

Y8 History

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Curriculum Intent

The Forge Valley History department are committed to giving our young people the **cultural context to interpret the world** around them. The History department will ensure that enjoyment and understanding of the subject is pursued through **examining the cultural, social and economic complexities of the past**. We endeavour to develop our pupils **understanding of differing cultural contexts to broaden their horizons**. Through a mix of thematic units and depth studies students are furnished with a **well-developed sense of period** as well as an understanding of the key concepts that run throughout our past. Across Key Stages three and four our thematic studies include: comparisons between the medieval Islamic Empire and the British Empire; an analysis of the development of Britain's democratic system over time; and a study of the development of Public Health. Our depth studies range from a reinterpretation of Britain's role in the slave trade; the origins and responses to the Holocaust; and the Chinese Qing Dynasty.

From Year 7 pupils engage with a variety of contemporary sources, and historical interpretations to develop an **understanding of how historians construct the past**. Through fostering a passion for the subject through dynamic teaching and rigorous assessment, pupils will become well-versed in the **importance of interpreting the past in order to understand the present and consider the future**. By emphasising the range of roles that students of history take up in society we provide a route to academic success and offer transferable skills that will equip all pupils to thrive in the future.

	Core Knowledge	Procedural Knowledge
Autumn HT1	Local History Manor Lodge - Understand the medieval origins of Sheffield as a medieval deer park - The key physical features of Sheffield Manor Lodge including the lodge, Long gallery, towers and turret house - Understand why Mary Queen of Scots was kept at Sheffield Manor Lodge	To understand how historians use a range of evidence to learn about the past: Manor Lodge (archaeological remains) Black and British (adverts, paintings etc)

	• Understand the impact of Mary Queen of Scots on Manor Lodge • Know the types of primary sources we can use to learn about the history of our local area • To know how industrialisation impacted Sheffield • To know how industrialisation is reflected at Sheffield Manor Lodge • Know how post war building work changed Sheffield • To know how migration changed the History of Sheffield • To understand how Manor Lodge as a heritage site is used today for ecology and tourism	World War One (posters, diaries etc) Interwar propaganda posters. To examine how interpretations of history change: Black and British looking at Olusoga's interpretation of British history and what inspires his view. Examining the work of other historians he draws on. Examining interpretations of the causes of World War One. Examining Eric Hindustan interpretations of the Interwar Period.
Autumn HT2	Black and British • Understand an overview of the way the transatlantic slave trade worked (including the middle passage and slave codes). • understand why the transatlantic slave trade developed. • To know about the challenges in revealing our black British history. • Use primary sources to reveal things about the lives of both free and enslaved black Georgians.	Developing explanation skills especially around causation I.e. why did World War One Break out. How did Hitler rise to power etc.

	Understand how slavery became illegal on British soil.	
Spring HT1	Black and British - To understand how the American Revolution impacts the relationship between Britain and people of African descent - To understand the significance of the Province of Freedom. - To know the traditional narrative of abolition including William Wilberforce - Challenge the traditional narrative with examples from the lives of black abolitionists like Olaudah Equiano. - Challenge the traditional narrative with examples of how rebellions like that in Haiti contributed to abolition. - To understand how and why British slave owners were compensated for their role in slavery.	
Spring HT2	World War One - By the end of this unit of work students will be able to... - Identify and explain the main causes of World War One, including militarism, alliances, imperialism and nationalism - Describe how the assassination of Archduke Franz Ferdinand led to the outbreak of war - Understand the nature of trench warfare and describe conditions on the Western Front - Explain how technology and warfare developed during WW1 and its impact on soldiers - Use a case study (e.g. the Somme) to explain the reality of fighting on the Western Front	

	- Describe the impact of the war on Western Europe, including human, economic and social effects - Explain the differences between the Eastern and Western Fronts	
Summer HT1	World War One - Describe life in Russia before 1917 and explain why there was growing unrest - Explain the causes of the Russian Revolution, including the role of WW1 - Assess whether World War One was the main cause of the Russian Revolution - Explain why the USA joined the war and why Russia withdrew - Describe how and why World War One ended in 1918 - Explain the key terms of the Treaty of Versailles and its impact on Europe	
Summer HT2	Interwar Europe - understand why it was difficult to reach a peace agreement following WWI - know the terms of the Treaty of Versailles and how Germans reacted to it	

	• know the difference between a communist dictatorship and a capitalist democracy, and how it caused tension in Europe • know some of the aims of Hitler and the Nazis in the 1920s • know what the Wall Street Crash and Great Depression were, and how they led to more support for Hitler and the Nazis • know how fear of communism, propaganda and disillusionment with Weimar democracy led to Hitler becoming Chancellor in 1933 • To know the ideologies of the Nazi Party and reflect on how this affected groups within Europe. • understand the key events leading up to the Second World War • know what the policy of Appeasement was and why people both supported and challenged the policy • understand how and why interpretations of appeasement have changed over time	
Homework	Students are given a Mastery Booklet per unit. Every week they are asked to complete knowledge retrieval questions based on that weeks learning. Two weeks before each exam window pupils are also given a revision booklet and a series of tasks to complete to help them to prepare.	
Assessment		

Pupil's complete knowledge retrieval quizzes in class regularly to check their progress as well as a piece of extended writing at the end of each unit of work:

There are two formal assessments:

Spring Term

Assessment 1: On Manor Lodge and Black and Fight for Power: This will assess chronological understanding; knowledge retention; source work; and explanation/ causation.

Summer Term

Assessment 2: On Manor Lodge, Black and British and World War One: This will assess chronological understanding; knowledge retention; explanation/ consequence; use of historical evidence; and historical interpretations

Links to Personal Development

In Year 8, students build on their understanding of power and diversity by exploring more complex and challenging historical contexts.

- Manor Lodge (Local Study):
Develops understanding of social hierarchy and inequality, helping students see how power affected everyday lives in their local area.
- Black and British History:
Promotes inclusivity and representation by highlighting the contributions of Black individuals, encouraging students to question traditional narratives and value diverse perspectives.
- World War One:
Explores the human impact of conflict, developing empathy and helping students reflect on themes such as sacrifice, propaganda, and the experiences of soldiers and civilians.
- Interwar Europe:
Encourages students to think critically about leadership, responsibility, and the consequences of political decisions, particularly the rise of extremism and dictatorship.

Overall, the Year 8 curriculum supports personal development by fostering empathy, respect for diversity, and an understanding of how historical events shape society and identity.

How is my Knowledge further developed in Year 8?

In Year 9, students build on their understanding of power, conflict and society from Year 7 and 8 by studying World War Two, the Holocaust and the Cold War. Knowledge of how empires operate and how power is used is developed further

through examining global conflict on a much larger scale, including total war and ideological struggle. Students extend their understanding of the consequences of political decisions by analysing the causes and impact of World War Two, before deepening this into a study of the Holocaust, where they explore how persecution escalated into genocide. This develops earlier learning about diversity and representation by focusing on individual experiences and moral choices. Finally, the Cold War builds on prior knowledge of conflict and power by introducing ideological rivalry and long-term global tensions, helping students understand how the legacy of earlier conflicts shaped the modern world. Together, these topics move students from understanding how power functions to critically analysing its human consequences and global impact.