

INTENT: Curriculum Overview (Year 8) History

A learner in Year 8 will know: How Enlightenment thinking in the 18 th century led to a century of revolutions. The impact of the Industrial Revolution on Britain in terms of changing environment as well as how it contributed to the fight for rights and the British Empire. The reasons why WW1 broke out and the consequences of this on Germany in particular.		A learner in Year 8 will be able to: develop engagement in critical historical enquiry, develop questioning and investigation skills, source evaluation skills, historical interpretation skills, interpret how and why events occur and reach conclusions.	
IMPLEMENTATION – planned and sequenced towards cumulative knowledge and skills			
Term 1	1:1: Topics/Themes – 18 th century: Enlightenment and revolutions	1:2: Topics/Themes – Industrial Britain	Autumn Summative Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p>Knowledge:</p> <p>Pupils will look at the period of Enlightenment with the French revolution, American revolution etc</p> <p>Skills:</p> <ul style="list-style-type: none">➤ engage in critical historical enquiry➤ question and investigate <p>Formative Assessment:</p> <ul style="list-style-type: none">➤ Pit stop 1: Knowledge check to include key spellings and definitions➤ End point:➤ Describe significance of Enlightenment thinking on different parts of the world	<p>Knowledge:</p> <p>Pupils will explore living & working conditions in the Industrial Revolution.</p> <p>Skills:</p> <ol style="list-style-type: none">engage in critical historical enquiryquestion and investigateinterpret how and why events occurreach conclusions <p>Formative Assessment:</p> <ol style="list-style-type: none">Pit Stop 2: Knowledge check to include key spellings and definitionsDIRT <p>End point:</p> <p>Describe the causes and consequences of the Industrial Revolution</p> <p>Explain changes to people's lives and new developments</p>	<p>Knowledge coverage:</p> <ul style="list-style-type: none">➤ Enlightenment➤ Industrial Revolution➤ <p>Skills tested:</p> <ul style="list-style-type: none">➤ Source evaluation➤ Question➤ Evaluation of statement➤ Reach conclusions➤ Knowledge recall➤ Key definitions <p>Assessment style/questions:</p> <ul style="list-style-type: none">➤ Explain how far The Industrial Revolution changed Britain➤ Describe the causes of the French Revolution
Term 2	2:1 Topics/Themes – Fight for your rights	2:2: Topics/Themes – British Empire	Spring Summative Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p>Knowledge:</p> <p>Pupils will be looking at how modern Britain was created through the political uprisings and</p>	<p>Knowledge:</p> <p>Pupils begin to investigate the causes and impacts of the British Empire</p>	<p>Knowledge coverage:</p> <ul style="list-style-type: none">➤ The fight for suffrage➤ The British Empire <p>Skills tested:</p> <ul style="list-style-type: none">➤ Question and investigate

	<p>challenges to society in the late 1800s and early 1900s.</p> <p>Statues enquiryx4 – optional activity for High ability to stretch and challenge students.</p> <p>Skills:</p> <ul style="list-style-type: none"> ➤ engage is critical historical enquiry ➤ question and investigate <p>Formative Assessment:</p> <ul style="list-style-type: none"> ➤ Pit Stop 3- Knowledge check to include key spellings and definitions ➤ DIRT <p>End point:</p> <ul style="list-style-type: none"> ➤ Describe the problems that existed in British politics in the 19th century ➤ Explain how different groups fought to change this ➤ Evaluate the successes and failures of these campaigns 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ engage is critical historical enquiry ➤ question and investigate ➤ interpret how and why events occur <p>Formative Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge Check to include key spellings and definitions ➤ DIRT <p>End point:</p> <p>Describe the experiences of Empire from across different colonies</p> <p>Explain the positives and negatives of Empire for both Britain and the colonies</p>	<ul style="list-style-type: none"> ➤ Interpret how and why events occur ➤ Source evaluation <p>Assessment style/questions:</p> <p>How convincing is the interpretation about the British Empire</p> <p>Write an account of Women's suffrage</p> <p>Describe two problems faced by people gaining rights</p>
Term 3	3:1: Topics/Themes; WW1	3:2: Topics/Themes – The Rise of the Nazis	Summer Summative Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p>Knowledge:</p> <p>Students will be engaging in the causes & some of the events of the first World War</p> <p>Skills:</p> <ul style="list-style-type: none"> • Engage is critical historical enquiry • Question and investigate • Interpret how and why events occur • Reach conclusions <p>Formative Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge check with spellings and definitions 	<p>Knowledge:</p> <p>Students will be investigating life in Germany after WW1 as well as the rise of the Nazi party.</p> <p>Skills:</p> <ul style="list-style-type: none"> • engage is critical historical enquiry • question and investigate • interpret how and why events occur <p>Formative Assessment:</p> <ul style="list-style-type: none"> ➤ Knowledge check with spellings and definitions ➤ DIRT 	<p>Knowledge coverage:</p> <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Question and investigate ➤ Interpret how and why events occur. ➤ Key Knowledge recall ➤ Key definitions <p>Assessment style/questions:</p> <p>Describe the causes of WW1</p>

	<p>➤ DIRT</p> <p>End point:</p> <ul style="list-style-type: none"> ➤ Describe the causes of WW1 ➤ Explain how WW1 changed British society ➤ Ability to make a judgement on the reasons why the war ended 	<p>End point:</p> <ul style="list-style-type: none"> • Explain the reasons that allowed Hitler to rise to power. • Evaluate the impact of Nazi rule on ordinary people. 	<p>Explain two reasons how Hitler consolidated his rule</p>
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