

History Year 8 Long Term plan

Week/ Lesson	Term	Topic	Knowledge	Skills
1	Autumn T1	Slavery	<ul style="list-style-type: none"> • Introduction to Slavery • Sixteenth Century West Africa 	<p>Complex activity: Writing genre:</p> <ul style="list-style-type: none"> • History concepts <p>Authority, capitalism, trade, democracy imperialism, constitution, culture, economic, nationalism, propaganda, revolution, parliament, Devine right, a company, monopoly, poverty, toleration.</p> <ul style="list-style-type: none"> • Cultural beliefs and values • Chronology • Change and continuity. • Cultural encounters and context
2			<ul style="list-style-type: none"> • The Middle Passage 	<ul style="list-style-type: none"> • Significance • Reading material: Extract from Olaudah Equiano memoirs. Empathy
3			<ul style="list-style-type: none"> • Reliability of sources on Middle passage 	<ul style="list-style-type: none"> • Analysis of evidence • Bias • Writing for purpose: evaluation
4			<ul style="list-style-type: none"> • Attitudes towards slavery the Zong case 	<ul style="list-style-type: none"> • Causation • Beliefs • British values: human rights • Empathy, Writing for purpose, persuasion
5			<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Historical skills
6			<ul style="list-style-type: none"> • Slave Auction and life on a plantation. • Slave Resistance 	<ul style="list-style-type: none"> • Similarity and difference • Source analysis

7		Reteach week		
8		Slavery	<ul style="list-style-type: none"> • Wilberforce and Abolition 	<ul style="list-style-type: none"> • Comparisons of significance. • Interpretations • The role of individuals
9	Autumn T2	The Civil War	<ul style="list-style-type: none"> • Causes of the English Civil War 	<ul style="list-style-type: none"> • Chronology • Interpretations • Writing for purpose, persuasion
10			<ul style="list-style-type: none"> • The Roundheads versus the Cavaliers • Life in a Civil War Army 	<ul style="list-style-type: none"> • British values: Democracy • Ordinary lives, evidence • Source Analysis
11			<ul style="list-style-type: none"> • Who won the Civil War • The significance of the English Civil War 	<ul style="list-style-type: none"> • Source Analysis • Interpretations • Evaluation • Writing a Judgement
12		Reteach week		
13			<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Essay
14			<ul style="list-style-type: none"> • Oliver Cromwell: Hero or Villian • Matthew Hopkins the "Witchfinder General" 	<ul style="list-style-type: none"> • Source Analysis • Interpretations • Key individuals
15	Autumn T2:	The British Empire	<ul style="list-style-type: none"> • Origins of the British Empire • Origins and development of the British Empire (p20-21, 202-3) 	<ul style="list-style-type: none"> • Chronology • Cause and consequence • Similarity and difference
16			<ul style="list-style-type: none"> • India before the British Empire (re-teach?) • Invasion of India, EIC 	<ul style="list-style-type: none"> • Cultural context • Similarity and difference • Writing for purpose • Cultural encounters • Significance.
17			<ul style="list-style-type: none"> • India and Clive Owen 	<ul style="list-style-type: none"> • Significance

			<ul style="list-style-type: none"> British rule in India 	<ul style="list-style-type: none"> Key individual Writing for purpose: evaluation Interpretations, Source analysis
18			<ul style="list-style-type: none"> 1857 mutiny/rebellion 	<ul style="list-style-type: none"> Cause and consequence
19			<ul style="list-style-type: none"> British in India - different perspectives 	<ul style="list-style-type: none"> Interpretations Writing for purpose: inference.
20		Reteach Week		
21			<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none">
22	Spring T1	Industrial Revolution	<ul style="list-style-type: none"> What was the Industrial Revolution The Agricultural Revolution 	<ul style="list-style-type: none"> Chronology and context Continuity and change
23			<ul style="list-style-type: none"> Transport Movement into urban areas 	<ul style="list-style-type: none"> Continuity and change Similarity and difference Writing for purpose: justification.
24			<ul style="list-style-type: none"> Children in mines Children in Factories 	<ul style="list-style-type: none"> Ordinary lives, evidence Comparison Enquiry Similarity and difference Reading material: Extract from "A Memoir of Robert Blincoe" (1828) which may have inspired Oliver Twist.
25			<ul style="list-style-type: none"> Richard Arkwright case study. 	<ul style="list-style-type: none"> Key individuals Significance Writing for purpose, Judging significance.
26			Reteach week	<ul style="list-style-type: none"> Industrial Museum Assessment Enquiry
27			<ul style="list-style-type: none"> Peterloo massacre Dirt and disease 	<ul style="list-style-type: none"> Historical context, Democracy Change and continuity,

	Spring T2	Industrial revolution		•
28			<ul style="list-style-type: none"> • John Snow • Slums and crime 	<ul style="list-style-type: none"> • Key individual • Cause and consequence • Change and continuity
29			<ul style="list-style-type: none"> • The Police 	<ul style="list-style-type: none"> • Significance • Change and continuity
			<ul style="list-style-type: none"> • Prisons 	<ul style="list-style-type: none"> • Significance • Change and continuity
30			<ul style="list-style-type: none"> • Jack the Ripper enquiry 	<ul style="list-style-type: none"> • Significance
31		Reteach week	•	•
32			<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • Substantive knowledge
33	Summer T1	World War One	<ul style="list-style-type: none"> • Assassination of ADFP • Causes of WW1 	<ul style="list-style-type: none"> • Cause and consequence • Cause and consequence • Writing for purpose: evaluation
34			<ul style="list-style-type: none"> • Recruitment 	<ul style="list-style-type: none"> • Beliefs and values • Source analysis • Significance • Writing for purpose: inference
35			<ul style="list-style-type: none"> • Trenches 	<ul style="list-style-type: none"> • Soldiers experience • Change and continuity
36			<ul style="list-style-type: none"> • The Somme case-study 	<ul style="list-style-type: none"> • Significance • Soldiers experience
37			<ul style="list-style-type: none"> • Shellshock 	<ul style="list-style-type: none"> • Change and continuity • Key individuals
38			<ul style="list-style-type: none"> • Haig enquiry • Rationing 	<ul style="list-style-type: none"> • Key individual • Interpretations • Writing for purpose: justification
39			<ul style="list-style-type: none"> • Impact of WW1 on women • The Significance of WW1 	<ul style="list-style-type: none"> • Significance • Change and continuity

				<ul style="list-style-type: none">• Ordinary lives
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The KSA History curriculum aims to develop the following:

- **Historical Knowledge:** improving substantive knowledge, recall and increasing wider chronological awareness.
- **Thinking Historically:** helping students to progress in making sense of the 'substance' of history with application of second-order historical concepts
 - *cause and consequence,*
 - *change and continuity,*
 - *similarity and difference*
 - *significance*

Understanding these concepts will allow students to use historical sources and interpretations to analyse and evaluate how the past has been constructed and interpreted in different ways.

- **Writing Historically:** Students will develop the ability to write like a historian in a range of small, medium and extended responses to specific enquires.