## SUBJECT: HISTORY

| Year Group | **YEAR 8** | | | | | |
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| **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** | - What was the slave trade triangle?<br>- How were slaves captured?<br>- What were conditions like on the Middle Passage?<br>- What was life like on a slave plantation?<br>- How did slaves resist?<br>- How were slaves punished?<br>- Using sources – which are the most useful in telling us about life on slave plantations.<br>- Why did slavery in America come to an end? (Civil War)<br>- Did life improve for black people after abolition? | CITIZENSHIP:<br><br>How do you become an M.P? / design your own election. campaign<br><br>- What was the British Empire?<br>- Why did Britain want an Empire?<br>- How did they take over India?<br>- What resistance did the Empire face?<br>- What impact did the Empire have on its colonies? - positive vs the negative impacts of Empire. | - What changed during the Industrial Revolution?<br>- What caused the Industrial Revolution?<br>- Why were towns so filthy?<br>- What made Industrial Revolution era factories so dangerous?<br>- How did voting rights improve? | - What impact did the railways have on society during the 1800s?<br>- Local history link – the dangers of mining in the 1800s<br>- What were the effects of the Industrial Revolution? | - What were the causes of the First World War?<br>- Which event "sparked" off the First World War?<br>- Why did so many men join the army at the beginning of the First World War?<br>- Why was there stalemate on the Western Front?<br>- What were conditions like in the trenches? | - What made the Battle of the Somme such a disaster?<br>- Was Douglas Haig to blame for the Battle of the Somme?<br>- Were the generals of the First World War really 'donkeys'?<br>- Why did Russia leave the war in 1917?<br>- Why did Germany lose the First World War?<br>- What was the role of the British Empire in the victory over Germany? |
| **Skills** | ▪ The skills focus for the first half term include:<br>▪ Development of factual knowledge / empathetic under-standing.<br>▪ Analysing and evaluating historical sources.<br>▪ Change and continuity with a focus on the lives of black Americans post – abolition. | ▪ The skill focus for the second half term include:<br>▪ Development of factual knowledge.<br>▪ Explaining an opinion. The ability to use factual know-ledge 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. | ▪ The skill focus for the third half term include:<br>▪ Explaining an opinion with a focus on the nature of the changes brought about by the Industrial revolution. | ▪ The skill focus for the fourth half term include:<br>▪ Explaining an opinion with a focus on the nature of the changes brought about by the Industrial revolution. | ▪ The skill focus for the fifth half term include:<br>▪ Development of factual knowledge.<br>▪ Explaining causes of an event. | ▪ The skill focus for the sixth half term include:<br>▪ Development of factual knowledge.<br>▪ Interpreta-tions. 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. |

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| **Assessments: Formative** | **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. | **Interpretations** Pupils examine two interpretations of the British Empire and build an argument to explain who they agree with and why | | **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. | | **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. |
| **Assessments: Summative** | | | **Assessment 1:** **Pupils will be assessed on factual knowledge, ability to make inferences and ability to explaining reasons.** | | **Assessment 2:** **Pupils will be assessed on factual knowledge, ability to make inferences and ability to explaining reasons.** | |
| **Homework: H/W tasks are not prescriptive in History but <u>could</u> include the following over the course of each half term.** | 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. | 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. | 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. | 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. | Practice task analysing interpretations of the First World War, research tasks related to 'They Shall Not Grow Old'. |