

**Year 8**

The overall focus of this year is **Britain's role in the world, 1562-1914**. In this broad topic, students move on from their understanding of the making of Britain (learnt in Year 7) to assess Britain's wider role in the world. The main second order concept this year is change; with students exploring changing ideas, politics, industry and empire. Students will be urged to analyse the short and long-term significance of the changes explored and how they interact with each other.



							EOY Assessment Point								
							HT6:								
							HT5								
							HT4								
							HT3:								
							HT2:								
							HT1:								
<p><b>HT1:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>1. The motivation behind the British Empire</b></p> <p>To define Empire.</p> <p>To explore the First British Empire in the 13 colonies of America.</p> <p>To analyse what motivated Empire building- trade, strategy, imperialism.</p> <p>Catholic Social Teaching: Rights and responsibilities</p>		<p><b>HT2:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>2. Legacy of the British Empire</b></p> <p>Use a case study of the British in India to explain the rule of Empire and the legacy it left behind.</p> <p>Make links between the Empire's past and global issues today.</p> <p>Eco opportunities in term:</p> <p>Globalisation</p> <p>Fairtrade</p> <p>Human dignity</p> <p>Participation</p>		<p><b>HT3:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>3. Transatlantic slave trade</b></p> <p>Explain Britain's role in the Triangular trade.</p> <p>Explain what life was like on the plantations.</p> <p>Discover about the abolition of slavery.</p> <p>Subsidiarity</p> <p>Common good</p> <p>Human dignity</p>		<p><b>HT4:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>4. Civil rights in the USA</b></p> <p>Describe the reasons for improvement in civil rights.</p> <p>Explain the civil rights acts of the 1960s.</p> <p>Analyse different types of protest.</p> <p>Protest</p> <p>International agreements</p> <p>Solidarity</p> <p>Subsidiarity</p> <p>Rights and responsibilities</p> <p>Participation</p> <p>Dignity of work</p> <p>Solidarity</p>		<p><b>HT5:</b></p> <p><u>Assessment Point: Summative or AFL</u></p> <p><b>HT3 and HT4 (with elements of HT1 and HT2)</b></p> <p><u>Key disciplinary knowledge</u></p> <p><b>Written assessment:</b></p> <p>Plantations essay</p> <p>Black peoples of the Americas test</p> <p><b>Key word tests</b></p> <p><b>Key Concepts</b></p> <p>Change and continuity</p> <p>Causation</p> <p>Interpreting sources</p> <p><b>Career links</b></p> <p>Lawyer</p> <p>Teacher</p> <p>Human rights</p> <p>Politician</p> <p>Orator</p>		<p><b>HT6:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>5. Industrial revolution</b></p> <p>Analyse why Manchester was home to the Industrial Revolution.</p> <p>Evaluate the short term and long term impact of the Industrial Revolution</p> <p>Stewardship</p> <p>Rights and responsibilities</p> <p>Dignity of work</p> <p>Option for the poor</p>		<p><b>HT6:</b></p> <p><u>Overarching unit intent:</u></p> <p><b>6. Causes of WW1</b></p> <p>Explain the long and short term causes of World War One.</p> <p>Find links between the causes of WW1 and our previous topics of industrialisation and imperialism.</p> <p>Industrialisation</p> <p>Global warming</p> <p>Solidarity</p> <p>Subsidiarity</p>		<p><b>HT5 – HT6 (with elements of HT1 - HT4)</b></p> <p><u>Key disciplinary knowledge</u></p> <p><b>Written assessment:</b></p> <p>Industrial revolution test</p> <p><b>Key word tests</b></p> <p><b>Key Concepts</b></p> <p>Causation</p> <p>Significance</p> <p>Change and continuity</p> <p><b>Career links</b></p> <p>Armed services</p> <p>Business</p> <p>Trade union</p> <p>Journalist</p> <p>Manufacturing</p> <p>Retail</p>	