

# HISTORY Year 8

We aim to spark and nurture students' interest in, and enthusiasm for, History, and equip them with the academic skills and knowledge they need to write, think and debate like a historian. We want students to challenge perceptions about the world around them. We want to give the students the opportunity to be able to formulate and substantiate their own views and interpretations in a critical and analytical way. We endeavour to develop students who:

- question the world around them and not just accept what they see and read at face value.
- develop an appreciation of our similarities and common experiences as well as our differences and who are tolerant of other cultures.
- engage with events in the past, and draw contemporary parallels which allow them to challenge prejudice and discrimination.
- develop a wide set of skills that are highly valued by employers.

## Curriculum overview:

*One group in the current Year 8 has 2 different teachers. They will study different units with their 2 respective teachers. As a result, they will be studying these 5 units simultaneously, and will have covered all 5 in depth by the end of the year.*

<p><b>Is Mary I's nickname 'Bloody Mary' justified?</b></p> <p>Even though the Tudors are from over 400 years ago, they are important to study and learn about today. It was not a perfect dynasty and their reign was filled with cruelty, religious intolerance, and scandal. However, the Tudors helped end the Middle Ages in England. They also played a huge role in the country England is today. The Tudor dynasty changed England from a small, obscure island to one of Europe's largest powers.</p>	<p><b>Is Slavery a thing of the past?</b></p> <p>Although we may sometimes be ashamed to admit it, the slave trade is an integral part of British history. It is inextricably linked to trade, colonisation, industrialisation and the British empire.</p> <p>It is important that students learn about this and the links to wider world history, such as the American Civil Rights Movement. Students will also be encouraged to look at the international and long-term impacts of slavery and its links to the twentieth-century civil rights movement in America - which we study in Year 9.</p>	<p><b>Should we remember the Holocaust?</b></p> <p>Teaching and learning about the Holocaust provides an essential opportunity to inspire critical thinking, societal awareness, and personal growth. The Holocaust, a watershed event in world history, spanned geographic boundaries, affected all segments of societies, and occurred in the context of the Second World War.</p> <p>Although unique in time and place, the Holocaust was nonetheless a human event that raises challenging questions: about individual and collective responsibility, the meaning of active citizenship, and about the structures and societal norms that can become dangerous for certain groups and society as a whole.</p>
<p><b>Important vocabulary:</b></p>	<p><b>Important vocabulary:</b></p>	<p><b>Important vocabulary:</b></p>

Pope, Henry's Great Matter, Reformation, Dissolution of the Monasteries,	Catholic, Protestant, Pilgrimage of Grace, Mary Rose.	Slave, Trade Triangle, Middle Passage, Plantations, Freedom, Trans-Atlantic, America,	Africa, Auction, Profit, Colonies, Empire, William Wilberforce, Abolition.	Anti-Semitism, Arbeit Macht Frei, Aryan, Auschwitz-Birkenau, Concentration Camp, Final Solution, Holocaust, Kristallnacht, Nazi, Nuremberg Laws, SA, SS, T-4 Program, Versailles Treaty, Wansee Conference, Zyklon B.
<b>Who benefitted from the Industrial Revolution?</b> The focus is on continuity and change between 1750-1900. Once students understand the basic changes which took place during the Industrial Revolution, they carry out more detailed research and analysis using the information provided. They also develop their knowledge of key terms for this unit via a homework and key terms test. The lessons end with an assessed piece of writing analysing areas of change and continuity.		<b>How did one bullet kill 10 million civilians?</b> The Great War was first and foremost a military event on a global scale, but it was also a social and political landmark.  The War heightened many of the acute problems that already existed in Britain. At the same time, it created the conditions for far-reaching reforms that were intended to help improve society		
<b>Important vocabulary:</b>		<b>Important vocabulary:</b>		
Manufacturing, Revolution, Rural, Urban, Industrial, Seed Drill, Crop Rotation,	Selective Breeding, Richard Arkwright, Coal, Turnpike, Canal, Steam Train.	Assassination, Franz Ferdinand, Gavrillo Princip, Black Hand Gang, Allied, Armistice, Balkans, Conscript, Christmas Truce, Dreadnought, Front line,	Conscientious objector, Pals battalions, Propaganda, Treaty of Versailles, Trench warfare, Triple Entente, Triple Alliance, Western front, Kaiser, No Man's Land,	

## Key staff contacts:

Mr Chalk: Subject Leader for History [jchalk@fs.ebor.academy](mailto:jchalk@fs.ebor.academy)

Mrs Rowland: Faculty Leader and Teacher of Year 8 History [jrowland@fs.ebor.academy](mailto:jrowland@fs.ebor.academy)

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## What are our curriculum aims for your child in year 8?

- understand historical concepts such as continuity and change
- cause and consequence
- similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,
- frame historically-valid questions and create your own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims,
- discern how and why contrasting arguments and interpretations of the past have been constructed

## How can I help my child be successful in History?

Ask your child questions about what they have been learning in History

Ask your child to explain why they are learning about different topics

Look at different examples of protest, for example American Civil Rights

Watch a film together about the topic being studied

Practise tricky spellings together.

## How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written and oral responses.

At KS3, this will be once per unit and will usually be towards the end of the unit (see Programme of study for details). A unit is forecast to span over a half term where students have 3 lessons a fortnight at KS3.

Detailed teacher feedback will link to subject specific skills or knowledge.

Please feel free to contact us to discuss our assessment policy in depth.