

## Year 8 Curriculum Overview Plan: History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Key Theme:</b> Did everyone benefit from the British Empire?</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Society, trade and conflict. What the British Empire brought to Britain. Trade opportunities. Australian penal colonies and aboriginal persecution. Examples of resistance in India and southern Africa. Colonies in Nova Scotia.</p> <p><b>Links to Prior Learning:</b> Invasions of Britain. The Roman Empire. Trade. Rich vs Poor in society. Migration.</p> <p><b>Key Assessment Pieces:</b></p>	<p><b>Theme:</b> Why were there different perspectives of slavery in the 1800s?</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Conflict, trade and inequality. West African nations before slavery. Treatment of African people when captures, transported, sold and made to work. What the abolition says about attitudes at the time. Interpretations discussing the attitudes of the time from Britain, Africa and the Americas. Sources from the time from a variety of people.</p> <p><b>Links to Prior Learning:</b></p>	<p><b>Theme:</b> How did philanthropists try to change life for the poor in Yorkshire during the Industrial Revolution?</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Society, class divide and philanthropy. Conditions for the working poor in the Industrial Revolution. Reasons for poor conditions. Joseph Rowntree, his inspiration, survey, his project in York and his legacy. Titus Salt, his project and the benefits for poor workers in Bradford. UNESCO classification for Saltaire.</p> <p><b>Links to Prior Learning:</b></p>	<p><b>Theme:</b> Why has the women's suffrage movement been the focus of historical debate?</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Democracy, conflict and society. 1832 Reform Act. Women's Suffrage movements across the 1800s. Suffragettes and Suffragists. The Great War. 1918 changes and 1928 changes. Historical debates over time about suffrage, including considerations of historical perspectives. Interpretations.</p> <p><b>Links to Prior Learning:</b> Power of the monarchy and government. Women</p>	<p><b>Theme:</b> How similar were the experiences of soldiers in WWI?</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b> Conflict, perspective and society. Trench warfare on the Western Front: conditions, realities and warfare types; Battle of the Somme. A battle at sea, and types of new technologies; The Battle of Jutland. The British Empire troops in Gallipoli and the fight in hot conditions. Sources to compare the three types of warfare from different perspectives.</p> <p><b>Links to Prior Learning:</b></p>	

<p>'Overall the British Empire was a positive force.' How far do you agree with this?</p> <p>Significance</p> <p><b>Tier 3 Vocabulary Vault:</b> Colony. Penal. Aboriginal. Native. Resistance. Rebellion. Profit. Economy.</p> <p><b>Reading Exposure:</b> Sources and Interpretations. Key texts and teacher-shared resources.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Recall DIN activities. Repetition of key vocabulary, some with etymological roots. Extended writing pieces that draw on knowledge across the unit.</p>	<p>Slavery in the Roman and Viking period. Persecution of people for gain such as Australia and the Boer War.</p> <p><b>Key Assessment Pieces:</b> What do historians believe about the reasons why the transatlantic slave trade was justified at the time?</p> <p>Historical interpretations.</p> <p><b>Tier 3 Vocabulary Vault:</b> Transatlantic. Slavery. Enslave. Abolition. Plantation. Fortress.</p> <p><b>Reading Exposure:</b> Sources and Interpretations. Key texts and teacher-shared resources.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p>	<p>Society structures and feudalism. Poor people in the Medieval period.</p> <p><b>Key Assessment Pieces:</b> How important was the work of Joseph Rowntree and Titus Salt in the late 1800 and early 1900s?</p> <p>Significance</p> <p><b>Tier 3 Vocabulary Vault:</b> Philanthropy. Poverty. Industrial Revolution.</p> <p><b>Reading Exposure:</b> Sources and Interpretations. Key texts and teacher-shared resources.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Recall DIN activities. Repetition of key vocabulary, some with etymological roots. Extended writing pieces</p>	<p>across time and their treatment. Violence in conflict.</p> <p><b>Key Assessment Piece:</b> Why have historians disagreed about the reasons why women gained the vote?</p> <p>Historical interpretations and perspective.</p> <p><b>Tier 3 Vocabulary Vault:</b> Suffrage. Protest. Democracy.</p> <p><b>Reading Exposure:</b> Sources and Interpretations. Key texts and teacher-shared resources.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Recall DIN activities. Repetition of key vocabulary, some with etymological roots.</p>	<p>War. Prior knowledge from KS2. British Empire. Industrial Revolution and improving technology.</p> <p><b>Key Assessment Pieces:</b> To what extent were the experiences of soldiers in WWI the same?</p> <p>Similarity and difference.</p> <p><b>Tier 3 Vocabulary Vault:</b> Warfare. Trenches. Shrapnel.</p> <p><b>Reading Exposure:</b> Sources and Interpretations. Key texts and teacher-shared resources.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b> Recall DIN activities. Repetition of key vocabulary, some with etymological roots. Extended writing pieces</p>
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