

**History:
Richard III**

Year 8 Autumn Term 1

**Time of Assessment: Time of
Assessment: Between 7th and 17th
October**

Knowledge to be Assessed:

- Students will have looked at the events of the War of the Roses and Richard III's involvement.
- They will have looked at why there are different interpretations of Richard, both primary and secondary and will look at why some sources are subjective.
- Ultimately, students will use the sources to decide whether Richard murdered his nephews, or not.
- Students will use and evaluate sources to help them answer the question critically and reach a conclusion.



Skills to be assessed:

Knowledge of key dates.
Understanding of primary and secondary sources.
Critical analysis of sources.
Understanding of reliability of different sources.

Resources to help Revision:

- <https://www.britannica.com/biography/Richard-III-king-of-England/Usurpation>
- <https://www.bbc.co.uk/bitesize/topics/zmxh34j> (Shakespeare)
- <https://le.ac.uk/richard-iii> (University of Leicester.)
- <https://www.youtube.com/watch?v=P8QDa1zuUd4> (King in the Carpark)
- <https://www.channel4.com/programmes/the-princes-in-the-tower-the-new-evidence> (Princes in the Tower).

Emerging

Students can identify that some sources see Richard III as good, some see him as a villain.

Developing

Students give a basic description of Richard III's character traits. Students show some understanding that Richard has been represented in different ways.

Secure

Students give a clear description on Richard III's character traits. Students identify that Richard has been interpreted in different way and you can suggest possible reasons for this.

Mastering

Students give a detailed view of Richard III's character traits and understand why there are different interpretations of Richard III. Students make a limited judgement.

Extending

Students describe and analyse why there are different interpretations of Richard III. Students use and evaluate sources to reach a detailed and balanced conclusion and make a judgement that is explicit and clear.

**History:
Mary Tudor**

Year 8 Autumn 2

Time of Assessment: Time of Assessment: Between 2nd and 16th December

Knowledge to be Assessed:

- Students will have looked at the English Reformation and how Mary tried to return England to the Catholic faith. They will look at the methods she used.
- They will have looked at why there are different interpretations of Mary, both primary and secondary and will look at why some sources are subjective.
- Ultimately, students will use the sources to decide whether Mary was an unusual 'bloody' monarch or not.
- Students will use and evaluate sources to help them answer the question critically and reach a conclusion.



Skills to be assessed:

- Knowledge of key dates.
- Understanding of primary and secondary sources.
- Critical analysis of sources.
- Understanding of reliability of different sources

Resources to help Revision:

- <https://www.bbc.co.uk/bitesize/topics/zw-csp4j/articles/zgkcr2p> (BBC Bitesize - English Reformation).
- https://www.bbc.co.uk/history/historic_figures/mary_i_queen.shtml (BBC – Mary biography)
- <https://www.youtube.com/watch?v=wbzjuFhvf8M> (Bloody Britain – Burnt at the stake).
- <https://www.youtube.com/watch?v=D-ib-hqYjXM> (David Starkey).
- <https://www.rmg.co.uk/stories/topics/mary-i-facts-myths> (Facts & Myths about Mary Tudor).

Emerging	Developing	Secure	Mastering	Extending
Students have described what is in each source and have shown which sources say that Mary was bloody or not.	Students have used the sources to explain how Mary has been interpreted in different ways and have selected and combined information from different sources to do so.	Students have begun to offer possible reasons why Mary has been interpreted in different ways and say which you can trust/ not trust and why.	Students have analysed why Mary I has been interpreted in different ways. You have evaluated the sources to answer the question critically, considering why views might have changed over time and have reach a conclusion.	Students have analysed why there are different historical interpretations of Mary I, you have evaluated sources critically to answer the question and have reached an explicit conclusion and judgement.

Subject

History

Year 8 Spring 1

Spring Term Week 6

Knowledge to be Assessed:

Studying the 'Tudors' unit features the key individuals of the period such as Henry VIII and Elizabeth I but the unit also looks at the lives of ordinary people and the impact the Monarchs decisions had on them. The unit will look at events such as the War of the Roses, the Reformation and the Spanish Armada. Students need to recap their work since September on the Tudors. Students need to use their exercise books as a revision tool.



Skills to be assessed:

The assessment will test students recall, memory, fact checking and revision skills.

Resources to help Revision:

- *Look at key events such as:*
- https://www.ducksters.com/history/middle_ages/wars_of_the_roses.php
- <https://www.dkfindout.com/us/history/tudors/>
- https://kids.kiddle.co/English_Reformation
- <https://kids.britannica.com/kids/article/Spanish-Armada/352781>
- *Look at key events and people in the Early Modern (Tudor) period and build up a knowledge bank.*
- *Try to discuss the contents of a student's exercise book.*

Emerging

Students can use basic dates and terms in relation to the developments in history.

Developing

Students can show basic factual knowledge and understanding of key developments and aspects across different periods.

Secure

Students can show and increased depth of factual knowledge and can identify different periods and past societies.

Mastering

Students use their own knowledge to under key aspects of chronology and anachronisms.

Extending

The student makes links between their factual knowledge and their understanding of the Early Modern Period of c1485 to c1603. E.g. Can understanding how events such as the Reformation changed Britain.

Subject

History

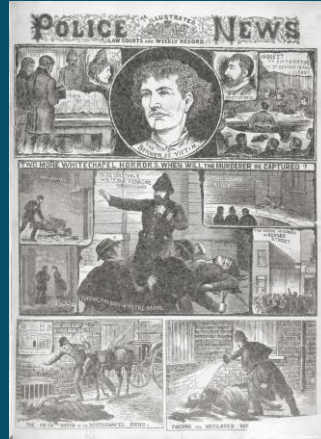
Year 8 Spring 2

Time of Assessment

Summer Term Week 4

Knowledge to be Assessed:

- Students will have looked at life in Britain in the latter part of the 19th century and will have ascertained that there were two very separate London's.
- Students will look at various primary sources and will use them to study the murderer, the unfortunate women and social conditions in industrial Britain.
- Students will evaluate the usefulness of sources and will start to use 'second order concept' words in their analysis.



Skills to be assessed:

Students will use and evaluate sources to help them answer the questions critically and reach a conclusion.

Resources to help Revision:

- <https://www.thehistoryoflondon.co.uk/in-brief-mid-19th-century/> (London in the 19th century)
- <https://www.bbc.co.uk/bitesize/topics/zq9ysk7/articles/zhj9cmn> (BBC Bitesize - the Victorians)
- <https://booth.lse.ac.uk/> (Booth poverty map).
- <https://www.theguardian.com/books/2019/feb/13/the-five-by-hallie-rubenhold-review-the-untold-lives-of-the-rippers-victims> (Review of 'the Five')
- <https://www.youtube.com/watch?v=ackMI3Eew5k&t=1097s> (Jack the Ripper – Vic Reeves)

Emerging

Students make simple statements supported by some knowledge taken from the source at face value, e.g. They were attacked brutally etc.

Developing

Students have developed statements making inferences, pointing out the strengths and weaknesses of the sources e.g. Source A is more accurate than source B .

Secure

Students developed explanation supported by selected knowledge and making positive use of the ACORN (to analysis a source) - attitude, context, origin, reliability, nature.

Mastering

Students make inferences from the facts to reach a deeper understanding. E.g. Makes point that society was violent in the late nineteenth century but people were still shocked by the murders.

Extending

Students make sustained arguments supported by using precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views. Higher marks will refer to inequality etc.

History

Year 8 Summer 1

Summer Term Week 7

Knowledge to be Assessed:

Studying the 'British Empire' module, students undertake a depth study and ask 'was the British Empire a force for good?'

Students will look at ideas about democracy, politics, trade, emigration and slavery in relation to the British Empire we will also look at famous people like Cecil Rhodes and Mary Prince etc.

We will also look at day-to day life in the Empire 'on which the sun never set'.



Skills to be assessed:

Analysing sources, developing knowledge and making conclusions based on evidence.

Resources to help Revision:

- <https://www.bbc.co.uk/bitesize/topics/z7kvf82>
- <https://www.bbc.co.uk/programmes/p016mtjx>
- <https://www.bbc.co.uk/programmes/p0167h3d>
- <https://www.bbc.co.uk/programmes/p0167h3l>
- <https://www.bbc.co.uk/programmes/p0167h2s>
- <https://www.natgeokids.com/nz/discover/history/general-history/british-empire-facts/>
- <https://www.historic-uk.com/HistoryUK/HistoryofBritain/Timeline-Of-The-British-Empire/>
- *Try to discuss at home the legacy of the British Empire in both positive and negative ways.*

Emerging

Students show limited knowledge and can identify one positive and one negative factor in relation to the British Empire.

Developing

Students show basic knowledge of the British Empire and there is a limited overall judgement in relation to the legacy of the Empire.

Secure

Students show accurate and relevant information showing some knowledge and understanding of the legacy of Empire. An overall judgement is given but it is vague.

Mastering

Students show information and show good knowledge The student starts to use second order concept words like significant, continuity and change. An implicit judgement is made.

Extending

The student makes accurate and sustained assertions showing clear knowledge with explicit links to the question. The student makes consistent links to the question throughout the essay making mini judgements.