



Year 8 curriculum – 2024-2025

	Autumn Term				Spring Term		Summer Term		
	Topic1	Topic2	Topic3	Topic4	Topic1	Topic2	Topic1	Topic2	Topic3
Key Concepts	<p>Building on the theme of 'Empire' from Y7 Roman Empire topic. This unit allows for understanding the concepts of diversity and colonies. This topic provides an opportunity to focus on the economic and political impact of the Empire as well as the moral and ethical implications. Links to why</p>	<p>To understand why Britain went through an industrial revolution and how new inventions helped Britain transform into a major economic player.</p>	<p>To understand how crime differed from that of the medieval period studied in year 7. Students will also study which punishments 'fit' the crime in the Victorian period.</p> <p>Students will explore how Jack the Ripper famously got away with his crimes as well as examine the lives of his victims and the</p>	<p>To understand why and how women eventually achieved the vote in 1918 thus helping change the political, economic and social position of many women in Britain.</p>	<p>To understand why the Titanic sank in 1912 and analyse social class within society in the early 20th century. Ultimately, students should come to a conclusion on who they believe was most to blame for the sinking of the Titanic.</p>	<p>This is studied at GCSE in considerable depth so is a good introductory topic for pupils and provides some foundational knowledge to be built on in KS4.</p>	<p>A comparative study focusing on two places, Weimar Germany and Jarrow, pupils will understand that the depression had a devastating global impact. Students will also look at the problems of a dictatorship with the rise of Hitler.</p>	<p>Pupils will understand what life was like in World War Two abroad and at home. This will lead into year 9 with a case study on the Holocaust. As we do not study WW2 at GCSE, this will be done in some depth.</p>	<p>To understanding why dictators got to power in the 1930s and how they changed life for ordinary people.</p> <p>Pupils will study the reasons why Hitler came to power and then focus on key groups and what their lives were like. They will decide if Hitler made life better for certain groups or worse.</p> <p>Skills: Understanding of how different groups were treated under the Nazis, change/continuity comparing life before</p>



	Britain has some of the things it does today and why some countries may dislike the British legacy.		general perception of women at this time. This all going on at the same time as great economic change in Britain.						and after the Nazis, empathy.
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	Coverage of the National Curriculum bullet point ideas, political power, industry and empire: Britain, 1745-1901 What the British Empire was, why Britain had an empire, as well as what they gained from it.	Coverage of the NC bullet point ideas, political power, industry and empire: Britain, 1745-1901 Pupils will study key industrial inventions, such as the steam engine, and how they changed Britain. They will explain why these inventions have helped us in the 20 th century,	Students will firstly be introduced to crime and punishment during the Victorian period, looking at the Peelers and how London was policed. We will then introduce the story of Jack the Ripper and the Whitechapel area in order to examine how the conditions of London in	Reference to bullet point in the NC challenges for Britain, Europe and the wider world 1901 to the present day Students will start off by looking at the position of women within society in the early 1900s. Pupils will then move onto to examine the work of the Suffragettes	Reference to bullet point In the NC challenges for Britain, Europe and the wider world 1901 to the present day Students will begin the unit by looking at life in 1900, following the different classes on board the Titanic and what this shows about	Covers NC bullet point “challenges for Britain, Europe and the wider world 1901 to the present day”. Pupils will understand causes, events and consequences of the war as well as the logistics of the recruitment campaign. As we cover this unit at KS4, we are offering	Cover NC bullet point challenges for Britain, Europe and the wider world 1901 to the present day and “gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history”.	Cover NC bullet point challenges for Britain, Europe and the wider world 1901 to the present day and “gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history”. Pupils will begin by looking at the causes of the war, and the impact war had on the home fronts. Students will examine key battles	



	<p>Pupils will also look at the emergence of the Transatlantic Slave Trade and the consequence of this on Africans. Students will study the conditions for slaves on their journey to the Americas as well as on the Plantations.</p> <p>Skills: Debate/reasoning and creating a for and against argument, concluding and making a judgement.</p>	<p>they will then look at the negative impact of the industrial revolution such as child labour and poorly paid jobs.</p> <p>Skills: Interpretations/sources, factual recall to understanding how history has changed modern day life.</p>	<p>1888 helped Jack get away with his crimes.</p> <p>Pupils will then move on to examine the canonical five, looking at any similarities and/or differences the victims had.</p> <p>Lastly students will then use information from the previous lessons in order to make a judgement on who/what type of a man/woman they think Jack the Ripper was and why, looking at</p>	<p>and key individuals within the movement, in achieving the vote. Suffragette methods will ultimately be compared to women's war work where students will be expected to judge what was the most important reason women ultimately achieved the vote.</p> <p>Skills: Analysis, creating a debate, making a judgement, literacy.</p>	<p>society with a final look at why the Titanic sank and who was to blame.</p> <p>Skills: Cause/Consequence, creativity and marketing, analysis, making a judgement, literacy.</p>	<p>pupils the opportunity to carry out an EPQ style investigation of their own interests in WW1 which will differ from that of AQA content.</p> <p>Skills: Understanding of causes/consequences, the actions of others leading to the lives of millions being changed.</p> <p>Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments,</p>	<p>national and international history".</p> <p>Pupils will focus on the impact of the TOV on Germany in the 1920s and then later on the impact of the depression in Jarrow.</p> <p>Skills: cause and consequence, analysis</p>	<p>and the reasons for America's entry into the war. This will be followed by the war came to an end and Germany's ultimate defeat. Students will also study the war in Asia and life in a POW camp.</p> <p>Skills: Understanding of causes/consequences, the actions of others leading to the lives of millions being changed. Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	
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			potential suspects. Skills: Analysis, forming a judgement, literacy, creating a for and against argument.			and develop perspective and judgement.			
Skills	R <i>Develop RESILIENCE</i>					★ <i>Tackling challenging extended writing tasks using the 4-5-1 rule in a timely manner and incorporating complex subject specific vocabulary.</i>			
	A <i>Possess AMBITION</i>					★ <i>Regular use of curriculum checkpoints where students are expected to respond to feedback in a timely manner as well as responding to think pink boxes.</i>			
	I <i>Demonstrate INTEGRITY</i>					★ <i>Taking responsibility for all work produced within lessons. Demonstrating and upholding strong moral and ethical values when learning about particular topics throughout the year.</i>			



	<p>S <i>Embed Self-Discovery</i></p>					<p>★ <i>Regular 30 minute homework tasks which students are expected to engage in. As well as this, students have access to a wider reading list to further bolster their understanding of topics.</i></p>			
	<p>E <i>Display EMPATHY</i></p>					<p>★ <i>Understanding and having compassion when learning about more complex and ethically challenging topics such as slavery, treatment of groups in Nazi Germany etc.</i></p>			
<p>Curriculum Links</p>	<p>Built on the theme of 'Empire' from the Y7 Roman Empire topic.</p>	<p>The topic allows students to further develop their understanding of key themes such as social and economic which are visited throughout the Y8 History curriculum but also in subjects such as Geography. Links to local areas such as cholera in Sunderland.</p>	<p>This topic will provide the foundations for understanding the economic, political and social position of women which will be explored in more depth during the Suffragette topic.</p>	<p>Studying the Suffragettes allows students to make links from the female monarchs learnt about in Y7 to understand that patriarchy was deep rooted in British society and despite having successful female monarchs in the past, change was not always easy for women.</p>		<p>Studied in depth at GCSE level this therefore allows them to build on prior knowledge at a later date.</p>	<p>Students will look at the problems of a dictatorship with the rise of Hitler, providing foundations for life in Nazi Germany to be studied at the end of Y8 and the Holocaust which is studied in Y9.</p>		<p>Explicitly links to the study of the Holocaust in Y9.</p>



<p>Assessment</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics from Y7.</p> <p>Should Britain be ashamed of its Empire?</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>How did the Industrial Revolution change the face of Britain?</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>Why was Jack the Ripper hard to catch?</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>Why did women win the right to vote?</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>“Bruce Ismay was most responsible for the sinking of the Titanic.” - Do you agree?</p>	<p>Topic to be assessed on AP1 as well as topics from throughout the year</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>How far did life in the interwar years change?</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>Creative task: students create their own ‘history book’ on WWII where they are expected to cover three different key events.</p> <p>Topic to also be assessed on AP2.</p>	<p>Curriculum checkpoint: Retrieval knowledge from previous topics throughout the year.</p> <p>Did everyone have a good time in Nazi Germany?</p>
<p>Aspirations & Careers</p>	<p>Studying History provides students with many transferable skills which are invaluable to any workplace they may find themselves going into. History provides students with critical reasoning and analytical skills, including the capacity for problem solving and to think creatively. Intellectual rigour and independence, including the ability to write confidently will make them well-equipped for future careers. Students will also develop the ability to construct an argument and communicate findings in clear and persuasive manner.</p>								