



Academic Year <u>Year; 8</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Rationale	Year 8 builds on the principles and knowledge learnt in Yr. 7 but provides a broader world perspective, using the same 4 themes as a basis: the 'Development of the Rule of Law', 'Development of Democracy', 'Mutual Respect' and 'Individual Liberty', with depth studies on Women. Students study changes in Britain and events of the wider world are introduced – with a specific focus on the Development of Democracy (people having power). The lessons are planned and sequenced chronologically each term.		
Autumn A	Black History What was slavery and why was it abolished? Local study – William Wilberforce Mary Prince Who are the Windrush Generation? Brixton Riots Modern Black Britons	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Project – Has mutual respect and individual liberty improved for Black people in Britain? (Challenge – make links to Mary Prince)
Autumn B	The Stuarts – challenges to the power of the King Gunpowder Plot Who was Charles I? Why were there issues between Charles and Parliament? English Civil War Who was Oliver Cromwell? What was the Glorious Revolution? Nell Gwynn	Writing cogently Reading critically Source Analysis Causation Significance Change and Continuity Similarity and Difference	Essay – Why was there a Civil War? (Rule of Law and democracy)
Spring A	The British Empire	Writing cogently Reading critically	Cumulative Assessment – Half Year Checkpoint- All skills



	<p>What was the British Empire and how should it be remembered?</p> <p>India – Jewel in the Crown and Mutiny</p> <p>End of the Empire and Independence</p>	<p>Source Analysis</p> <p>Causation</p> <p>Significance</p> <p>Interpretations</p> <p>Change and Continuity</p> <p>Similarity and Difference</p>	
Spring B	<p>The 20th Century World – WWI</p> <p>What was the world like in 1900?</p> <p>Why did World War One break out in 1914?</p> <p>Life in the Trenches</p> <p>Interpretations of the Somme</p> <p>Armistice</p> <p>Treaty of Versailles</p> <p>Poetry of WWI</p>	<p>Writing cogently</p> <p>Reading critically</p> <p>Source Analysis</p> <p>Causation</p> <p>Significance</p> <p>Change and Continuity</p> <p>Similarity and Difference</p>	<p>Sources – poetry / individual liberty</p> <p>– Owen and dulce et decorum est</p>
Summer A	<p>The 20th Century World - Suffrage for Women</p> <p>Why did women win the right to vote in 1918?</p> <p>What is the differences between the suffragists and suffragettes?</p> <p>What methods did they use?</p> <p>Were they ‘terrorists’ or ‘martyrs’?</p>	<p>Writing cogently</p> <p>Reading critically</p> <p>Source Analysis</p> <p>Causation</p> <p>Significance</p> <p>Change and Continuity</p> <p>Similarity and Difference</p>	<p>Essay - Why did Women get the vote?</p>
Summer B	<p>Great women</p>	<p>Writing cogently</p> <p>Reading critically</p> <p>Source Analysis</p> <p>Causation</p> <p>Significance</p> <p>Change and Continuity</p> <p>Interpretations</p> <p>Similarity and Difference</p>	<p>Oracy - Has the position of women changed over the last 1400 years (consolidation – looking back at females studied in Yr 7 and those across Yr 8 – How had life changed for women between c.500 - 1918?)</p>

Subject curriculum; History

Serviam; Developing our gifts and talents for the good of others.

