

Curriculum Overview

Subject: History

Year Group: 8

CHASE HIGH
Aspirations, Character & Excellence



Britain remains a strong focus in Year 8. Students begin the year by examining the Transatlantic Slave Trade. Topics include social and economic changes during the Industrial Revolution, World War 2, The Holocaust and finishing with a research project about Britain in the 1960s and 1970s.

Students will continue to develop their historical skills depending on their ability. This is based on their QPG flight path. These skills include knowledge, chronology, cause/consequence, significance, ranking and justifying, LSESP, supported opinion.

TERM 1	TERM 2	TERM 3
<p>KNOWLEDGE/SKILLS Transatlantic Slave Trade Triangle Life on the Plantations Slave Resistance Impact of the Slave Trade on the UK Abolition of Slavery in UK and the US Britain during the 19th Century Growth of Towns and Cities in the 19th Century Children during the Factory Age Transport Revolution Southend during the 19th Century Jack the Ripper</p> <p>Skills: AO1: Describing key features. AO2: Judgement, second order concepts (similarity, difference, change, continuity, causation or consequence.) AO3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p>KNOWLEDGE/SKILLS World War 2 Causes Blitzkrieg Dunkirk Battle of Britain Stalingrad Pearl Harbour D-Day Holocaust Jewish Community before WW2 Antisemitism Nazi Persecution</p> <p>Skills: AO1: Describing key features. AO2: Judgement, second order concepts (similarity, difference, change, continuity, causation or consequence.) AO3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>	<p>KNOWLEDGE/SKILLS Holocaust Ghettos Warsaw Ghetto Final Solution Life in the Camps Resistance Liberation Britain 1950-1970 Changes in Britain after World War 2 Research Project</p> <p>Skills: AO1: Describing key features. AO2: Judgement, second order concepts (similarity, difference, change, continuity, causation or consequence.) AO3: Analyse, evaluate and use sources (to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.</p>
<p>KEY ASSESSMENTS Half term 1: Transatlantic Slave Trade. Weekly homework alternating between recap quiz and written task.</p>	<p>KEY ASSESSMENTS Half term 1: World War 2. Weekly homework alternating between recap quiz and written task.</p>	<p>KEY ASSESSMENTS Weekly homework alternating between recap quiz and written task.</p>




Extended reading suggestions and external resources:

There are a number of useful websites - [Spartacus Educational \(spartacus-educational.com\)](http://spartacus-educational.com) and [Ducksters: Education Site](http://Ducksters.com)

BBC Bitesize is a useful resource for a lot of the topics - [KS3 History - BBC Bitesize](http://www.bbc.com/history) .

History Year 8 Assessment Criteria

Abbreviations. **SPAG** – Spelling, Grammar and Punctuation. **NOP** – Nature, Origin and Purpose. **LSESP** – Long Term, Short Term, Economic, Social and Political

	Bronze 	Silver 	Gold 	Platinum 
Analysis and Interpretation	Arriving at a judgement with limited explaining.	Supported opinion.	Can give a (minimum) of two reasons for supported opinion.	Can give a (minimum of) two reasons for supported opinion.
Source Skills	Comprehension source skills – using quotes as supporting evidence. Beginning to consider if a source is reliable (trustworthy).	Strong comprehension source skills. Understanding of NOP.	Accurate use of NOP.	Confident use of NOP and source skills – judging usefulness and/or reliability.
Ranking Evaluation	Beginning to use ranking skills.	Using ranking skills and beginning to justify top choice	Confident use of ranking – justifying top choice.	Confident use of ranking – justifying top choice, with correct terminology.
Cause Consequence	Can tell the difference between a cause and a consequence.	Starting to use the LSESP and confident use of cause/consequence.	Developing LSESP skills – cause and consequence, positive and negative.	Confident using LSESP / cause and consequence /positive and negative.

Literacy Skills	Emerging use of SPAG – Using sentences/paragraphs with most spelling/grammar correct. Can write an answer using paragraphs and connectives such as however, although and therefore.	Good use of SPAG – confidently using sentences/paragraphs. Can write a three (minimum) paragraph essay using introduction/conclusion and connectives.	Good SPAG using connectives in complex sentences. Can write an essay with correct use of paragraphs.	Excellent SPAG – using connectives in complex sentences. Can write a (minimum) five paragraph essay with balanced opinions.
Knowledge	Basic knowledge and using key words – Who, what, when, how, why and where.	Good knowledge and using key words – Who, what, when, how, why and where.	Excellent knowledge and consistently using key words. Can research independently using prompted sources.	Excellent knowledge and consistently using key words. Can research independently using prompted and unprompted sources. Beginning to explore different interpretations of evidence.

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