



# The Priory Witham Academy : Curriculum Overview

Believe together, achieve together

SUBJECT	History	CURRICULUM LEADER	Mr Symons	YEAR	Year 8
ORGANISATION OF THE SUBJECT	In Year 8 students have 3 lessons every 2 weeks on a rotation with Geography.				
Key Concepts (The big ideas underpinning this subject)			Key Skills in this subject		
This continues the concept of a journey through time (from Year 7), looking back upon key events, developments and people from the past, understanding how society in Britain (and beyond) has changed, linking in with today's world.			Description of key events and people in History. Explaining why events happened. Using sources and interpretations to reach conclusions. Understanding and explanation of significance. Understanding key Historical language.		
What will be learnt in this subject?			How will learning take place in this subject?		
<p><b><u>King Charles' execution (Oliver Cromwell: hero or villain?)</u></b></p> <ul style="list-style-type: none"> <li>To understand the struggle for power between king and parliament (refers back to Magna Carta) and the seeds of a modern democracy</li> <li>To look at long-term and short-term causes of the English Civil War</li> <li>To have knowledge of the events of the civil war and understand why parliament won</li> <li>To understand the trigger causes behind Charles' execution</li> <li>To assess whether or not Oliver Cromwell should be considered as a hero or a villain</li> </ul> <p><b><u>The Slave Trade</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge and understanding of the Triangular (Slave) Trade.</li> <li>To undertake the journey of what was like to be a slave</li> </ul> <p><b><u>Child workers during the Industrial Revolution</u></b></p>			<ul style="list-style-type: none"> <li>Classroom learning will use a range of strategies and resources. There will be opportunities for pupils to work independently as well as collaboratively with others. Pupils will be encouraged to present their work verbally to their peers.</li> <li>Resources will include opportunities for role play as well as traditional methods of sharing information (text, internet, DVD / video)</li> <li>Regular assessment will take place to gauge progress and enable pupils to demonstrate their learning</li> <li>Extra-curricular visit(s)</li> </ul>		

- To look at the role played by children in factories and mines during the Industrial Age
- To look at interpretations of factory life through sources
- To compare life of children in factories with those today
- To understand how the law changed (various Factory Acts)

**The Great War**

- To understand the key reasons why war broke out in Europe in 1914
- To evaluate the reasons why men joined the British army following the outbreak of war
- To look at key events of the war (battles including the Somme and Ypres)
- To understand why the war ended in November 1918
- To assess whether or not Germany was treated fairly at the end of the war (the Treaty of Versailles)

**Nazi Germany and the Holocaust**

- To understand the key reasons why Adolf Hitler and the Nazis gained power in Germany in 1933
- To look at life in Nazi Germany (as an example, for young people)
- To assess how German people were controlled by the Nazis (propaganda and terror)
- To understand why the war ended in November 1918
- To complete a case study of the persecution faced by minorities at the hands of the Nazis, understanding who suffered, why and how

There is scope during Year 8 to study a further unit on an aspect of modern history. This could include a look at an aspect of the Second World War, or alternatively focus on discrimination (race issues) in the US and / or South Africa. A further option is to look at the rise of global extremism in the early 21<sup>st</sup> century.

What methods of assessment will be used?

Assessments will use a range of resources to enable pupils to reach judgements on key questions relating to key events. An end of year exam will test pupils' revision

How can you support learning and progress in this subject?

Through encouragement of pupils to undertake independent reading, research and work, through visits to places of interest (local and beyond), through engagement

skills / subject knowledge recall, working in 'conditions' similar to those required at the end of Key Stage 4.	in the pupil's History curriculum through questioning (an example may include reference to the experiences of a family member during either world war).
Equipment needed for this subject.	Learning outside the classroom: enrichment opportunities in this subject.
Pen, pencil, ruler	Creative and research-based homework projects; visit to the National Holocaust Memorial Centre, Humanities 'Mystery visit'