



Year 8 History - Curriculum Content Overview 2018-19

History – Year 8				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> • Develop debating and discussion skills. • Develop an understanding of using sources and examples to back up arguments. • State strengths and areas for development for themselves and others. • Creative writing skills. • Forming an effective argument. • Evaluate the views of others effectively. • Explain different views using clear reasoning. • Read historical sources and make solid inferences from them using higher order thinking skills. 	Reading <ul style="list-style-type: none"> • Reading more advanced historical sources and historical interpretations. 	Questioning in lessons Whole class feedback during lessons Low stakes quizzing	2 subsequent summative (end of topic) assessments on slavery and WWI.	Topics covered are in line with AQA GCSE (e.g. Impact of WWI on surgery) and assessments are worded and set out in a similar style to the GCSE exam questions.
	Numeracy <ul style="list-style-type: none"> • Years of key historical events linked to the British Empire • Statistics surrounding armies, nations, death tolls from historical events. 	Student debates and discussions surrounding topical issues		
	Oracy and Literacy (including key words for practical subjects) <ul style="list-style-type: none"> • Key words • Student discussion • Student presentation 			



Assessment Skills, Knowledge and Concepts Map

History – Year 8	
Key Learning Questions (Autumn term)	The British Empire and slavery
<ul style="list-style-type: none"> Why did Britain want to establish an empire? What were the brutal consequences of establishing an Empire? Why was America a valuable colony in the British Empire? What why did slavery become so prevalent in America from the 1600s? What happened during the Middle Passage? What was life like on plantations? How and why was slavery abolished? 	<ul style="list-style-type: none"> Debate the pros and cons of establishing an Empire using evidence. Use historical sources to evaluate the impact of establishing an Empire. Consider the winners and losers of the British Empire and use evidence to justify such reasoning. Use historical accounts to understand the positive and negative experiences of slaves working on plantations in America.
Key Learning Questions (Spring term)	WWI
<ul style="list-style-type: none"> Why did WWI start? Why did so many men sign up for the army in 1914? What weapons were used in the trenches? What were the conditions like in the trenches? What sort of animals were used in the trenches? Does General Haig deserve the title 'Butcher of the Somme'? Why did WWI end? 	<ul style="list-style-type: none"> Evaluate the most significant reason WWI started using short and long-term reasons. Use historical sources to consider the hopes, ambitions and dreams of soldiers going off to fight in WWI in 1914. Analyse diaries, newspapers and artefacts to explain what sort of experiences soldiers had during their time in the trenches. Use debating skills to consider whether or not General Haig deserves to be remembered as 'Butcher of the Somme'.

Cross-Curricular Strands
Reading
<ul style="list-style-type: none"> Knowledge organiser. Sources linked to the British Empire and WWI. Usbourne History of Britain (a fantastic history book aimed at children aged 11-16) which provides an accessible way of enhancing students knowledge of the topics outside the classroom. Worth purchasing.
Oracy and Literacy
<ul style="list-style-type: none"> Debates and discussions. Learning skills in comprehension and extended writing.
Oracy
<ul style="list-style-type: none"> Student discussion and student feedback Student responses to questions Student to student discussion and debate



Key Learning Questions (Summer term)	The Holocaust	Numeracy
<ul style="list-style-type: none">• How did the Nazis come to power in 1933?• What were the early anti-semitic policies introduced by the Nazi Party?• What were ghettos and what were the experiences of those forced into them?• What was the 'Final Solution'?• What were the experiences of those sent to death camps like Auschwitz?	<ul style="list-style-type: none">• Categorise the factors which helped Adolf Hitler come to power in 1933 and evaluate which was the most significant factor overall.• Explain the impact the key anti-semitic policies introduced by the Nazi Party would've had on different members of the Jewish community.• Compare the experiences of Jews in the ghettos to their experiences earlier on.• Analyse and explain the origins of the 'Final Solution' using evidence.• Consider the short and long-term impact of the experiences of those sent to the death camps	<ul style="list-style-type: none">• Dates and statistics used to back up arguments.• Use of timelines and understanding of chronology, particularly in charting Adolf Hitler's rise to power and the events leading to the 'Final Solution'.