

*Year 8 History Curriculum:*

Year 8		HT1	HT2	HT3	HT4	HT5	HT6
History	<b>Topic</b>	<b>The Transatlantic Slave Trade</b>	<b>The British Raj</b>	<b>The Industrial Revolution</b>	<b>World War I</b>	<b>Inter-War Germany</b>	<b>Women's Suffrage</b>
	<b>Why this and why now?</b>	Students will build on their understanding of the empire's purpose of trade and wealth by engaging in a depth study of the Transatlantic Slave Trade. This will build on their understanding of inequality and control studied in Y7.	Now students have an understanding of Britain's influence increasing due to the profits from the Slave Trade, they are able to see the consequences of it with the expansion of the British Empire. Students will specifically build on the concept of Empire studied in Y7 (Romans).	Moves chronologically through the time periods moving to the 18 <sup>th</sup> and 19 <sup>th</sup> century. This is studied here to give contextual understanding to the British Raj topic studied in HT2. Students also focus on regional history of mills in Manchester and make links with mills in the local area of Stalybridge.	Students will build on their understanding of causation covered in Y7 & Y8, as well as studying the concepts of imperialism (covered in Y7 with the Romans & Y8 with the British Empire). Students study this topic to build on their understanding of WW1 from HT1 focusing mainly on society during WW1, and key battles including the Somme. This also enables students to link the global picture of WW1, to the national picture of the recruitment drive and Pals battalions, to the local picture of soldiers in Stalybridge.	Students study the aftermath of WWI such as the Treaty of Versailles and the rise of Hitler so students are able to understand how a dictatorship can develop in a relatively modern society, as well as challenges to the government also covered in Y7 (Julius Caesar), (Cromwell).  This is also studied here to give students contextual understanding for Y9 HT1 (Hitler's foreign policy & Causes of WW2), and Y9 HT2 (The Holocaust & the Nazi resettlement policy).	Students will build on their understanding of democracy and suffrage from Y7 (Roman Republic) & Y8 (Cromwell) by looking at the struggle of women to gain the vote.
	<b>What is the essential knowledge that needs to be remembered?</b>	Students will study the Transatlantic Slave Trade, including life in 17 <sup>th</sup> Century Africa, the Middle Passage, Auctions, Life on Plantations, the Liverpool Slave Trade, the American Civil War and the Abolishment of the Slave Trade in England & America.	Students will study the British empire in India, specially focusing on the causes of India achieving independence in 1947.	To demonstrate an understanding of the causes of the Industrial Revolution as well as the impact on living conditions, working conditions and public health. Students will also look at regional and local history of the industrial revolution including	Students will study the M.A.I.N causes of World War; militarism, alliances, imperialism and nationalism. They will also study the short-term cause of the outbreak of war with the assassination of Franz Ferdinand. Students will also study key battles of WWI such as the Somme. They will	Students study the reasons for why Adolf Hitler was able to rise to power following WWI. This will include an understanding of the Treaty of Versailles, 1923 as the year of crisis, Recovery, & the Great Depression. It will also focus on Nazis promises, propaganda, the SA, and	Students will study the women's fight for suffrage including; The Match Stick Strike, the suffragists and suffragettes, Emily Davison, the significance of Emmeline Pankhurst and the role of World War I as a catalyst for change.

				Manchester Mills, Styal Mill.	also study why soldiers volunteered, conscription, conscientious objectors, censorship and why the war ended. Students will also study local history – such as the role of Tameside soldiers in WWI.	Organisation. Students will also look at how the Nazis secured control in Germany in areas of employment, religion, education and the family.	
<b>What is the assessment intent and how will you assess?</b>	<b>Midpoint Assessment –</b> How were 12.5 million Africans sold into a life of slavery? Triangular trade comprehension task. (Focus on causation, A01,A02) <b>End of Unit Assessment –</b> Why was the Transatlantic Slave Trade “one of the greatest atrocities in history?” (Focus on causation, significance A01,A02)	<b>Midpoint Assessment –</b> How did Britain take control of India? Powerful knowledge quiz. (A01, A02) <b>End of Unit Assessment –</b> Did the British Raj turn India into ‘one of the poorest, most backward countries on earth’? Focus on interpretations. (A01, A02, A04)	<b>Midpoint Assessment –</b> Inference question on changes to towns in the Industrial Revolution. (This will focus on change/impact A01, A02) <b>End of Unit Assessment –</b> Y8 wider study: ‘To what extent did life change for people living 1750-1950?’ (This will focus on change/impact A01, A02)	<b>Midpoint Assessment –</b> Inference task on the outbreak of war (This will focus on causation and sources A01, A02, A03) <b>End of Unit Assessment –</b> Why was WWI a significant event for both soldiers and civilians? (This will focus on historical significance A01, A02)	<b>Midpoint Assessment –</b> How did Hitler rise to power? (This will focus on causation and students will write an extended essay A01, A02) <b>End of Unit Assessment –</b> Life in Nazi Germany (This will focus on change/impact A01, A02)	<b>End of Unit Assessment –</b> How important was Emmeline Pankhurst in winning women the vote? (This focuses on significance and students will write an extended essay A01, A02)	
<b>How does it cover the NC?</b>	This is a study of Ideas, political power, industry and empire: Britain, 1745-1901	This is a study of Ideas, political power, industry and empire: Britain, 1745-1901	This is a study of Ideas, political power, industry and empire: Britain, 1745-1901  Also covers the local history aspect of the NC	This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day  Also covers the local history aspect of the NC	This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day	This is a study of the challenges for Britain, Europe and the wider world 1901 to the present day	