

Year 8 Curriculum Intent 2021-22

	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	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

		protest or changes to British society?	Suffragists and 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?	past have been constructed
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	Communication Writing prompts Resilience:: Student target setting Collaboration Group work Resilience – adapting extended writing for essay style and source analysis questions		Aiming High - Writing detailed responses to questions in strict timed conditions Staying Positive - acting on feedback given. Communication and collaboration Think, pair, share Peer assessment		Communication and collaboration Think Pair Share Listening Triangles Remaining positive: Revision sessions	
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 CDI: 1	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	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	Students to identify opportunities for progressing to further learning at KS3 and KS4, including the importance of investing in their own learning CDI: 1, 3, 4

	CDI: 8		CDI: 8	develop their self-awareness CDI: 1, 3	1930s in the lead up to WWII CDI: 8	
Basic <i>(End points for LOWER ability pupils)</i>		Clear <i>(End points for MIDDLE ability pupils)</i>			Detailed <i>(End points for HIGHER ability pupils)</i>	
<p>All pupils will be able to identify a range of changes across the periods of study in year 8, adding and recalling their own factual knowledge. They will be able to identify causes and changes to events, showing some of the impact. They will use their knowledge to describe key features of the periods, adding information to support their own interpretations of events that have contributed to the making of modern history, beginning with changes in the industrial period, suffrage and the two World Wars. They will be able to identify and recall some of the social impact and changes across the period of study for year 8, analysing some sources to show useful features within the content of sources and some basic contextual knowledge to support.</p>		<p>Most students will be able to make links between their knowledge, assessing how the events impacted life during periods of study, showing specific examples of to support their own interpretation. They will be able to explain some of the changes that have taken place during the period of study in year 8, showing the impact that they had in making significant changes to the lives of people. They will be able to show the impact of conflict with the 20th century, showing specific information for the causes of the wars and how and why they are linked to each other based on failures of government to keep peace during the interwar years. Most students will be able to add their own interpretations to sources, selecting relevant information and supporting it with their own contextual knowledge to answer specific questions about the source. They will be able to identify arguments for and against interpretations, showing balanced specific own knowledge to support. Most students will be able to demonstrate and explain specific knowledge to show the key features and results of industry and war and they impacts that it had on both society and government.</p>			<p>Some pupils will be able to link their knowledge together, making judgements to show the most important reasons for why these events took place, comparing their impact and justifying their ideas to show what the biggest changes during the period were, being able to identify how these events led to changes which went to make the modern world within the 20th century. Judge the impact of relevant events, showing a discursive historical argument, selecting relevant specific knowledge to support and explain why it supports their interpretations. Pupils will be able to evaluate the causes and subsequently who to blame for the outbreak of World War Two. They will also be able to make clear links between the Policies of Britain and France and the actions of Hitler. Students will also be able to justify the role and overall impact of each event studied over the course of the war. They will make good historical interpretations of sources, selecting and combining their own specific knowledge to analyse and identify key features of nature, origin, and purpose of sources to help to evaluate the utility.</p>	

