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Lesson	Learning Objective	Suggested learning activities	Resources	Differentiation	Homework
1	Chronological understanding of Early Modern Era, reinforcement of chronology	Hand out books, stick sheets in, etc.  <b>Quiz in pairs - write on tables.</b>  <b>Chronological overview</b> - Pgs. 4-5 Making Sense of History 1509-1745 Read and stick timeline into books (front page under acronyms sheet).  Complete activity 1.  <b>Plenary:</b> Human Timeline activity using events from Early Modern Era	Quiz questions and answers  Timeline strips  Topic keywords	Mixed ability grouping  MA to add 3 more events individually - different colour pen.	
	<b>Enquiry 1</b>	<b>Were the Tudors religious extremists?</b> <b>13 lessons</b>			
<b>1 Was Henry a Protestant?</b>	To understand the differences between Catholics and protestants  To make a judgement using evidence to support	<b>Starter:</b> Topic Keywords and Break with Rome - Horrible Histories catholic Report.  Introduce Protestants and Catholic religions  Was Henry a Protestant task sheet - card sort into evidence Henry is a Protestant, evidence Henry is a Catholic.  Levelled question: was Henry VIII a Protestant?  <b>Extension:</b> Highlight the most significant piece of evidence to support judgement	<b>Keywords</b>  PPT	Differentiated sheets	
<b>2 Was Edward an extremist?</b>	To be able to explain and give examples of extremism	<b>Starter:</b> Extremism - discuss. Current issues and examples.  Story of Edward Cartoon and swap - read Edward VI information pulling out the 6 most important pieces of information. Write a caption, swap with	Cartoon strip  Edward Story/infor	Differentiated information	

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	To be able to make a judgement supported by evidence	partner who must draw cartoon from caption.  Paragraph - was Edward a religious extremist?  <b>Plenary:</b> Swap with partner - 3 colours - shade point, evidence and explanation and use purple pens to give feedback.	mation	Levelled question	
<b>3. Was Mary an extremist?</b>	To select and use sources effectively	<b>Starter:</b> Health Check questions - back of books  Table and sources - focusing on Mary's extremism  Model PEE answer  Summary paragraph Mary was a religious extremism because ...  <b>Plenary:</b> Swap with partner - 3 colours - shade point, evidence and explanation and use purple pens to give feedback.	MA Hodder pgs. 50-51  Ks3 history pgs. 24-25  Access sources on worksheet	Differentiated source material	
<b>5 Was Elizabeth an extremist?</b>	To use sources of information to decide whether Elizabeth was a religious extremeist.	<b>Starter:</b> Health Check Questions - back of books  Draw around hands Hands-Yes/No  Summary paragraph - Elizabeth was/wasn't a religious extremist because...  <b>Plenary:</b> 3 students to read paragraphs	Selection of information and sources  Changing minds pgs. 56-59  Hodder pg. 56  Ks3 History pg. 28-29		
<b>6 Assessment</b>		The Tudors were religious extremists. How far do you agree? Use the sources and your own knowledge.	Assessment guidelines	Levelled	
<b>7.</b>	To reflect and respond to	Teacher led, students will using PPP to respond to feedback.			

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<b>Assessment feedback</b>	feedback				
<b>8 What was Elizabeth like as a queen?</b>	To learn that interpretations differ To begin to question reliability of a source	<b>Starter:</b> Armada Portrait  The source supports/oppose Elizabeth. How do you know?	Armada Portrait  Sources - from making of UK pgs.47, 55 & 56		How and why do these interpretations differ on Elizabeth?
<b>9 Spare</b>					
	Enquiry 2	Why did the English kill their king? 8 lessons			
<b>1-2 Causes of the Civil War</b>	<b>Knowledge: what caused the English Civil War</b>  <b>Historical Skills: Interpretation</b>	<b>Starter:</b> Pupils will read extract from contemporary source from ppt. They should answer: Complete <i>GAAPT</i> - in margin  a) What can you learn from the source about the impact the war may have had on people? <b>MA:</b> b) Is it a useful source for a historian studying the Civil War?  <b>Main:</b>  Pupils will be introduced to two brothers Walter and Henry who have different views about who caused the war. They will work in pairs and act out the script together.  Verbally - evidence which suggests Charles causes the war, evidence that Parliament caused the war. <b>MA:</b> 3 reasons that show Charles was responsible and 3 reasons that Parliament was responsible <b>M:</b> 2 reasons that show Charles was responsible and 2 reasons that Parliament	Scripts (differentiated)	Pupils to work in ability pairs and have differentiated resources to support them.	

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		<p>was responsible SEN: 1 reasons that show Charles was responsible and 1 reasons that Parliament was responsible</p> <p><b>Plenary:</b> who do you is responsible for causing the ECW? What us your interpretation? Charles or parliament. Verbally completed in pairs.</p>			
<b>3. Causes of the Civil War</b>	<p><b>Historical Skill:</b> <b>Causation</b></p>	<p><b>Starter:</b> World turned upside down image - 3 tasks.</p> <p><b>Main:</b> Card sort sticking onto Venn Diagram - Sperm</p> <p>Most important cause of the ECW?</p> <div style="text-align: center;">   Horrible Histories - English Civil War Song.mp4 </div>		<p>Differentiated cards to sort</p> <p>Ability groups</p>	
<b>4 Assessment</b>		<p>Which of the following was the more important cause for the outbreak of the English Civil War?</p> <p>Money Power</p>		Differentiated writing frames	
<b>5 Assessment feedback</b>					
<b>6. Who fought in the Civil War? (2 sides)</b>	<p>Knowledge: How the two sides compared</p> <p>Historical Skills: Interpretation</p>	<p><b>Starter:</b> Pupils will be shown two images on the board. They need to guess who is the soldier and must be prepared to give reasons. Teacher to question pupil understanding and encourage them to share reasons with the rest of the class.</p> <p><b>Main:</b> Pupils will read information sheet about the two sides. They may jot down any key information or highlight it on the sheet.</p>	<p>Information sheet</p> <p>Comparison table</p>	By resource-differentiated activity sheet	

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		<p>Pupils may share what they have learnt with the person next to them.</p> <p>Teacher to show images comparing roundheads and cavaliers.</p> <p style="background-color: yellow;">Pupils should complete comparison table about the two sides (differentiated).</p> <p>Plenary: Pupils to respond to Roundhead statement that they would win the war. They should stand on either side of the room. Teacher to question their reasons.</p>			
<b>7. Battles of the Civil War</b>		<p>Focus on utility How useful is this source for a historian studying the battle of?</p>			How useful is this source for a historian studying the battle of?
<b>8. Trial of Charles I</b>	<p><b>Knowledge:</b> <b>Did Charles deserve to be executed</b></p> <p><b>Historical Skill:</b> <b>Interpretation</b></p>	<p>Starter: Pupils will watch clip of the execution of Charles I from a film (youtube link on ppt) . They should write down why this is happening. Pupils will be encouraged to think about the type of King Charles was and events during the war itself.</p> <p>Main: Pupils will work in groups of 6. They will be given a pack of cards with reasons for and against execution. They should divide these into columns.</p> <p>Pupils will then complete a role play of their version of the trial. Each pupil will be given a role. They can use the evidence statements to help them.</p> <p>Plenary: Pupils to share their verdicts with the rest of the class. They must give their reasons</p>	<p>You tube clip Execution statements</p>	<p>Peer support-group work in mixed ability groups</p> <p>Teacher support-encourage pupils to choose roles which best suit their personal skills</p>	
<b>9 Spare lesson</b>					
	Enquiry 3	Should the British Empire be a source of national pride? 17 lessons			

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<p><b>1. Changes during the Industrial Revolution</b></p>	<p><b>Knowledge:</b> What changed between 1750-1900</p> <p><b>Historical Skill: Use of sources</b></p>	<p>Pupils will make two new learning targets in their exercise books.</p> <p><b>Starter:</b> In pairs pupils should come up with as many ideas as they can about what the Industrial Revolution might have been. Teacher to display ideas to class on a mind map</p> <p>Source D &amp; E spot the differences - verbally discuss. Feedback 1 change per table - encourage to use comparative connectives.</p> <p><b>Main:</b></p> <p>Pupils will use pictures and information to compare life 1750, 1850 and 1900 MA will also use the year 8 textbooks to compare life using the images on pages 6-11. They will look at population, living conditions, jobs, transport and health and medicine. This will be recorded on comparison table.</p> <p><b>Plenary:</b> Pupils should study their completed table and should answer:</p> <ol style="list-style-type: none"> <li>1. When was there most change overall?</li> <li>2. Do these pictures show that life got better or worse between 1750 and 1900? Give at least 3 reasons for your answer.</li> </ol>	<p>SHP year 8 textbooks</p> <p>Comparison tables</p>	<p>By resource-comparison table</p> <p>Teacher support-monitor completion of activity</p> <p>Differentiated tasks</p>	<p>Local enquiry: Wallsend during the Industrial Revolution</p>
<p><b>2. British Empire</b> ***could be done as a discussion lesson***</p>	<p><b>Knowledge:</b> What the British Empire was like</p> <p><b>Historical Skills:</b> Empathy/ Knowledge and understanding</p>	<p><b>Starter:</b> Pupils will be shown a map of the British Empire from 1866. They should be questioned about what it makes them think or they should write down 3 thoughts they have about it. Teacher can then choose pupils to share their thoughts.</p> <p><b>Main:</b> Teacher to explain reasons behind wanting an Empire. (Next activity can be done in lesson or as ICT lesson) Pupils will work in groups of 5. Each will be given a British colony to research. They may use Industry, Reform and Empire book or teacher can print off information cards. They must fill out their diagram with their findings (when, why how etc.)</p>	<p>ICT SUITE (if you choose to do lesson this way)</p> <p>Information cards</p>	<p>Peer support-pupils to share what they have learnt with each other</p> <p>Mixed ability colour groups</p> <p>Range of resources for evidence</p>	

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		<p>The group must then take turns to discuss what they found out. Teacher to question understanding. Plenary: Pupils will be encouraged to empathise with the experience of Aboriginals and Captain Cook about the occupation of Australia. Images with thought bubbles will be displayed on the board and pupil have to finish their sentences with their feelings/opinions.</p>		Targeted questioning	
<b>3. Slave Trade Triangle</b>	<p>Knowledge: What were the stages of the Slave Trade Triangle</p> <p>Historical Skills: Empathy/ Knowledge and Understanding</p>	<p>Starter: <b>Health Check questions</b></p> <ol style="list-style-type: none"> <li>1. Name 6 countries part of the Empire</li> <li>2. Why Britain wanted them</li> <li>3. Why did Victoria want an empire?</li> </ol> <p>Think pair share- pupils to mind map what we trade today. They should then share their ideas with the person next to them and add any to their diagram. They will then share ideas as a whole class and add any more to their diagram.</p> <p>Main: Teacher will introduce pupils to the Slave Trade. Pupils will look at image on the board of a slave trader's crest. They should empathise with the slave portrayed in it and discuss how they might feel or would be thinking in the same situation. Slave Trade Triangle demonstration- teacher to ask for 7 volunteers. Each pupil will be given an A3 image to represent a part of the Slave Trade Triangle. Teacher should get them to stand in a triangular shape with raw materials etc in the correct place at the beginning of the trade. While teacher explains what happened during the trade the pupils should move around accordingly. The rest of the class must have been watching closely because teacher will pick 7 more volunteers at random. They must demonstrate the trade to the other pupils without any teacher instruction. Pupils should draw a diagram in their exercise books showing the slave trade triangle with arrows to show direction and labels. They should then answer key question using writing framework- who benefitted from Slave trade.</p> <p>Plenary: Spots, bombs and smileys. Pupils should pick a card from the bag. If they get a bomb they must answer a</p>	<p>Slave trade triangle demonstration cards</p> <p>Spot bombs and smiley cards (see LF)</p>	<p>Active/visual learning</p> <p>Targeted questioning in plenary activity Labels for access students</p> <p>Levelled writing frames to help structure paragraph</p> <p>MA to be group leader 7 in group</p>	

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		teacher question, if they get a spot they need to ask another pupil in the class a question about the lesson and if they get a smiley they miss a turn.			
<b>4. Middle Passage</b>	<p>Knowledge: what the Middle Passage journey was like.</p> <p>Historical Skills: Empathy/ Knowledge and understanding</p>	<p><b>Starter:</b> Pupils will be shown an image of slave ships Brookes. They should complete an inference square about the source. Teacher will question ideas.</p> <p><b>Main:</b> <a href="https://www.youtube.com/watch?v=8nePOpkYwjY">https://www.youtube.com/watch?v=8nePOpkYwjY</a></p> <p>Thinking skills activity- teacher will read out a passage about the experience of a slave called Ben. As the pupils listen to this they must draw what they hear. They can only use 10 words. (You may need to take your time and repeat if necessary). Pupils will then work with another pupil. They must re tell the story to them only using their drawings to help. Pupils will then evaluate the activity and should answer the following questions in their exercise books:</p> <ol style="list-style-type: none"> <li>1) What types of words were easiest to draw? Why do you think this was?</li> <li>2) What types of words were most difficult to draw? Why do you think this was?</li> <li>3) If you were to do this activity again what would you do differently?</li> </ol> <p><b>Plenary:</b> Pupils should describe what the middle passage was like in their own words. They may use a framework on the board to help. Teacher to question pupils' understanding.</p>	<p>Inference square</p> <p>Thinking skills teacher sheet</p>	Levelled framework	
<b>5. Life on plantations</b>	<p>Knowledge: what was the experience of slaves living on plantations</p> <p>Historical Skills:</p>	<p><b>Starter:</b> Pupils will watch a 5 min YouTube clip about life on plantations (link on ppt). Pupils must write down: 3 things they learn 2 thoughts they have about it 1 adjective to describe it</p> <p><b>Main:</b> Pupils should be put in ability pairs. They will be given an information sheet</p>	<p>YouTube clip</p> <p>Information sheets</p> <p>Diary framework sheets</p>	By resource-information sheet differentiated	Peer support-pupils work in ability pairs-
					How useful question?

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	Empathy/ knowledge and understanding	<p>about life on plantations. They should read through it together and question each others' understanding of it. There will be prompts on board to help.</p> <p>Pupils will then complete a diary extract about a day in the life of a slave. They may use framework sheet to help them complete the activity independently.</p> <p>Plenary: Pupils are shown image of a slave working on a plantation. They should complete senses activity. What they see, feel, think, smell and taste. Can be done verbally or written down.</p>		<p>shoulder partners</p> <p>Framework sheets to support literacy activity</p>	
<b>6. Abolition of Slavery</b>	<p>Knowledge: who were the key people in the abolitionist movement and what did they do</p> <p>Historical Skills: Empathy/ Knowledge and understanding</p>	<p>Starter: Pupils work in groups of 4. They will be given some cards with information about key abolitionists. They should read about them and put them in order depending on the contribution they had to the abolition of slavery. Teacher should question their reasons.</p> <p>Main: Pupils have a choice of the activity they do: They must choose one of the methods the abolitionists used to campaign against slavery and create their own version.</p> <p>Either:</p> <ol style="list-style-type: none"> <li>1. Wedgwood style ABOLITION PLATE</li> <li>2. Quaker style NEWSPAPER ARTICLE/ PAMPHLET</li> <li>3. Thomas Clarkson's EVIDENCE FOLDER</li> <li>4. Granville Sharp's SPEECHES FOR PARLIAMENT</li> <li>5. Olaudah Equiano's AUTOBIOGRAPHY</li> </ol> <p>Plenary: Pupils must finish the sentence 'After learning about the Trans-Atlantic Slave Trade my feelings about it are...' (they can express their feelings anyway they like- verbally, images or dance if they are brave!</p>	Abolitionist cards	By activity-pupils able to choose which activity they want to complete and which suits their own skills alternatively could use literacy cards	
<b>7 &amp; 8 How democratic was the oldest democracy in the world?</b>		<p><b>Starter:</b> Graffiti boards - in groups examine images on board and then write any observations or questions down.</p> <p>Question: what is democracy? Use dictionaries to look up word.</p> <p><b>LA:</b> given 6 events which they must put into chronological orders and stick onto a timeline and draw a picture for each.</p>	<p>Graffiti boards PPT</p> <p>Dates and events</p>	Differentiated tasks	

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		<p><a href="http://www.bbc.co.uk/bitesize/ks3/history/uk_through_time/government_through_time/revision/2/">http://www.bbc.co.uk/bitesize/ks3/history/uk_through_time/government_through_time/revision/2/</a></p> <p><b>Middle:</b> dates and events muddled up. In pairs try to match date with correct event. Check using animated timeline on computer. Then produce timeline in books.</p> <p><a href="http://assets.parliament.uk/education/houses-of-history/main.html#">http://assets.parliament.uk/education/houses-of-history/main.html#</a></p> <p><b>MA:</b> given dates but no information. To use animated timeline to add details and create timeline.</p> <p><a href="http://www.bbc.co.uk/education/guides/z9hnn39/revision/2">http://www.bbc.co.uk/education/guides/z9hnn39/revision/2</a>  <a href="http://www.bbc.co.uk/education/guides/zbtg87h/revision/3">http://www.bbc.co.uk/education/guides/zbtg87h/revision/3</a></p> <p><b>women's suffrage clip:</b>  <a href="http://www.bbc.co.uk/education/clips/z29ngk7">http://www.bbc.co.uk/education/clips/z29ngk7</a></p> <p><b>Plenary:</b> Judge-how democratic and why? Verbally/ Witten in books if time.</p>			
<p><b>9. Living conditions</b>  <b>***COULD BE DONE AS DISCUSSION ACTIVITY ***</b></p>	<p>Knowledge:          How ordinary people lived during the Industrial Revolution</p> <p>Historical Skills: Use of sources</p>	<p><b>Starter:</b>          Pupils will look at image of back-to back housing from the Industrial Revolution. They should write down 3 adjectives to describe what they see. They must be prepared to give reasons for their chosen word.</p> <p><b>Main:</b>          Pupils will work in pairs. They will be given a pack of historical sources. They must choose the three sources they found most useful in finding out about living conditions during the Industrial Revolution.          Teacher to question class choices and discuss what to consider when evaluating utility.</p> <p>In their pairs the pupils will then use these sources to help them create a scene for Coronation Street 1850 which will focus on living conditions (short scene).</p>	<p>Historical sources packs</p>	<p>Teacher to target questioning</p> <p>Peer support-pupils can either be organised in ability or mixed ability pairs</p>	

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		<p>Plenary: Pupils must finish the following sentences in their exercise books... This lesson I have learnt that living conditions were...</p> <p>I have also learnt that when I select the most useful sources I need to consider...</p> <p>Horrible histories, Victorian wife swap Horrible histories slum housing</p>			
<p><b>9. Health and cleanliness</b></p>	<p>Knowledge: How clean and healthy people were during the Industrial Revolution</p> <p>Historical Skill: Use of sources</p>	<p>Starter:</p> <p>Pupils write down adjectives to describe image on board- can come to front and write them on board (interactive)</p> <p>Pupils will be shown two reviews of the film Toy Story 3. They should identify any similarities and differences between the reviews. Teacher to explain that historians do the same with sources.</p> <p>Main:</p> <p>Pupils will work in ability groups and collect key information from sources provided (differentiated sheets)</p> <p>They will complete a summary paragraph explaining what they have learnt using the levelled frameworks provided on board.</p> <p>Plenary:</p> <p>Pupils should decide if they agree with the statement that 'People in the Industrial Revolution were unhealthy and very unclean'. They should place themselves on an opinion line in the room. They have to justify where they have stood with evidence from the sources (may need to keep sheet with them).</p>	<p>Packs of information for tables</p> <p>Enquiry record table</p>	<p>By resource-differentiated enquiry table</p> <p>Levelled frameworks for write up</p>	

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		Teacher to question understanding.			
<b>10. The impact of inventors and inventions</b>	<p>Knowledge: What the was impact of different inventions on ordinary life?</p> <p>Historical Skills: Use of Sources</p>	<p>Starter:</p> <p>Pupils will be shown images of 20<sup>th</sup>/ 21<sup>st</sup> century inventions. They should decide which one is the best invention. They should think about the impact it has had on peoples' lives. Share ideas with whole class.</p> <p>Main:</p> <p>Pupils will use pages 38-42 in Industry, Reform and Empire book to fill out comparison table about inventors and the impact of their inventions.</p> <p>Balloon debate- pupils need to decide which inventors deserve to be kept in the balloon and which inventor least deserves to stay in the balloon. They should write their answer in their exercise book using the framework provided.</p> <p>Plenary:</p> <p>Pupils will be shown the same inventions from the starter activity. They should try to identify any inventions that would still be around today if it hadn't been for the inventions in the Industrial Revolution.</p>	<p>Inventions comparison table</p> <p>Industry, Reform and Empire textbooks</p>	<p>Writing framework to support literacy activity</p> <p>Differentiated record sheets</p> <p>Instructions in red also completed by higher ability</p> <p>Teacher support-monitor completion of activity and target questioning</p>	
<b>11. Where would I work?</b>	<p>Knowledge: what working conditions were like during the Industrial Revolution</p> <p>Historical Skills: Use of sources</p>	<p>Starter:</p> <p>Pupils should fill out table with what they would do on an average school day. They should identify how many hours they spend doing each thing. They must then highlight with a coloured pencil which are to do with:</p> <ul style="list-style-type: none"> <li>a) Work</li> <li>b) Fun</li> <li>c) Sleep</li> </ul> <p>Main:</p> <p>Pupils will be introduced to factory life and inference which will be explained by teacher. Pupils try to infer what is happening from photograph on ppt. using the</p>	<p>Starter/plenary tables</p> <p>Coloured pencils</p> <p>Reform, Industry and Empire textbook</p>	<p>Teacher support-monitor and support in completion of activity.</p> <p>Lower ability may choose one of the categories from main activity to focus</p>	

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		<p>framework provided.</p> <p>Pupils will use pages 20-23 in Reform, Industry and Empire to complete enquiry. They will use sources in book to find out about: Danger, Discipline, and children. They should explain what they infer from the sources. They can use levelled frameworks provided.</p> <p>Plenary: Pupils will now complete the table from the starter activity with an average day in the life of someone in 1830. Again they must highlight with a coloured pencil which are to do with:</p> <p>d) Work e) Fun f) Sleep</p> <p>Vocabulary</p>		<p>on in first instance.</p> <p>Levelled frameworks provided.</p>	
12 Assessment Prep		<p>The British Empire should be remembered with pride. How far do you agree?</p> <p><a href="http://www.bbc.co.uk/education/clips/zb2rwmn">http://www.bbc.co.uk/education/clips/zb2rwmn</a> <a href="http://www.bbc.co.uk/education/clips/zvqb87h">http://www.bbc.co.uk/education/clips/zvqb87h</a></p> <p>Card activity: pride, shame, both Most proud Least proud</p> <p><b>Plenary:</b> I feel proud because ... I feel ashamed because ...</p>			
12 Assessment		<p>The British Empire should be remembered with pride. How far do you agree?</p>			
13 Assessment		<p>Assessment Feedback, Purple polishing. Corrections.</p>			

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<b>feedback</b>					
<b>14-16</b>		Local study - Information poster. New Hartley Pit Disaster. In groups of 3.			
<b>17 SPARE</b>					
	Enquiry 4	Did life improve for the British people 1500-1900 4 lessons			

38 lessons with 4 more to write. Unit 3 has some lessons that are 'pick and mix 'or omitted, depending on the class. These are in grey. Also Middle passage and plantation lessons could be amalgamated.

**SELF-** suggested for Assessment portfolio (students may choose another example if they wish)

**PEER-** diagnostic comments in exercise book

**TEACHER-** to be included in Assessment portfolio and level recorded on database