

**Enquiry Question 1 - How did ideas about women and authority change from the 1500s onwards?**

Learning about this topic is important because: It gives you an appreciation of history from 'below' as this enquiry enables you to explore the ideas of ordinary people during this tumultuous period in British history. You will build upon the societal changes that you studied during Year 7 and their influence on changing ideas about the rights of individuals, more specifically women, and the influence of technology on the growth in ideas and competing views.

This builds on: Topics studied in Y7 including The Peasants' Revolt, Medieval Monarchs, Reformation

This leads to: EQ2: English Civil War; EQ3: Interpretations of Oliver Cromwell; EQ6: Peterloo

We will learn:

1. What ideas led to the belief in witches?
2. Who were witches?
3. How were suspected witches 'proven' guilty & punished?
4. How did women try to be heard – and how were they answered?

We will develop/practise skills including:

Chronology
Change and Continuity
Similarity and Difference
Judgement

Some of the vocabulary that we will use includes:

Devil: The main evil spirit in Christianity.

Witchcraft: Using magic or spells.

Pamphlet: A small printed booklet.

Cunning/wise woman: A woman believed to heal or use magic.

Heresy: Beliefs against Church teachings.

Reformation: Movement that split the Christian Church.

Scapegoat: Someone unfairly blamed.

You could learn more about this topic by:

Read: [What sort of people were accused of being witches? - BBC Bitesize](#)

Watch: [1612: The Disturbing Witch Trial That Shook Britain | The Pendle Witch Child | Chronicle - YouTube](#)

Listen: [Witches - Dan Snow's History Hit | Acast](#)

Visit: Lancaster Castle; Pendle



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10-minute knowledge quiz

Mini-essay

**Enquiry Question 2** - 'A world turned upside down'. How radical were the ideas that emerged during the English Revolution?

Learning about this topic is important because: it gives you an appreciation of history from 'below'. Far too often historians focus on kings and queens, and this enquiry enables you to explore the ideas of ordinary people during this tumultuous period in British history. You will look at the causes of the English Civil War and how the consequences affected ordinary people through a focus on change and continuity.

This builds on: Topics studied in Year 7 including The Peasants' Revolt, Medieval Monarchs, Reformation & Y8 EQ1: Witches

This leads to: EQ3: Interpretations of Oliver Cromwell; EQ6: Peterloo

We will learn:

1. Was Charles responsible?
2. Impact of the ECW
3. Women's role within the ECW
4. Interregnum
5. Role play demonstrating the impact of the ECW on the country

We will develop/practise skills including:

Chronology
Change and Continuity
Similarity and Difference
Judgement

Some of the vocabulary that we will use includes:

Divine Right: The belief that kings are chosen by God

Ranters: A radical religious group in the 1600s

Levellers: A group wanting more political equality

Diggers: A group wanting land shared equally

Monarchy: Rule by a king or queen

Parliament: The law-making governing body

Radical: Supporting extreme political or social change

You could learn more about this topic by:

Read: Christopher Hill, A world turned upside down

Listen: [The Civil War: Everything You Wanted To Know | HistoryExtra Podcast | HistoryExtra](#)



Visit: Chester walls & see the tower that Charles I looked out from.

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10-minute knowledge quiz

Written piece judging how radical the ideas were after the English Civil War



Enquiry Question 3 - How and why are there different interpretations of Oliver Cromwell?

Learning about this topic is important because: it gives you an understanding that over time interpretations of historical figures change. You will look at the reasons why historians interpret Cromwell in different ways.

This builds on: Topics studied in Year 7 including The Peasant's Revolt, Medieval Monarchs & Reformation. Also, in Year 8 EQ1: Witches & EQ2: English Civil War

This leads to: EQ5: Transatlantic Slave Trade; EQ6: Peterloo

We will learn:

1. Was Cromwell a reformer or tyrant?
2. Why was Cromwell hated so much during the Restoration?
3. Why did the Victorians admire Cromwell?
4. How have interpretations changed from the 1930s to now?

We will develop/practise skills including:

Chronology
Change and Continuity
Similarity and Difference
Judgement

Some of the vocabulary that we will use includes:

Monarchy: Rule by a king or queen

Parliament: The law-making governing body

Radical: Supporting major change

Commonwealth: A state ruled without a king or queen

Interregnum: A period between rulers, especially when there is no king or queen

You could learn more about this topic by:

Read: Ronald Hutton The Making of Oliver Cromwell

Watch: Oliver Cromwell film & Horrible Histories

Listen: The Rise of Oliver Cromwell Dan Snow podcast

Visit: House of Parliament & his statue outside



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10-minute knowledge quiz

Judgement exercise based on different interpretations of Oliver Cromwell



Enquiry Question 4: What to do with your loot? What does the 'Rethinking Benin' project at the World Museum tell us about attitudes towards West African History?	
Learning about this topic is important because: it is essential that your study of history promotes a range of global topics and that you appreciate how current events lead us to reinterpret our understanding of past events.	
This builds on: Topics in Year 7 including Medieval Monarchy. In Year 8, Benin at the time of the ECW (EQ2) and changing interpretations of Cromwell (EQ3)	
This leads to: EQ5: What was the real reason for the abolition of the Transatlantic Slave Trade?	
We will learn: 1. The rise and fall of the Kingdom of Benin 2. The role of the Oba 3. The importance of the bronzes 4. Past and present attitudes towards African History 5. How museums have responded to recent events	We will develop/practise skills including: Interpretation Evidence Change and Continuity
Some of the vocabulary that we will use includes: Ogiso dynasty: The first rulers of the Benin Kingdom. Oba Eweka: The first Oba (king) of Benin. Edo people: The main ethnic group of the Benin Kingdom. Lost wax method: A way of making metal sculptures using wax moulds. Animalism: Belief that animals have spiritual importance or powers.	You could learn more about this topic by: Read: The Kingdom of Benin National Geographic Society Watch: Lost Kingdoms of Africa (Amazon Prime) Listen: BBC Radio 4 - A History of the World in 100 Objects, The First Global Economy (1450 - 1600 AD), Benin plaque - the Oba with Europeans - Episode Transcript – Episode 77 - Benin plaque - the Oba with Europeans Visit: World Cultures Gallery, Liverpool World Museum
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: 10-minute knowledge quiz Source question about a Benin Bronze	



Year 8 History



West Kirby
Grammar School



Year 8 History

Enquiry Question 5 - What was the real reason for the abolition of the Transatlantic Slave Trade?

Learning about this topic is important because: To help students understand use of race and violence to exploit a group of people for selfish gain and the processes involved in the slave trade along with the resistance provided by both enslaved people and campaigners in Britain to bring about the abolition of this trade.

This builds on: Topics studied during Year 7 including Mansa Musa (Mali); Year 8 EQ4: Benin

This leads to: EQ5: Protest – Peterloo & EQ6: Colonialism. In Year 9: Experience of Commonwealth Troops, Jewish Resistance

We will learn:

1. How did the TAST develop?
2. Journey across the Atlantic - Middle Passage
3. Life on the Plantations
4. Resistance
5. Abolition

We will develop/practise skills including:

Empathy
Causation
Significance
Change and Continuity
Similarity and difference
Source analysis

Some of the vocabulary that we will use includes:

Enslavement: Forcing people into slavery

Repression: Controlling people by force or punishment

Transatlantic Slave Trade: The trade of enslaved Africans across the Atlantic Ocean

Import: To bring goods into a country from another country

Plantation: A large farm growing crops with enslaved labour

Auction: A public sale where goods or people are sold to the highest bidder

Raw materials: Natural resources used to make products

Resistance: Fighting against control or oppression

Abolish: To officially end something

You could learn more about this topic by:

Read: Capitalism and Slavery by Eric Williams

Watch:

<https://www.youtube.com/show/SCbJQvcBeVR5aWQ1IYvMqibg?season=1&sbp=CgEx>

Online: <https://www.bbc.co.uk/bitesize/topics/z2qj6sg>

Visit: <https://www.liverpoolmuseums.org.uk/international-slavery-museum>



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:



Year 8 History

10-minute knowledge quiz

Essay exploring which factor or factors were the most significant in influencing the abolition of the slave trade



Year 8 History



West Kirby
Grammar School

Enquiry Question 6 - How significant was the Peterloo Massacre?

Learning about this topic is important because: It helps you understand the lack of representation in politics in Britain in the nineteenth century, how people protest and how they are treated by the authorities as a result. The Great Reform Act of 1832 and the gradual extension of the franchise. Offers a lens into working class history and develops your appreciation of the notion of 'history from below'.

This builds on: Topics studied in Year 7 including King John and the Magna Carta & The Peasants Revolt. In Year 8 EQ2: The English Civil War

This leads to: EQ7: What did 19th Century colonialism look like? In Year 9: How do we know about the lives of Victorian women? Fight for rights in the 20th Century.

We will learn:

Reason behind the Peterloo Massacre

The course of the massacre

The outcomes

Debates surrounding the impact

We will develop/practise skills including:

Empathy

Causation & Consequence

Change & Continuity

Evidence and interpretations

Historical significance

Some of the vocabulary that we will use includes:

Protest: Showing disagreement with something publicly

Democracy: A system where people choose their government

Inequality: An unfair difference between people or groups

Franchise: The right to vote

You could learn more about this topic by:



Watch: [The Peterloo Massacre | History - Exploring the Past: Protest - YouTube](#), Listen to History Extra podcast: [Peterloo: The Story Of A Massacre | History Extra Podcast | HistoryExtra](#)



Year 8 History



West Kirby
Grammar School

Read: [The Peterloo massacre: what was it and what did it mean? | Peterloo massacre | The Guardian](#)

Visit: People's History Museum in Manchester

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: 10-minute knowledge quiz and judgement paragraph on the consequences.



Year 8 History



West Kirby
Grammar School

Enquiry Question 7 - What did colonialism look like in the 19th Century?

Learning about this topic is important because: To help you understand how the British Empire ruled in various parts of the world – India, Kenya and Ireland – and assess what impact colonialism had on these countries.

This builds on: Topics taught in Year 7 including Medieval Baghdad & Islamic Empire & Medieval monarchs. In Year 8 EQ3 Cromwell & EQ5 Transatlantic Slave Trade

This leads to: Year 9 - What was the experience of Commonwealth troops in World War One? *Compare the role and experiences of Commonwealth troops with those who come from Britain.*

We will learn:

1. What is colonialism?
2. India – Fall of Mughal Empire, East India Company, British Raj, Resistance, Women
3. Kenya – British East Africa, Scramble for Africa, Imperialism
4. Ireland – Great Hunger, Home Rule, Fenianism

We will develop/practise skills including:

Evidence
Significance
Similarity and difference
Change and continuity
Interpretations

Some of the vocabulary that we will use includes:

Empire: A group of countries ruled by one power

Imperialism: Extending a country's power over others

Colonialism: Controlling another country and settling there

Colonisation: The act of creating colonies

Colony: A country controlled by another power

Oppressed: Treated unfairly or cruelly

Repression: Controlling people by force

Political authority: The power to govern people

Racism: Unfair treatment based on race

Exploitation: Using people unfairly for benefit

You could learn more about this topic by:



Read: <https://www.theguardian.com/world/2017/mar/08/india-britain-empire-railways-myths-gifts>

<https://www.historyextra.com/period/modern/legacy-imperialism-britain-sathnam-sanghera-interview/>

Listen: <https://podcasts.apple.com/cy/podcast/william-dalrymple-on-the-east-india-company/id256580326?i=1000452649861>

<https://podcasts.apple.com/us/podcast/museums-and-colonialism/id256580326?i=1000484029127>

Watch: <https://www.youtube.com/watch?v=uifyFUL22PA>

Visit: Irish Famine Memorial – St Luke's Church, Liverpool

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

10-minute knowledge quiz & judgement paragraphs on the experience of colonialism for each case study.

Similarity and difference based on evidence – How did the experiences of colonial countries compare to each other? You must provide examples from India, Kenya and Ireland



Year 8 History



West Kirby
Grammar School