

History

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Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	Topic: Empires over time: An ancient empire: The Roman Empire.	Students will: <ul style="list-style-type: none"> • Make inferences from contemporary sources. • Explain why events happened and the impact of an event (causation and consequence). • Using historical evidence to support an argument. • Make comparisons and connections (similarity and difference). • Recognise historical interpretation and the methods used by historians to give a certain impression about the past.
Spring	Topic: A medieval empire: The Islamic Empire.	Students will: <ul style="list-style-type: none"> • Make inferences from contemporary sources. • Explain why events happened and the impact of an event (causation and consequence). • Using historical evidence to support an argument. • Make comparisons and connections (similarity and difference). • Recognise historical interpretation and the methods used by historians to give a certain impression about the past.
Summer	Topic: A modern empire: The British Empire.	Students will: <ul style="list-style-type: none"> • Make inferences from contemporary sources. • Explain why events happened and the impact of an event (causation and consequence). • Using historical evidence to support an argument. • Make comparisons and connections (similarity and difference). • Recognise historical interpretation and the methods used by historians to give a certain impression about the past.

Homework:

Homework is set on Class Charts for every six taught hours.

In the first term students can expect a Roman Empire Menu homework and a Revision task to help to prepare for the assessment.

In the Spring term students will be asked to complete an Online Quiz and to revise glossary terms for an in-class test.

In the Summer term students will be set further Revision task for the next assessment and complete some homework on British Empire advertisements.

Assessment:

On-going in-class assessments will take place throughout the year to ensure good progress.

There are two formal assessments:

Spring Term - Assessment 1: On the Roman Empire. This will assess chronological understanding; knowledge retention; making inferences from sources; and explanation/ causation.

Summer Term - Assessment 2: On the Islamic and British Empires. This will assess knowledge retention; explanation/ consequence; use of historical evidence; comparison (difference); and making inferences from sources.

Links to Personal Development:

British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance.

Promoting inclusivity and diversity of all protected characteristics.

Prepare learners for future success in education, employment and training.

Moral development: Recognise the difference between right and wrong.

Cultural development: Understanding the wide range of cultural influences that shape individuals.

How is my knowledge further developed in Year 8?

Students will be able to make links not only across their Y7 units but also with future KS3 units such as transatlantic slavery and the industrial revolution.

The same focus on scholarship and disciplinary knowledge as in Y7 underpins the Y8 curriculum, with many lessons featuring readings from historians and many lessons making use of original documents and archive sources. As before, there are numerous opportunities for students to develop their skills in extended writing, based on evidence.