

SUBJECT	History	CURRICULUM LEADER	Miss Swann	YEAR	8
ORGANISATION OF THE SUBJECT	2 hours a week				
Key Concepts (The big ideas underpinning this subject)			Key Skills in this subject		
<p>Change and continuity – how have things stayed the same or changed over time?</p> <p>Cause and consequence – thinking about why things happened and the short term and long term impact of this.</p> <p>Significance – justifying the importance of a key person or event.</p> <p>Evidence – piecing together historical evidence to understand events of the past.</p> <p>Empathy – understanding the impact of past events on groups of people and how it has impacted us in present day.</p>			<p>Describing key events and people in history.</p> <p>Explaining why events happened.</p> <p>Analysing sources and interpretations to reach conclusions.</p> <p>Evaluating different interpretations of people and events in history.</p> <p>Evaluating the importance of people and events in History.</p>		
What will be learnt in this subject?			How will learning take place in this subject?		
<p><u>Elizabethan England</u></p> <ul style="list-style-type: none"> Was Elizabethan England really a ‘golden age’? – Spanish Armada; wealth and poverty; Elizabethan adventurers; Elizabethan culture. <p><u>Why did a country kill its king?</u></p> <ul style="list-style-type: none"> The English Civil War Oliver Cromwell The French Revolution <p><u>The Witches of Belvoir</u></p> <ul style="list-style-type: none"> Local study of the Vale of Belvoir looking at witchcraft from the Stuart era <p><u>Industry and Empire</u></p> <ul style="list-style-type: none"> Development of England during the Industrial Revolution The Peterloo Massacre How the British Empire started 			<ul style="list-style-type: none"> Independent study to produce written work. Working collaboratively with others. Pair and group discussion of information. Group presentations. Independent research using textbooks and the internet. Debate. 		

<ul style="list-style-type: none"> • How the British Empire became so wealthy <p><u>Slavery and African-American Civil Rights</u></p> <ul style="list-style-type: none"> • Africa before the slave trade • The Transatlantic Slave Trade • Abolitionists • The Civil Rights Movement of the 50s and 60s in the USA <p><u>Women's Suffrage</u></p> <ul style="list-style-type: none"> • Position of women before 1900 • Development of the Suffragists and Suffragettes • Women during the war • How women won the vote <p><u>Where do we come from?</u></p> <ul style="list-style-type: none"> • Migration to Britain overtime including: <ul style="list-style-type: none"> ○ Anglo-Saxons ○ Jewish migrants ○ European migrants ○ Migration during the British Empire 	
<p>What methods of assessment will be used?</p>	<p>How can you support learning and progress in this subject?</p>
<ul style="list-style-type: none"> • Regular teacher assessments throughout the year. • Short tests following learning homework. • Extended writing pieces. • Peer and self-assessment. • Knowledge recall activities. 	<ul style="list-style-type: none"> • Encourage pupils to undertake independent reading, research and work. • Visits to historical places of interest. • Key questioning of the pupil's knowledge from History lessons.
<p>Equipment needed for this subject.</p>	<p>Learning outside the classroom: enrichment opportunities in this subject.</p>
<p>Pupil essentials: Pen, pencil, ruler, rubber, sharpener. Classroom equipment: Scissors, glue, coloured pencils, highlighter pens.</p>	<p>Create and research-based homework projects.</p>