

YEAR 8

HISTORY



SRI KDU
International
School
SUBANG JAYA

PROGRAMME OF STUDY - TERM 1

HOW CAN THE EUROPEAN RENAISSANCE BE CHARACTERISED?

- Unit 1.1: England vs Spain: Why did the Spanish Armada fail?
 - Compare the strengths and weaknesses of England's and Spain's navies.
 - Evaluate the key reasons why the Spanish Armada failed.
- Unit 1.2: What was the Renaissance?
 - What did Elizabeth I look like?
 - Examine why Elizabeth controlled her portraits so carefully.
 - Shakespeare or Fakespeare?
 - Decide whether Shakespeare really wrote his plays and poems.
 - Why was Leonardo Da Vinci is called a Renaissance Man?
 - Explain why Da Vinci is called a 'Renaissance Man'.
 - What was the significant about the invention of The Printing Press?
 - Evaluate the impact of the printing press.
- Unit 1.3: How did Britain begin to build an Empire?
 - What and who helped the growth of the British Empire?
 - Describe how and why the British Empire began.
 - Examine the significance of key figures in the growth of the British Empire.

Term 1 Assessment: Elizabeth I and The Renaissance

WHY DID THE ENGLISH ENGAGE IN A CIVIL WAR?

- Unit 2.1: Why did the English Civil War happen and how was it fought?
 - Analyse the causes of the English Civil War.
 - Profile the soldiers and equipment of the English Civil War.
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- Unit 2.2: Was the trial and execution of Charles I fair?
 - Judge whether Charles' trial was fair.
 - Create a broadcast about the execution of Charles I.

Assessment: Broadcast Project

ONGOING OBJECTIVES THROUGHOUT THE YEAR

Practice describing and explaining historical people and events in detail.

- Expected: Accurately use historical keywords and terms in descriptions and explanations.
- Above: Frequently use historical terms to write accurately and in detail.
- Exceeding: Apply own knowledge to interpret, explain and analyse.

Learn to interpret historical sources to make sound judgements

- Expected: Make basic interpretations of sources based on fact.
- Above: Make detailed interpretations of sources based on a careful consideration of the facts.
- Exceeding: Use source provenance (origin, nature, purpose) to inform analysis of historical evidence.