

**Subject: HISTORY**

**Year: 8**

**Course Outline 2022 - 2023**

**Autumn 1**  
(... Weeks)

**Autumn 2**  
(... Weeks)

**Spring 1**  
(... Weeks)

**Spring 2**  
(... Weeks)

**Summer 1**  
(... Weeks)

**Summer 2**  
(... Weeks)

**What are we studying? (Big idea/question(s))**

**Year 8 History - POWER & PERSECUTION: The Treatment of People**

Focus on who has the power, at what point and how this power imbalance affects rights and treatment.

Questions to be considered throughout the different elements of Year 7 History:

What do we mean by power?

Who holds the power?

Which institutions and individuals have power?

What forms of power are revealed?

Whose civil rights are being affected?

What ways are rights being affected?

**The Transatlantic Slave Trade**

Background of slavery  
Slave trade triangle  
Middle Passage  
Slave Auctions  
Plantation Life  
Slave rebellions  
Abolitionism

**Civil Rights**

African-American Civil Rights  
*Jim Crow Laws/Segregation*  
*Ku Klux Klan*  
*Types of Rights*  
*Rosa Parks*  
*Martin Luther King*  
*Problems/Successes*

Suffragettes and women's rights

LGBTQ rights

**World War I**

Life in 1900  
Causes  
Trenches  
Troops (& Empire Troops)  
Propaganda  
Gallipoli  
Somme  
WWI Medicine  
War at Sea

**Why are we studying this? (procedural knowledge, purpose or progression)**

The aim of Year 8 History is to continue to develop students' procedural knowledge they will need to succeed in History. The knowledge they will be accumulating will support learning later in the Key Stage and in Key Stage 4 (primarily by providing contextual knowledge and developing

historical skills, especially second-order concepts). The focus on international History allows us to consider wider rights alongside British values and to understand the modern world. Chronologically the time periods studied in this year are sequenced after the knowledge from Year 7 and support the areas of focus in Year 9 and at Key Stage 4. Historical procedural knowledge (source analysis, interpretations, change, continuity etc.) will be developed throughout.

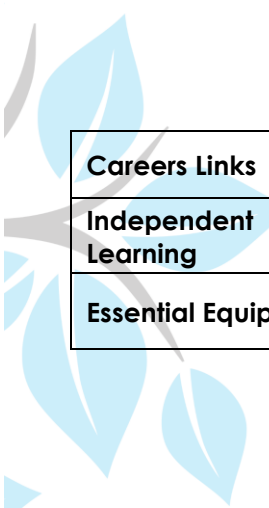
Develops students' understanding of the world today and key historical events. Links to modern questions on race and civil rights. Develops students' understanding of society and culture today and the way power was held and authority demonstrated. This allows for comparison with later study.	Develops an understanding of the key events that changed the modern world in Britain and internationally. Particular links to democracy, civil rights and the power of individuals. Develops students' understanding of challenges to authority and the changing institutions of power.	Develops an understanding of the 20 <sup>th</sup> century and the conflicts that arose. Develops the understanding of change/continuity in terms of conflict, warfare, tension and who holds power. Develops knowledge of changing power structures and the influence of foreign powers.
--	---	--

### How will this be assessed?

Frequent use of low stakes testing and knowledge tests. Regular use of all question stems (a variety is encouraged and tracked in the dept AO tracker for KS3) in lessons, to be marked and given feedback on – ideally one question every 3-5 lessons, including the questions required below to allow for moderation (as well as a wide variety of others). Mid- and end of year assessments will be decided within dept but will cover a range of question stems and cover the essential topics of study as identified in the Year 8 specification document.

<p>Moderation Questions:</p> <p>AO1 – <i>Describe two conditions of the Middle Passage.</i></p> <p>AO2 &amp; AO3 – <i>Which of the following groups were most important in abolishing slavery in the 19<sup>th</sup> century:</i></p> <ul style="list-style-type: none"> <li>• <i>Previously enslaved individuals</i></li> <li>• <i>Politicians?</i></li> </ul>	<p>Christmas Exam – Range of AO types and a knowledge only section.</p> <p>Moderation questions:</p> <p>AO4 – <i>Source X criticises segregation. How do you know?</i></p> <p>AO1 &amp; AO2 – <i>Write an account of the ways in which protest changed women's suffrage in Britain in the early 20<sup>th</sup> century.</i></p>	<p>End of Year Exam – Range of AO types and a knowledge only section.</p> <p>Moderation Question:</p> <p>AO1 &amp; AO2 – <i>'The alliance system was the main reason for the outbreak of World War I.'</i> How far do you agree with this statement?</p> <p>AO3 – <i>Source A is useful to a historian studying trench conditions. How do you know?</i></p>
---	--	---

<b>RWCM</b>	Key terminology work (spelling tests, definitions, vocabulary tasks). Extended writing tasks (and support). Extended reading and associated tasks. Timeline/chronology work. Frequent opportunities to access literacy in all lessons.
<b>Extra-curricular experiences</b>	External speaker about the civil rights movement in Britain. Possibility of joint faculty trip with RE (with a focus on civil rights). <i>Not extra-curricular but additional activities – e.g. trench conditions roleplay</i>



<b>Careers Links</b>	Researchers, Historians, Politicians, Teachers, Detectives, Journalists, Lawyers etc. (frequent references during tasks, e.g. activists in the slave rebellions lesson, politicians in the abolitionist lesson)
<b>Independent Learning</b>	Regular homework (once per fortnight). Content consolidation and quizzing. Assessment practice. Regular research homework opportunities. Frequent spelling test homework. Pre-reading opportunities etc.
<b>Essential Equipment</b>	Basic school equipment (Black pen, Green pen, Pencil, Ruler, Rubber)