

Year 8 History



What will students know and be able to do:

In Year 8 students will develop the skills they have learnt in Year 7 by continuing to use the key concepts of cause and consequence, change and continuity, and significance, but they will develop this further investigating how the concepts link together. They will primarily do this through investigating different 'factors', or reasons, for change. The aim of the Year 8 History curriculum is to help students grow as historians and to prepare them for their possible future studying GCSE History. They will do this by looking at events thematically and studying them in a similar way to GCSE modules; by applying the different skills they have been learning. Students will begin by continuing chronologically from where they left off in Year 7 but with an in-depth focus. They will then move away from the chronological timeline to study themes that occurred across multiple time periods, including Slavery and Warfare. By the end of year 8, students will be prepared for further studies at GCSE, as well as having acquired skills to be able to understand and explain the twists and turns of the past.

How will they learn this:

To ensure students continue to develop their skills to be an historian, lessons will continue as they did in Year 7 with plenty of opportunities to ask questions and develop enquiry skills. Lessons continue to be built around 'Enquiry Questions', which are developed to encourage students to really challenge their thinking and be able to 'explain' rather than just 'know'. Students will partake in a variety of activities, including discussions and debates, collecting and sequencing information, asking and answering questions, and further creative and written tasks. In Year 8 there will be a bigger focus on sources and interpretations; a skill students were introduced to in Year 7.

How will they be assessed:

To ensure students are challenging themselves and really developing their skills, they will be introduced to a variety of different assessment questions. They will continue to answer similar questions to year 7, as these help students to apply the skills they have learnt and prepare them for future GCSE questions, however there will also be questions requiring students to test their developed source skills. To assess this, students will have written assessments throughout the year based on the framework of a GCSE question, these questions will include:

- Explain why...
- How far do you agree?
- How useful are Sources...
- How far do you agree with the interpretation?

All of these questions are based on GCSE question stems and allow students to demonstrate the knowledge and understanding of the events and skills they have learnt throughout the year.

Term 1, Part 1

Intro: Students will investigate the Industrial Revolution and Victorian era by deciding what should and shouldn't be included in a museum. They will start by deciding where they would build their museum, then make decisions on who and what should be included. This will end with a display that includes everything the students believe should be included in a museum. To make these decisions students will use sources to investigate different aspect of the Industrial era and apply the key concepts of cause and consequence, change and continuity, and significance.

Lesson	Enquiry Question	Lesson
1	Where was the Industrial Revolution?	Students investigate different parts of England during the Industrial Revolution and come to a decision about where in the country the Industrial Revolution occurred.
2	Would you include Richard Arkwright in your museum?	Students to analyse the role of Richard Arkwright using different sources and decide whether he should be placed in their museum. Students will develop their skills on 'significance' to evaluate whether Richard Arkwright should be considered 'significant' and write a conclusion about whether he should be included in their museum.
3	Who would you include as benefitting from the Industrial Revolution in your museum?	Students study the life of Robert Blincoe and analyse who benefitted from the I.R, including children, capitalist factory owners, and the people of England. The investigate using a variety of different sources and reach a conclusion.
4	What was life like for children?	Students to investigate the lives of poor children by looking at Dr Barnardo and different jobs. Students end by writing a letter to a Victorian newspaper for their display explaining what life was like.
5	What would you include about workhouses and asylums in your museum?	Students to learn about how different people were treated in the Victorian era. They will investigate both the workhouse and asylums, looking at why people went into each of them and how the treatment of the poor changed over time.
6	What was life like for the wealthier people in Victorian Britain?	Students to examine different sources looking at the lives of wealthy people. These sources include photographs from the times and a census including Buckingham Palace. They will be able t use these to analyse different roles within families and societies.
7	What was the impact of the new railway routes?	Students will look at the development of the railway and the impact it had on Brighton. They will be able to focus on the skill of 'consequences' by evaluating the different consequences of the development of the railway and which is the most significant.

8	What does the story of Polly Nichols tell us about Whitechapel in the 1880s?	Students will learn about Whitechapel by focusing on one of the victims of Jack the Ripper and investigating her life. This will also give students an insight into the GCSE topic of Crime and Punishment where there is an in-depth study into Whitechapel.
9	Assessment	How useful is Source A for an enquiry into the police in Whitechapel in the 1880s?

Term 1, Part 2

Intro: Students will continue looking at the Victorians and the development of the British Empire but will go back in time and understand how it was all possible. They will then focus on the Slave Trade and be able to make connections between the two topics. They begin by looking at the new resources that were available and who had access to them, before building up a picture of how people felt about this at the Great Exhibition. They will then look at where these resources came from and how they were obtained.

Homework: Students will complete a reading comprehension task. They will be asked to read a passage and complete some tasks.

Lesson	Topic and EQ	Lesson
1	How much can an ordinary 19 th century tea set reveal to us about Britain 1700-1900?	Students will use a Victorian tea set to learn begin to question aspects of life in the Victorian era. They will examine who had tea sets, when, why, and how.
2	How would a Victorian worker feel about the Great Exhibition?	Students begin by learning what is meant by the term 'exhibition'. Students then collect information about the Great Exhibition and use the knowledge so far to develop an understanding of how a poor person might feel about the exhibition.
3	What can we learn from an antique plate?	Students examine an antique plate that includes information on the British Empire. Students analyse the plate by selecting what they can see and then making inferences. They then make connections between the plate and what they have learnt about the Victorians so far. It will also introduce them to trade and they will start to consider the wider global impact of the British Empire.
4	Was Hume right to describe Africa as 'uncivilised'?	Students read an interpretation of Africa by Hume who describes it as 'uncivilised'. They then learn about Mansa Musa and use this case study to challenge Hume's interpretation.
5	How did Britain obtain all of these luxury items?	Start by listing the 'luxury' items. Students then watch a clip on the triangle of trade before moving on to gaining information from sources on the Middle Passage. They then conclude by deciding which sources are the most and least useful using criteria they have learned previously.

6	How did the British treat slaves?	Students investigate the lives of slaves on board slave ships and at slave auctions. Students will need to use their chronological knowledge from year 7 to place events on the historical timeline and understand the context surrounding events.
7	How did slavery impact British America?	Students will look at the different roles of slaves in British America and the significance of the roles of slaves. They will also look at how slaves were treated by examining different sources.
8	How did slaves resist their captors?	Students will use the case study of Harriet Tubman to challenge the perspective that slaves did not attempt to resist. They will be able to describe the difference between active and passive resistance and apply these terms to different examples of slave resistance.
9	Assessment	Short answer test How useful is Source A for an enquiry into the lives of slaves?

Term 2, Part 1

Intro: In studying the content defined below, students should understand how key features in the development of warfare on land were linked with the key features of society in England in the periods studied. They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are; governments and individuals, technology, and attitudes in society. They should also understand how factors worked together to bring about particular developments at particular times. The selected case studies of each period exemplify, in context, elements defined. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

Homework:

Find a battle that interests you in England and answer the following questions:

What year was it?

Who was fighting?

What armour did they wear?

What weapons did they use?

How were people recruited to fight?

Did they use any particular tactics? What were they?

Complete a profile on Oliver Cromwell. Consider the following questions:

Who was Oliver Cromwell?

What position did he hold?

In what time period was he a significant figure?

What is his contribution to warfare?

Was he involved in any significant battles?

Lesson	Topic and <u>EQ</u>	Lesson
1	Introduction: What is warfare and is it constantly changing?	Students begin with an overview of warfare and begin to apply different factors to why warfare may have changed over time. They examine the chronology of wars over time and see what they can already identify.
2	What was the impact of individuals on raising an army?	Students will begin their study of warfare in the Middle Ages and examine how armies were raised. They will look at a variety of sources and start to investigate the Battle of Falkirk as a case study. Students will need to use their contextual knowledge from year 7 to help with their understanding of events.
3	How important were tactics for winning a war in the Middle Ages?	Students use the Battle of Falkirk to examine the different tactics used before coming to a conclusion about their importance. They investigate the use of a cavalry and a standing army using a variety of sources. Students will begin the lesson by writing their own hypothesis which they will question throughout the lesson before reaching a final conclusion.
4	How and why did warfare change in the 1500s?	Students will focus on weapons and tactics. They will develop their skills on the key concept of change and continuity by looking at tactics and weapons in the Middle Ages and comparing them to the 1500s. They will analyse different sources and create a set of Top Trumps to refer back to in future lessons.
5	How much change was there in warfare from 1500-1700?	Students recap the English Civil War from year 7 and develop their understanding of the New Model Army. They look at different factors and the amount of impact they have on changes that occurred. They will also investigate the changes made to weapons before evaluating the extent of change from 1500-1700.
6	Why were there changes in warfare from 1700-1850?	Students recap events that are occurring from 1700-1850 and question why warfare might need to change with the development of the British Empire. They then create a graph showing and explaining how different aspects of warfare have changed over the time period. They will then use this information to write a conclusion explaining why warfare changed from 1700-1850.
7	Assessment prep	Students to use the lesson to prepare for the assessment
8	Assessment	<p>Describe two features of the New Model Army.</p> <p>Explain why warfare changed from the Middle Ages to c1850. You could include:</p> <ul style="list-style-type: none"> • New technology • Impact of individuals

		You must include your own information.
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Term 2, Part 2

Intro: This term, students are able to apply what they have learnt about warfare over time to key aspects of WWI. They will be given the opportunity to learn the key points, as well as focus on the differences and similarities between warfare in WWI and their previous studies. They will be able to use different factors to explain the reasons for change, as well as evaluating the extent of that change.

Homework:

Research the British Empire in WWI and annotate the map. Annotations could include: the names of the countries, the amount of soldiers that came from there, the amount of casualties, why they fought, where they fought, etc.

Lesson	Enquiry Question	Lesson
1	What do we learn from the Crimean War about people's attitudes?	Students use the poem the Charge of the Light Brigade to investigate the attitudes of soldiers towards their superiors. They then continue to look at the Crimean War further by learning about Florence Nightingale and Mary Seacole, and attitudes towards them.
2	Why did the world go to war In 1914?	Students look at reasons why wars occur before looking at the story of Franz Ferdinand. They use a clip to answer key questions and then images to summarise what they have learned. They then analyse different reasons for WWI, including the German Kaiser, the British Navy, and imperialism.
3	Why did people join the army from the Middle Ages to WWI?	Students consider why people may have joined the army in the past before using a variety of sources to help them understand why people joined the army. They will investigate propaganda posters that inspired and made men feel guilty, as well as the idea that many joined to see the world. They will also look at the roles of conscientious objectors and attitudes towards them.
4	What was life like in the trenches of the western front?	Students examine sources to understand the purpose of the trench system and what it would have been like for soldiers living within them.
5	How did new technology change the nature of warfare?	Students recap weapons from their earlier warfare study and investigate how they have changed with technology. They use the Battle of the Somme as a case study for different types of technology and what could happen when it failed.

6	How did they care for the sick in WWI?	Students use the previous lessons to identify the types of injuries and illnesses soldiers could get whilst away at war. They examine sources including diary entries, photographs, and statistics to discover how they would be treated and what their chances were for survival.
6	What was shadow left on women by WW1?	Students look at the roles of women so far in previous wars and how this might be different in WWI. They investigate the different roles at home and at work that women had to take on and then what happened when it was all over.
7	How did Britain change with the end of WWI?	Students look at how the war ended and the reason for the result. They then apply information they have been learning throughout the term to consider how people's lives might have changed from before the war. This includes how women's roles might change, how society changed, how men were affected when they returned from the war, and how attitudes changed to other countries.
8	To what extent did Britain change with the end of WWI?	Students use the information from the previous lessons to answer the question.

Term 3, Part 1

Intro: Students will continue their study of warfare but now with relation to WWII. They will be able to continue with their evaluation of change and continuity, as well as comparing the similarities and differences between WWI and WWII. They will have the opportunity to look at a local study by examining Brighton during the Blitz, and will also reflect on the significance of individuals and other factors.

Homework:

Students will complete a worksheet about Hitler's rise to power.

Students will be given two sources (one from WWI and one from WWII) and will need to annotate with the CNOP and write why it might be useful.

Lesson	Enquiry Question	Lesson
1	What caused history to repeat itself?	Students will investigate the different reasons for WWII. They will learn about the treatment of Germany after WWI with the Treaty of Versailles, as well as the global economic effect of WWII. It will introduce them to the rise of the Nazis, and Chamberlain's attempt to appease him.
2 and 3	How did a failed artist bring the world to its knees?	Students spend two lessons learning about the rise of Hitler and his use of propaganda, terror and education to gain the support of millions. They will investigate why Hitler wanted to go to war and how he was able to.
4	Was appeasement a good policy?	Students recap how Hitler came to power and then learn the definition of appeasement and why it might be a good idea. Students then complete a traffic light

		sheet looking at the steps Hitler made towards war and what Britain did to try and stop it (if anything!)
5	Why did people join the army?	Students consider why people went to war in WWI and compare this with WWII. They consider the differences between the two and read a variety of sources before coming to a conclusion.
6	How does World War Two compare to World War One?	Students use the Battle of Britain to investigate the differences between WWI and WWII. They will look at a variety of sources and come to a decision about whether it is about WWI or WWII and explain how they know. They will use factors to explain why the changes have occurred.
7	What would it have been like to be in Brighton during WWII?	Students learn about the Blitz by looking at the bombings that occurred in Brighton. They look at a variety of sources, including photographs and personal accounts. They consider how this compares with life at home during WWI.
8	Why was Alan Turing given a post-humus pardon?	Students investigate the role of Alan Turing during WWII and the impact he had on ending the war. They also look at what happened to him and make a judgement on whether he should be considered a war hero.
9	What's the difference between 'V-day' and 'VE-day'?	Students investigate what happened on each of the events and their significance. It gives them an opportunity to look at the war in the rest of the world, outside of Europe. They will look at how and why the war ended and how these days have been celebrated over the years since.

Term 3, Part 2

Intro: The final part of their studies focusses on the Holocaust. Students will use the skills they have acquired throughout their KS3 History lessons to undergo enquiries into the actions of the Nazis and the treatment of the Jews. They will need to reflect back upon their lessons on Hitler and the Nazis to understand how these events were possible. They will also be able to make connections between the Holocaust and the Slave Trade. The lessons will allow students to ask questions sensibly and develop a detailed understanding of events, as well as consider the wider social, cultural, and religious impacts of the Holocaust.

Homework: Revision for exams week – Students use the revision sheet to prepare for the upcoming exam.

Lesson	Enquiry Question	Lesson
1	What were the causes and developments of anti-Semitism?	Students are introduced to the Holocaust by looking at the story of Leon Greenman. They then are encouraged to question whether anti-Semitism was new, or always a part of history. They do this by looking at a variety of sources and creating a timeline of anti-Semitism.

2	How were Jews segregated?	Students are introduced to the ideas of ghettos and how and why Jews were put into them. They use eye witness testimonies to discover what the living conditions were like within the ghettos, how they were controlled, and how this changed over the course of the Holocaust.
3 and 4	How were Jews persecuted at the hands of the Nazis?	Students use different sources and clips to continue their timeline of persecution. There is a lot of discussion within this lesson and students are encouraged to ask sensible questions.
5	How did this persecution increase with the Final Solution?	Students follow on from the previous lesson and look at key turning points in persecution. They learn about the Wannsee conference where the Final Solution was discussed and what impact this has on the Holocaust.
9	Are people correct in believing that no one fought back against the Nazis?	Students look at the uprisings that occur in the camps and ghettos, as well as how ordinary citizens risked their lives to stand up for those being persecuted.
7 and 8	What happened to those persecuted by the Nazis when the war ended?	Students will look at the liberation of the camps and what happened when they left the camps. They will examine how the camps were discovered and liberated, as well as the conditions they were in when they were freed. Students will also look at the social impact and how those who left the camps discovered what happened to their friends and families, and what they decided to do as a result of this.