

Year 8 Curriculum

Autumn Term

Spring Term

Summer Term

Term 1/2 Unit Titles: a) A King loses his head: The Stuarts
b) Never Again

Content breakdown

A King loses his head: The Stuarts

Learners will understand that several events led up to his 1649 execution:

- Undemocratic views of Charles 1st
- Economic and religious policies of Charles 1st 1637-1642
- Ill -advised attempt by Charles 1s to arrest 5 MPs
- The English Civil War- divisions and the New Model Army
- Trial of Charles 1st
- Attitude of Charles 1st on his execution day
- How England was ruled as a Republic between 1649 and 1660
- The restoration of the monarchy after 1660

They will understand that unlike today's British values around democracy, Charles believed in the 'Divine right of kings'.

They will understand how the Protectorate system of governance worked under Cromwell.

Term 3/4 Unit Titles: a) Innovation and filth: The Industrial Revolution
b) The War to end all wars: World War One

Content breakdown

Innovation and filth: The Industrial Revolution

Learners will become aware that Britain's industrial revolution with new technology and inventions ran alongside unplanned urban growth.

Technology /inventions

Learners will understand all the specific mechanised inventions and factory development with railway growth that supported the revolution

Poor public health and living conditions

Learners will identify terrible living/ housing/ working conditions existed in British cities That overcrowding led to epidemics and spread of diseases – scarlet fever, cholera, typhoid, typhus, diphtheria, Tuberculosis

They will study how and public health improved after 1875 and in the early 1900's

Term 5/6 3 Unit Titles: a) 'Victory at all costs': World War Two
b) A warning to humanity: The Holocaust

Content breakdown

'Victory at all costs': World War Two

Learners will study how WW1 played a contributory role in causing WW2

The concept of dictatorship will be studied with Hitler's Nazi regime and how undemocratic it proved to be. The social, political and economic context to the rise of Nazism will be studied.

The outbreak and major events of WW2 will be focused on including the following:

- Dunkirk
- Blitz and Home Front experience
- Battle of Britain
- The role of Bletchley Park
- The contribution made by RADAR
- Role of the Home Guard
- D-Day

They will understand the role of WW2 in ensuring democracy triumph over Fascism

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| <p>Never Again</p> <p>Learners will become aware of Britain's involvement in the Slave Trade during the 16th – 19th centuries.</p> <p>They will understand the concept and organisation of the Triangular Trade; the forced enslavement, the horrors of the Middle Passage, slave auction and the roles of slaves once in America.</p> <p>Study will also be made of:</p> <ul style="list-style-type: none"> a) Racial misconceptions at this time b) Experience of slave Equiano – assessment will focus on the Middle Passage c) Punishment of slaves d) Slave resistance e) Specific case studies of slave revolts <p>Learners will become aware of the ethical issues round slavery and the differences in British values existing at this time.</p> <p>Reasons for abolition of slavery will also be understood</p> <p>Learners will be presented with opportunities to evaluate historical evidence using KS4 exam style questions so that they can acquire a range of skills and develop exam technique.</p> | <p>The War to end all wars: World War One</p> <p>Learners will study the causes of WW1 and understand concepts of imperialism and militarism.</p> <p>Close coverage will be made of trench life and of experiences of soldiers – their psychological and physical traumas</p> <p>Study will be made of the impact of mechanised warfare and tactical choices – Battle of the Somme will be case study</p> <p>Emphasis will be made concerning the unprecedented number of deaths/ casualties</p> <p>Reasons for victory will be studied along with the conclusion of WW1</p> <p>The learners will again be presented with opportunities to evaluate historical evidence using KS4 exam style questions so that they can acquire a range of skills and develop exam technique.</p> | <p>A warning to humanity: The Holocaust</p> <p>Learners will become aware of the reality behind the Nazi programme of ethnic cleansing of the Jews</p> <p>They will understand that anti-Semitic attitudes were existing and alongside economic, social and political factors can contextualise the Holocaust.</p> <p>Study will focus upon the chronological approach to persecution of Jews in Nazi Germany and 'Kristalnacht' will be a case study</p> <p>Anti- Semitic propaganda will be studied as part of an understanding of indoctrination</p> <p>Learners will understand the 'Final Solution' and the implications for the Jews:</p> <ul style="list-style-type: none"> o Concentration camps o Extermination camps – means/ methods of major genocide o Hard labour and punishment <p>The learners will again be presented with opportunities to evaluate historical evidence using KS4 exam style questions so that they can acquire a range of skills and develop exam technique.</p> |
| <p>End of unit assessment:</p> <p>Learners will be tested on their understanding and ability to apply subject knowledge through two assessments with KS4 style exam questions</p> | <p>End of unit assessment:</p> <p>Learners will be tested on their understanding and ability to apply subject knowledge through two assessments with KS4 style exam questions</p> | <p>End of unit assessment:</p> <p>Learners will be tested on their understanding and ability to apply subject knowledge through two assessments with KS4 style exam questions</p> |