





Curriculum Overview for History - Year 8 (Summer Term)

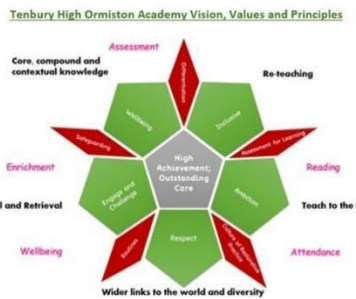
<p>Half Term 5: Do women have equal rights to men?</p>		<ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.
<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of the history of women's rights prior to the Edwardian age • Knowledge of the states of women's rights by the time of the Edwardian age • Knowledge of the actions of the Suffragists • Knowledge of the Pankhurst family and how their approach differed to that of the Suffragettes • Knowledge of the actions of the Suffragettes • Knowledge of the death of Emily Wilding Davison • Knowledge of the reactions of government to both the Suffragists and the Suffragettes • Knowledge of the impact of the First World War on women's Suffrage • Knowledge of the rights of women after the First World War • Knowledge of the rights of women in the modern world, and the Gender Pay Discrimination scandal 		<ul style="list-style-type: none"> - Suffrage - Suffragettes - Suffragists - Millicent Fawcett - Emmeline Pankhurst - Christobel Pankhurst - Sylvia Pankhurst - Emily Wilding Davison - Herbert Asquith - The First World War
<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 confidence in developing answers both verbally and in writing. 		<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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		Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.
<p>Half Term 6: Have we progressed since the Ancient World?</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Knowledge of a polis and the geography of the Ancient Greek world • Knowledge of the Roman Empire and the makeup of the Senate • Knowledge of the origins of democracy in Ancient Athens • Knowledge of households within Ancient Greece and Rome, and how these compared • Knowledge of the primary diets within Ancient Greece and Rome, and how these differed dependant upon class • Knowledge of the types of jobs available in Ancient Greece and Rome • Knowledge of Greek and Roman entertainment and leisure activities • Knowledge of love and romance in Ancient Greek and Roman society • Knowledge of key Greek philosophers • Knowledge of Greek/Roman pantheons <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 	<div style="text-align: center;"></div> <div style="text-align: center;"></div>	<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. Polis Emperor Senate Consul Democracy Oikos Agora Villa Domus Insula Garum Theatre Tragedy/Comedy Amphitheatre Gladiator Colosseum Circus Maximus Socrates/Plato/Aristotle Pantheon Ovid

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