

KS3 Curriculum Overview: Year 8 History

1.Rationale: to include: The relationship between Power and the People throughout the Industrial revolution. They will be able to describe the causes, events and consequences of 20 th century conflict. Will be able to explain the rise of fascism and the effect on the world.		2.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.			
Term 1: Industrial Britain and The Empire		Term 2: Life in World War One & After		Term 3: World War Two conflicts and quest for peace	
1:1: 1750-1900	1:2: 1800-1900	2:1: WW1 1914-1918	2:2: Germany 1920-39	3:1: WW2 & Post War peace	3:2: Holocaust
Term 1	1:1: Students will develop their understanding of Industrial Britain		1:2: Students will develop their understanding of the importance of the British Empire		Autumn % Assessment
Topic Coverage	<u>Knowledge:</u> <ul style="list-style-type: none"> Describe the changes that took place in Britain between 1750-1900 Explain the impact of these changes on the ordinary people Evaluate the impact of the protest movements such as the Luddites and Chartists on British society. <u>Skills:</u> <ul style="list-style-type: none"> Engage in critical historical enquiry Interpret how and why events occur Evaluate impacts <u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers 		<u>Knowledge:</u> <ul style="list-style-type: none"> Describe the reasons for and against Empire Explain the impact Empire had on different colonies Explain the consequences of Empire for Africa Investigate & Evaluate the controversy over statues in Britain today. <u>Skills:</u> <ul style="list-style-type: none"> engage in critical historical enquiry question and investigate interpret how and why events occur reach conclusions <u>Assessment:</u> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers 		Knowledge coverage: <ul style="list-style-type: none"> British Empire Industrial Revolution Skills tested: <ul style="list-style-type: none"> Source evaluation Question Evaluation of statement Reach conclusions Assessment style/questions: <ul style="list-style-type: none"> How Useful is the source to a historian studying living conditions in the Industrial Revolution (Court for King Cholera) “The British Empire was a force for good” How far do you agree?
	<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.		<u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.		
	<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on Industrial revolution learning by individual teachers.		<u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on the British Empire by individual teachers.		
Term 2	2:1: Students will develop their understanding of the causes and impacts of World War One		2:2: Students will develop their understanding of the Nazi Germany		Spring % Assessment

Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the causes of WW1 Explain the impact of key events of WW1 on the conflict Describe the impact of WW1 on the Home Front Explain the aftermath of WW1. Describe the impact of WW1 on Germany in the 1920's <p><u>Skills:</u></p> <ul style="list-style-type: none"> engage is critical historical enquiry Interpret sources using relevant knowledge question and investigate interpret how and why events occur reach conclusions <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the early life of Hitler and the impact of this on his future views. Explain how propaganda helped Hitler control Germany Assess how effective Nazi control was. Explain how different groups were affected by the Nazi regime <p><u>Skills:</u></p> <ul style="list-style-type: none"> engage is critical historical enquiry question and investigate interpret how and why events occur <p><u>Assessment:</u></p> <ul style="list-style-type: none"> Knowledge check quiz on unit to include key spellings Single long written answers Definitions 	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> ➤ WW1 and life in Nazi Germany <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Question and investigate ➤ Interpret how and why events occur ➤ Source evaluation <p>Assessment style/questions:</p> <ul style="list-style-type: none"> ➤ How convincing is the interpretation about life in Nazi Germany. ➤ Write an account of Hitler's consolidation of power ➤ Describe two problems faced by people at home during WW1
	<p><u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.</p>	<p><u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.</p>	
	<p><u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on World War One learning by individual teachers.</p>	<p><u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on rise of Hitler & Nazi Germany learning by individual teachers.</p>	
Term 3	3:1: Students Will develop their understanding of World War Two and the pursuit of Peace	3:2: Students will develop their understanding of the Holocaust and its impact on societies today	Summer % Assessment
Topic Coverage	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Describe the causes of WW2 Explain the impact of key events of WW2 on the conflict Describe the impact of WW2 on the Home Front Evaluate the decision to drop the atomic bomb <p><u>Skills:</u></p> <ul style="list-style-type: none"> Interpret & evaluate sources using relevant knowledge engage is critical historical enquiry question and investigate interpret how and why events occur 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> How the persecution of Jews developed under the Nazis – it was over many years and was gradual (Steps to Genocide) What the Holocaust was – pupils will study features of the Holocaust such as a death camp without studying graphic images or accounts. How resistance came in many forms not just violence. Who were the victims, bystanders and perpetrators? What can be learnt from studying the Holocaust? Reflections on the past and the present 	<p>Knowledge coverage:</p> <ul style="list-style-type: none"> ➤ World War Two ➤ Impact of Atomic Bomb ➤ Creation of UN <p>Skills tested:</p> <ul style="list-style-type: none"> ➤ Question and investigate ➤ Interpret how and why events occur <p>Assessment style/questions:</p>

	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Knowledge check quiz on unit to include key spellings • Single long written answers • Definitions 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Engage in critical historical enquiry • Question and investigate • Interpret how and why events occur • Reach conclusions <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Knowledge check quiz on unit to include key spellings • Single long written answers • Definitions 	<ul style="list-style-type: none"> ➤ Describe 2 problems faced by people living in cities during the industrial Revolution ➤ Explain how Hitler managed to keep control of Nazi Germany ➤ Why are the two sources different on the dropping of the atomic bomb? ➤ How are the two sources different on the dropping of the atomic bomb?
	<p><u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.</p>	<p><u>Reading/Literacy/Oracy:</u> Allowing students to read in class, as well as reading challenge sheets.</p>	
	<p><u>Home Learning:</u> Seneca & Educake fortnightly tasks set based on events in World War Two learning by individual teachers.</p>	<p><u>Home Learning:</u> Fortnightly tasks set based on Holocaust learning by individual teachers. This will be done sensitively and will not be online learning to reduce exposure to graphic material.</p>	