

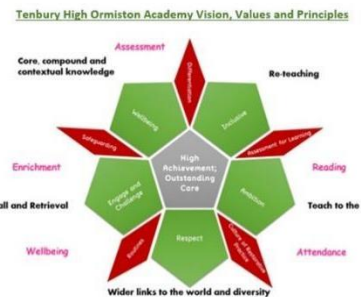






Curriculum Overview for History - Year 8 (Spring Term)

<p>Half Term 3: Did the Industrial Revolution help Britain control a quarter of the planet?</p>		
<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the standard of living in England around 1750 • Knowledge of the Industrial Revolution and the key inventions of this period • Knowledge of the consequences of industrialisation, such as pollution and work-related injuries/fatalities • Knowledge of the conditions of towns and cities as a result of industrialisation • Knowledge of the creation of the Metropolitan Police Force and the significance of this • Knowledge of the crimes of Jack the Ripper, and the potential suspects of who it could have been • Knowledge of the experience of black people during the Industrial Revolution, with particular reference to the lives of Mary Seacole and Dido Belle • Knowledge of the advancements made in Transport during the Industrial Revolution • Knowledge of the advancements made in agriculture during the Industrial Revolution • Knowledge of the extent of change within Britain between 1750-1900 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. 		<p>Industrial Revolution, Industrialisation, pollution/smog, The Crystal Palace, Workhouse, The Metropolitan Police Force, Robert Peel/the Peelers, Jack the Ripper, Mary Seacole, Florence Nightingale, Dido Belle, Transport Revolution, Canals, Steam locomotive, Agricultural revolution.</p> <p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>


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<ul style="list-style-type: none"> - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. 		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>
<p>Half Term 4: Does the Titanic show the British Empire in decline?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of life in Edwardian society, and how this was different for different classes of people • Knowledge of the purpose of the Titanic, and what it was meant to represent • Knowledge of some of the passengers aboard the Titanic, and what this tells us about the ship • Knowledge of life aboard the Titanic, and how this was different for each class • Knowledge of the life of Joseph Laroche, and his fate on board the Titanic, and what this tells us about the experience of black people at this time • Knowledge of how the Titanic sank • Knowledge of the different causes behind the sinking of the Titanic, and who may have been responsible • Knowledge of the potential reliability of films as a source of historical information 		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater 		<p>Edward VII, The Edwardian Age, The Titanic, White Star Liner, First Class, Second Class, Third Class, The Olympic, The Britannic, Joseph Laroche, Edward Smith, The Carpathia</p>
		<p>Assessment at the end of the unit will be made up of short answer questions, to check pupil's substantive knowledge, and long answer questions to help build confidence in historical writing.</p> <p>Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit around key judgements.</p>

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