



SUBJECT: HISTORY

Year Group	YEAR 8					
Rationale	This year is a key bridge in developing pupils' understanding of how Britain transitions from medieval to modern. Several of the themes are meant to challenge the potential pre-conception that Britain has always been a 'good' influence in the world but that these experiences help shape Britain into a country which values democracy and human rights in the modern era.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge	<p>What were the causes of the Civil War? What were the key features of the Civil War? *Included Civil War fact test What made the Civil War so terrible? What were the results of the Civil War?</p> <p>introduce long/short term consequences and political / social / religious categorisation CITIZENSHIP:</p> <p>How do you become an M.P? / design your own election campaign</p> <p>What was the Gunpowder Plot?</p>	<p>Was Guy Fawkes framed? What was the British Empire? Start of research lessons British rule in India British rule in Africa British rule in Australia and New Zealand Wider impact of the British Empire – positive and negative aspects of the Empire. Review of research / relative significance of the positive vs the negative impacts of Empire.</p>	<p>What was the slave trade triangle? How were slaves captured? What were conditions like on the Middle Passage? What was life like on a slave plantation? How did slaves resist? How were slaves punished? Using sources – which are the most useful in telling us about life on slave plantations. Why did slavery in America come to an end? (Civil War)</p>	<p>Did life improve for black people after abolition What changed during the Industrial Revolution? What caused the Industrial Revolution? Why were towns so filthy? What made Industrial Revolution era factories so dangerous? What impact did the railways have on society during the 1800s? Local history link – the dangers of mining in the 1800s What were the effects of the Industrial Revolution?</p>	<p>What were the causes of the First World War? Which event “sparked” off the First World War? Why did so many men join the army at the beginning of the First World War? Why was there stalemate on the Western Front? What were conditions like in the trenches?</p>	<p>What made the Battle of the Somme such a disaster? Was Douglas Haig to blame for the Battle of the Somme? Were the generals of the First World War really ‘donkeys’? Why did Germany lose the First World War? Planning a First World War Battle What was the role of the British Empire in the victory over Germany?</p>
Skills	<ul style="list-style-type: none"> ▪ The skills focus for the first half term include: ▪ Development of factual knowledge ▪ Explaining causes and consequences (as above – building in complexity from the Y7 explanation lessons, now incorporating social, economic, political and religious explanations for events). 	<ul style="list-style-type: none"> ▪ The skill focus for the second half term include: ▪ Development of factual knowledge. ▪ Explaining an opinion. The ability to use factual knowledge to develop a coherent and well explained opinion is a key historical skill and pupils use the con-troversial topic of the legacy of the British Empire to start developing this skill. 	<ul style="list-style-type: none"> ▪ The skill focus for the third half term include: ▪ Development of factual knowledge / empathetic understanding. ▪ Analysing and evaluating historical sources. 	<ul style="list-style-type: none"> ▪ The skill focus for the fourth half term include: ▪ Change and continuity with a focus on the lives of black Americans post – abolition. ▪ Explaining an opinion with a focus on the nature of the changes brought about by the Industrial revolution. 	<ul style="list-style-type: none"> ▪ The skill focus for the fifth half term include: ▪ Development of factual knowledge. ▪ Explaining causes of an event. 	<ul style="list-style-type: none"> ▪ The skill focus for the sixth half term include: ▪ Development of factual knowledge. ▪ Interpretations. Pupils use the different views of the generals of the First World War, including Douglas Haig, to identify and explain differences between the contrasting views on Haig.



<p>Assess-ments</p>	<p>Written assessment Pupils use their knowledge from lessons to answer two explanation questions which mirror the 'explain' style used at GCSE. Extended written answers to be completed in exercise books. Task 1: Explain why the Civil War broke out in England in 1642? Task 2: Explain why the Civil War an important point in British history?</p>	<p>Project assessment Pupils are then set a research project on the British Empire with the aim of producing a booklet at the end of the sequence of lessons on whether or not we should be proud of having had an Empire. While pupils are given a certain level of independence for this project, lessons are still to be guided by certain themes or a focus on a particular country. This project is followed by an explained conclusion in which pupils use their factual knowledge to support their opinion on the extent to which modern British people should be proud of the British Empire.</p>	<p>Sources assessment Several lessons in the unit introduce the use of historical sources and require pupils to develop their ability to correctly identify what a source is telling them and to assess how useful the source is in telling us about a particular topic or event. Pupils are then given 3 sources to evaluate and are asked which of them is the most useful in telling us about life on slave plantations.</p>	<p>Written assessment After a brief study of the Civil Rights movement and changes to the laws around the lives of Black Americans after the abolition of slavery, pupils are asked how far the lives of Black Americans improved after the abolition of slavery. Written assessment – Using their work on the Industrial Revolution pupils have to explain their opinion on the nature of the impact of the Industrial Revolution.</p>	<p>Factual assessments Fact tests on the death of Franz Ferdinand and, a few weeks later, on the detail of trench conditions. Written assessment – What were the causes of the First World War?</p>	<p>Written assessment Pupils complete a written task using two differing interpretations of First World War generals. They are asked to identify and explain the differences between the two interpretations.</p>
<p>Homework: H/W tasks are not prescriptive in History but could include the following over the course of each half term.</p>	<p>Practice paragraphs to summarise reasons why the Civil War broke out, factual revision for a test on the English Civil War, research tasks on elements of the consequences of the Civil War.</p>	<p>Research tasks on the 'case study' countries which pupils focus on as part of their Empire project, practice paragraphs on how to explain / develop an opinion.</p>	<p>Diary tasks in which pupils demonstrate their knowledge of stages of the Slave Trade Triangle, source analysis tasks to support the main skill focus for this unit of study.</p>	<p>Revision tasks in preparation for a factual test on the American Civil War, a mock – report to the Board of Health describing living conditions in British towns and cities.</p>	<p>Revision for end of year assessment (fact test), an explanation of why the First World War broke out in 1914, Franz Ferdinand police report, research task on trench conditions.</p>	<p>Practice task analysing interpretations of the First World War, research tasks related to 'They Shall Not Grow Old'.</p>