Year 8 History Homework Booklet

Complete the tasks week by week each half term.
Autumn Term 1 – week 1

Answer these questions in your book:

1) Using your work from today’s lesson and any extra research: what problems did Richard III have as a king?

2) Thinking back to your work in Year 7, are these similar or different to the problems that English medieval kings had (e.g. William I, John I, Henry III, Edward II...)? Explain your answer.
Autumn Term 1 – week 2

Vocabulary Learning

Learn these key words and their meanings for next lesson. Cover them up and test yourself or ask someone else to test you!

<table>
<thead>
<tr>
<th>The Tudors</th>
<th>The royal family on the throne from 1485-1603</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pope</td>
<td>The head of the (Catholic) Church</td>
</tr>
<tr>
<td>The Reformation</td>
<td>When the European Church split into Protestantism and Catholicism (1500s)</td>
</tr>
<tr>
<td>The Wars of Religion</td>
<td>The wars in Europe that started due to the Reformation (1500s and 1600s)</td>
</tr>
<tr>
<td>Catholics</td>
<td>They wanted the Church to stay the same and they supported the Pope</td>
</tr>
<tr>
<td>Protestants</td>
<td>They protested against the Catholic Church and wanted to get rid of the Pope as the head of the Church.</td>
</tr>
<tr>
<td>Indulgence</td>
<td>Something you buy from the Church in order to have your sins forgiven.</td>
</tr>
<tr>
<td>Mass</td>
<td>Part of the Church service where the congregation shares bread and wine.</td>
</tr>
</tbody>
</table>
Autumn Term 1 – week 3

**Learn these dates:**
Cover them up and test yourself or ask someone else to test you!
When you have finished, test yourself on the vocabulary from last week too.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1485</td>
<td>The Battle of Bosworth, Henry Tudor becomes King.</td>
</tr>
<tr>
<td>1517</td>
<td>Martin Luther nails his 95 theses to the door of a German church.</td>
</tr>
<tr>
<td>1530s</td>
<td>Henry VIII takes control of the English Church</td>
</tr>
<tr>
<td>1588</td>
<td>The Spanish Armada: Catholic Spain tries to invade Protestant England and fails.</td>
</tr>
</tbody>
</table>
Autumn Term 1 – week 4

Written Task: Why is the Reformation significant in European History?

Task: Write a paragraph explaining why the Reformation was significant and submit it to Edmodo. Make sure you support your ideas with knowledge from the past two lessons.

I will use your paragraphs to help to prepare you for your assessment in a few lessons time.

Phrases MacCulloch used to show the significance:

- Upheaval
- Torn apart
- Deep disagreements
  “Process of extreme physical and mental violence”
- It still marks Europe
Autumn Term 1 – week 5

**Topic overview:** Start your revision for your assessment “Why is the sixteenth century a significant moment in British and European history?” Use the revision checklist and your classwork to create a series of flashcards. Use your flashcards at regular intervals to test yourself.

- Impact of the Reformation on sixteenth-century Europe.
- Impact of the Reformation on Europe today
- Impact of the Reformation on Britain
- Impact of the Tudors on sixteenth-century Britain
- Impact of the Tudors on Britain today
The Tudor family ruled England... meanwhile, elsewhere the Songhai Empire flourished in West Africa. Use the links below to copy and complete the key information box and to answer the questions.

https://www.ducksters.com/history/africa/songhai_empire.php
https://www.britannica.com/place/Songhai
http://www.blackpast.org/gah/songhai-empire-ca-1375-1591
https://www.youtube.com/watch?v=11XUwCcC9twm

1) How did the Empire begin?
2) What religion was the Empire?
3) How was it governed?

KEY INFORMATION:
In 1464, _____ took control of the city of _____, and the Empire grew. The Songhai Empire was brought to an end in 1591 when the _________ Army successfully invaded.
Thematic Overview: Power and the monarchy

Using your learning from Year 7 and Year 8, think about how the power of the monarchy (the king/queen) has changed between 1000 and 1600. Complete the following tasks:

1) Pick two events, developments or changes from this period (1000-1600) that have increased the power of the monarchy. Explain how they did this.

2) Pick two events, developments or changes from this period (1000-1600) that have decreased the power of the monarchy. Explain how they did this.
Autumn Term 2 – week 2

Vocabulary Learning

Learn these key words and their meanings for next lesson. Cover them up and test yourself or ask someone else to test you!

<table>
<thead>
<tr>
<th>The Stuarts</th>
<th>The royal family on the throne from 1603-1714</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divine Right of Kings</td>
<td>The belief that the King’s power came from God and therefore that the King could not be challenged.</td>
</tr>
<tr>
<td>Tyranny</td>
<td>When one person has all the power and rules in a cruel or self-interested way.</td>
</tr>
<tr>
<td>Puritan</td>
<td>A radical or extreme Protestant.</td>
</tr>
<tr>
<td>Parliament</td>
<td>A group of people (MPs) that pass laws and approve taxation.</td>
</tr>
<tr>
<td>Archbishop Laud</td>
<td>Archbishop of Canterbury and advisor to the King. He believed in the “beauty of holiness”.</td>
</tr>
<tr>
<td>Civil War</td>
<td>A war that happens within a country. In our case, it happened between supporters of the Parliament (Parliamentarians) and the King (Royalists).</td>
</tr>
</tbody>
</table>
Looking back at last half term...

Answer these questions in full sentences.

1) What happened during the English Reformation? (Think back to Henry VIII and the Church...)

2) What was Elizabeth’s religious settlement?

3) How do Charles’s problems and the outbreak of Civil War in Britain link back to the Reformation in England?
Written Task: Practice for your assessment

Write a paragraph answering the question: Why did Civil War break out in 1642? Stick to just one theme or main cause, don’t try to include all causes in one paragraph! At the end of your paragraph, try to explain how this cause led to the events which triggered war (i.e. Charles storming into Parliament to arrest the MPs).

Autumn Term 2 – week 5

**Topic overview:** Revise for your assessment “Why did civil war break out in 1642?” Use the revision checklist and your classwork to create a series of flashcards, one for each cause. On the back, include specific evidence you want to include in that paragraph. Use your flashcards at regular intervals to test yourself.

- **Paragraph 1 (cause 1)**
  - e.g. Conflict over power

- **Paragraph 2 (cause 2)**
  - e.g. Religious tensions

- **Paragraph 3 (cause 3)**
  - e.g. Money problems
The Stuarts came to the throne in Britain... meanwhile, elsewhere Nur Jahan fought tigers and helped rule an empire. Use the links below to copy and complete the key information box and to answer the questions.

http://www.open.edu/openlearn/history-the-arts/world-changing-women-nur-jahan

KEY INFORMATION:
Nur Jahan was an Empress in _______. She was born in ___ and died in ___. She helped create many ___ for girls.

1) Why was she able to rule instead of her husband?

2) What were her achievements as a ruler?
Thematic Overview: The monarchy vs Parliament

1) Who do you think was more powerful during the medieval period – the King or the council of barons (later Parliament)? Explain your answer.

2) During and after the Civil War, do you think Parliament became more powerful or not? Explain your answer.

3) Did Parliament become more powerful due to the Glorious Revolution? Explain your answer.
## Spring Term 1 – week 2

### Vocabulary Learning

Learn these key words and their meanings for next lesson. Cover them up and test yourself or ask someone else to test you!

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>When the people (demos) have power (kratos). In the UK this means all adults have the right to vote for an MP.</td>
</tr>
<tr>
<td>Urbanisation</td>
<td>The growth of cities and towns</td>
</tr>
<tr>
<td>Industrialisation</td>
<td>The growth of factories or industries.</td>
</tr>
<tr>
<td>Class system</td>
<td>The division of society into different groups or classes, usually based on their economic role or status.</td>
</tr>
<tr>
<td>Parliament</td>
<td>A group of people (MPs) that pass laws and approve taxation.</td>
</tr>
<tr>
<td>Suffrage/Franchise</td>
<td>The vote</td>
</tr>
<tr>
<td>Enclosure</td>
<td>Making larger farms out of strips of land and putting a fence around them.</td>
</tr>
</tbody>
</table>
Spring Term 1 – week 3

The year so far...

Without looking in your books, see if you can answer these questions. When you have done all you can from memory, look back through your work and fill in any gaps.

1. What was the Reformation?
2. What did Henry VIII do to the Church in England?
3. Why was Charles I unpopular?
4. What happened between 1642-49?
5. What happened during the Glorious Revolution?
Written Task: Does the period 1700-1900 deserve to be called an Industrial Revolution?

From what you have done so far this half-term, decide whether the changes seem revolutionary to you. Have they quickly and dramatically changed Britain? Or do you think they are slower and more piecemeal or partial than the word ‘revolution’ suggests? Make sure you refer to specific changes and explain your argument.

If you are stuck or have missed lessons look at: https://www.bbc.com/bitesize/guides/zvmv4wx/revision/1
Spring Term 1 – week 5

**Topic overview:** Create a summary of your learning so far in the form of a mind-map or spider diagram. This will be useful when you revise for your assessment next half-term.

How did Britain change during the “Industrial Revolution”?
Spring Term 1 – week 6

The “industrial revolution” was taking place in Britain... meanwhile, elsewhere the first Opium War broke out in China. Use the links below to copy and complete the key information box and to answer the questions.

**KEY INFORMATION:**
The First Opium War, was an armed conflict between ____________and the Qing dynasty in __________in the mid ___ century.

https://www.bbc.com/education/clips/zxvwcwx
https://www.britannica.com/topic/Opium-Wars
https://www.bbc.co.uk/programmes/b00776k9
https://www.nam.ac.uk/explore/opium-war-1839-1842

1) What was Britain buying from China?
2) What was Britain trying to get China to buy from them?
3) What did the Chinese government do as a response to growing addiction, that prompted the war?
4) Who won the war and what did they gain from it?
Thematic Overview: How did the economy change, 1000-1900? Create a table of similarities and differences between the medieval economy/society (1000-1500) and the industrial economy/society (1750-1900). Use pages 2-4 of bitesize to help you: https://www.bbc.com/bitesize/guides/zvx39j6/revision/2

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. towns grew in both periods</td>
<td>e.g. there were huge factories in the industrial period.</td>
</tr>
</tbody>
</table>
Vocabulary Learning

Learn/revise these key words (some of them have cropped up before) and their meanings for next lesson. Cover them up and test yourself or ask someone else to test you!

<table>
<thead>
<tr>
<th>Constituency</th>
<th>Britain is divided into constituencies. Each constituency elects a number of MPs. For example Cambridge is a constituency and elects one MP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urbanisation</td>
<td>The growth of cities and towns</td>
</tr>
<tr>
<td>Industrialisation</td>
<td>The growth of factories or industries.</td>
</tr>
<tr>
<td>Class system</td>
<td>The division of society into different groups or classes, usually based on their economic role or status (e.g. working, middle and upper class).</td>
</tr>
<tr>
<td>Rotten borough</td>
<td>A rotten borough is a corrupt constituency that is usually controlled by a wealthy family. Normally there are very few voters and it is obvious who will be elected as MP.</td>
</tr>
<tr>
<td>Suffrage/Franchise</td>
<td>The vote</td>
</tr>
</tbody>
</table>
Spring Term 2 – week 3

Looking back...
Please answer these questions in full sentences or write out the questions and answers.

1) What was enclosure?
2) What other agricultural changes were there?
3) How did people’s working lives change during the industrial revolution?
4) **Challenge**: Can you link the economic changes to the protest movements in this period? Why did they cause people to fight for their rights?
Written Task: How dramatically did Britain change, 1700-1918?

Write a practice paragraph in preparation for your assessment. Pick one theme to talk about, e.g. politics, urbanisation, farming, industrialisation, the class system.

In your paragraph, describe what changed and analyse how dramatic this change was. Was it gradual? Rapid? Partial? Did some things actually stay the same? You may want to start you paragraph with this kind of sentence:

*Britain changed partially/dramatically/gradually due to industrialisation.*
Spring Term 2 – week 5

**Topic overview:** In preparation for your assessment (*How dramatically did Britain change, 1700-1918?*), create three flashcards - one for each paragraph. Here is an example:

**Agricultural changes:**

**GRADUAL**

- Enclosure
- Four-field crop rotation
- Selective breeding

Gradual because most farming changes were spreading through Britain from 1500s onwards, though the process sped up in this period.
In 1848, the Chartists presented a petition to Parliament... Meanwhile, Elsewhere Europe erupted into revolution.

Using the links below, answer the questions:
https://kids.kiddle.co/European_Revolutions_of_1848
https://www.historyextra.com/period/victorian/1848-the-year-of-revolutions/
https://www.bbc.co.uk/programmes/b019gy9p

1) In which different countries/places did revolutions take place?
2) What were they caused by?
3) Did the revolutions succeed?
Summer Term 1, Task 1

1. Use the set of flashcards available on Quizlet: https://quizlet.com/_37x2pp (your teacher will post this on Edmodo). Set about learning the 15 key events and dates in British history! Test yourself, test your friends, challenge your family!

2. Have a go at drawing out a timeline and adding the events and dates on without looking them up. Keep going until you succeed!

Keep practising over the next few weeks (and beyond!) until you know your dates... you will have a test in class in two week’s time, and you will draw one of these timelines in your end of year exam.

CHALLENGE: Using the PowerPoint on Edmodo, can you add a bullet point to each event on your timeline describing what happened at each event? The more you can memorise the better!
Summer Term 1, Task 2

Why is the sixteenth-century a significant moment in European history? (Think about the Tudors and the Reformation!)

1. Using information on the revision checklist and in your purple books, make some clear notes answering this question. These notes could be on a mind map.

2. Create some flashcards and test yourself on the key information for each topic.

Your teacher will check your mind-map and your flashcards 😊
Summer Term 1, Task 3

Why did the English Civil War begin in 1642?

1. ‘Using information on the revision checklist and in your purple books, make some clear notes answering this question. These notes could be on a mind map.

2. Create some flashcards and test yourself on the key information for each topic.

Your teacher will check your mind-map and your flashcards 😊
Summer 1, Task 4

How dramatically did Britain change, 1700-1918?

1. ‘Using information on the revision checklist and in your purple books make some clear notes answering this questions. These notes could be on a mind map.

2. Create some flashcards and test yourself on the key information for each topic.

Your teacher will check your mind-map and your flashcards 😊
Summer Term 1 – week 5

Britain was industrialising... meanwhile, elsewhere Australia was used as a prison colony by the British Empire. Use the links below to copy and complete the key information box and to answer the questions.

https://www.timetoast.com/timelines/64673
http://www.nationalarchives.gov.uk/education/empire/g2/cs2/background.htm

KEY INFORMATION:
The first colony in Australia was settled at Sydney Cove, 26th January _______. The first fleet was made up of ___ ships and ___ convicts. The last shipment of convicts reached Australia in ________.

1) Why was Australia used as a penal colony (a place to send prisoners)?

2) What was the impact on the aboriginal people of Australia?
Thematic Overview: What is the best word to describe Britain’s changing power in the world, from 1000 AD to the present day?

Has Britain’s power steadily increased?
Has Britain’s power steadily decreased?
Has Britain’s power fluctuated (gone up and down)?
Did Britain’s power in the world dramatically increase or decrease at any point?
Some thing else?
Summer Term 2 – week 2

Vocabulary Learning
Learn these key words and their meanings for next lesson. Cover them up and test yourself or ask someone else to test you!

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auctions</td>
<td>Where slaves were sold. The Plantation owner who offered the most money would get to buy the slave.</td>
</tr>
<tr>
<td>Plantations</td>
<td>The farms on which the slaves worked, growing sugar, cotton or tobacco, for example.</td>
</tr>
<tr>
<td>Profits</td>
<td>The money you gain selling something minus the money you spent buying/making it.</td>
</tr>
<tr>
<td>Monopoly</td>
<td>When one company or place is the only one allowed to trade certain goods.</td>
</tr>
<tr>
<td>Abolished</td>
<td>When you get rid of something or make it illegal.</td>
</tr>
<tr>
<td>Abolitionist</td>
<td>Somebody who wants to get rid of slavery – they want slavery to be abolished</td>
</tr>
<tr>
<td>Emancipate</td>
<td>To set free – e.g. The slaves were emancipated in 1833.</td>
</tr>
</tbody>
</table>
Summer Term 2 – week 3

Looking back at last half term...

What is the link between the British Empire and the transatlantic (triangular) slave trade? Explain it in your books/submit to Edmodo!
Summer Term 2 – week 4

Written Task
From your work so far, why do you think slavery was abolished in the British Empire? To challenge yourself:

*How are the different causes linked?*

*Which played the most significant role?*
**Summer Term 2 – week 5**

**Topic overview:** learn the five events and dates on the timeline

When you are confident, recreate the timeline in your book/iPad from memory and then check against the correct version.

**Timeline of Slavery within the British Empire**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1670</td>
<td>Jamaica (in the Caribbean) officially becomes an English colony. Many slaves are sent to work there on sugar plantations.</td>
</tr>
<tr>
<td>1787</td>
<td>A group is set up to oppose slavery in Britain. This group includes Thomas Clarkson.</td>
</tr>
<tr>
<td>1833</td>
<td>Slavery is abolished in the British Empire</td>
</tr>
<tr>
<td>1660</td>
<td>Royal African Company (RAC) set up to trade slaves</td>
</tr>
<tr>
<td>1698</td>
<td>The RAC loses its monopoly; now lots of companies can trade slaves and the slave trade grows massively.</td>
</tr>
<tr>
<td>1807</td>
<td>Trading slaves is made illegal within the British Empire</td>
</tr>
</tbody>
</table>
Summer Term 2 – week 6

Slaves were emancipated in the British Empire (1833) and the USA (1860s)...meanwhile, elsewhere **serfs were emancipated in Russia (1861)**. Use the links below to copy and complete the key information box and to answer the questions.

https://spartacus-educational.com/RUSromanov.htm
https://spartacus-educational.com/RUSserfs.htm

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**KEY INFORMATION:**

The Romanov Dynasty ruled Russia from _________ to __________. The first Romanov Emperor was _______________.

-Russian Emperors were given the title_____.

1) What is a serf?
2) Roughly how many Russian peasants were serfs in the nineteenth century?
3) Why did Alexander II decide to end serfdom in Russia?