



Subject: History

Lead Teacher: Miss A-M Davies

Year: 8

Curriculum organisation

Students are taught in mixed groups of 30 for **two** hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	The Transatlantic Slave Trade and its abolition	<ul style="list-style-type: none"> • What was West Africa like before colonisation? • What was the slave trade and how was it able to come about? • What were the key impacts of the slave trade: for Africa; for Britain; for the West Indies; for enslaved people? • What were the key factors that led the British government to abolish the slave trade? 	<ul style="list-style-type: none"> • Empire • Imperialism • Colony • Enslaved • Abolition/abolitionist • Plantation • Middle Passage 	<ul style="list-style-type: none"> • Independent research • Presentation and public speaking • Evaluation of significance • Source interpretation and analysis • Evaluation of historical interpretations • Extended writing using PEEL 	<ul style="list-style-type: none"> • Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Research tasks • Group presentations • Source analysis • Class and group debate • Independent written work
	Post WW2 migration to Britain from the Commonwealth and the British Civil Rights Movement and its impact	<ul style="list-style-type: none"> • Why did immigrants come to Britain after the Second World War? • What were the experiences of the Windrush generation and Caribbean migrants? • How did campaign groups fight for greater civil rights in Britain? • How and why did the government act to deal with racism in Britain? • How successful have key figures and the government been in eradicating racial discrimination in Britain? 	<ul style="list-style-type: none"> • Commonwealth • Colour bar • Asylum • Institutional Racism • Migration 	<ul style="list-style-type: none"> • Independent research • Presentation and public speaking • Evaluation of significance • Source interpretation and analysis • Evaluation of historical interpretations • Extended writing using PEEL • Creative task 	
Spring Term	How important were the Suffragettes in changing the lives of British women in the twentieth century?	<ul style="list-style-type: none"> • Why did women want the vote? How did they campaign? • Why and with what impact did some women get the vote in the 1920s? • To what extent have women achieved greater equality in politics and the economy? • To what extent have women gained greater freedom? • What has been the most important milestone in the 	<ul style="list-style-type: none"> • Suffrage • Suffragettes • Franchise • Equality • Representation • Feminism/feminist 	<ul style="list-style-type: none"> • Source analysis and interpretations • Explaining cause and consequence • Independent research • Debating skills & drama • Evaluation of significance • Extended writing using PEEL 	

		campaign for equality of women in Britain?		<ul style="list-style-type: none"> • Creating and substantiating judgements. 	
	Conflict and its impact in the 20 th Century	<ul style="list-style-type: none"> • What were the causes of the First World War? How did these link to empires and imperialism? • How much did the British Empire's first world war forces have in common? • How did the Treaty of Versailles impact international relations after the First World War? • What was the impact of the Second World War on civilians? 	<ul style="list-style-type: none"> • Alliances • Nationalism • Imperialism • Militarism • Assassination • Schlieffen plan • Propaganda • Conscription • Enlistment • Reparations • Atom bomb • Blitzkrieg 	<ul style="list-style-type: none"> • Independent research • Presentation and public speaking • Evaluation of significance • Source interpretation and analysis • Evaluation of historical interpretations • Extended writing using PEEL 	
Summer Term	How typical is the Holocaust of a modern genocide?	<ul style="list-style-type: none"> • What was the Holocaust and how did it impact different individuals? • What is the history of antisemitism and how did this fit with the Nazi world view? • What was the chronology of persecution of Jewish people and other discriminated groups living under Nazi rule? • How did Britain respond to what was happening to Jewish people under Nazi rule? • Who was responsible for the Holocaust? • Where, when and why has genocide occurred after the United Nations Declaration of Human Rights and the proclamation of Never Again? 	<ul style="list-style-type: none"> • antisemitism • Nazi • Holocaust • Prejudice • Discrimination • Genocide • Dehumanisation • Social Darwinism • Segregation • Persecution • Perpetrator • Collaborator • Bystander • Rescuer • Complicity • Concentration Camp • Ghetto • Transit Camp • Death Camp 	<ul style="list-style-type: none"> • Empathy • Utility of sources • Source interpretation and analysis • Chronological skills • Ability to evaluate continuity and change and to identify and explain turning points and significance • Working in groups • Discussing difficult material • Active listening 	
	How have people protested and with what impact?	<ul style="list-style-type: none"> • What examples of campaigning and protest have we seen in our studies so far? • How successful have campaigns for equality and rights been in Britain? • What makes a successful campaign? 	<ul style="list-style-type: none"> • Campaign • Protest • Direct action • Legislation 	<ul style="list-style-type: none"> • Independent research • Source interpretation and evaluation • Public speaking and presenting • Creative application of ideas • Group work 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • Exercise book • An open mind and an enthusiasm for learning 	<ul style="list-style-type: none"> • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (often research or project based) • Retrieval practice activities
Inclusion	Inclusion with Year 8 History
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<p>In addition to the whole-school inclusion points:</p> <ul style="list-style-type: none"> • Extra-curricular opportunities in the history department are available for all students, with all being encouraged to attend and take a leading role. • Resources are digitised and uploaded onto Teams to allow all students to access them from home or with additional technology to support students with visual needs. • Knowledge Organisers for each topic are provided with key words lists to aid all in the development of their knowledge of key vocabulary and concepts. • A range of activities are used within lessons to address the needs of all learners. • Small video clips are often used and subtitles / captions are included. • A range of resources for additional learning are provided on Teams including Podcasts to address the needs of all learners.

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • We often offer opportunities for students to get involved in national competitions and activities and work very closely with the UCL Centre for Holocaust Education, the Holocaust Educational Trust and other organisations such as Remembering Srebrenica, the Historical Association and Historic England to enrich our curriculum through external speakers, projects etc. • Trips & Visits, for example visits to the National Memorial Arboretum, National Slavery Museum • Websites which can be used to extend knowledge and reading: https://www.100greatblackbritons.co.uk/ https://www.nationalarchives.gov.uk/ https://www.ushmm.org/ https://www.hmd.org.uk/ https://www.bl.uk/learning/histcitizen/campaignforabolition/abolitionbackground/abolitionintro.html https://www.slavevoyages.org/ https://www.iwm.org.uk/history https://www.nationalarchives.gov.uk/education/resources/commwealth-migration-since-1945/ https://www.nationalarchives.gov.uk/education/resources/mangrove-nine-protest/ https://www.bl.uk/sisterhood/timeline https://www.bbc.co.uk/bitesize/guides/zx9887h/revision/2 	<p>Talk to your child about their learning</p> <p>Take your child to visit the People’s History Museum, the Imperial War Museums, or the International Slavery Museum</p> <p>Help your child to revise for their half termly facts test by testing their recall using their knowledge organiser (given out at the start of each topic).</p> <p>Encourage your child to watch or read the news and to relate what they see to what they are learning in history.</p>

If you have any questions about this Learning Overview, please contact the named Teacher above.