



Year 8 History

Subject Leader: Miss Joanne Lambert

History challenges and fires our curiosity whilst encouraging critical thinking. It helps students to develop their own identities through an understanding of history at a personal, local, national and international level and so make sense of our complex and constantly changing world. It encourages a mutual understanding and respect for the historic origins of our ethnic and cultural diversity. It develops students' desire and ability to play an active role in a democratic society. It promotes the importance of decision-making and independent enquiry as we seek to equip students with the transferable skills required to face the opportunities and challenges of work and life.

Topics to be covered in Year 8

	Term 1	Term 2	Term 3
Topics to be covered	- How do historians know about the horrors of the slave trade? - Was life in Industrial Britain a 'melancholy madness'? (c.1700-c.1900)	- How close was Britain to a Revolution in the nineteenth century? - Why was The First World War named as the 'war to end all wars'?	- To what extent was the Second World War inevitable? - What was the key turning point in the Second World War?
Key vocabulary	Trade, triangular trade, slave, middle passage, voyage, plantation, farming, auction, resistance, revolt, passive, abolition, revolt, boycott, abolitionist, empire, colony/colonies, American Independence, rebellion, factory, farming, agriculture, industry, cotton mill, water frame, poverty, back to back housing, sanitation	Diktat, reparations, territory, military, social, political, economic, general, 'butcher', the Somme, trench foot, shellshock, hygiene, empire, stalemate, Trench warfare, No Man's Land, 'Over the top', machine gun, propaganda, conscription, recruitment, suffrage, suffragists, suffragette, democracy, voting, vote, secret ballot, chartist, petition, Reform Bill, constituency, democracy, luddite	D-Day, Normandy, Blitz, morale, radar, Luftwaffe, RAF, dogfight, home front, Foreign policy, appeasement, industrial boom, racism, prohibition, Wall Street Crash, Communism, dictator, collective farms, industry, Five Year plans, secret police, propaganda, censorship, democracy, dictatorship, voting, freedom of speech, dictator
Skills to be developed	- Change and continuity - Cause and consequence - Chronological understanding - Use of sources - Historical significance - Historical interpretations	- Change and continuity - Cause and consequence - Chronological understanding - Use of sources - Historical significance - Historical interpretations	- Change and continuity - Cause and consequence - Chronological understanding - Use of sources - Historical significance - Historical interpretations
Opportunities for revisiting previous learning	- All skills are revisited regularly - Factual recall starter tasks - Starters will quiz prior knowledge - Revision homework	- All skills are revisited regularly - Factual recall starter tasks - Starters will quiz prior knowledge - Revision homework	- All skills are revisited regularly - Factual recall starter tasks - Starters will quiz prior knowledge - Revision homework
When will formal assessment of progress take place?	At the end of each unit there is a formal assessment of learning that includes a combination of factual recall questions, skills and an extended piece of writing.	At the end of each unit there is a formal assessment of learning that includes a combination of factual recall questions, skills and an extended piece of writing.	At the end of each unit there is a formal assessment of learning that includes a combination of factual recall questions, skills and an extended piece of writing.

Year 8 Useful Resources

www.historyonthenet

www.nationalarchives.gov.uk

www.bbc.co.uk/history - especially the interactive section with animations/games/galleries.

<https://gilberdcom.sharepoint.com/sites/TheGilberdSchoolVLE> - On the school website the **VLE** has a wide range of resources to challenge and excite the imagination as well as supporting revision.

Year 8 revision

<https://www.bbc.com/bitesize/topics/zm7qtfr>

<https://www.bbc.com/bitesize/topics/z4crd2p>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

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