



Year 8 History PoS- The changing world

Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond
Curriculum Intent		
<p><u>Provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</u></p> <ul style="list-style-type: none"> - Teach students historical skills such as inference and source analysis in lessons and test them through assessments - Run trips for students in this year group - Develop their understanding of knowledge in lessons and test these through knowledge tests - Empower students to think and act like `historians` - Student use creative skills in lesson and as part of homework tasks - Use the skill of empathy and decision making during lesson activities - Regular use of independent, pair and group work - Skill to how to interpret and judge sources/written work - Encourage inquisitive learning - Students are introduced to and carry out tasks that journalists, archaeologists, historians, designers and leaders of countries would fulfil <p><u>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</u></p> <ul style="list-style-type: none"> - Clear learning objectives and lesson outcomes to our lessons - Students are aware of their pathways and have a clear understanding of their strengths and areas of improvement - Clear outline of assessments that students are to complete - Regular use of peer/self-assessment reflect understanding - Building pathway to GCSE History <p><u>Is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</u></p> <ul style="list-style-type: none"> - Planned in chronological order of events - Provide the `big/wider picture` to historical events and time periods 		



- Students continue to practice their historical skills
- Students practice a skill before being assessed on them
- Topics taught are interlinked and reflected in a metacognitive approach
- More mature and emotive topics are taught towards the end of the year e.g. The Holocaust

Has high ambition for all pupils

- Regular use of extension activities
- Challenging assessment tasks are used (GCSE-style assessments)
- Critical thinking skills are explored and developed
- High expectations are apparent to students throughout the year

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn	<p>Why do Historians disagree on the British Empire? <i>The students pose questions about the British Empire and seek to answer them through research and discovering the reality of the early British Empire. The students evaluate the impact of the British Empire and how it is viewed in different parts of the world.</i> Disciplinary concept: cause and consequence Skills: Source analysis and use of interpretations.</p>	6	<p>British Empire and Industrial revolution Knowledge: 12 marks on Empire and IR Skills: inference – one inference, provenance identification Understanding: PEEL paragraph</p>
	<p>Did the Industrial revolution drastically change Britain? <i>Students will learn about the causes, events and significance of the Industrial Revolution including the role of key individuals, inventions and developments of towns and mills across the UK.</i> Disciplinary concept: Cause and consequence and use of evidence. Skills: Explanation and judgement</p>	6	
	<p>What was it like to be involved in the Slave Trade? <i>This unit involves studying the journey that African-American's went on from being captured in Africa to being transported and sold into slavery in the Americas. We also look at their experiences in slavery and how slavery was abolished.</i> Disciplinary concept: Use of evidence, change and continuity. Skills: Empathy, forming historical enquiries and source analysis</p>	8	Knowledge test
Spring	<p>Is Olusoga right that slavery enabled Britain to thrive? <i>This topic ties our first three topics of the British Empire, IR and Slavery together to show the links between the topic and make a judgement on Olusoga's interpretation.</i> Disciplinary concept: similarity and difference</p>	6	<p>Slavery and Olusoga Knowledge: slavery and olusoga 10 marks</p>



	<p>Skills: use of <i>interpretations including refute/supporting interpretations, analyse sources</i></p> <p>What was Britain like by 1900? <i>This bridging topic looks at what Britain was like for citizens, the role of Empire and what society was like more generally before moving onto the WW2 topic.</i></p> <p>Disciplinary concept: Similarity and difference Skills: Judgement and significance</p> <p>How far did the assassination of Archduke Franz Ferdinand lead to the outbreak of war? <i>Students will learn about the causes of WW1, the events of the war and key battles. They will look at a variety of evidence to make a judgement on whether the war could ever be won.</i></p> <p>Disciplinary concept: Cause and Consequence and evidence Skills: Judging an interpretations and inference</p>	<p>2</p> <p>6</p>	<p>Skills: Judgement on usefulness Understanding: PEEL paragraph with prompts to support</p> <p>Knowledge test</p>
<p>Summer</p>	<p>How significant was the ‘Great War’ for Europeans? <i>Students will look at the way the war affected a variety of people including men, women, children and most significantly troops from the British Empire. Students will then try to establish why this war was often known as the ‘Great War’.</i></p> <p>Disciplinary concept: Similarity and difference Skills: Explanation</p>	<p>7</p>	<p>Causes and events of WW1 Knowledge: 10 marks Skills: Comparison of interpretations Understanding: describe 2 features</p>

