How have views of the Gunpowder Plot changed over time? • What can we learn from the execution of the Gunpowder Plotters in January 1606? <p>Know how</p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To consider different historical interpretations of events and developments.</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p>

Enquiry	Why were there so many witch hunts and witch trials in Tudor and Stuart times?
Rationale	The development of Church, state and society in 16 th and 17 th Century Britain – <i>society, economy and culture: religion and superstition in daily life</i> . Local study on the Pendle Witch Trial which took place in Lancaster. Link to Y8 Enrichment Day visit to Lancaster Castle
Autumn 2	<p>Know</p> <ul style="list-style-type: none"> • What were the reasons and explanations for the 16th/17th Century Witch Craze – and why did it end? • <i>Local Study – Who were the Pendle Witches, why were they accused and what happened at their 1612 trial at Lancaster Castle?</i> <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To consider the changing balance between, and changing influence of, science and superstition over time.</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change.</i></p> <p><i>To consider different historical interpretations of events</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p>

Enquiry	What were the causes and consequences of the English Civil War?
Rationale	The development of Church, state and society in 16 th and 17 th Century Britain – <i>the causes and events of the civil wars throughout Britain, the interregnum (including Cromwell in Ireland)</i> . Part of wider theme of the development of democracy and the changing nature of political power – also developed in Y7 (e.g. with King John and Magna Carta), and in Y9 (e.g. with the Suffragettes)
Spring 1	<p>Know</p> <ul style="list-style-type: none"> • Why did the relationship between King Charles I and his Parliament worsen in the years 1625-42? • How did the Roundheads defeat the Cavaliers? • What was the role of Propaganda during the Civil War? • Why was the trial and execution of the King in 1649 so controversial? • What was life like in Cromwell's 'Puritan' English Republic? <p>Know how</p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To consider different historical interpretations of individuals, events and developments.</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p>

Enquiry	What can the 'Great Plague' of 1665 tell us about life in the 17th Century?
Rationale	The development of Church, state and society in 16 th and 17 th Century Britain - <i>society, economy and culture</i> . Allows pupils to focus on society and the experiences of 'ordinary' people, particularly in relation to the world of work. Links to Y7 study (e.g. the Black Death) and Y10 'History of Medicine' for GCSE
Spring 2	<p>Know</p> <ul style="list-style-type: none"> • How had London changed since the Middle Ages? • How did people in the 17th Century explain disease, and try to treat and prevent it? • What were the reasons for the high death toll in 1665? <p>Know how</p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To consider the changing balance between, and changing influence of, science and superstition over time.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p>

Enquiry	Why was the Slave Trade so profitable?
Rationale	Ideas, political power, industry and Empire: Britain, 1745-1901 – <i>Britain's transatlantic slave trade: its effects and its eventual abolition / development of the British Empire / a significant issue in world history and its interconnections with other world developments.</i> Local study on the enormous impact of the slave trade on Lancaster, and ongoing links and debates in the local community. Link to Y8 Enrichment Day visit to Lancaster Quay.
Spring 2 / Summer 1	<p>Know</p> <ul style="list-style-type: none"> • What was the 'Triangular Trade' and <i>how did it effect Lancaster's development, businesses and transport links? – Local History</i> • Life on the Plantations and Slave Rebellions. • How and why was the Slave Trade, and eventually Slavery in the Colonies, abolished by the British Government? • How has the 'Black Lives Matter' movement affected how we view and remember the Slave Trade, locally, nationally and internationally? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To consider the importance of individuals in history, and learn about the criteria used by historians to ascribe significance to people and events.</i></p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of global trade within the context of political, economic and social change</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p>

Enquiry	How did the Industrial Revolution affect the lives of ordinary people?
Rationale	Ideas, political power, industry and Empire: Britain, 1745-1901 – <i>Britain as the first industrial nation – the impact on society / social reform</i> . Allows pupils to focus on society and the experiences of ‘ordinary’ people, particularly in relation to the world of work. Luddism and wider challenges / reforms to working conditions link to study of Suffragette militancy in Y9.
Summer 1	<p>Know</p> <ul style="list-style-type: none"> • What was the impact of the change from a ‘Domestic’ system to factories? What do the lives of ‘pauper apprentices’ tell us about the impact of Child Labour in the Industrial era? • How did working people try to improve their conditions? Who were the Luddites and how did they show their opposition to Industrialisation? <p>Know how</p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the pace, extent and impact of changing technology.</i></p> <p><i>To understand the changing world of work, within the context of wider political, economic and social developments.</i></p> <p><i>To understand the similarities and differences between different groups in societies.</i></p>

Enquiry	Why were living conditions in the 19th Century so bad?
Rationale	Ideas, political power, industry and Empire: Britain, 1745-1901 - <i>Britain as the first industrial nation – the impact on society / social reform</i> . Allows pupils to focus on society and the experiences of ‘ordinary’ people, particularly in relation to life at home. Links to Y7 study (e.g. the Black Death) and Y10 ‘History of Medicine’ for GCSE.
Summer 2	<p>Know</p> <ul style="list-style-type: none"> • <i>Local Study</i> – what do Cholera outbreaks in Lancaster and Padiham tell us about public health and sanitation in the 19th Century? • How did living conditions begin to improve? <p>Know how</p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument.</i></p> <p><i>To understand how maps and statistics can be used to develop and support a historical argument.</i></p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of government intervention within the context of wider political, economic and social change</i></p>

Enquiry	Does Britain deserve to be called ‘Great’ in the era of Empire?
Rationale	Ideas, political power, industry and Empire: Britain, 1745-1901 – <i>the development of the British Empire.</i>
Summer 2	<p>Know</p> <ul style="list-style-type: none"> • What was the impact of the ‘Pax Britannica’ on India? • Was this an era of ‘Rule Britannia’ or ‘Cruel Britannia’? • Was the ‘Great Exhibition’ a cause for celebration? <p>Know how</p> <p><i>To evaluate the causes and consequences of key events and developments.</i></p> <p><i>To assess the pace, extent and impact of change.</i></p> <p><i>To understand the importance of Empire within the context of wider political, economic and social change</i></p>