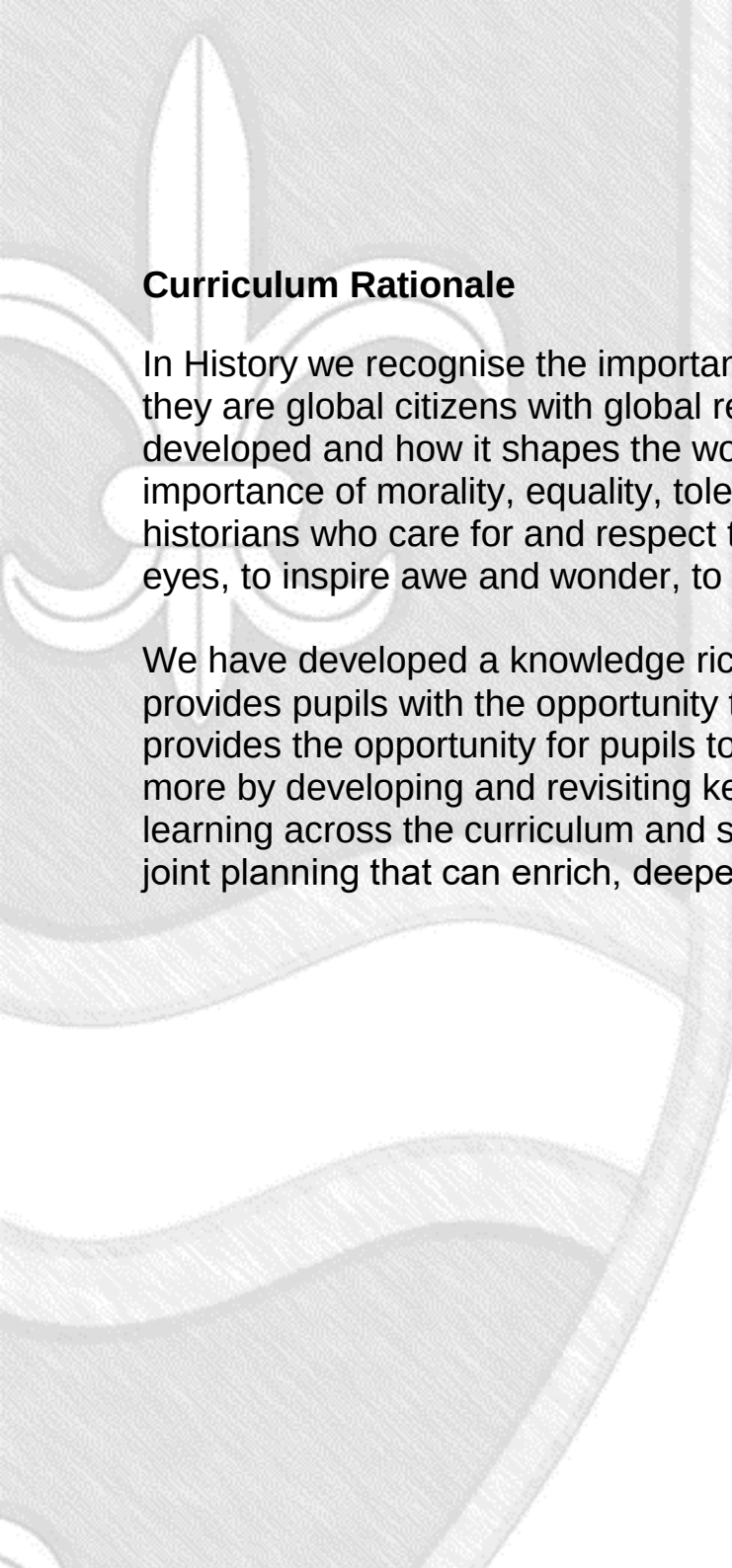




# Our Lady's Catholic College

## 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.

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| <b>Enquiry</b>   | <b>What was the significance of the religious changes that took place during the Tudor era?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Rationale</b> | <p><i>'The development of Church, state and society in Medieval Britain 1509-1745 /a local history study'</i></p> <p>To focus upon concepts of Dynasty, Succession and the Reformation.<br/> To know and understand the cause and impact of religious change upon England from Henry VIII to Mary I.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Autumn 1</b>  | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Why was the issue of 'legitimacy' so significant for the Tudor Dynasty?</li> <li>• What were the causes and consequences of Henry VIII's 'Break with Rome'?</li> <li>• What were the major religious changes (and continuities) of the Tudor era?</li> <li>• What were the similarities and differences between different religious groups in the 16<sup>th</sup> Century?</li> <li>• How have historians assessed the reign of 'Bloody' Queen Mary?</li> </ul> <p><b>Know How</b></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence / Significance)</i></p> <p><i>To understand the similarities and differences between different groups in societies (Similarity and Difference)</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. (Significance / Historical Interpretations)</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i></p> |

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| <b>Enquiry</b>      | <b>Why is the reign of Elizabeth I so significant?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Rationale</b>    | The development of Church, state and society in 16 <sup>th</sup> and 17 <sup>th</sup> 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'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Autumn 1 + 2</b> | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Why did Elizabeth face so many problems at the start of her reign, and how did she gain control?</li> <li>• What can we learn from portraits of Elizabeth, and what was their purpose?</li> <li>• Why was Mary Queen of Scots such a significant threat to Elizabeth?</li> <li>• What were the causes and consequences of Mary, Queen of Scots' execution in 1587?</li> <li>• Why did England's relationship with Spain worsen in the 1570s and 80s?</li> <li>• How did England manage to defeat the mighty Spanish Armada?</li> </ul> <p><b>Know how</b></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. (Significance)</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i></p> <p><i>To assess the pace, extent and impact of change. (Change and Continuity)</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change (Significance)</i></p> |

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| <b>Enquiry</b>                 | <b>What really happened during the Gunpowder Plot?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Rationale</b>               | The development of Church, state and society in 16 <sup>th</sup> and 17 <sup>th</sup> 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Autumn 2 /<br/>Spring 1</b> | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• 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></li> <li>• What were the causes of the Gunpowder Plot? Who were the plotters and what were they trying to achieve?</li> <li>• What were the consequences of the Gunpowder Plot? What does the evidence suggest about what really happened, and why? How have interpretations of the Gunpowder Plot changed over time?</li> <li>• What can we learn from the execution of the Gunpowder Plotters in January 1606?</li> </ul> <p><b>Know how</b></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Significance)</i></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i></p> <p><i>To consider different historical interpretations of events and developments. (Historical Interpretations)</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change (Significance)</i></p> <p><i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i></p> |

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| <b>Enquiry</b>   | <b>Why were there so many witch hunts and witch trials in Tudor and Stuart times?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Rationale</b> | The development of Church, state and society in 16 <sup>th</sup> and 17 <sup>th</sup> Century Britain – <i>society, economy and culture: religion and superstition in daily life</i> – particularly helpful for Y10 Medicine Paper 1. Local study on the Pendle Witch Trial which took place in Lancaster Castle, with obvious links back to Y7 study.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Spring 1</b>  | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• What were the causes and consequences of the ‘Witch Craze’ of the late 16<sup>th</sup> and early 17<sup>th</sup> Centuries?</li> <li>• What were the changes and continuities of people’s superstitious beliefs during the period?</li> <li>• Why is the Pendle Witch trial such a significant event in our local history? Who were the Pendle Witches, why were they accused and what happened at their 1612 trial at Lancaster Castle?</li> </ul> <p><b>Know how</b></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i></p> <p><i>To consider the changing balance between, and changing influence of, science and superstition over time. (Change and Continuity)</i></p> <p><i>To understand the importance of religion within the context of wider political, economic and social change. (Significance)</i></p> <p><i>To consider different historical interpretations of events (Historical Interpretations)</i></p> <p><i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i></p> |



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| <b>Enquiry</b>      | <b>What were the causes and consequences of the Civil Wars of the 17<sup>th</sup> Century?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Rationale</b>    | The development of Church, state and society in 16 <sup>th</sup> and 17 <sup>th</sup> 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). Clear links to Challenges to the State and the Wars of the Roses in Y7 and broader themes of resistance and revolt across KS3 and into GCSE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Spring 1 / 2</b> | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• What was the nature of Monarchical power in the 17<sup>th</sup> Century? What was ‘Divine Right’?</li> <li>• What were the causes of the Civil Wars, and who was to blame?</li> <li>• How did the Roundheads defeat the Cavaliers? How was Propaganda used in the ‘battle of hearts and minds’?</li> <li>• What were the consequences of the Civil War for the different people of the whole British Isles?</li> <li>• Why was the trial and execution of King Charles I in 1649 so significant?</li> <li>• What were the changes and continuities for people living during the ‘Protectorship’ of Oliver Cromwell?</li> <li>• Why was England’s Monarchy restored, after 11 years as a Republic?</li> </ul> <p><b>Know how</b></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</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. (Significance)</i></p> <p><i>To consider different historical interpretations of individuals, events and developments. (Historical Interpretations)</i></p> <p><i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i></p> |

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| <b>Enquiry</b>      | <b>Why was the Slave Trade so profitable?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Rationale</b>    | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Summer 1 / 2</b> | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• How and why did the British Empire expand from the time of Elizabeth I to the early 19<sup>th</sup> Century?</li> <li>• What was the 'Triangular Trade' and what was its impact on Britain's development as a 'Great Power' in the 17<sup>th</sup> and 18<sup>th</sup> Centuries? <i>How did it effect Lancaster's development, economy and transport links?</i></li> <li>• What were the consequences of the Slave Trade for the different communities affected – in Africa and the Americas?</li> <li>• How did the Slave Trade turn free people into 'possessions'?</li> <li>• How did Enslaved people try to resist and improve their situation?</li> <li>• Why was the Slave Trade, and eventually Slavery in the Colonies, abolished by the British Government?</li> <li>• How have interpretations changed in the way we remember the Slave Trade, locally, nationally and internationally?</li> </ul> <p><b>Know how</b></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</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. (Historical Interpretations)</i></p> <p><i>To assess the pace, extent and impact of change. (Change and Continuity)</i></p> <p><i>To understand the importance of global trade and Empire within the context of political, economic and social change. (Significance)</i></p> <p><i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i></p> |



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| <b>Enquiry</b>   | <b>How did the Industrial Revolution affect the lives of ordinary people?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Rationale</b> | 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 societal changes as a result of industrialisation, with a particular focus on Lancaster. Pupils link conditions to health challenges and the need for political change. Reforms to working conditions link to study of Suffragette militancy in Y9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Summer 2</b>  | <p><b>Know</b></p> <ul style="list-style-type: none"> <li>• Why were the changes of the Industrial Revolution so significant?</li> <li>• What were the similarities and differences between people's experiences across the British Isles during the Industrial Revolution?</li> <li>• How did people resist, and try to improve their lives, during the Industrial Revolution?</li> <li>• Why were living conditions so poor in early 19<sup>th</sup> century towns, including Lancaster?</li> <li>• What were the consequences of poor living conditions, and how did conditions improve?</li> </ul> <p><b>Know how</b></p> <p><i>To evaluate the causes and consequences of key events and developments. (Cause and Consequence)</i></p> <p><i>To assess the pace, extent and impact of changing technology. (Cause and Consequence)</i></p> <p><i>To understand the changing world of work, within the context of wider political, economic and social developments. (Change and Continuity)</i></p> <p><i>To understand the similarities and differences between different groups in societies. (Similarity and Difference)</i></p> <p><i>To understand the importance of Empire within the context of wider political, economic and social change. (Significance)</i></p> <p><i>To use primary and secondary sources and evidence to make inferences and support historical argument. (Evidence)</i></p> <p><i>To evaluate, and make comparisons between, different historical interpretations, and the views of historians. (Historical Interpretations)</i></p> |