



# Burford School History Department Year 8 Student & Parent Information Booklet



Dear Parents and Students

This booklet has been put together to help you understand more about what students study in History across KS3, how students are assessed and what the History Department at Burford does to help all students achieve their potential in this subject. By working together – teachers, students and parents – there is a greater chance that students will succeed.

We would ask parents to read this booklet with their child, and then both to sign below. This booklet will then be fastened in the front of the exercise book, for reference. If you have any questions about the information in the booklet, please contact your History teacher in the first instance.

Thank you,

Mrs E. Thomas (Head of Department)

..... (Parent's signature)

..... (Student's signature)

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## **What will I study in History?**

### **Year 7**

#### **What is History?**

An introduction to some of the key ideas and concepts in History; the nature of History, why and how historians use sources to gain an understanding of the past, developing chronological understanding and the key terms associated with it.

#### **Britain 1066-1500**

You will study the Battle of Hastings and the consequences of the Norman Conquest, the changing power of medieval kings and queens, life in the middle ages and the Peasants' Revolt.

### **Year 8**

#### **The making of the UK, 1500-1750**

You will study life in the Tudor and Stuart period, from the problems and challenges faced by Elizabeth I to the English Civil War and the making of the U.K.

#### **Britain 1750-1900**

You will study the impact of the Industrial Revolution in Britain, political changes that occurred on the road to democracy, the impact of and the abolition of the trade in enslaved African people through to the Civil Rights Movement and the rise and fall of the British Empire.

### **Year 9**

#### **20<sup>th</sup> Century**

You will study an overview of significant events of the 20<sup>th</sup> century, life in Edwardian society at the turn of the century, the causes and consequences of the First World War and the diversity of soldiers' experiences, the inter-war period, the impact of the Second World War and the Holocaust, the end of the British empire and an overview of your learning across Key Stage 3.

## History Department Expectations

- Each piece of work should have a **title** and **date**. These should be **underlined** with a ruler.
- Write in blue or black ink (unless your teacher tells you otherwise).
- Use a pencil for drawing.
- Keep your work as **neat** as you can.
- **Respond** to any feedback given by your teacher – this may be answering questions, completing a given task or finishing a piece of work. It is expected that you will do this before your teacher next marks your book.
- Listen in **silence** when someone is talking. **Respect** everyone's opinion.
- Put your hand up rather than calling out.
- Join in with lessons by asking and answering questions. Do the best you can do.
- Make sure you clearly label classwork (c/wk) and homework (h/wk).
- Ensure homework is completed on time and to the best of your ability.

## How will I be assessed in History?

The History descriptors on page 8 identify and outline the expectations that we have of Year 8 students studying History at Burford School and aim to give students and parents a better understanding of what it means to 'get better at' and make progress in History.

Each of the descriptors focuses on the following aspects which are *all* integral to students improving and making progress in History:

- **Substantive knowledge** refers to the substance of history: names, dates, places, events and concepts with a particular focus on **chronology** (the time order in which events happen).
- **Substantive concepts** are the concepts that we encounter in history, for example kingship, democracy, society, revolution, liberty, and feudalism.
- **Second order concepts** are concepts that help us organise the process of studying history. These include:
  - **Causation & Consequence:** understanding the reasons why events occur, being able to categorise those reasons, link them together and weigh up their relative importance.
  - **Change & Continuity:** understanding the extent, nature, type, direction and speed of changes which have taken place in History and being able to explain how far things change/stay the same.
  - **Similarity & Difference:** understanding and explaining diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.
  - **Use of Evidence:** recognise that historians use a range of historical sources to find out about the past, using those sources to make inferences and being able to analyse the nature, origin and purpose of sources to assess their reliability and utility.
  - **Interpretations:** understanding that different versions of the past may exist and being able to explain how and why contrasting arguments and interpretations of the past have been constructed.
  - **Historical Enquiry:** asking questions about the past and understanding how different types of sources are used to make historical claims.

The descriptors also focus on students' ability to organise structure and communicate their ideas clearly.

It is important that we recognised that progress is not linear in nature; students may be better or worse in different assessed tasks across the year depending on the focus of the assessment.

## **Assessments**

The focus of assessed tasks in the History Department is on helping pupils know exactly what to do to get better at history.

There will be three assessment 'modes' across the academic year in Key Stage 3:

- **End of Topic Test:** Students will have short tests consisting of 15 questions based on factual knowledge (names, dates and events) and relevant subject specific vocabulary at the end of each topic. Substantive knowledge is crucial to ensure students' progress in History; these regular tests will ensure that students are building this knowledge in the long-term and will enable teachers to assess students' learning and grasp of chronology, knowledge and key concepts. Scores from these tests will be recorded in the front of students' books on their 'Progress Trackers'.
- **Every Half Term:** In the History Department lesson sequences are based around enquiry questions such as 'Why did William win the Battle of Hastings?' or 'Why did the King and Parliament go to war in 1642?' These enquiries culminate in outcome tasks which include essays, spoken presentations, group projects and historical narratives.

Students will complete four 'Key Pieces of Work (KPW)' across the course of the academic year. All the KPW will be marked in depth. Two of these KPW will be marked using the KS3 band descriptors, two will be marked using the 'Quality of Work' mark scheme and graded for effort. It is an expectation that students will have time to respond to feedback and improve their work on all four pieces.

- **Annually:** Students will complete their end of year assessment drawing together the work that they have completed in their History lessons throughout the year.

## What assessments will I complete?

The table below outlines the four Key Pieces of Work that students in Years 7, 8 and 9 will complete each year.

	YEAR 7	YEAR 8	YEAR 9
<b>KPW 1</b>	Skeletons Mystery Conclusion	How turbulent was Tudor society?	20 <sup>th</sup> Century Significance Timeline  Significance
<b>KPW 2</b>	<i>Why</i> did William win the Battle of Hastings?  Causation	How did Miranda Kauffman uncover the hidden lives of Black Tudors?  Diversity & Use of Evidence	Diversity of Soldiers' Experiences in the First World War.  Diversity
<b>KPW 3</b>	How far did the power of medieval monarchs change?  Annotated Living Graph Change & Continuity	Burford Levellers  Local History	Year 9 Exam
<b>KPW 4</b>	West African Kingdoms  Diversity	How did the meaning of 'government' change for the people of Britain c1600-c1900?  Speech Change & Continuity	What's the story of 'Votes for Women' in Oxfordshire?  Diversity & Local History
<b>KPW 5</b>	Silk Roads  Change & Continuity	Abolition of the Trade in Enslaved African People  Interpretations	What was the Holocaust?  Diversity & Causation
<b>KPW 6</b>	Year 7 Exam	Year 8 Exam	Why did sun set on the British Empire?  Cause & Consequence

<b>BAND</b>	<b>In Year 8 History I can...</b>
<b>Salmon</b>	<ul style="list-style-type: none"> <li>• Understand and use a wide range of chronological terms like era, dynasty and reign with confidence.</li> <li>• Use my chronological understanding to place historical periods in context.</li> <li>• Remember and confidently use a wide range of historical terms.</li> <li>• Identify and categorise causes for why events have taken place and explain some links between them.</li> <li>• Identify and explain the impact of consequences of events that have taken place.</li> <li>• Identify and explain types of historical change, such as social or political change.</li> <li>• Use sources to make reasoned inferences about the past and question their usefulness.</li> <li>• Recognise that historians have different interpretations of the past and explain why their interpretations differ.</li> </ul>
<b>Blue</b>	<ul style="list-style-type: none"> <li>• Understand and appropriately use a wide range of chronological terms like era, dynasty and reign.</li> <li>• Independently construct a detailed timeline of periods that I have studied.</li> <li>• Remember and appropriately use a wide range of historical terms.</li> <li>• Identify and categorise causes for why events have taken place and begin to explain some links between them.</li> <li>• Identify and categorise consequences of events that have taken place.</li> <li>• Identify and explain historical changes.</li> <li>• Use sources to make simple inferences about the past and question their usefulness.</li> <li>• Recognise that historians have different interpretations of the past and suggest why their interpretations differ.</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>• Understand and use a range of chronological terms like decade or century.</li> <li>• Construct timeline of periods that I have studied.</li> <li>• Remember and appropriately use a range of key historical terms such as protestant, slavery and industrialisation.</li> <li>• Construct an organised narrative about the past which is supported by a range of evidence.</li> <li>• Identify and begin to categorise causes for why events have taken place.</li> <li>• Identify and begin to categorise consequences of events that have taken place.</li> <li>• Identify and explain some historical changes.</li> <li>• Understand and question the usefulness of the range of sources that historians use to learn about the past.</li> <li>• Recognise that historians have different interpretations of the past and begin to suggest why their interpretations differ.</li> </ul>
<b>Pink</b>	<ul style="list-style-type: none"> <li>• Understand and use terms like decade or century.</li> <li>• Construct a simple timeline of periods that I have studied.</li> <li>• Remember and use key historical terms such as protestant, slavery and industrialisation.</li> <li>• Construct an organised narrative about the past which is supported by some evidence.</li> <li>• Identify and suggest simple causes for why events have taken place.</li> <li>• Identify and suggest simple consequences of events that have taken place.</li> <li>• Identify and describe some historical changes.</li> <li>• Understand and start to question the usefulness of the range of sources that historians use to learn about the past.</li> </ul>
<b>Green</b>	<ul style="list-style-type: none"> <li>• Understand terms like decade or century.</li> <li>• Construct, with help, a simple timeline of periods that I have studied.</li> <li>• Understand simple historical terms in the topic currently being studied.</li> <li>• Construct a basic narrative about the past.</li> <li>• Identify simple causes for why events have taken place.</li> <li>• Understand that events have consequences.</li> <li>• Identify basic changes over time.</li> <li>• Understand that historians use a range of sources to learn about the past.</li> </ul>

## How will my work be marked?

You will complete several other outcome tasks during the year both in class and at home. On each outcome task and Key Piece of Work you will be given **formative feedback**. This feedback will include specific comments about what you have done well, identify any errors and misconceptions and provide you with specific targets for improvement. You will then be given opportunities within your lessons to respond to feedback and improve their work.

The department will use the following mark scheme for marking homework and two Key Pieces of Work. The other two Key Pieces of Work will be marked using the Key Stage 3 Band Descriptors. Students will be given their band and a number score 4-1 (Exceeding – Concern) to indicate progress as well as detailed feedback with specific targets for improvement.

The department will use whole class feedback strategies for both homework and classwork.

Quality of Work	Quality of Work – Explanation
<b>A</b>	Excellent presentation, evidence of further research or investigation, answers are explained and described very well. Excellent use of targeted skills.
<b>B</b>	Very good presentation, some evidence of further research or investigation, answers are explained and described quite well. Very good use of targeted skills.
<b>C</b>	Good presentation, little evidence of further research or investigation, answers are explained and described in a relevant way to the task. Good use of targeted skills.
<b>D</b>	Fair presentation, no evidence of further research or investigation, some answers are incomplete and show signs that the student has not listened to instructions carefully enough. Fair use of targeted skills.
<b>E</b>	Poor presentation, no evidence of further research or investigation, answers are incomplete and shows signs that the student has not listened to instructions carefully enough. Work appears rushed. You may be asked to repeat the work. Poor use of targeted skills.
Effort	Effort -- Explanation
<b>4</b>	<i>Exceeding:</i> An excellent level of effort, and the student responds well to advice on how to improve and makes changes or corrections.
<b>3</b>	<i>Expected:</i> A good effort is made, and the student pays some attention to advice on how to improve.
<b>2</b>	<i>Emerging:</i> Limited effort with little attention made by the student to advice on how to improve.
<b>1</b>	<i>Concern:</i> Poor effort with no attention made by the student to advice on how to improve. The student may be told to repeat the piece of work.

Literacy is a vital aspect of studying History. The following is a guide to the marking symbols that will be used on some of your work. Please note: you will not find every mistake corrected. This is because it is important for you to check your work for yourself.

<b>Symbol</b>	<b>What it means</b>
<b>S in margin</b>	Underline incorrect spelling and write the correct one above.
<b>P in margin</b>	Punctuation error – write in the missing punctuation or correct what is wrong (e.g. comma instead of a full stop).
<b>SS</b>	Poor sentence structure.
<b>WW</b>	Wrong word (e.g. two, to and too).
<b>EXP</b>	Poor expression – this may mean that you have used slang or that what you have written does not make sense.
<b>//</b>	New paragraph needed.

## **What can I do outside of my History lessons?**

Outside of your History lessons there are a number of things you can do to help your learning including participating in extracurricular activities and house competitions, reading around the subject and visiting local historical sights. Below is a list of books that are relevant to the topics you will study in Year 8 as well as some local sites that are definitely worth a visit!

### **Year 8 Books**

- Children of the New Forest by Captain Marrayat
- I, Coriander by Sally Gardner
- Plague: A Cross on the Door by Ann Turnbull
- Raven Boy by Pippa Goodhart
- The Wool Pack Cynthia Harnett
- The Red Necklace by Sally Gardner
- The Silver Blade by Sally Gardner
- Witch Child by Celia Rees
- Prisoner of the Inquisition by Theresa Breslin
- Sawbones by Catherine Johnson
- Stop the Train by Geraldine McCaughrean
- Little House on the Prairie by Laura Ingalls-Wilder
- The Long Winter by Laura Ingalls-Wilder
- Buffalo Soldier by Tanya Landman
- Chains by Laurie Halse Anderson
- Copper Sun by Sharon M. Draper

### **Historical Sites & Activities**

- Ashmolean Museum, Oxford
- Berkeley Castle and Gardens
- Blenheim Palace
- Bletchley Park
- Cogges Manor Farm
- Corinium Museum, Cirencester
- Gloucestershire Warwickshire Railway
- Sudeley Castle and Gardens
- Warwick Castle

You can find links to relevant books, articles and podcasts on the Padlet below. The link is also on the school website under Curriculum: History:

<https://padlet.com/ethomas147/bgponrny1np4u9hg>

## Year 8 Glossary

### Tudors:

- **Act of Supremacy:** an act passed by parliament in 1534 which made Henry and his successors Supreme Head of the Church of England.
- **Annulment:** declaration that something is invalid.
- **Armada:** a powerful fleet of ships.
- **Catholic:** type of Christian. Leader is the Pope in Rome.
- **Counter-Reformation:** Reforms to the doctrine and beliefs of the Catholic Church in response to the Protestant Reformation.
- **Ex-Communicated:** cut off or banished from a religious group.
- **Gentry:** people of high social status, just below the nobles – usually landowners.
- **Heretic:** a person with religious views that disagree with official church teaching.
- **Middle-Class:** social group between upper and working class.
- **Non-Conformist:** a Protestant who does not follow the teachings of the Church of England e.g. Quakers, Baptists and Methodists.
- **Patronage:** the power to appoint people to jobs and positions.
- **Privateer:** a naval captain who has permission from their government to attack the ships of another country.
- **Protestant:** a Christian who does not like the old Roman Catholic Church and protests against it.
- **Reformation:** a movement in the 16<sup>th</sup> century which led to the founding of Protestantism.
- **Rood Screen:** a screen in a church that separates the area around the alter from the congregation.
- **Trans-Substantiation:** belief held by Catholics that when a priest blesses the bread and wine during mass, they transform into the physical body and blood of Christ.

## Charles I & Cromwell:

- **Absolutist:** a ruler who has supreme authority and power.
- **Cavalier:** a nickname for supporters of the king in the English Civil War.
- **Civil War:** a war between people who belong to the same country.
- **Republic:** a country that has no monarchy, and in which supreme power is held by an elected body.
- **Roundhead:** a nickname for supporters of Parliament in the English Civil War.

## Industrial Revolution:

- **Apprentice:** a person who agrees to work for an employer for a fixed period whilst learning a trade.
- **Cholera:** an infectious and often fatal disease of the small intestine, contracted from infected water supplies and causing severe vomiting and diarrhoea.
- **Industrial Revolution:** changes in manufacturing and transportation that began with fewer things being made by hand but instead made using machines in larger-scale factories.
- **Overseer:** a person who supervises others, especially workers.
- **Sanitation:** promoting health through preventing human contact with the hazards of wastes as well as the treatment and proper disposal of sewage wastewater.
- **Slums:** overcrowded and filthy housing.
- **Toll:** a fee charged for using a stretch of canal or a lock. Tolls were also charged on some roads.
- **Trapper:** child who worked in the coal mines opening and closing the trap door.

## Empire:

- **British Overseas Territory:** name given to the parts of the British Empire which remain ruled by Britain to this day.

- **Colonies:** a country or area under the full or partial political control of another country.
- **Culture:** the ideas, customs, and social behaviour of a particular people or society.
- **Empire:** a group of states or countries ruled over by a single monarch.
- **Governor:** most British colonies had a governor who was responsible for ruling on behalf of the monarchy.
- **Missionary:** a person sent on a religious mission, especially to promote Christianity in a foreign country.
- **Mutiny:** A revolt by the military.
- **Nationalism:** an extreme form of patriotism marked by a feeling of superiority over other countries.
- **Nawab:** an Indian prince or ruler.
- **New World:** a name given to the Americas during the colonisation by Europeans in the 16<sup>th</sup> century.
- **Patriotism:** support for one's country.
- **Raj:** An Indian word meaning ruler.
- **Thirteen Colonies:** the British colonies established in North America between 1607-1732.

### **Trade in Enslaved African People:**

- **Abolition:** attempts to end something such as the trade in enslaved African people.
- **Abolitionist:** Someone who campaigns for something to be banned or stopped.
  - a) Before 1807, this meant a person campaigning for the abolition of the trade in enslaved Africans.
  - b) After 1807, abolitionist came to mean a person who wanted *existing enslaved Africans emancipated*.

Enslaved Africans who sought to end the institution of slavery, and can also be considered as abolitionists – a term that is almost exclusively reserved for those white people who fought to terminate slavery.
- **Barbaric:** cruel and vicious.

- **Boycott:** when people refuse to buy something as a protest.
- **Campaign:** work in an organized and active way towards a goal.
- **Chattel Slavery:** Chattel slavery was a specific type of servitude that legally defined and treated African people as sub-human and moveable property who could be purchased, sold, loaned, mortgaged, used as collateral, and inherited. Africans had no legal rights under this form of slavery and were not protected by the law. The term chattel is commonly used to describe an inanimate moveable object that belongs to somebody.
- **Diaspora:** A dispersed population / community who live anywhere other than their ancestral homeland.
- **Emancipation:** freedom from enslavement.
- **Enslaved rather than slave:** African people who were forcibly placed and held in the condition of slavery by another group of people. The term slave is often construed as offensive by the descendants of the enslaved as it suggests that this was the natural state of ancestors. This word is also perceived as irresponsible since it does not account for the party culpable for placing African people in the condition of slavery.
- **Freedom Fighter rather than rebel:** Freedom fighter and abolitionist are more positive and respectful terms, which give dignity to oppressed people. They also indicate that enslaved people were actively engaged in a campaign for liberty, signalling their agency and capability. This contrasts with their historical mischaracterisation as waiting for white people to free them. Rebel is a term used by the owners of enslaved African people to highlight what was considered to be their (the enslaved's) disruptive, troublesome and terroristic resistance to the system of slavery.
- **Haiti/St Domingue:** This is one of the largest Caribbean islands. In the eighteenth century, it was a French colony and with its 790 sugar estates, 2000 coffee plantations and 465,000 slaves, it was one of the most brutal but successful slave economies in the Caribbean. In 1791, a slave rebellion occurred on the island, sweeping away the colonial regime. It was so successful that, in 1804, St Domingue became the free republic of Haiti.
- **Legacy:** Something handed down from the past.
- **Maroon:** Formerly enslaved Africans who gained their freedom by fleeing slavery and taking cover in the remote mountains or the dense overgrown tropical terrains in the West Indian colonies. The Spanish called these free slaves "Maroons," a word derived from "Cimarron," which means "wild", "untamed" or "disorderly."

- **Middle Passage:** the sea journey undertaken by ships trading in enslaved Africans from West Africa to the West Indies.
- **Owner (rather than Slave Owner, Slave Holder, Slave Master, Slave Mistress) of Enslaved African People:** refers to the individual(s) who acquired (through purchase, inheritance or foreclosure on insolvent borrowers) and held Africans in the condition of slavery.
- **Planters:** The owners of enslaved African people often referred to themselves as planters. This term relates to the planting of tropical crops such as sugar. It is an inaccurate phrase, which conceals their actual status as the owners of enslaved African people. It also falsely attributes the planting and cultivation of crops, which was forcibly carried out by African people held in slavery.
- **Passive resistance:** a non-violent way of protesting.
- **Petition:** a list of requests or demands signed by many people.
- **Plantation Economy:** refers to the broad range of economic activities that took place on the estates which African women, men and children were enslaved in the Caribbean and Americas (North and South).
- **Trade in Enslaved African People rather than Slave Trade:** the forced movement of around 12-15 million Africans across the Atlantic Ocean to the Americas and the West Indies from the 16th through to the 19th centuries. These enslaved individuals were treated as property.
- **Trader in Enslaved African People:** refers to the white Europeans who shipped goods (iron bars, pots, pans etc.) and arms (guns) to the West Coast of Africa and exchanged them for enslaved and kidnapped African people. Traders in enslaved African people sold these individuals to persons who subsequently became the legal owners of enslaved African people.
- **Trans-Atlantic Slave Economy:** includes:
  - the production of goods in Britain (guns, chains, pots, pans, textiles), which were transported to the west coast of Africa and exchanged for captured and enslaved women, men and children.
  - the shipment of these African people across the Atlantic Ocean.
  - the sale of enslaved African people to slave-owners in the Caribbean and Americas.
  - the forced domestic, agrarian and other forms of labour reluctantly undertaken by enslaved African people.

- the transportation of goods produced by enslaved African people back to Britain (and their sale in other parts of the world) from which slave-owners profited.

### **Race & Racism:**

- **African-Caribbean:** Refers to people born in the Caribbean whose ancestors came from Africa.
- **Bi-Racial:** Refers to a person whose parents are from two different designated racial groups, for example, Black mother and white father; Indian mother and Korean father. Synonymous with the term Dual Heritage.
- **Black:** Refers to people of African and African Caribbean heritage and ancestry.
- **Caribbean:** Refers to people of African and Asian heritage. The Caribbean is an ethnically / racially diverse place with people of African, Indian, Chinese, British, German, Syrian, Spanish, French, Taíno, Kalinago heritage.
- **Creole:** Taino and Kalingo people are the indigenous populations of the Caribbean. The term creole is used to refer to the mixed-‘race’ descendants of Europeans and Africans born outside of their respective continents. A typical creole person from the Caribbean, for example, has French, Spanish, Portuguese, British, and/or Dutch ancestry, mixed with sub-Saharan African, and sometimes mixed with Native Indigenous people of the Americas. As workers from Asia entered the Caribbean, creole people of colour intermarried with Arabs, Indians, and Chinese.
- **...of Caribbean Heritage:** Refers to people whose parent(s)/grandparent(s)/ancestors were born in the Caribbean.
- **Ethnic Group/Ethnicity:** An ethnic group or ethnicity is a grouping of people who identify with each other on the basis of shared attributes that distinguish them from other groups such as a common set of traditions, ancestry, language, history, society, culture, nation, religion, or social treatment within the area they reside
- **Institutional Racism/Systematic Racism:** Institutional racism describes societal patterns and structures that impose oppressive or negative conditions on identifiable groups on the basis of ‘race’ or ethnicity. Oppression may come from business, the government, the health care system, the schools, or the court, among other institutions. This phenomenon may also be referred to as societal racism, institutionalised racism, or cultural racism.
- **Race:** The socially constructed idea that the humans can be divided into distinct groups on the basis of inherited physical and behavioural differences.

- **Racial Prejudice:** To prejudge or form an opinion of someone (or a group of people) based upon their 'racial' characteristics (skin colour or hair texture), instead of holding a view based upon sufficient and accurate knowledge of who they are as a person
- **Racism:** The mistreatment of an individual or a group of people based upon the idea that there is a causal link between their inherited physical characteristics and traits of personality, intellect, morality, and other cultural and behavioural features; and that some 'races' are innately superior to others.
- **White:** White is a racial classification and skin colour specifier, generally used for people of European origin.

### Additional Key Terms



