

Year 8 Curriculum Intent 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Interpretation		Historical enquiry		Significance	
Knowledge & Understanding (<i>National Curriculum</i>)	Students should gain an understanding on the development of Imperialism and why European countries such as Britain created an empire and the impact this had on slaves and the rest of the world during the 18 th and 19 th centuries	Students to extend their knowledge of the 18 th and 19 th century in regards to the impact the power of Britain abroad had on the people living in Britain at the time. This will focus on industrialisation and the differences this had on the rich and the poor	Students should gain historical perspective about the emergence of different political and gender ideas that emerged during the latter part of the 19 th century and the early 20 th century. This particularly focuses on the women's suffrage movement	Students to investigate the importance of the causes to the First World War and the events during and immediately after the war. This focuses on long-term causes from 1888-1913 to immediate causes in 1914. Students to study the results WWI had on countries involved following 1918.	Students to extend their knowledge of the early part of the 20 th century by investigating the new political ideas and the challenges this had on countries internationally. Students will then study the impact this had on the inter-war years and the Second World War	Students to study the challenges extreme political and social ideas had on different groups during the Second World War both nationally and internationally. This will particularly focus on the Jewish community in Germany and those living in Britain during the Second World War.
Assessment	Baseline assessment: Interpretation: Should Britain be proud of its empire?	Explanation on what was the most important impact of the Industrial Revolution – emergence of popular	Assess the importance of the suffrage movement and whether it was political groups such as the Suffragists and	Explanation on the most important factor that led to WWI breaking out in 1914 – was it long-term or immediate reasons	Evaluate the impact WWI had on other countries such as Germany as to why Hitler become dictator and who was most to	Study different types of historical sources and why contrasting arguments and interpretations of the past have been constructed

		protest or changes to British society?	Suffragettes or WWI that played the leading role why women were given the right to vote	that caused war to start?	blame for WWII breaking out?	
Why this? Why now?	Understand the impact imperialism has had on different cultures around the world and the long-term significance this has had on peoples lives.		The creation of universal suffrage in Britain and understand how our current legal and political system has evolved throughout time.		Know and understand different contexts and understanding the connections between different contexts as well as links between cultural, economic and social history and the short-term and long-term results of these events	
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 research and interpret information about different cultures and enhance their understanding on potential stereotypes that effect opinions on different social groups	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 identify different political strategies when studying the suffrage movement and the strengths and weaknesses of different approaches	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 First World War and develop their self-awareness	Students to discuss and record the people who can help, where help is available, and other sources of assistance in studying radical ideas from other people. This links with studying the key individuals during the 1930s in the lead up to WWII	Students to identify opportunities for progressing to further learning at KS3 and KS4, including the importance of investing in their own learning

Year 9 Curriculum Intent 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Historical enquiry		Cause and consequence		Change and continuity	
Knowledge & Understanding <i>(National Curriculum)</i>	Students to investigate the challenges countries faced after the Second World War especially in regards to contrasting political ideas. This will focus on the origins of the Cold War and tensions between countries between 1945-61	Students to deepen their knowledge about the Cold War by studying the significance of events between 1961-1975. Students should gain knowledge on the reasons why the USA and the USSR wanted to increase their power around the world while limiting the other countries.	Students to study a significant society in the 20 th century, with a particular focus on the USA during the 1920s. Students should gain knowledge on the reasons why America experienced a 'boom' during the 1920s	Students to deepen their knowledge on the USA during the 20 th century by focusing on American society during the 1930s and how American people experienced the Great Depression and life during WWII	Students to study American society in the 1950s and compare this with life during the 1920s. Students should gain knowledge on new inventions and the different experiences of social groups during the two decades.	Students to study the racial tension and development in the civil rights movement during the 1960s in the USA. This includes investigating key individuals and groups, as well as the role the Presidents played.
Assessment	Evaluate the utility and provenance of sources interpreting the results of events during the 1950s between the USA and USSR	Assess the importance of international events and how this impacted on relations between the USA and USSR,	Explanation on what was the most important reason why the USA experienced a boom – social or political reasons.	Explanation on the most important factor as to why the USA came out of the Great Depression – the economic or political reasons	Evaluate the impact of consumerism and reasons why many Americans were able to benefit during the 1950s.	Assess the reasons why civil rights movement succeeded - social or political events.

		as well as neighbouring countries				
Why this? Why now?	Students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.		Students will gain a coherent understanding of developments in the USA and their impact on people through a variety of perspectives: political, social and cultural, economic, the role of ideas and the contribution of individuals and groups.		The period study is national in its focus, allowing students to study the domestic history of the USA and its people in a period of change.	
Skills & Characteristics	Analysis and evaluation of sources. Different types of sources will be used, including visual and written sources. Demonstrate knowledge, understanding and analysis of historical events utilising any of the second order historical concepts.		Demonstrate knowledge and understanding of the key features and characteristics of the period studied.		Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	
Aspirations & Careers	<p>CEIAG Careers Fairs Work Experience GCSE options evening</p> <p>Cultural Capital Pupils are encouraged to make links between current events, like international relations between countries and the studies on the Cold War and race relations in the USA</p> <p>Extra-curricular History club WWI and WWII battlefields educational visit GCSE Historical enquiry educational visit</p>					