

Year 8 Curriculum Overview Plan: History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: How did Britain expand its influence overseas?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Early exploration in England and later Britain. Trade and financial gains. Case Study - British involvement in the East India Company and the British Raj.</p> <p>Links to Prior Learning: Invasion and ideas about colonialism from the Romans, Vikings and Normans in Y7. Trade and economy from the Roman study.</p>	<p>Key Theme: What was the impact of slavery on African people?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: African kingdoms pre-slavery. Early voyages of slavery. Establishment of triangular trade. The three-tiered process of slavery. Plantation life. Economic interest for Western Slavers. Abolition movement. Slavery legacy in Britain.</p> <p>Links to Prior Learning: Trade from the China unit in Y7 and the Silk Road. Colonial</p>	<p>Key Theme: How did the Industrial Revolution change Britain?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: How the Industrial Revolution was funded. Changes made to towns and the growth of cities. Factories and use of cheap labour. Living conditions and differences between the rich and poor. John Snow and Cholera.</p> <p>Links to Prior Learning: Slavery and the profits made linking to the Industrial Revolution funding.</p>	<p>Key Theme: How did mining change the British landscape?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Linking mining to the Industrial Revolution and considering the darker side of powering change. Dangers of mining linking to the local study. The miners' strikes and shut down. Local Study – Wheldale Colliery and mining around Castleford.</p> <p>Links to Prior Learning: Industrial Revolution and the factories.</p>	<p>Key Theme: How did British politics change in the 1800s?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: 1820s democracy. Chartism. Changes to voting. Suffrage and the contemplation of the use of violence as a method of political change (links to terrorism).</p> <p>Links to Prior Learning: Prior learning about the systems of government across time and what democracy meant.</p> <p>Key Assessment Pieces:</p>	<p>Key Theme: How did WWI affect British people? How did the end of WWI shape Europe?</p> <p>Key Concepts, Knowledge & Skills to be Embedded: How the Industrial Revolution powered a new age of technology and changed warfare. Tension in Europe. The class divide in war and the appeal of soldiering to the poorer families. The roles of men and women in war. The British Empire in war. Case study – Key Battle e.g. Battle of the Somme, Gallipoli etc.</p>

<p>Key Assessment Pieces: India Case Study – Impact of British influence.</p> <p>Tier 3 Vocabulary Vault: Monarchy, Empire, Trade, Colony, Legacy</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially</p>	<p>attitudes from the same unit.</p> <p>Key Assessment Pieces: Long-term impact of slavery on African peoples.</p> <p>Tier 3 Vocabulary Vault: Colony, Trade, Slavery, Plantations, Transatlantic, Society, Abolition</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of</p>	<p>Links to medieval and pre-1066 societies and trading culture.</p> <p>Key Assessment Pieces: Cholera Case Study – How the Industrial Revolution affected different groups of people.</p> <p>Tier 3 Vocabulary Vault: Industrial Revolution, Society, Trade, Poverty, Labour</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of</p>	<p>Local knowledge of mining in the area.</p> <p>Key Assessment Pieces: Wheldale Case Study – How communities changed as a result of mining.</p> <p>Tier 3 Vocabulary Vault: Colliery, Mining, Strike, Government, Profit</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of</p>	<p>Outcomes of the Suffrage movement – for better or worse?</p> <p>Tier 3 Vocabulary Vault: Democracy, Terrorism, Suffrage, Government, Parliament, Chartism.</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially</p>	<p>Links to Prior Learning: Industrial Revolution and slavery leading to an increase in wealth. Empires and Monarchy.</p> <p>Key Assessment Pieces: Case Study – Battle of the Somme: Can there be winners in war?</p> <p>Tier 3 Vocabulary Vault: Imperialism. Empire. Warfare. Alliance.</p> <p>Reading Exposure: Variety of sources and interpretations, PowerPoint information, worksheet handouts.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>
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surrounding assessed pieces.	concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.	questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.	concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.	surrounding assessed pieces.	Recall entry tasks, repeated styles of questioning to build confidence, recall of concepts from earlier years and units, revision homework for knowledge especially surrounding assessed pieces.
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