

Year 8 programme of study builds on the previous learning and themes. The topics become progressively more rigorous and more disciplinary knowledge has to be applied. The themes of power and conquest are picked up again as is the theme of Democracy and Historiography using the views and opinions of contemporary and modern historians. The theme of Agency is also revisited when pupil's study the Holocaust and the lost voices of the Millions who were murdered

Year 8 Programme of study for History	Autumn 1	Autumn 2	Spring 1	Spring 2	
Topic	Why was there a 'Great War? Was Historian Niall Ferguson right to blame Britain?	What was life like in Nazi Germany?	Did the Treaty of Versailles make Second World War inevitable?	How and why did the Holocaust happen?	What were some of the most Significant Events of the Second World War?
Content and objectives	Identify the short and long term causes of the Great War	Assess how life changed for Germans under Nazi rule	Examine the build up to outbreak of war in 1939	Introduction: What was the Holocaust? Define a meaning. Examining a family in the Holocaust. Who murdered Barney Greenman?	Identify reasons why the Dunkirk evacuation could be seen as both a success and Failure
	Explain how the assassination of Archduke Ferdinand triggered the War	Explain how the Nazis justified the way they ruled	Assess the views of modern historians relating to the outbreak of war	Examine the lives of Jewish people in Europe before the Second World War Analyse the prejudice faced by Jews.	Examine the German plan to invade Britain in 1940 and the Battle of Britain
	Outline reasons why men from Britain and the Empire chose to fight.	Analyse the role of women in Nazi Germany	Interpretation analysis: Use cartoons to assess the differing views of appeasement	Explain how the Nazis encouraged Germans to hate their Jewish neighbours? Examine; what was a ghetto and why did	Identify key turning points in the War: Stalingrad, El Alamein and D-Day

				the Nazis create them?	
	Examine the typical experiences of a British soldier in the trenches	Explain how the lives of young people changed during the Nazi era	Outline the sequence of main events of the Second World War	Interpret evidence to decide; how do we know what the Nazis and their collaborators did in Russia 1941-1942? Analyse the Holocaust by bullets.	Was the bombing of Dresden justified?
	Examine some of the key battles of the First World War	Describe and explain Nazi attitudes to disabled people in Germany	Define the terms Blitz and Blitzkrieg, explain the early success of the Axis forces	Investigate; what was the Final Solution? When and why did the Nazis decide to murder every Jewish person in Europe?	Examine the contribution played by soldiers from the British Empire
	How did the First World War change medicine? Explain the links between war and medical progress	Explain how education changed during the Nazi era	Explain the success of German attacks on the West using the Blitzkrieg tactic	Investigate death marches and the end of the war. Analyse ways in which Jewish people tried to resist the Holocaust	Why did the USA drop the Atomic bomb?
	Explain how the war ended and the consequences for European Nations	Explain Nazi race theory 'Eugenics' and how it was used during the Nazi era		What happened to the victims and the perpetrators at the end of the Holocaust?	
Assessment	Source analysis: Use primary sources to judge whether the British army were Lions led by Donkeys	Historical Interpretation: How have historian's interpreted Nazi propaganda?	Source analysis: Use a range of primary sources to explain different views of the Treaty of Versailles	Causation: How and Why did the Holocaust happen?	Historical Significance: How and why do we remember D-Day?

<p>Progression from Year 7</p>	<p>Pupils can explain different types of sources and look for their limitations. Pupils understand Bias, reliability and utility when using primary sources. Pupils can confidently use primary and secondary sources to create narratives of the past. Pupils confidently use inference skills to understand meaning</p>	<p>Pupils recognise that Historians have different views of the past and the same events and begin to make judgements about why Historians might have differing views and how those views change over time. Pupils can apply their knowledge to understand four different historical perspectives</p>	<p>Pupils can explain different types of sources and look for their limitations. Pupils understand Bias, reliability and utility when using primary sources. Pupils can confidently use primary and secondary sources to create narratives of the past. Pupils confidently use inference skills to understand meaning</p>	<p>Pupils can recognise and explain a number of causes. They can make links between some of the causes and apply substantive knowledge to create narratives. Pupils can recognise multi- casual factors and analyse which are more important</p>	<p>Pupils can use subject specific knowledge and can make judgements on significance. They can compare and contrast Historical individuals to explain their significance. They can begin explain range of criteria used to decide if someone is significant. Pupils can use case studies to form their own criteria and apply substantive knowledge to explain why an event is historically significant</p>
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