

Year 8 Character Taught: Barnsley Academy History Curriculum

<u>Topic</u>	<u>Intellectual, moral, civic and performance virtue:</u>	<u>Core value question</u>	<u>British modern value</u>	<u>SMSC</u>	<u>Language of Character Virtue: Students</u>
<u>Unit 1: The Reformation</u>	Autonomy	How did Henry VIII show ambition in his quest for increased power, wealth and a male heir?	Mutual respect- Students will analyse the relationship of mutual respect between the Catholic Church and Henry VIII to assess how far he violated that respect.	Spiritual- Knowledge and respect for the religious beliefs of Catholic and Protestants.	Students demonstrating how Henry's goals were ambitious through considering the reasons for his actions and the challenges that he faced.
<u>Unit 2: The Tudors and Religious Change</u>	Perseverance	How did the Tudor monarchs demonstrate perseverance in their quest for religious stability?	Tolerance- Students will assess the extent to which tolerance developed between political groups and whether this continued in the long term.	Spiritual- Recognising the way in which religious practices and traditions built upon one another during the Tudor reign to lead to compromise	Students demonstrating how Tudor monarchs demonstrated perseverance through explaining the situation they inherited and the changes that they each had to introduce to create what they viewed as religious stability.
<u>Unit 3: The English Civil War</u>	Community	How did individuals and institutions act with courage when faced with an undemocratic ruler and wartime upheaval?	Democracy- Students will understand how democracy was challenged by the actions of Charles I and why Parliament acted to maintain their democratic powers and influence.	Moral- Understanding the right and wrong actions of the King and Parliament, considering the impact of these decisions on individuals and on the country.	Students demonstrating how English citizens, the New Model Army and Parliament acted with courage in the lead up to and during the Civil War.
<u>Unit 4: The Transatlantic Slave Trade</u>	Dignity	How did enslaved individuals act with dignity to prove their self-worth and value?	Individual liberty- Students will understand the liberal of enslaved peoples was removed through acts such as removing their name and challenging their identity.	Moral- Understanding the nature of slavery and the actions of those involved in Slavery as well as appreciating the valuable actions of those who identified this as wrong and acted to abolish it.	Students demonstrating how enslaved individuals acted with dignity during the introduction, establishment and ending of the slave trade and to compare this to the actions of the enslavers who attempted to dehumanise and remove dignity.
<u>Unit 5: The Industrial Revolution</u>	Resourcefulness	How did individuals and institutions demonstrate adaptability during the social and economic change of the industrial revolution?	Individual liberty- Students will understand the increasing concept of workers rights and fair working conditions as a result of the rapid industrialisation of towns and cities.	Social- Understanding how the changes of the industrial revolution shifted the foundations of society through changing dynamics of the workplace and home.	Students demonstrating how individuals and institutions have shown adaptability through considering what changes happened and how that affected their daily lives and practices before and after these.
<u>Unit 6: The British Empire</u>	Justice	How did Britain attempt to justify the colonisation of countries as part of the British Empire?	Rule of law- Students will consider how the British rulers enforced rule of law and the impact of this on countries within the empire.	Moral- Investigating whether the expansion of empire was justified at the time and considering the context of the period.	Students demonstrating the arguments used to justify the expansion of the British Empire and considering the extent to which the acceptance of these arguments has changed over time.