

Subject Curriculum Overview per Term

Subject: History		Subject Leader: Gary Ward	Year Group: 8	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
How did the Industrial Revolution change Britain between 1750 and 1900?	<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 ➤ Know about the local impact of the period on Herefordshire 		Industrial, Revolution, agrarian, urban, change, continuity, Progress, Regress, Invention Entrepreneur, Factory / mill, Poverty, Prosperity Child labour, Exploitation, Labourer, Workhouse, Epidemic, Pollution	<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology & knowledge 2 Source skills 3 Extended analytical writing</p>
How did Britain move towards a more equal society?	<p>Curriculum goal – Students will know how the social and political status of women changed from the Victorian period to the 1920s</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Know how women were treated in Victorian Britain ➤ Understand why women began to campaign peacefully for suffrage ➤ Know how the suffragettes adopted more militant tactics ➤ Know how the Liberal government responded brutally to the suffragettes ➤ Know how women's suffrage groups responded to the First World War ➤ Understand how the First World War contributed towards women getting the vote in 1918 ➤ Know how poverty affected the poor in Edwardian Britain ➤ Know how the Liberal government introduced welfare reforms 		Parliament, Suffrage, Sexism, Franchise, Election / vote, Equality, moderate, militant, martyr, Reform, Poverty, Unemployment, Liberal, Pension, Welfare state	<p>Knowledge checks as starters and plenaries</p> <p>End of module test: 1 Key terminology & knowledge 2 Source skills 3 Extended analytical writing</p>

Subject Curriculum Overview per Term

Subject: History		Subject Leader: Gary Ward	Year Group: 8	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
Is the USA a 'Divided Union'	Curriculum goal – Students will understand why the USA has faced social division despite becoming the World's greatest power. Students will: <ul style="list-style-type: none"> ➤ Understand how the civil war led to emancipation of American slaves ➤ Know about the iconic nature of the 'Wild West' ➤ Understand how the USA became a 'melting pot' due to mass immigration ➤ Know how segregation impacted on African Americans ➤ Know how the civil rights campaign helped to gain African Americans equality ➤ Know how women's rights developed from the 1960s 		Emancipation Declaration, opportunity, immigrant, prohibition, liberty, segregation, integration, civil rights	Knowledge checks as starters and plenaries End of module test: 1 Key terminology & knowledge 2 Source skills 3 Extended analytical writing
What was life like on the Western Front?	Curriculum goal – Students will understand the problems faced by soldiers on the Western Front. <u>Students will:</u> <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 		Long-term, Short-term, Alliance, Nationalism, Imperialism, Rivalry, Flashpoint, Volunteer, trenches, Stalemate, No-man's land, 'over the top', Infantry / artillery,	Knowledge checks as starters and plenaries End of module test: 1 Key terminology & knowledge 2 Source skills 3 Extended analytical writing

Subject Curriculum Overview per Term

Subject: History		Subject Leader: Gary Ward	Year Group: 8	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
What was the impact of the First World War on the Home Front?	<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 Long-term knowledge
Why did dictatorships thrive between the wars?	<p>Curriculum goal - Students will understand how rival ideologies resulted in the rise of dictatorships in the 1920s and 1930s</p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Understand how rival political ideologies divided the world ➤ Know how the Russian Revolution led to communist dictatorship ➤ Understand how Stalin’s dictatorship went ‘wrong’ ➤ Know about life in the USA in the ‘Roaring 20s’ ➤ Know how the USA experienced the Great Depression 		<p>ideology, democracy, dictatorship, economic depression, communism, capitalism, nationalism, police state</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 Long-term knowledge

Subject Curriculum Overview per Term

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 Yr8. 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.