

Year: 8 Subject: History

**IMPLEMENTATION**

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<b>INTENT</b> (including key concepts and skills)	Half Term 1 <b>Context:</b> Key features of the Industrial Revolution, changing lives of workers, living conditions in Industrial Britain, improvements to sanitation after 1850 and the British Empire. <b>Key Vocabulary:</b> Urban, rural, navvies, scavengers, looms, apprentice, privy, cholera, sanitation, miasma, contagion and the germ theory. <b>Prior Learning / LTM:</b> In year 7 they would have covered life in rural England, links will be made with this prior learning. <b>Cultural Capital:</b> Understanding of how the Industrial Revolution transformed society after 1750.	Half Term 2 <b>Context:</b> Slavery including, causes, capture, the middle passage, auction, plantations, the abolition movement and Bristol during the slave trade. <b>Key Vocabulary:</b> Empire, slavery, triangular trade, plantations, merchant, port, rebellion and abolitionists. <b>Prior Learning / LTM:</b> Empire building and the Industrial Revolution. <b>Cultural Capital:</b> Understanding of the human cost of sugar, cotton and tobacco.	Half Term 3 <b>Context:</b> Causes and events of WWI and life on the Western Front <b>Key Vocabulary:</b> The Triple Entente, The Triple Alliance, terrorist, nationalism, Pals' battalions, conscription, trenches, no man's land, trench foot, artillery, tanks and the Armistice. <b>Prior Learning / LTM:</b> Empire building and technological developments. <b>Cultural Capital:</b> Understanding of what motivates people to go to war and the significance of events, actions and ideas.	Half Term 4 <b>Context:</b> Rise of Hitler and the Nazi Party 1933-9 and the impact this had on different groups in society. <b>Key Vocabulary:</b> November Criminals, hyperinflation, Mein Kampf. Anti-Semitism, lebensraum, propaganda, dictatorship, SA, SS and concentration camps. <b>Prior Learning / LTM:</b> Rise of nationalism and imperialism. WWI. <b>Cultural Capital:</b> Understanding of the development of dictatorships and the consequences of Fascism and totalitarian rule.	Half Term 5 <b>Context:</b> Significant events of WWII including the dropping of the atomic bomb. <b>Key Vocabulary:</b> Fascism, Luftwaffe, RAF, evacuation, Anschluss, Axis powers, Blitzkrieg <b>Prior Learning / LTM:</b> Reasons why people go to war and the impact of technological advancements in the context of war. <b>Cultural Capital:</b> Understanding the moral arguments surrounding the use of new technology in the context of war.	Half Term 6 <b>Context:</b> The increasing persecution against Jews, 1933-39, ghettos 1939-43 and mass murder 1941-45. <b>Key Vocabulary:</b> Anti-Semitism, boycotting, Kristallnacht, deportation, emigration, ghettos, liquidation, death camps, Auschwitz and Sonderkommando. <b>Prior Learning / LTM:</b> Rise of the Nazi Party and the impact of totalitarianism. <b>Cultural Capital:</b> Impact of racism and nationalism on specific racial and religious groups.
Applying historical knowledge to explain second order concepts	X	X	X	X	X	X
Applying knowledge to source analysis questions	X		X		X	X
Use first order concepts with confidence accuracy and precisely	X	X	X	X	X	X
Able to make links between prior and new learning	X	X	X	X	X	X
Aware of how learning history helps them understand the world that they live in	X	X	X	X	X	X
<b>IMPACT</b>	Assessment: GCSE evaluation style question - 18 mark question + Progression to KS4: Links to People's Health unit.	Assessment: GCSE explanation style question 10 mark question + Progression to KS4: Links to people's health unit.	Assessment: GCSE analysis question- 9 mark question + Progression to KS4: Explaining second order concepts.	Assessment: GCSE explanation style question - 10 mark question + Progression to KS4: Explaining second order concepts.	Assessment: GCSE source analysis question - 15 mark question + Progression to KS4: NEA Topic – Crusades. How to evaluate the utility of sources.	Assessment: GCSE interpretation style question - 12 mark question + Progression to KS4: Links to the Norman Conquest unit.

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory. + Students will have the opportunity to practise key skill first and work on targets set before next assessment. Low stake quizzes will be completed every lesson.