

KS3 Year 8 Curriculum Overview: History

Term / Length of Unit	Outline	Assessment	Home Learning	Communication skills	Numeracy	End Points
<p align="center">Autumn 1</p>	<p>What should we know about the witch-hunts? Students will learn about the context of England in the early modern period to learn consider the witch craze between 1550 and 1650. Students will learn about the significance of witch-hunts in telling us about and understanding the 17th and 18th centuries as well as the significance of the witch-hunts today.</p> <ul style="list-style-type: none"> - English Civil War - Oliver Cromwell - How are witches remembered today? - The witch-hunts - What can the witch-hunts tell us about 17th century life? - Springfield, Massachusetts - Why were the witch-hunts remarked upon in the 18th century? - Were the witch-hunts significant? - Assessment - Exhibition 	<p>Students will be writing a letter to the curator of the British Museum arguing for an exhibit on the witch-hunts. They will need to argue why the witch-hunts were significant enough for an exhibition. They will have to think about the significance of the witch-hunts across time periods and the impact they have today.</p>	<p>Students will receive a curator’s research project to complete weekly, developing their knowledge on the witch hunts. This will be used in both the assessment and the exhibition lesson.</p> <p>Oliver Cromwell and puritan changes to Britain poster</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Numeracy starter tasks</p> <p>Chronology based tasks and timelines</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Significance, change and continuity</p> <p>Knowledge focus: Understand why the witch-hunts were significant by considering the significance criteria. Gain an understanding of the history of the witch-hunts.</p>

	- Assessment feedback					
Autumn 2	<p>Timbuktu: How was there so much learning at ‘the end of the earth’?</p> <p>Student begin considering British and western views of Africa before 1900 and where these ideas came from. This will then be challenged by uncovering the history of Timbuktu as a case study for how well connected and respected it was in terms of education, trade and culture. Students will understand why Timbuktu became so legendary among explorers and adventurers, as well as placing Timbuktu into a wider context of empire and rulers to see its gradual decline.</p> <ul style="list-style-type: none"> - What did British people think of Africa before 1900? - Introduction to Timbuktu - Origins of Timbuktu - Learning and Islam 	Students will answer two questions based on differing interpretations of Timbuktu.	<p>Information poster on the importance of education, trade and religion in Timbuktu</p> <p>Wider reading and research to help students answer questions they will create</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks and timelines</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Use of historical interpretations. Develop understanding of wider historical skill through the use of oral history and considering its importance within certain cultures.</p> <p>Knowledge focus: Understand why Timbuktu was a centre of trade and learning. Gain an understanding of the history of Timbuktu.</p>

	<ul style="list-style-type: none"> - Timbuktu in the Middle Ages - Timbuktu and Mali - Decline of Timbuktu - Assessment Preparation - Assessment - Great Zimbabwe - Assessment Feedback 					
Spring 1	<p>Who ended slavery? Students will learn about the context of the British Empire and what Africa was like before slavery. This will then lead into students understanding how the Trans-Atlantic slave trade worked before focusing on the role of different individuals/factors in the abolition of slavery.</p> <ul style="list-style-type: none"> - What was the British Empire? - What was Africa like before slavery? - How did the Trans-Atlantic slave trade work? - What do sources tell us about life as a slave? - What role did abolitionists play in ending slavery? - What role did slaves have in ending slavery? - Who ended slavery? 	<p>Students will be answering two questions looking at inference and knowledge.</p> <p>Inference question- students need to use the source to make inferences about slavery</p> <p>Knowledge question- Students will explain why slavery was abolished and consider a number of groups and individuals that led to this</p>	<p>Students will complete an Olaudah Equiano comprehension task half way through the unit.</p> <p>Wider reading and research to help students answer questions they will create</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks and timelines</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Use of primary evidence, inference, causation</p> <p>Knowledge focus: Understand that African history and culture existed before the beginning of slavery.</p> <p>Understand what the slave trade was and how it worked.</p> <p>Understand what abolition was and how different individuals contributed to the end of slavery.</p>

	<ul style="list-style-type: none"> - Assessment prep - Assessment - Who was Olaudah Equiano? - Assessment feedback 					
Spring 2	<p>Industrial Revolution: Why was Jack the Ripper never caught? Students will learn about the context of Britain at this time and how these conditions allowed Jack the Ripper to carry out his crimes. Students will examine the evidence- looking at his victims, what he looked like and who he could potentially be before considering why Jack the Ripper was never caught.</p> <ul style="list-style-type: none"> - What was the Industrial Revolution? - How did 19th century London aid Jack in his crimes? - What did Jack the Ripper look like? - Who were Jack's victims? - Who was Jack the Ripper? - Why couldn't they catch Jack the Ripper? - Did Jack the Ripper improve London? - Assessment prep - Assessment 	<p>Students will consider the main reasons why Jack the Ripper was never caught. They will make a judgement as to which reason they think is most important and explain why.</p>	<p>Students will complete an information (wanted) poster for Jack the Ripper.</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p> <p>Debate and speaking skills</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Use of primary evidence, inference, causation</p> <p>Knowledge focus: Understand what Industrial Revolution Britain was like and how this aided Jack in his crimes.</p> <p>Understand the condition of policing strategies and science and technology at the time compared to today.</p> <p>Understand the impact of Jack the Ripper on improving the conditions of London.</p>

	<ul style="list-style-type: none"> - Inventors of the Industrial Revolution - Assessment Feedback 					
Summer 1	<p>Why did women get the vote? Students will learn about the struggle for women's suffrage in Britain. They will consider the different methods used to gain support and promote change in government policy through the suffragettes and suffragists. Students will also consider the role women played in WWI and the impact that had on gaining the right to vote.</p> <ul style="list-style-type: none"> - Women in History - Arguments for and against - Suffragists - Suffragettes - Suffragists or suffragettes - Women in WWI - Assessment preparation - Assessment - Assessment feedback 	<p>Students will answer two questions. Inference question – using primary evidence. Knowledge question - explain why women got the vote in 1918.</p>		<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p> <p>Debate and speaking skills</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations Unit skills focus: Use of primary evidence, inference, explanation Knowledge focus: Understand how women were able to gain the right to vote in Britain. Understand different forms of protest used to gain women's suffrage. To know the difference between suffragettes and suffragists. To form a judgement on which type of protest would be more effective and why.</p>

<p style="text-align: center;">Summer 2</p>	<p>How different were people's experiences of World War One?</p> <p>Students will learn about the different experiences of different groups of people throughout the world during WW1. This will also involve students looking at local history and case studies as well.</p> <ul style="list-style-type: none"> - Recruitment - Leamington Tommie's - Officers and Tommie's - Women - 'Forgotten' Soldiers of Empire - Assessment prep - Assessment - The Battle of the Somme - Assessment feedback 	<p>Students will write an essay analysing the different experiences of WW1 - women, soldiers of empire and officers and tommie's.</p>	<p>Students will research what a member of their family did during the First World War or if they are unable to they will research a soldier- Winston Churchill Millington, Khudadad Khan or Nellie Spindler.</p>	<p>Guided reading tasks</p> <p>Use of interpretations and contemporary evidence</p> <p>Use of key words and subject specific terminology</p> <p>Extended writing and use of PEE(L) structure</p>	<p>Chronology based tasks</p> <p>Interpreting statistical information</p>	<p>Consistent skills focus: chronological understanding, use of evidence to develop / support historical interpretations, analysis and evaluation of interpretations</p> <p>Unit skills focus: Use of primary evidence, explanation</p> <p>Knowledge focus: Understand the different experiences of different groups during WW1. Develop a wider understanding of WW1 outside of the traditional narrative.</p>
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