

Term/Focus	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 2</u>	<u>Summer 2</u>
	Topic: History of Slavery	Topic: Abolition of Slavery	Topic: Women’s rights	Topic: Plains Indians	Topic: Civil Rights in America	Topic: Apartheid in South Africa
	WORLD FOCUS	BRITISH FOCUS	BRITISH FOCUS	WORLD FOCUS	WORLD FOCUS	WORLD FOCUS
<p>Key knowledge and skills – What core knowledge and key skills will be acquired and developed by students?</p> <p>Theme for the year: Rights</p> <p>Cultural capital for this year group is focused on the idea of rights and discrimination. It aims to build an understanding of key issues such as racism and sexism. It will develop knowledge on voting systems and what it means to be a citizen. Although there is a world focus, where relevant we will look at how Britain was involved in these countries through the empire, so that students can build an understanding of the part that Britain has played in these world issues. Links will be made to current events such as Black Lives Matter and Women’s rights issues.</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Egyptian Greek Roman Medieval Links to empire Slave trade</p> <p>Extended writing: Narrative account analysing how has slavery changed over time?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: William Wilberforce John Newton Thomas Clarkson Olaudah Equiano Emergence of rights – link to children’s rights Is slavery really over? – look at concept of modern slavery.</p> <p>Extended writing: Who was the most significant abolitionist?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Suffragists Suffragettes Cat and Mouse Act</p> <p>Extended writing: How far do you agree with the interpretation about the Cat and Mouse Act?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Links to empire – discovery of America Jamestown Culture and life of Indians White expansion Reservations Genocide?</p> <p>Extended writing: Narrative account analysing the journey of the Donner Party</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Martin Luther King Emmett Till Rosa Parks Malcolm X Black Power Current issues Importance of Obama</p> <p>Extended writing: Who was the most important individual for the Civil Rights cause?</p>	<p>Core Knowledge and topics to cover:</p> <p>Include: Links to empire Nelson Mandela Rugby Invictus</p> <p>Extended Writing: Why did the apartheid happen and what impact did it have?</p>
	<p>Foundation / Developing Describe the key changes in slavery and explain why it changed.</p>	<p>Foundation / Developing Describe an abolitionist and explain why they were important in ending slavery</p>	<p>Foundation / Developing Describe interpretation and explain what it shows. Use some contextual knowledge.</p>	<p>Foundation / Developing Explain what happened to the Donner Party and why.</p>	<p>Foundation / Developing Explain the role of at least two civil rights leaders and why they were important.</p>	<p>Foundation / Developing Explain what happened, identifying key reasons why and describing the impact.</p>
	<p>Good / Exceptional Analyse the changes in slavery and evaluate the most important reason why it changed.</p>	<p>Good / Exceptional Analyse and evaluate a range of abolitionists before reaching a judgement on who is most significant.</p>	<p>Good / Exceptional Analyse and evaluate the interpretation using contextual knowledge to make a judgement on agree or disagree.</p>	<p>Good / Exceptional Analyse each event that happened and link to how this led on to the next event for the Donners.</p>	<p>Good / Exceptional Evaluate and analyse the impact of various civil rights leaders before making a judgement on most significant.</p>	<p>Good / Exceptional Analyse what happened and explain most important reasons why, evaluating overall impact.</p>
Links to GCSE	<p>Focus on historical skill of change and continuity. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of Significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of interpretations. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of cause and consequence. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of comparison and significance. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>	<p>Focus on historical skill of causes and consequences. Question style uses wording like GCSE in preparation and to get students used to vocabulary.</p>

Subject: History

Year 8 Curriculum Map

Homework – Knowledge organiser created and on website?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No
Responsive Teaching – how do we assess and feed back to students in this subject (formative and summative)	1. Summative – Extended Writing once a half term 2. Summative – Recap quizzes / vocab quizzes every two weeks 3. Summative – End of unit tests (where suitable) 4. Formative - Whole-class feedback 5. Formative - Highlighters to indicate areas of strength and areas for development					
Termly assessment content – what content will be covered in your termly assessments (the two-week assessment window)?	Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will focussed on slavery. Possibly could link back to Industrial Revolution topic from year 7 if the date is too early in the term. There will be a mixture of knowledge questions and a piece of extended writing.	Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will be focussed on women’s rights, possibly slavery. There will be a mixture of knowledge questions and a piece of extended writing. Questions will be written to use the language and vocabulary of GCSE wherever possible.	Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will be focussed on ‘Rights in America’ looking at Plains Indians and Civil Rights for African Americans. There will be a mixture of knowledge questions and a piece of extended writing. Questions will be written to use the language and vocabulary of GCSE wherever possible.			

