

KAA Curriculum Overview		HISTORY		Year 8		EOY Exam	Sequencing and Progression	
<b>Rationale</b> The Year 8 History curriculum explores the fundamental skills required to succeed: recall, select and communicate their knowledge; using historical terminology; demonstrating their understanding through explanations; using historical sources to understand different interpretations in history; and demonstrating excellent spelling, punctuation and grammar in their work. The course will build on the ideas of <b>power</b> from the Year 7 course to explore the complex concepts of <b>empire</b> and <b>revolution</b> . Students will be able to make connections between key themes and how ideas such as the <b>enlightenment</b> shaped the Industrial period. They will also be introduced to ideas of <b>protest</b> and <b>class</b> struggle which will lay the foundation for Year 9.						<i>What content and skills will be assessed in the EOY exam?</i> <b>Exam Paper Year 8:</b> <b>Section A:</b> Knowledge recall and key SPEND <b>Section B:</b> Source analysis skills <b>Section C:</b> How far do you agree (causation) <a href="#">Link to model exam papers here.</a>	<i>How does this year build on what they've learnt last year?</i>  The course will build on the ideas of <b>power</b> from the Year 7 course to explore the complex concepts of <b>empire</b> and <b>revolution</b>	<i>How will it benefit them as they move forward next year?</i>  Key themes such as <b>protest, class and reform</b> are introduced this year which will build a good foundation for studying 20th century in Year 9
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2		
<a href="#">Link to MTP Overview</a>	<a href="#">Link to MTP Overview</a>	<a href="#">Link to MTP Overview</a>	<a href="#">Link to MTP Overview</a>	<a href="#">Link to MTP Overview</a>	<a href="#">Link to MTP Overview</a>	<a href="#">Link to MTP Overview</a>		
<b>Topic studied &amp; Fertile Question</b>	<b>Thematic Study - Sugar</b> Fertile Question: What is the shocking history of sugar? <b>Industrial Revolution</b> Fertile Question: What impact did the Industrial Revolution have on the people of Britain?	<b>British Empire and Australia</b> Fertile Question: How did the British colonise Australia? <b>The Mughal Empire</b> Fertile Question: Who was the greatest Mughal emperor?	<b>The British Empire and India</b> Fertile Question: What motivated the British rulers of India? <b>The American Revolution</b> Fertile Question: Did the Enlightenment fuel the American War of Independence?	<b>The French Revolution</b> Fertile Question 1: How enlightened was the French Revolution?  Fertile Question 2: How did the French revolution impact other nations?	<b>The Peterloo Massacre Source Enquiry</b> Fertile Question: How should we remember Peterloo? <b>Abolition of Slavery</b> Fertile Question: How successful were efforts to abolish slavery in the nineteenth century?	<b>REVISION LESSONS</b>  <b>Civil Rights Movement USA</b> Fertile Question: Free at Last? How far had the Civil Rights Movement come by 1963		
<b>Adjustments following last assessments / evaluation.</b>	For Sugar - introduce change language earlier to help build routine of correct use.				Ensure powerpoint uses the word "enslaved" <b>Change the resistance lessons into two - one in general resistance e.g. on plantations etc and a whole separate lesson on the Haitian Revolution</b>	Add a lesson to Civil Rights movement to reflect modern day race protest like BLM		
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	<ul style="list-style-type: none"> <li>Understanding of how access and availability of sugar <b>changed over time</b> from ancient India to Modern day</li> <li>Explore <b>links</b> between the <b>transatlantic slave trade</b> and the sugar trade and <b>what life was like for enslaved people</b>.</li> <li>Gain an understanding of <b>key vocab needed to discuss change and continuity over time</b></li> <li>Learn how the industrial revolution <b>transformed</b> Britain to build foundation of how it led to expansion of empire (next topic) and was intimately linked to the slave trade (e.g. cotton).</li> </ul>	<ul style="list-style-type: none"> <li>Explore the long term and short term <b>causes</b> and <b>impact</b> of the the British colonisation of Australia</li> <li>Explore <b>aboriginal culture</b> of Australia and their <b>interactions</b> with the British</li> <li>Study Mughal emperors and <b>comparing and contrast</b> their reigns - allows students to get a sense of India before the British arrive and establish what the pull factors may have been.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the <b>different factors that motivated the British rule in India</b> - drawing on <b>linking</b> this to the wealth of the Mughal Empire and the role of the EIC</li> <li>Exploring the <b>impact</b> of the British colonisation of India and how it <b>changed over time</b> - company rule, rebellion and British Raj</li> <li>Introducing students to the key concept of the <b>Enlightenment</b> and exploring the part it played in <b>causing the American War of Independence</b>.</li> <li><b>Power</b> - exploring how the Americans were the first colony to successfully <b>challenge British authority and imperial power</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Exploring the interconnectivity of events</b> - how the Enlightenment and the American Revolution inspired a revolution in France</li> <li>Studying the role of <b>peaceful reform in contrast to violent protest</b> in The Terror</li> <li><b>Power</b> - students will look at how the ancien regime came to end - how, why and what happened next.</li> <li>How did the French Revolution impact Britain - Napoleonic wars</li> </ul>	<ul style="list-style-type: none"> <li>How did the French Revolution and Napoleonic wars impacted Britain alongside ideas of Enlightenment - <b>the Peterloo Massacre</b></li> <li><b>How historian use sources</b> - using the "w's" to introduce students to provenance when analysing sources on the Peterloo Massacre - who, what, when, why</li> <li>Coming full circle - how did all this change studied in this period impact the slave trade? Exploring the role of enslaved people, <b>abolitionists</b> and the government in the end of the transatlantic slave trade - with a key focus on how successful this was.</li> </ul>	<ul style="list-style-type: none"> <li>Recapping core skills and content for the exam</li> <li><b>Civil Rights Movement</b> - now that slavery is over, what was its legacy in the USA and how did the Civil Rights Movement improve lives for African Americans.</li> <li>Looking at <b>peaceful and violent protest</b> and the role of individuals such as <b>Rosa Parks</b> and <b>Martin Luther King</b> and USA presidents.</li> <li>How <b>other groups</b> in America also fought for Civil Rights e.g Hispanic</li> </ul>		

<p><b>How is understanding assessed at the end of the unit?</b></p>	<ul style="list-style-type: none"> <li>• LW: Narrative Account (Sugar Med - 1700))</li> <li>• BW: Narrative Account (Sugar)</li> </ul>	<ul style="list-style-type: none"> <li>• LW: Explain why (British Empire in Australia)</li> <li>• BW: Explain why (British Empire in Australia)</li> </ul>	<ul style="list-style-type: none"> <li>• LW &amp; BW: HFDYA - What motivated the British rulers of India</li> </ul>	<ul style="list-style-type: none"> <li>• LW: Enlightened motivations: Interpretations</li> <li>• BW: Interpretations on motivations of French Rev</li> </ul>	<ul style="list-style-type: none"> <li>• LW + BW: Source Utility: Peterloo</li> </ul>	<p><b>Exam Paper Year 8:</b>  <b>Section A:</b>  Knowledge test- MC - 10 marks (all topics - see KO)  <b>Section B:</b>  Short answer (one paragraph: Source) - 4 marks (India)  <b>Section C:</b>  Longer essay - HFDYA - 16 marks (Abolition of slavery)</p>
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