

Programme of study for Y8 History 2020-21 (updated Nov 2022)

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
<p>Topic / Big Question: How did the Georgians change Britain?</p> <ul style="list-style-type: none"> ♦ The Act of Union ♦ The Hanoverian Succession ♦ The Battle of Culloden ♦ The American Revolution ♦ Life for different groups in Georgian society. <p>What was Pre-Colonial Africa like?</p> <ul style="list-style-type: none"> ♦ African connections to British history, Mansa Musa, Benin <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> ♦ Explain the causes of an event [AO1,AO2] ♦ Explain the consequences of an event [AO1,AO2] ♦ Explain how a source can be useful for a historical enquiry [AO3] 	<p>Topic / Big Question: What was Pre-Colonial Africa like?</p> <ul style="list-style-type: none"> ♦ African connections to British history, Mansa Musa, Benin <p>Why did the Transatlantic Slave Trade rise and fall?</p> <ul style="list-style-type: none"> ♦ The origins of the slave trade: slave trade in Africa; Middle Passage; slave trade triangle ♦ Slavery: auctions, life on the plantations, how Britain benefitted, legacy of slavery <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> ♦ Explain the causes of an event [AO1,AO2] ♦ Explain the consequences of an event [AO1,AO2] ♦ Explain how a source can be useful for a historical enquiry [AO3] 	<p>Topic / Big Question: Topic / Big Question: How did India change under different Empires?</p> <ul style="list-style-type: none"> ♦ India before the British: early India, the Mughal Empire ♦ The East India Company ♦ Ranjit Singh and the Sikh Empire ♦ British India and Independence: how Britain controlled India; the struggle for independence; Gandhi, Amritsar Massacre <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> ♦ Explain the consequences of an event [AO1,AO2] ♦ Compare two historical interpretations [AO4] ♦ Give arguments for and against a viewpoint [AO3,AO4] ♦ Come to a justified conclusion [AO4] 	<p>Topic / Big Question: Why did WWI breakout in 1914? 1901-1914</p> <ul style="list-style-type: none"> ♦ Empire, Alliances and Arms Race: the long-term causes of WWI <p>How one death led to world war: the assassination of Archduke Franz Ferdinand</p> <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> ♦ Explain the consequences of an event [AO1,AO2] ♦ Compare two historical interpretations [AO4] ♦ Give arguments for and against a viewpoint [AO3,AO4] ♦ Come to a justified conclusion [AO4] 	<p>Topic / Big Question: Why is WWI significant? 1914-1918</p> <ul style="list-style-type: none"> ♦ What was the plan for the Battle of the Somme vs what actually happened? ♦ What can sources reveal to us about WWI? ♦ How was the Great War a World war? ♦ What was the impact of WWI on different groups in society? ♦ Why did Women get the vote? ♦ The rise of Hitler <ul style="list-style-type: none"> ♦ Explain the causes of an event [AO1,AO2] ♦ Explain the consequences of an event [AO1,AO2] ♦ Explain how a source can be useful for a historical enquiry [AO3] 	<p>Topic / Big Question:</p> <p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> ♦ Explain the causes of an event [AO1,AO2] ♦ Compare two historical interpretations [AO4] ♦ Give arguments for and against a viewpoint [AO3,AO4] ♦ Come to a justified conclusion [AO4]

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
 AO2 Explain and analyse historical events and periods studied using second order historical concepts.
 AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
 AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

THEMES: The following three themes will be specifically highlighted throughout the Key Stage 3 History curriculum:

1. **Power and parliament** – the development of royal power, in conjunction with the power of the church, and the rising power of parliament
2. **Trade and empire** – the development of trade as a major driver for change, and the establishment and history of empire
3. **Changing society and migration** – the development of society through time up to the modern day, including the history and significance of migration

End of term 1 assessment to cover: Topics from first half term. 1. How useful are Sources A and B for an enquiry into ... (8) 2. Explain two consequences of ... (8) 3. Explain why ... (12)		End of term 2 assessment to cover: 1. Explain two consequences of ... (8) 2. What is the main difference between two interpretations ... (4) 3. How far do you agree with Interpretation 1 about ... (16)		End of year assessment to cover: 1. Explain why (8) 2. What is the main difference between two interpretations ... (4) 3. How far do you agree with Interpretation 1 about ... (16)	
Building understanding: Rationale / breakdown for your sequence of lessons: The Georgian Era was a turning point in terms of the structures of Monarchy and Parliament and the relationship between the British Isles.	Building understanding: Rationale / breakdown for your sequence of lessons: Empire and slavery were central to Britain’s story and to the situation in the world today. Through a focus on slavery, Britain’s imperial past is explored. The legacy of slavery is the end point of this topic.	Building understanding: Rationale / breakdown for your sequence of lessons: Empire and slavery were central to Britain’s story and to the situation in the world today. Through a focus on India, Britain’s imperial past is explored.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine key moments in the development of Britain and the world – the nature of empire is introduced, and the causes of WWI addressed.	Building understanding: Rationale / breakdown for your sequence of lessons: WWI was the largest war to have occurred in History by that point. This explores what distinguished this war from others.	Building understanding: Rationale / breakdown for your sequence of lessons: Students examine the consequences of WWI, and how this led to huge changes in Europe, including the rise of the dictators.
Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks	Home – Learning: Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks
Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers	Reading / literacy: Textbook, handouts, PPT, weblinks, modelling and model answers
Numeracy: Chronology WWI casualty figures Reparations (ToV)	Numeracy: Chronology WWII casualty figures	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology	Numeracy: Chronology

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):