

## Year 8 Curriculum Overview [2021-2022]

### Subject – History

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT1</b>	The Industrial Revolution	<ul style="list-style-type: none"> <li>-The end of the Domestic System</li> <li>-The growth of towns around factories</li> <li style="padding-left: 40px;">-Factory conditions</li> <li>-Children of the Industrial revolution</li> <li>-Local study of Ancoats in 19<sup>th</sup> C</li> </ul>	<ul style="list-style-type: none"> <li>-Role of Christians as a force for positive change leading to Booth and Rowntree</li> </ul>	<ul style="list-style-type: none"> <li>-Descriptive writing</li> <li>• -Use of Oliver Twist as a source to show how fiction can help historical understanding</li> </ul>	<ul style="list-style-type: none"> <li>-Financial awareness</li> <li>-Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• How useful is Oliver Twist as a historical source?</li> </ul>
<b>HT2</b>	Life in Victorian England	<ul style="list-style-type: none"> <li>Poor housing overcrowding and sanitation</li> <li style="padding-left: 40px;">-Cholera outbreaks</li> <li style="padding-left: 40px;">-Public Health reforms</li> </ul>	<ul style="list-style-type: none"> <li>Link to BD and effects of disease on the population</li> </ul>	<ul style="list-style-type: none"> <li>Use of cartoons as a source and developing the skill of inference</li> </ul>	<ul style="list-style-type: none"> <li>- Ethical decision making</li> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Source based assessment including bias and provenance</li> </ul>
<b>HT3</b>	The origins of the Slave trade	<ul style="list-style-type: none"> <li>• African life before the slave traders arrived</li> <li>• Capture of slaves and the middle passage</li> <li>• Slave auctions</li> </ul>	<ul style="list-style-type: none"> <li>• Link to Christian belief and practice</li> <li>• Inference from sources</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting key information including inferences from sources</li> <li>• Key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Economic awareness</li> <li>• Risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Source based assessment based on model of middle passage</li> </ul>

	Life on Plantations	<ul style="list-style-type: none"> <li>Slaves' jobs</li> <li>Why escape was impossible</li> <li>Family life on the plantations</li> </ul>	<ul style="list-style-type: none"> <li>Source skills</li> <li>Comparison of live in Africa to plantation</li> </ul>	<ul style="list-style-type: none"> <li>Key vocabulary</li> <li>Comprehension of sources</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy</li> <li>Ethical decision making</li> </ul>	<ul style="list-style-type: none"> <li>Formal assessment of comparison</li> </ul>
	The Abolition of the trans -Atlantic slave trade  <u>Role of slaves in bringing about their own emancipation- new addition to CO- emphasis on role of Equaino</u>	<ul style="list-style-type: none"> <li>The role of William Wilberforce/ Thomas Clarkson and Equiano</li> <li>Financial opposition to the abolitionist movement</li> </ul>	<ul style="list-style-type: none"> <li>Recall Middle passage</li> </ul>	<ul style="list-style-type: none"> <li>The use of autobiography as a tool for persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Ethical decision making</li> <li>leadership</li> </ul>	<ul style="list-style-type: none"> <li>"Am I not a man and a brother" "source-based task"</li> </ul>
<b>HT4</b>	To describe the Jim Crow laws in the USA	<ul style="list-style-type: none"> <li>What were the Jim Crow laws?</li> <li>Why did black citizens have no recourse under the law?</li> <li>Why were conditions different in the North than in the south of the USA?</li> </ul>	<ul style="list-style-type: none"> <li>Chronological sequencing</li> <li>Source analysis</li> <li>Highlighting judgement in formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Developing the skill of bringing together short- and long-term consequences and forming a judgement.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking: -organising -Positive attitude despite difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Why did the KKK have a greater impact in American society 1900-1929</li> </ul>
	Why is Brown v. Board of education so important?	<ul style="list-style-type: none"> <li>Why is the year 1954 so important in US history?</li> <li>The Little Rock Nine</li> <li>The role of President Eisenhower</li> <li>Comparison of these events with The Montgomery Bus Boycott</li> </ul>	<ul style="list-style-type: none"> <li>Recap discrimination in American society and it's long term causes</li> </ul>	<ul style="list-style-type: none"> <li>Developed answer on Audience, Author and purpose of a source- Elizabeth Eckford</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating sources of information</li> <li>Positive Attitude</li> <li>Problem solving</li> <li>Negotiating</li> </ul>	<ul style="list-style-type: none"> <li>Source based evaluation on Elizabeth Eckford</li> </ul>
	Who influenced the American people the most?	<ul style="list-style-type: none"> <li>Case study of the following people looking at their impact on their community and the USA</li> <li>Martin Luther King</li> <li>Malcolm X</li> <li>Muhammad Ali</li> <li>Emmett Till</li> <li>Claudette Colvin</li> </ul>	<ul style="list-style-type: none"> <li>Link to previous work on why male leaders achieve more status than female leaders also link to independent task set</li> </ul>	<ul style="list-style-type: none"> <li>Use of primary sources on each person and selection of key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Influencing others</li> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Assessment will be on why Colvin is least well known of these leaders</li> </ul>

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Spring Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
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<b>HT5</b>	Why did the First World War begin	<ul style="list-style-type: none"> <li>The British Empire and its influence on the world</li> <li>The growing threat from Germany</li> <li>The M.A.I.N causes of the Great War</li> <li>The trigger at Sarajevo</li> </ul>	British colonial expansion and financial growth under the slave trade	Students to be given sentence starters which show explanation and development-E.g.- “This was a more important reason because...”	-negotiating -Problem solving Decision making	Why was Princip’s Shot “heard around the world?”
	Life in the Trenches	<ul style="list-style-type: none"> <li>Conditions in a Front-Line trench</li> <li>Why did so many men contract disease?</li> <li>New weapons of the war Why was an attack launched at The Somme?</li> <li>The first morning and why it failed so badly</li> <li>Why was the Somme ultimately a success for Britain</li> <li>The Blockade</li> <li>Failure of the Ludendorff Offensive</li> <li>The entry of the USA into the war</li> <li>The abdication of the Kaiser</li> </ul>	The rivalry between Germany and Britain	Key vocabulary – attrition/No Man’s Land/bombardment Imagery as a technique- “Lions led by donkeys”	Problem solving Planning Leadership	Describe the dangers in a front-line trench  Is “Lions led by donkeys a fair summary of the Battle of the Somme”  What was the main reason for Germany’s defeat. Comparison of Somme with Taylor’s quote

<b>HT6</b>	The Home Front	<ul style="list-style-type: none"> <li>• Recruitment and Propaganda</li> <li>• The changing role of women- From “Right to vote to Right to serve”</li> <li>• Local case study of Annie Kenny and the Manchester Suffragettes- “First in the Fight”</li> </ul>	The key issues for female leaders in persuading men; retrieval from Mary & Elizabeth Tudor	Use of Propaganda- implied meaning in a text	Ethical decision making -communication	Source based assessment including bias and provenance on “women of Britain say Go”
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