

| SUBJECT AREA: History   |   |  |   |   |   |
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| YEAR GROUP:   | TITLE   | LINKS TO NATIONAL CURRICULUM   |   | LINKS TO EXAM SYLLABUS  |   |
| Year 8  | Britain and the wider world   | <ul style="list-style-type: none"> <li>Ideas, political power, industry and empire: Britain, 1745-1901</li> <li>Challenges for Britain, Europe and wider world 1901 to the present day.</li> </ul> |   | Links to Paper 1 – Crime and Punishment<br>Paper 2 – Superpower Relations<br>Paper 3 – Germany 1918-1939  |   |
| <p><b>WE LEARN THIS BECAUSE:</b><br/>           Students develop an understanding about African culture up to the 1600s and the role of the British Empire in the slave trade. We also look at the fight for Civil Rights from 1865 and reflect on how much progress has been made to date. Students develop an understanding of the migration of peoples across the world, focusing on Britain and with some local history elements. They also look at Europe in 1900, why WWI broke out and its impact on Europe. Students examine why revolution took place in Russia and why Hitler was voted into power in Germany as part of the changing role of government and emerging political ideas. We look at persecution and intolerance in Nazi Germany. We look at the reasons for WWII and why the Allies won. We look at the impact of WWII and the role the Cold War played in shaping modern Europe.</p> |   |  |   |   |   |
| Half Term Contents  |   |  |   |   |   |
| Autumn 1:   | Autumn 2:   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
| Africa in the 1600s, the British Empire the and the slave trade   | New Dawn and the Civil Rights movement  | Migration unit   | Alliances and the First World War   | The Rise of Hitler and the Nazis  | WWII and the Cold War   |
| <b>Shared Values/Key Skills</b><br>Connected,<br>Responsible, Proud,<br>Aspirational,<br>Collaborative,<br>Respectful, Problem Solving, Resilience,   | <b>Shared Values/Key Skills</b><br>Connected,<br>Responsible, Proud,<br>Aspirational,<br>Collaborative,<br>Respectful, Problem Solving, Resilience, | <b>Shared Values/Key Skills</b><br>Connected,<br>Responsible, Proud,<br>Aspirational,<br>Collaborative,<br>Respectful, Problem Solving, Resilience,  | <b>Shared Values/Key Skills</b><br>Connected,<br>Responsible, Proud,<br>Aspirational,<br>Collaborative,<br>Respectful, Problem Solving, Resilience, | <b>Shared Values/Key Skills</b><br>Connected,<br>Responsible, Proud,<br>Aspirational,<br>Collaborative,<br>Respectful, Problem Solving, Resilience, | <b>Shared Values/Key Skills</b><br>Connected,<br>Responsible, Proud,<br>Aspirational,<br>Collaborative,<br>Leadership, Respectful, Problem Solving, |

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| Digital Fluency, Creativity, Communication  | Digital Fluency, Creativity, Communication  | Digital Fluency, Creativity, Communication     | Digital Fluency, Creativity, Communication     | Digital Fluency, Creativity, Communication                | Digital Fluency, Creativity, Communication  | Resilience, Digital Fluency, Creativity, Communication   |
| <b>SEND RESOURCES</b>   | <b>LITERACY</b>   | <b>NUMERACY</b>                                | <b>DIGITAL OPPORTUNITIES</b>                   | <b>CULTURAL CAPITAL</b>                                   | <b>RESOURCES OUTSIDE SCHOOL</b>   | <b>CAREERS</b>   |
| -Writing frames<br>-Key word resources<br>-Chunked text<br>-Differentiated activities | Specific vocabulary taught and reviewed.<br><br>Regular opportunities for reading.<br><br>Regular class discussions allow for students to share ideas and develop language skills | Numeracy discussed and used where appropriate. | Research<br><br>Creating digital presentations | Links to British values such as tolerance and anti-racism | Reading list - <a href="https://foldr.hovepark.org.uk/home/files/Valley%20Subject%20Files/History/Year%208">https://foldr.hovepark.org.uk/home/files/Valley%20Subject%20Files/History/Year%208</a><br><br><a href="https://www.ducksters.com/">https://www.ducksters.com/</a> | Discussion of careers related to the study of history – archaeologist, historian, archivist, curator |