

Year 8 History Curriculum on a Page

Term One – Home Learning will be set within this unit.

What we will be learning (Key subject content and themes)

Big Question: Was Great Britain justified in having an Empire?

This includes:

- Was the British Empire great or grot? – Tudor and Stuart exploration, Victorians and the Great Exhibition of 1851, India case study (customs and trade), Slavery depth study – what lay behind the horrors of the slave trade? Why did slavery exist? What was it like to experience the Middle Passage? What was life like on plantations?
- Home learning project on Devon's links to the transatlantic slave trade.

How we will be learning (Learning approaches including Learning Habits)

- ✓ Making links and identifying themes
- ✓ Use of "big question" to tie learning together across the whole term.
- ✓ Developing understanding of chronology.
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reaching conclusions
- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development
- ✓ Whole class role-plays, presentations and projects
- ✓ End of unit summative assessment
- ✓ Understanding diverse experiences and ideas or beliefs

Try This at home

Use the library to deepen understanding of the period by reading around the subject.

Watch Jeremy Paxman's excellent series on the British Empire, made by the BBC

Term Two and Term Three - Home Learning – will be set within terms 2 and 3

What we will be learning (Key subject content and themes)

Big question: How do historians sum up the 20th century?

This includes:

- What was Britain like at the turn of the 20th century? (Titanic; Edwardians; attitudes towards women and the suffrage movement).
- World War I (Short-term and long-term causes; Britain's attitude to the war; Propaganda and recruitment; Battle of the Somme; Interpretations of Haig; Life in the Trenches; Versailles).
- World War II (Rise of Hitler; Appeasement; Dunkirk; Battle of Britain; D-Day; A-Bomb). Holocaust depth study.
- Civil Rights (American intolerance: KKK; Jim Crow Laws and segregation; Martin Luther King and Malcolm X).

How we will be learning (Learning approaches including Learning Habits)

- ✓ Use of "big question" to tie learning together across the whole term.
- ✓ Making links and identifying themes
- ✓ Developing understanding of chronology
- ✓ Analysing and evaluating source evidence
- ✓ Selection and prioritising of evidence
- ✓ Weighing up key factors and reading conclusions
- ✓ Comparing different interpretations and perspectives of the past
- ✓ Development of literacy – reading for understanding and writing to argue
- ✓ Use of progress trackers, learning conversations, peer assessment to monitor progress and set targets for development
- ✓ Projects, presentations, role-play, discussions
- ✓ Understanding diverse experiences and ideas or beliefs
- ✓ End of unit summative assessment

Try this at home:

Use the library and websites such as www.bbc.co.uk/history to deepen understanding of the period.

Home learning projects will be set: Term 1 – Transatlantic slave trade and Devon’s links to slave trade - Term 2 –Life in the trenches during World War 1 OR the Home Front in WW2, using in-class learning and independent research.