

Year 8 History 2023-4

Topic <b>Second order concept</b>	No of lessons (including assessment and CTG)	Key knowledge and skills	Resources	Progression and links (including careers)	Pillar (KS3 only)	SEND/ More able	Assessment & recording; factual recall checks
<p>1. Did the French Revolution change France for the better?</p> <p><b>Change and continuity</b></p>	8	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• What French people thought about LXVI and Marie Antoinette</li> <li>• The significance of the Tennis Court Oath</li> <li>• Storming of the Bastille</li> <li>• Execution of Louis</li> <li>• Reign of Terror</li> <li>• Napoleon: hero or villain?</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>- King</li> <li>- Class</li> </ul>	<p>Teams <a href="#">link</a></p>	<p>Causes and consequences of revolutions are developed in KS5 American Revolution topic.</p> <p>Careers: solicitor <a href="https://www.unifrog.org/student/careers/school-subjects/solicitor">https://www.unifrog.org/student/careers/school-subjects/solicitor</a></p>	<p>Reading, Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>• Pre-prepared slides</li> <li>• Pre-prepared worksheets</li> <li>• Knowledge organiser</li> </ul> <p>More able:</p> <p>Additional reading:</p> <p>HistoryExtra.com article</p> <p>Make a presentation on the Battle of Waterloo</p>	<ul style="list-style-type: none"> <li>• Writing assessment: Did the French Revolution change France for the better? +interpretation</li> <li>• Close the gap lesson</li> <li>• KITs</li> <li>• Substantive knowledge test (summative)</li> <li>• Self and peer feedback on tasks completed</li> <li>• <a href="#">Year 8 homework schedule</a></li> </ul>

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		<ul style="list-style-type: none"> <li>- Peasant</li> <li>- Empire</li> <li>- Tax</li> </ul>					
<p>2. Why was there an Atlantic Slave Trade, and why did it end?</p> <p>Causation</p>	7	<p>Student should know:</p> <ul style="list-style-type: none"> <li>• The origins of slavery</li> <li>• How accurate is Hugh Trevor Roper's description of Early Modern Africa</li> <li>• The Triangular Trade</li> <li>• William Wilberforce and the Abolition of Slavery</li> </ul>	<p>Teams <a href="#">link</a></p>	<p>Links to Year 9 enquiry on US Civil Rights.</p>	<p>Reading , Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>• Pre-prepared slides</li> <li>• Pre-prepared worksheets</li> <li>• Knowledge organiser</li> </ul> <p>More able:</p> <p>Additional reading:</p> <p>HistoryExtra.com article</p> <p>Make a presentation on the Underground Railroad</p>	<ul style="list-style-type: none"> <li>• Writing assessment: Why did the slave trade end? + source</li> <li>• KITs</li> <li>• Substantive knowledge test</li> <li>• Close the gap lesson</li> <li>• Self and peer feedback on tasks completed</li> <li>• <a href="#">Year 8 homework schedule</a></li> </ul>
<p>3. Why do historians disagree about the British Empire?</p>	6	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• An introduction to Empire</li> </ul>	<p>Teams <a href="#">link</a></p>	<p>Develops the student's work on historians interpretations in various Year 7 topics.</p> <p>Boston Tea Party lesson promotes KS5 topic of American Revolution.</p>	<p>Reading , Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>• Pre-prepared slides</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assessment: Should the British Empire be a source of national pride? + interpretation</li> <li>• KITs</li> </ul>

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<p>Historians' interpretations</p>		<ul style="list-style-type: none"> <li>• The British East India Company</li> <li>• Focus study – India</li> <li>• Ghandi's campaign methods and the withdrawal from India in 1947</li> <li>• Boston Tea Party</li> </ul>				<ul style="list-style-type: none"> <li>• Pre-prepared worksheets</li> <li>• Knowledge organiser</li> </ul> <p>More able:</p> <p>Additional reading:</p> <p>HistoryExtra.com article</p> <p>Make a presentation on Second Boer War</p>	<ul style="list-style-type: none"> <li>• Substantive knowledge test</li> <li>• Close the gap questions</li> <li>• Self and peer feedback on tasks completed</li> <li>• <a href="#">Year 8 homework schedule</a></li> </ul>
<p>4. How did the consequences of the industrial revolution differ within British society?</p> <p>Similarity and difference</p>	<p>6</p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• An introduction to the Industrial Revolution in Britain</li> <li>• Why were people on the move?</li> <li>• What were the</li> </ul>	<p>Teams <a href="#">link</a></p>		<p>Reading, Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>• Pre-prepared slides</li> <li>• Pre-prepared worksheets</li> <li>• Knowledge organiser</li> </ul> <p>More able:</p> <p>Additional reading:</p>	<ul style="list-style-type: none"> <li>• Writing assessment: What were the consequences of the industrial revolution? + source</li> <li>• 5 facts that you remember to start – recall activity in most lessons.</li> <li>• Substantive knowledge test</li> <li>• Close the gap questions</li> </ul>

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		<p>industrial towns like?</p> <ul style="list-style-type: none"> <li>Richard Arkwright – a case study</li> </ul>				<p>HistoryExtra.com article: From family to factory: women's lives during the Industrial Revolution</p> <p>Make a presentation on Peterloo massacre</p>	<ul style="list-style-type: none"> <li>Self and peer feedback on tasks completed</li> <li><a href="#">Year 8 homework schedule</a></li> </ul>
<p>5. Why do historians disagree about British generals in WW1?</p> <p>Historians' interpretations</p>	6	<ul style="list-style-type: none"> <li>Life in the trenches</li> <li>Cowardice and conscientious objectors</li> <li>Field Marshall Douglas Haig</li> <li>Empire soldiers</li> </ul>	<p>Teams <a href="#">link</a></p>	<p>Conscientious objectors lesson links to KS4 curriculum</p>	<p>Reading, Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>Pre-prepared slides</li> <li>Pre-prepared worksheets</li> <li>Knowledge organiser</li> </ul> <p>More able:</p> <p>Additional reading:</p> <p>HistoryExtra.com article</p>	<ul style="list-style-type: none"> <li>Writing assessment: Were British generals the 'donkeys' who failed to effectively lead the 'lions' of the ordinary soldiers during WW1? + source</li> <li>5 facts that you remember to start – recall activity in most lessons.</li> <li>Substantive knowledge test</li> <li>Close the gap questions</li> <li>Self and peer feedback on tasks completed</li> </ul>

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						Make a presentation on Erich Ludendorff	<ul style="list-style-type: none"> <li>• <a href="#">Year 8 homework schedule</a></li> </ul>
<p>6. How important was Britain's contribution to the Allied victory in World War Two?</p> <p><b>Causation</b></p>	7	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Overview of WWII</li> <li>• The Battle of Britain</li> <li>• Hitler's invasion of the Soviet Union</li> <li>• The Battle of the Atlantic</li> <li>• Role of Enigma</li> </ul>	<p>Teams <a href="#">link</a></p>	<p>Links to trip to Bletchley Park with a focus on Alan Turing (therefore cross-curricular links to LGBTQ+)</p>	<p>Reading , Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>• Pre-prepared slides</li> <li>• Pre-prepared worksheets</li> <li>• Knowledge organiser</li> </ul> <p>More able:</p> <p>Additional reading:</p> <p>HistoryExtra.com article</p> <p>Make a presentation on the Manhattan project</p>	<ul style="list-style-type: none"> <li>• Writing assessment: How important was Britain's contribution to the Allied victory in World War Two? + source</li> <li>• 5 facts that you remember to start – recall activity in most lessons.</li> <li>• Substantive knowledge test</li> <li>• Close the gap questions</li> <li>• Self and peer feedback on tasks completed</li> <li>• <a href="#">Year 8 homework schedule</a></li> </ul>
<p>7. Who or what was to blame for the Holocaust?</p> <p><b>Causation</b></p>	6	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• Anti-Semitism in Germany</li> </ul>	<p>Teams <a href="#">link</a></p>	<p>Links to Religious studies (M.O)</p>	<p>Reading , Writing, Problem solving, oracy.</p>	<p>SEND:</p> <ul style="list-style-type: none"> <li>• Pre-prepared slides</li> <li>• Pre-prepared worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assessment: who was to blame for the Holocaust? + source</li> <li>• 5 facts that you remember to start –</li> </ul>

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		<ul style="list-style-type: none"><li>• Extremism to Extermination</li><li>• How was it organised?</li><li>• Who was to blame?</li></ul>				<ul style="list-style-type: none"><li>• Knowledge organiser</li></ul> More able: Additional reading: HistoryExtra.com article Make a presentation on Joseph Goebbels	recall activity in most lessons. <ul style="list-style-type: none"><li>• Substantive knowledge test</li><li>• Close the gap questions</li><li>• Self and peer feedback on tasks completed</li><li>• <a href="#">Year 8 homework schedule</a></li></ul>
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