


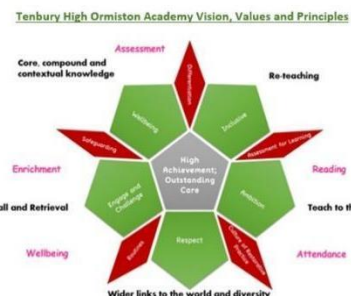


## Curriculum Overview for History - Year 8 (Autumn Term)

<p><b>Half Term 1: Why did the Slave Trade happen?</b></p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the culture and society of Africa prior to the introduction of the Transatlantic Slave Trade</li> <li>• Knowledge of benefits gained by each major member of the Transatlantic Slave Trade</li> <li>• Knowledge of the conditions of the Middle Passage</li> <li>• Knowledge of the different types of slave auctions and their purpose</li> <li>• Knowledge of the life of a field slave, and how this differed to that of a domestic slave</li> <li>• Knowledge of slave resistance, the work of Harriet Tubman, and the revolt led by Nat Turner</li> <li>• Knowledge of the abolition of slavery and those that played a role within it</li> <li>• Knowledge of the life of black people in America and the UK after slavery</li> <li>• Knowledge of modern slavery</li> </ul>		<ul style="list-style-type: none"> <li>- Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.</li> <li>- Syllabification of key words.</li> <li>- Pupils will analyse a variety of text sources, gaining inference from these.</li> <li>- Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.</li> </ul>
<p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>- All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making.</li> <li>- 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.</li> <li>- 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.</li> </ul>		<ul style="list-style-type: none"> <li>- Warlord</li> <li>- Slavery</li> <li>- Trade/Bargaining</li> <li>- Middle Passage</li> <li>- Slave ship</li> <li>- 'Grab and Go' auction</li> <li>- 'Sold to the Highest Bidder' auction</li> <li>- domestic slavery</li> <li>- discrimination</li> <li>- revolution</li> <li>- Harriet Tubman</li> <li>- Nat Turner</li> <li>- resistance</li> <li>- abolition</li> <li>- Ku Klux Klan</li> <li>- Solomon Northup</li> <li>- Lynching</li> </ul>
		<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>

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		<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>
		<p>Homework will be issued fortnightly for 30-40 minutes and will reinforce learning from the substantive knowledge.</p>
<p><b><u>Half Term 2: Was the British Empire a good thing?</u></b></p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the formation and main colonies of the British Empire</li> <li>• Knowledge of the British Empire’s treatment of the Chinese and the acquisition of Hong Kong</li> <li>• Knowledge of the importance of Africa for imperialism</li> <li>• Knowledge of the battles in the taking of the Zululand</li> <li>• Knowledge of the role of the East India Trading Company</li> <li>• Knowledge of British treatment of the Indians</li> <li>• Knowledge of the role of Gandhi in Indian independence</li> <li>• Knowledge of the importance of Australia and New Zealand to the empire</li> <li>• Knowledge of the legacy of the British Empire with regards to education/health infrastructure, but also of laws and criminalisation of LGBT rights</li> <li>• Knowledge of why the Empire ended</li> </ul> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>- All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making.</li> </ul>		<ul style="list-style-type: none"> <li>- Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.</li> <li>- Syllabification of key words.</li> <li>- Pupils will analyse a variety of text sources, gaining inference from these.</li> <li>- Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context.</li> </ul>
		<ul style="list-style-type: none"> <li>- Empire</li> <li>- First Opium War</li> <li>- scramble for Africa</li> <li>- Imperialism</li> <li>- Zulu</li> <li>- Isandlwana</li> <li>- Rorke’s Drift</li> <li>- East India Trading Company</li> <li>- Amritsar Massacre</li> <li>- Gandhi</li> <li>- legacy</li> <li>- discrimination</li> <li>- criminalisation</li> </ul>

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