



Year 8 History

The Year 8 History curriculum is designed with the Year 7 and 9 schemes of work, to give all students at Key Stage 3 an understanding of the world they live in by introducing them to the political, economic, religious and social changes that have shaped our modern world. In Year 8, the students build on the areas studied in Year 7 and focus primarily on 19th and 20th century events which have had a global, national and local impact.

Students will begin Year 8 by developing further their understanding of the religious and political changes, through studying events in Britain such as the English civil war, Interregnum and Glorious Revolution. This is built on further by considering events in Europe such as the French Revolution as well as the Chartists and people's perspectives on power and the role of monarchy changed. The term ends with students studying in depth the suffragette movement and its impact on Britain today.

During the Spring term, students will then move on to studying the Industrial Revolution and how it changed Britain economically and socially in the 19th century. This will link into the reasons behind why Britain gained an empire and also into the next term's focus on the slave trade. The impact of the slave trade will be studied in detail and the long-term implications considered, as well as the wide variety of experiences that slaves faced.

The final term focuses on the beginning of the 20th century and the world event of the First World War. Students learn about the changes in the nature of warfare with the defensive nature of the trenches and the consequences for the soldiers fighting and the world as a whole.

The Year 8 History course gives all students an excellent understanding of their place in British and world history and a comprehension of the development of British values as part of our society. The curriculum also allows students to practise valuable skills which are transferable across subjects such as constructing balanced arguments, using evidence to substantiate ideas and interpreting sources. It provides the context for the Year 9 History course when students will look in greater depth at the events of the twentieth century.

Methods of deepening and securing knowledge:

Retrieval practice	Retrieval practice is evident through starter activities where students use prior learning to complete a low stakes quiz, complete a matching task or offer their opinion on a topic. An image or cartoon is often used to aid students' retrieval of information. Reflective plenaries often link to prior learning as well as to current learning.
Elaboration	Students are encouraged to elaborate by using strategies such as think pair share as well as explaining their reasoning for opinions. They verbally, and in written form, expand on their ideas and justify their opinions and these are often shared with the whole class.
Concrete examples	Concrete examples are used with assessment work or longer pieces of written work as students can see how to structure their ideas and include precise examples and explanation to improve their marks. Past projects, such as on the Suffragettes, are used to show the variety and quality of work that can be produced.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Power, Politics and the People 1603-1789 - Gunpowder Plot - English civil war and Charles's execution - Oliver Cromwell - Great Plague and Fire of London - Glorious Revolution	Power, Politics and the People 1603-1789 - French revolution: causes, events and consequences - Chartists - Reform acts - Suffragettes	Industrial Revolution and Empire - Why did Britain have an empire? - Was the British Empire a force for good? - Why did the Industrial Revolution happen? - Manchester - Jobs - Crime and Public Health - Surgery	Slavery - Africa's History and middle passage - Slave auctions - Life of a slave - Slave resistance - Abolition - Legacy of the slave trade - Overview of 19 th Century	The 20th Century First World War - Europe in 1914 - Long and short term causes - Propaganda - Trench warfare - Technology - Battle of Somme	The 20th Century First World War - Key battles of First World War - Role of Empire - Role of China - Conscientious objectors - How we remember - Impact of First World War
Assessment	- Significance of Charles' execution	- Source task on Suffragettes	- Source analysis on surgery		- Source analysis on the Battle of the Somme	

Independent Learning:
<p>Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop learning skills. There are several types of independent learning set in History such as:</p> <ul style="list-style-type: none"> ● Reading a provided article on a certain topic e.g. children working in the mills and mines of the 19th century (to be studied in the following lessons) ● Producing a specific piece of work such as a letter from the time which builds on the knowledge learnt in the lesson or completing a task set in lesson ● Researching a new topic to be studied in a following lesson ● Project work on a specific topic e.g. Suffragettes' project ● Exam-style questions – given with a lot of support and teacher input in lesson time

