

Year 8

Long / Medium Term Plan

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<p>Term 1 Why was Britain the first industrial nation? The initial focus of this unit will be on the changes that occurred in Britain between 1750 and 1900, known as the Industrial Revolution. Pupils will examine what is meant by the phrase ‘Industrial Revolution’ and gain an overview of the changes that this period brought to life in Britain. Pupils will revisit the theme of causation and examine the various different causes, explaining them in detail and trying to draw links between them.</p>	<p>Term 2 Industrial Revolution Were the changes between 1750-1900 positive or negative for the people of Britain? The unit will enable pupils to work closely with historical evidence. Within this the pupils will be required to use evidence to support or dispute a hypothesis and to cross reference pieces and question the utility of the evidence they are faced with. They will also use the evidence to examine how diverse peoples’ experiences were of the Industrial Revolution</p>	<p>Term 3 Slavery The first section of this unit allows students to understand how the development of trade, colonization and the British Empire, impacted on different people in Britain and overseas and the nature and the effects of the slave trade. The second section of this unit is focussed upon significance and students will gain a short overview of the civil rights movement and understand its significance in the modern</p>	<p>Term 4 Causes of WW1 In this unit of WWI students will investigate the causes of WW1. They will be able to explain the different between long term short term and trigger causes</p>	<p>Term 5 Life in the trenches through the eyes of Walter Tull Students will experience the wider impact on society. Students will investigate the experience of soldiers, as well as those civilians left behind on the “home front”. Walter Tull: Students will be guided through a sequence of lessons with a variety of tasks that will reveal the character and importance of Walter Tull.</p>	<p>Term 6 How did people protest? A thematic look at worldwide protest movements. A comparison of the significance of key protest movements such as the chartists, suffragettes, Vietnam and the Civil rights movement.</p>
<p>Assessment Objectives: AO2 Explain and analyse historical events and periods studied using second order historical concepts.</p>	<p>Assessment Objectives: AO2 Explain and analyse historical events and periods studied using second order historical concepts AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Assessment Objectives: AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Assessment Objectives: AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2 Explain and analyse historical events and periods studied using second order historical concepts.</p>	<p>Assessment Objectives: AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>	<p>Assessment Objectives: AO2 Explain and analyse historical events and periods studied using second order historical concepts AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>
<p>Assessed Tasks: Formative 1: Describe two key features of the Agricultural Revolution (4)</p>	<p>Assessed Tasks: Formative 1: Describe two key changes you can see in the roads between 1750-</p>	<p>Assessed Tasks: Formative 1: a) How useful are Sources A and B for an enquiry into</p>	<p>Assessed Tasks: Formative 1: Describe two key features of the alliance system before WW1 (4)</p>	<p>Assessed Tasks: Formative 1: Give two things you can infer from Source A about Walter Tulls</p>	<p>Assessed Tasks: Formative 1: AO1i AO1l AO1m</p>

<p>(AO2b)</p> <p>Formative 2: Explain two causes of the Industrial Revolution (2x4) (AO2c AO2d)</p> <p>Summative: Causes and Consequences of the Industrial Revolution (AO1b AO2i AO2j AO2k)</p>	<p>1850 (4) (AO3a AO3b)</p> <p>Formative 2: Explain why there were changes in the transport system between 1750-1850 (12) (AO2k AO2l)</p> <p>Summative: Changes to British Transport (AO1c AO1d AO1i AO2b AO2c AO2j AO3e)</p>	<p>conditions on the Middle Passage?</p> <p>b) How could you follow up Source A to find out more about conditions on the Middle Passage?(4) (AO3c AO3k)</p> <p>Formative 2: Give two things you can infer about how slaves rebelled (4) AO3e</p> <p>Summative: Using evidence to assess the experience of slaves. (AO3f AO3g AO3h AO3i AO3j AO3k) AO3l AO3m)</p>	<p>(AO1b)</p> <p>Formative 2: Write a narrative account analysing the key events of the Assassination of Archduke Franz Ferdinand (8 marks) <i>Could be done in the style of a newspaper</i> (AO2c, AO2d, AO2e)</p> <p>Summative: Causes of the First World War (AO1a AO1b AO1c AO1d AO1j AO1k AO1l AO1m AO2d)</p>	<p>Early life? (AO3e)</p> <p>Formative 2: How useful is the film we watched to find out about Tull's experience in the army? (4) (AO3k)</p> <p>How could you follow up the film to find more about what it was like for Walter Tull to fight in the British Army? (4) (AO3c)</p> <p>Summative: The significance of Walter Tull Need to include (AO3d AO3i AO4c AO4d AO4e AO4f AO4g AO4h AO4i)</p>	<p>Formative 2: AO2f AO2g AO2h</p> <p>Summative: Significance of Key Individuals AO4a AO4b AO4j AO4k</p>
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<p>Key Vocabulary</p> <p>Agricultural revolution Crop rotation Trade Empire Britain Industrial Goods Merchandise Merchants Economy Migration</p>	<p>Key Vocabulary</p> <p>Canals Road Rail Entrepreneur Business Trade Child Labour Philanthropist</p>	<p>Key Vocabulary</p> <p>Abolition Slavery Freedom Figurehead or leader Discrimination Segregation Plantation Auction</p>	<p>Key Vocabulary</p> <p>Cause Consequence Militarism Alliances Imperialism Nationalism Short Term Long Term Trigger Schlieffen Plan</p>	<p>Key Vocabulary</p> <p>Prejudice Empire Minority Contribution Evidence</p>	<p>Key Vocabulary</p> <p>Protest Social Economic Political Conditions Franchise Segregation Similarity Difference</p>
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**History Assessment Objectives and Skills
(Highlighted skills to be assessed this year)**

<p>AO1 Knowledge and Understanding</p> <p>AO1a. I can briefly list knowledge of an event/person/era in the past. AO1b. I can describe different events/people/times/eras using terminology appropriately e.g. empire, civilisation. AO1c. I can understand the concept of chronological narrative. AO1d. I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology. AO1e. I can make informed judgments about different</p>	<p>AO2: Explain and Analyse Historical Events and Periods</p> <p>AO2a. I can identify an example of a cause and/or consequence without reason or justification. AO2b. I can identify several examples of causes and/or consequences of an event with a detailed description. AO2c. I can describe examples of causes and/or consequences without exploring links between them. AO2d. I can describe examples of causes and/or consequences and can begin to explore the links between them. AO2e. I can explain examples of causes and/or</p>	<p>AO1 Knowledge and Understanding</p> <p>AO1a. I can briefly list knowledge of an event/person/era in the past. AO1b. I can describe different events/people/times/eras using terminology appropriately e.g. empire, civilisation. AO1c. I can understand the concept of chronological narrative. AO1d. I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology. AO1e. I can make informed judgments about different</p>	<p>AO4 Analyse, Evaluate and Make Judgements About Interpretations</p> <p>AO4a. I can identify and describe a significant person/event, without offering an explanation. AO4b. I can give reasons why a person or event is significant. AO4c. I can give reasons and develop an explanation why a person or event is significant. AO4d. I can analyse how a person/event was significant considering their/its short and long term effects. AO4e. I can explain why there are contrasting</p>
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<p>events/people/times/eras. AO1f. I can use historical terms and concepts with confidence. AO1g. I can describe similarities and differences. AO1h. I can explain similarities and differences and use them to make connections and draw contrasts. AO1i. I can create an analytical enquiry using supported knowledge. AO1j. I can explain using factors. AO1k. I can analyse using a range of historical factors. AO1l. I can analyse an event within a specified time period/theme/idea. AO1m. I can analyse and compare the key events, people and periods in the period or theme I am studying. AO1n. I can analyse and make links between different times, periods and themes. AO2n. I can make sustained judgements using various factors and make a substantial conclusion.</p>	<p>consequences and begin to consider the long and short term impact. AO2f. I can evaluate causes and/or consequences. AO2g. I can evaluate causes and/or consequences, and can rank and form overall judgements. AO2h. I can evaluate causes and/or consequences, and create a reasoned argument. AO2i. I can identify examples of change and/or continuity within a given time period AO2j. I can describe examples of change and/or continuity across given time periods and draw contrasts. AO2k. I can explain examples of changes and/or continuity within a given time period and make connections. AO2l. I can explain examples of changes and/or continuity across given time periods with justification. AO2m. I can evaluate the impact and significance of changes and/or continuity across chosen time periods in depth. AO2n. I can evaluate the impact of factors as catalysts for change e.g. war, individuals, science and technology</p>	<p>events/people/times/eras. AO1f. I can use historical terms and concepts with confidence. AO1g. I can describe similarities and differences. AO1h. I can explain similarities and differences and use them to make connections and draw contrasts. AO1i. I can create an analytical enquiry using supported knowledge. AO1j. I can explain using factors. AO1k. I can analyse using a range of historical factors. AO1l. I can analyse an event within a specified time period/theme/idea. AO1m. I can analyse and compare the key events, people and periods in the period or theme I am studying. AO1n. I can analyse and make links between different times, periods and themes. AO2n. I can make sustained judgements using various factors and make a substantial conclusion.</p>	<p>interpretations about the same person/event. AO4f. I can analyse why a range of historical interpretations on a significant person or event may differ. AO4g. I can explain why different opinions about a significant person or event have been constructed. AO4h. I can analyse the strengths and weaknesses of different interpretations of an event/change. AO4i. I can compare sources to show similarities and/or differences with evidence and explain why these interpretations differ. AO4j. I can evaluate why one person/event is more significant than another. AO4k. I can evaluate why views on significance change through time by considering their legacy.</p>
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