

Subject Curriculum Overview for Academic Year 2022/2023

Subject: History		Subject Leader: Gary Ward	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>How did England change under the Stuarts?</p>	<p>Curriculum goal – Students will understand how religious and political beliefs caused tensions and changed England.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know the nature of early modern society ➤ Know how the Stuarts gained the monarchy ➤ Understand reasons why England gradually fell into civil war ➤ Know that the parliamentarians won and Charles I was executed ➤ Know how life changed during Cromwell’s republic ➤ Know that some people tried to create a fairer society ➤ Know why the restoration happened ➤ Know what happened in the Glorious Revolution 		<p>Early modern, conflict, civil war, economic, social, religious, protestant, catholic, puritan, political, short-term vs long-term causes, government, republic, restoration</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <p>1 Key terminology 2 Content knowledge 3 Source analysis</p>
<p>How did the Industrial Revolution change Britain between 1750 and 1900?</p>	<p>Curriculum goal – Students will be able to analyse how changes in technology, science and political thinking revolutionised life in Britain by 1900.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand why Britain urbanised rapidly in this period ➤ Know the importance of new technology, particularly steam power ➤ Know how improvements in transport changed travel and trade ➤ Know how entrepreneurs were able to make vast fortunes ➤ Understand what life was like for child workers ➤ Know the dangerous living conditions in industrial cities ➤ Know how improvements were made in public health 		<p>Industrial, revolution, agrarian, urban, change, continuity, progress, regress, invention entrepreneur, factory / mill, poverty, prosperity child labour, exploitation, labourer, workhouse, epidemic, pollution</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <p>1 Key terminology 2 Content knowledge 3 Source analysis</p>

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Subject: History	Subject Leader: Gary Ward	Year Group: 8	SPRING TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p>The land of the free! Why was the USA a 'divided union'?</p>	<p>Curriculum goal – Students will understand how the USA developed as a 'Divided Union'.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know why European migrants went to America in the C18 ➤ Know why American colonists fought for independence ➤ Know the key components of the USAs Constitution ➤ Understand why slavery caused tension in the USA ➤ Know the role President Lincoln played in ending slavery ➤ Understand the nature of life in the 'Wild West' ➤ Know why immigration to the USA made it a 'melting pot' ➤ Know how the USA changed in the 'Roaring 20s'. ➤ Know how women's rights improved in the C20 ➤ Understand how segregation affected African Americans ➤ Know how civil rights campaigns reduced discrimination 	<p>colony, independence, opportunity, resistance, declaration, equality, tension, emancipation, proclamation, melting pot, immigrant, campaign, prohibition, capitalist, production line, liberation, segregation, integration, civil rights, protest, direct action</p>	<p>Knowledge checks as starters and plenaries</p> <p>Mid-module test:</p> <ol style="list-style-type: none"> 1 Key terminology 2 Content knowledge 3 Source analysis
<p>What was life like on the Western Front?</p>	<p>Curriculum goal – Students will understand the problems faced by soldiers on the Western Front.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know the variety of causes of the First World War ➤ Understand the dangers to soldiers from weapons and military tactics ➤ Know the health problems linked to trench life ➤ Understand the controversy about General Haig and the Battle of the Somme 	<p>long-term, short-term, alliance, nationalism, imperialism, rivalry, flashpoint, volunteer, trenches, stalemate, no-man's land, 'over the top', infantry / artillery,</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <ol style="list-style-type: none"> 1 Key terminology 2 Content knowledge 3 Source analysis

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Subject: History	Subject Leader: Gary Ward	Year Group: 8	SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p>What was the impact of the First World War on the Home Front?</p>	<p>Curriculum goal – Students will understand the impact of the war on the Home Front and how the ‘Great War’ is remembered.</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand the controversy about conscientious objectors ➤ Know about the contribution from imperial troops ➤ Understand the impact of DORA on the Home Front ➤ Know how the government used propaganda to maintain morale ➤ Know about the role of women in the war effort ➤ Understand the impact of the Treaty of Versailles on Germany. ➤ Know about ways in which we remember the war 	<p>Conscription, conscientious objector, munitionettes, morale, propaganda, remembrance, armistice, reparations</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <ol style="list-style-type: none"> 1 Key terminology 2 Content knowledge 3 Source analysis
<p>Why did the Second World War happen?</p> <p>+</p> <p>What was Britain’s experience of the war?</p>	<p>Curriculum goal – Students will understand how the Second World War started and the impact of it on Britain</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know about the communist revolution in Russia ➤ Understand the weakness of the League of Nations ➤ Know why Nazi Germany was able to strengthen ➤ Know how Dunkirk enabled Britain to avoid surrender ➤ Know how the RAF defeated the Luftwaffe in 1940 ➤ Understand interpretations of the Blitz Spirit ➤ Know the varied experiences of evacuation for children ➤ Know the role of Churchill as a war leader ➤ Understand the role Britain played in victory in 1945 	<p>Communism, revolution, nationalism, dictatorship, ideology, re-armament, aggression, pacifist, appeasement, blitz, myth, evacuation</p>	<p>Knowledge checks as starters and plenaries</p> <p>End of module test:</p> <ol style="list-style-type: none"> 1 Key terminology 2 Content knowledge 3 Source analysis

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How parents can support learning in the subject this academic year

- *As long-term preparation for the demands their children will experience as they approach their GCSEs, we ask that parents encourage students to develop their organisation skills, such as meeting homework deadlines.
- *We know that some students will be tempted to spend longer on homework than necessary. Please emphasise that we only expect to see work that reflects a maximum of one hour's work.
- *Encourage students to expand their knowledge and understanding through watching TV history series and documentaries, as well as historical dramas and films.

Recommended Reading

- *BBC Bitesize and Spartacus Educational are trustworthy websites for students who want to explore any of the topics we cover in more depth.
- *BBC Teach has a wide range of short documentaries relating to many of the topics we teach. These can often be accessed via YouTube.

Points to note

- *Our students will be asked to make their subject option choices during Year 8. For some this means it will be their last chance to experience structured History lessons. We would ask that parents remind their children of the most sensible reasons for making their option choices and avoid basing choices on what subjects their friends are taking to GCSE.