

Year 8 Curriculum – 2022-23

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Key Concepts	Cause and Consequence		Significance & change over time		Change	Interpretations
Topic	<u>Power and the People c.1000-present day</u>		<u>Industrial Britain</u>		<u>Empire</u>	<u>Civil Rights</u>
Knowledge and understanding (National Curriculum)	<ul style="list-style-type: none"> The development of church, state and society in Britain Ideas, political power and Empire Challenges for Britain in the wider world Chronological knowledge pre-1066 		<ul style="list-style-type: none"> Ideas, political power and Empire Local history study 		<ul style="list-style-type: none"> Ideas, political power and Empire 	<ul style="list-style-type: none"> Ideas, political power and Empire Significant issue in world history
Assessment	Debate	Formal- exam questions	Historical Fiction	Historic Environment Study	Museum presentation	Formal exam questions
Why this?	<p>This allows students to consider political power and its change over time, moving from the authority of kingship to the democracy that Britain enjoys today. This is practice for the thematic study at GCSE and A Level and provides a wide historical context for studying subsequent topics in greater depth.</p>		<p>Students can take a closer look at a period when there was a huge demand for change. Social divisions were at their height and the divide between rich and poor was most visible. Students will be able to see the reasons behind the demand for reform throughout the 19th Century</p>	<p>Students can see how Britain became a world leader in industry and examine the reasons why that was possible. A study on an aspect of local industry will show how the North East was an integral part of this development</p>	<p>Bringing in more diversity to consider world history and how it relates to Britain. This topic explores the nature of empire and the experiences of those under British control- particularly their struggles to regain independence</p>	<p>Students need to know about the role Britain played in the slave trade that is still having an impact in the USA today. Students can make connections between the American Civil War, slavery and the Civil Rights Movement with the Black Live Matter Movement today. They will also be able to draw comparisons with the lives of Black British people and their experiences</p>

Why now?	Students in Y8 have developed their disciplinary skills in History and are more able to understand the concepts of power and control. This topic follows on from the depth studies of Tudors and Stuarts in Y7 and weaves these into the bigger picture of political reform		This develops the understanding of the protest and reform movement of the Chartists and Women's Suffrage	This is interwoven with Victorian Britain- looking in detail at the industries and occupations that drove the workshop of the world.	Follows on from Victorian Britain- looking at the Empire under Queen Victoria. Students will already know about migration within the empire from Y7, this will consider the empire peoples in their own country	Closely linked with Y8 topics as well as Y9 beginning GCSE. Sets students up for beginning Y9 with radical ideas
Curriculum links	Y7 History- Tudors and Stuarts KS3 English- <i>Animal Farm</i>		KS3 English- Social problems in 19 th Century Britain KS3 English- Social problems in 19 th Century Britain		Y7 Migration topic, Y8 T1 and T2 topics. RE- Gandhi. Y9- Empire soldiers	GCSE Paper 1 Section A
Skills & Characteristics	Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them		Demonstrate knowledge and understanding of the key features and characteristics of the period studied.		Explain and analyse historical events and periods studied using historical concepts	
Aspirations & Careers	Students to identify different political strategies when studying the suffrage movement and the strengths and weaknesses of different approaches	The aim is for students to know how to set challenging, realistic learning goals with targets and action points to support their achievement in History	Students to consider the challenges facing different groups in society with a focus on the difficulties of disadvantaged groups	The focus will be for students to consider and record information about how they would respond if they were living through the events of the Industrial Revolution	Students to research and interpret information about different cultures and enhance their understanding on potential stereotypes that effect opinions on different social groups	Students to identify opportunities for progressing to further learning at KS3 and KS4, including the importance of investing in their own learning
Yearly End Points	Basic: Students will be able to recall detailed facts about key events, individuals, and periods. Students will be able to sequence events in chronological order.		Clear: Students will be able to recall specific and precise facts about key events, individuals, and periods. Students will begin to make links between events in different periods.		Detailed: Students will be able to identify and describe the key features of events, individuals, and periods. Students will be able to make connections of similarity and difference between time periods.	

	<p>Students will be able to describe events, individuals, and periods in relation to second order historical concepts. Students will use sources to gather evidence which is applied in written tasks. Students will describe differing interpretations about historical events, individuals, and periods.</p>	<p>Students will begin to sequence in terms of significance. Students will be able to explain events, individuals, and periods in relation to second order historical concepts. Students will use sources to gather evidence which is applied in written tasks. Students will describe differing interpretations about historical events, individuals and periods.</p>	<p>Students will begin to explain the significance of historical events, individuals and/ or periods. Students will be able to explain events, individuals and periods in detail, closely focusing on second order historical concepts. Students will analyse primary sources to make supported judgements. Students will explain opposing interpretations of events, individuals and periods and begin to assess why these might differ.</p>
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