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|  **History - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT-1**  | **The British Empire: Why was the Statue of Edward Colston thrown into Bristol Harbour?** | **Number of lessons in sequence** |  **10** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this unit students will:** Understand of what is meant by the British Empire and how it affected indigenous people around the world. They will discuss the ways in which the legacy of the Empire affects modern British society and understand the historical context into the toppling of Colston’s statue in 2020. **Knowledge Learners will:** Students will understand what is meant by the term 'Empire' and give reasons for Britain's desire to build an empire. They will complete a depth- study of India and Australia. Students will explain the reasons for decolonisation and understand how and why Britain's role in the world changed in the 20th century**.** **Skills: Learners will:** Analyse sources to ascertain how Britain benefited from its Empire. They will use sources material to investigate how indigenous people were treated in India and Australia and debate moral issues around the legacy of Empire in modern Britain.  | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | Ideas, political power, industry and empire: Britain, 1745-1901.This unit gives a gives the groundwork for further learning on the trans-Atlantic slave trade and migration. It also gives context to a study of the Industrial Revolution and Victorian Britain, as part of the GCSE Crime and Punishment module. |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| **See knowledge organiser** | **Knowledge Support:** Use KO to reinforce differences between political, social, economic and religious factors.**Reading support** -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. **Skills support** – Writing frames for extended questions slowly reducing support to increase independence throughout the unit. Scaffolding for final essay. | Opportunities for more able students to include other independent research and more challenging sources for the India case study.For higher ability introduce PERMS when looking at historical interpretations.**Scholarship:****Ferguson, Niall -** Empire, 2003**Akala** – Race and Class in the Ruins of the Empire, 2019**Shashi Tharor –** Inglorious Empire,2017**Edward Webb:** A Polychronicon of the Past: What have historians been arguing about? Decolonisation and the British Empire. – **Historical Association Article, March 2020** | BBC Bitesize: The British Empire through Time class clips<https://www.bbc.co.uk/bitesize/topics/zsnp34j>BBC Empire Learning Zone:<https://www.bbc.co.uk/programmes/p0167h3d>Historical Association Podcast on British Empire in India.<https://www.history.org.uk/podcasts/categories/441/podcast/45/the-british-empire-in-india> |

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| Term 3: The British Empire | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** | **Key Resources** |
|  1 | The Big Picture: What is meant by the British Empire and why did Britain want an Empire?  | Reasons for different historical Interpretations | 5 marks: Use the source and your own knowledge to explain why Britain wanted an Empire.**STUDENTS SELF-ASSESS AND IMPROVE** |  | Geographical Skills/Links to modern BLM movement and statue-toppling in 2020.  |  Year 7 recap quiz, linking to terms and concepts used in this unit. Concept of nationalism links to GCSE Germany | See shared area |
|  2 | Case Study: How did the British take control of India? | Reading Analysis of Texts | Students Peer Assess work and correct/improve work based on reading of historical article. | Knowledge Checker based on from KO | Geographical links in HWK. Opportunity to discuss role of multi-national companies in world today and their influence. |   |  History Extra Article: The East India Company: How a trading corporation became an imperial ruler. |
| 3 | Case Study: What impact did British Rule have in India? | Source EnquiryInterpretations | Teacher checks HWK has been completed; students self-assess at start of lesson | Collection and marking of HWK |  |  |  |
| 4-5 | Case Study: Interpretations | Debate Mate strategies before writing | “There has never been so great an instrument for the good of humanity as the British Empire”- How far do you agree with this interpretation by Lord Curzon with regard to the British Raj? **TEACHER MARKED, STUDENT IMPROVE** |  | Debating Skills |  |  |
|  6 | Case Study: Australia | Dual Coding and Memory Recall Skills |   |  Knowledge Checker based on booklets |  | Foundational knowledge for GCSE Crime and Punishment: Botany Bay |   |
|  7 | The End of the Empire: Decolonisation | CausationCornell Note-Taking |  Students self-check and improve HWK if necessary  |   | Current affairs – discuss 2020 events in Hong Kong and the legacy of Independence from Britain |  |   |
| 8-10  | Revision, Exam and Improvements |   | Assessment to include knowledge of Empire and Y7 knowledge **STUDENTS SELF-ASSESS AND IMPROVE** |   |   |   |   |

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|  **History - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT 2** | **The Trans-Atlantic Slave Trade: A Depth-Study** | **Number of lessons in sequence** |  **11** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this unit students will:** **Knowledge Learners will:** Study Africa c.1600 and address misconceptions; they should understand that Africa was a continent with a rich heritage and that European perceptions of Africa and motivations for slavery were misinformed. Students will understand how the trade triangle operated, with a focus on the Middle Passage. They will be able to explain what happened to Africans on arrival in the USA and the different experiences of life on the plantations. Pupils will study the various types of resistance used by slaves before looking at abolition and emancipation of slaves. Finally, students will look at life for African Americans after slavery.**Skills: Learners will:** analyse key source material such as the 'Brooks' slave ship image and other key sources to ascertain the experience of African Americans. They will investigate the reliability of source material and make judgements as to how far life improved for African Americans in the years after slavery. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | A study of a significant society or issue in world history and its interconnections with other world developments.Students have briefly studied Liverpool's role in the slave trade in Year 7 and this unit adds context to that knowledge. It builds upon the previous unit and adds depth to their study of the British Empire. |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary****See Knowledge Organiser** | **Differentiation/Scaffolding/Support**Use of visualiser and spelling/literacy support strategies for lower ability students.Writing frames for extended writing. | **Stretch and challenge opportunities in class, enrichment and home learning.**Extract from Olaudah Equiano's Interesting Narrative Analysis of Brookes slave ship drawing and discussion. Opportunities for AMA students to study more in- depth source material**Scholarship:** Teaching Slavery by Michaele Alfred-Kamara, 2010 <https://www.history.org.uk/primary/resource/2811/teaching-slavery> Toby Green – A Fistful of Shells, 2019  | **Opportunities for wider reading/listening/watching.**Alex Haley, Roots, 1976Tanya Landman, Buffalo Soldier, 2014<https://www.liverpoolmuseums.org.uk/international-slavery-museum> |

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| The Transatlantic slave Trade Trade | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** | **Resources** |
|  1 | What was Africa like before the Europeans arrived? | Extended Writing | Extended Writing on Africa before the Europeans**STUDENTS SELF-ASSESS AND IMPROVE** |   | Current Affairs: Links to Modern Day Slavery  | Whole topic builds on and links to Y8 Unit 3 British Empire  | See shared area |
|  2 | The Trade Triangle | Knowledge |  | Knowledge Checker based on Knowledge Booklet |   | Link to Y7 Unit 5 Local History and origins of Liverpool's Black Community |   |
|  3 | What was the journey like on the Middle Passage? | Extended Writing: literacy focus | Source Based Extended Writing**STUDENTS SELF-ASSESS AND IMPROVE** |   | Reading: Extract from Olaudah Equiano's Interesting Narrative Analysis of Brookes slave ship drawing and discussion |   | Image of 'Brooks' slave ship |
| 4 | Life on the Plantations | Source Analysis |   |   |   |   |   |
| 5 | Slave Resistance | Dual Coding Skills |   |   | Discussion of passive resistance and relevant modern examples | Links to Suffragettes Unit Y8: Passive Resistance |   |
| 6 | Abolition and EmancipationAbolition / Cause of the Civil War | Chronology; Debate Mate discussion techniques |   | Revision HWK: Based on Knowledge Booklet |   | Foundations for studying GCSE USA: Experience of African Americans in 1920s. Concepts of abolition and emancipation links to Suffragettes |   |
| 7 | How far did life improve for African Americans after slavery? |   |  |   | Starter: Link to modern day 'Black Lives Matter' movement | Foundations for studying GCSE USA: Experience of African Americans in 1920s |   |
| 8-11 | Revision, Exam and Improvement |   | How far did life improve for African Americans after slavery? Essay**STUDENTS SELF-ASSESS AND IMPROVE** |   |   | Assessment to also include past units and concepts that link to this. |   |

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|  **History - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT- 3** | **Migration: What drove people to migrate to the UK between 1066 – present day?** | **Number of lessons in sequence** |  **10** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this unit students will:** Understand why different groups have migrated to the UK and how migration has contributed to British society.**Knowledge Learners will:** Students will understand why different groups, such as Jews, Hugenots, Puritans and Afro-Caribbean communities migrated and will categorise these into political, social, economic and religious factors. They will identify the different experience of migrants and assess the impact of migration on British society,**Skills: Learners will:** Make inferences from sources about the experience of migrants. They will identify change and continuity in the reasons for migration. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | A study of a significant society or issue in world history and its interconnections with other world developments.This unit is a continuation of the early migration unit studied in Unit 1, Y7. It builds upon prior knowledge of the first English settlers and the thematic study mirrors the time periods taught in the Crime and Punishment unit at GCSE. |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| **2/3 tier vocabulary:** see knowledge organiser**Oracy:**  Opportunity for Debate Mate skills where pupils discuss and categorise the different reasons for migration.Add hyperlink to KO | **Knowledge Support:** Use KO to reinforce differences between political, social, economic and religious factors.**Reading support** -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. **Skills support** – Writing frames for extended questions slowly reducing support to increase independence throughout the unit. Scaffolding for final essay. | Opportunities for more independent research on specific events e,g, Irish Potato Famine, Windrush Generation. More able can include information on different groups e.g. Ugandan refugees under Idi Amin**Scholarship:**David Matthews, ‘Voices of the Windrush Generation’, 2018Afus Hirsch, ‘Brit (ish): On Race, Identify and Belonging’, 2018Robert Winder, ‘Bloody Foreigners: The Story of Immigration to Britain’, 2004 | BBC Bitesize resources on immigration:<https://www.bbc.co.uk/bitesize/guides/z2mn2p3/revision/1>National Archives: Post-War Immigration<http://www.nationalarchives.gov.uk/pathways/citizenship/brave_new_world/immigration.htm><https://www.ourmigrationstory.org.uk/>Podcasts on diversity in Early Modern Britain.<https://www.history.org.uk/secondary/module/4714/podcast-series-diversity-in-early-modern-britain> |

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|  | **Sequence of learning Lesson title, theme** |  **Key Concepts/outcomes/knowledge and skills.**  | **Assessment/ including specific content/ knowledge/skills tested.**  | **HWK. Add** **Hyperlink****To be in books clearly marked** | **Furthering Cultural Capital.****&****Opportunities for reading** | **Recall of prior or future topics –**  | **Lesson resources including hyperlink to supporting websites & individual lessons.**  |
|  1 | Introduction to Migration | Recap on knowledge on Y7 migration unit. Introduction to thematic history. |  Self-Assessed knowledge recap tests | Key words and KO tasks (self-mark in class) | Link to modern misconceptions about migration. Clarify difference between migrants and asylum seekers. | Links back to Y7 unit on early settlers to Britain |  See shared area |
|  2 | Religious Migration: Why did Jewish people migrate to England and how were they treated?  | Knowledge of Jewish migration.Analysis of interpretations |  |   | Discuss modern day examples of anti-Semitism. |   |   |
| 3 | Religious Migration:The Huguenots and Puritans | Knowledge of religious migration during the Reformation. |  |  |  | Recall of previous Y7 work on religion and puritanism in Reformation and Civil War |  |
|  4 | Economic Migration: Why did so many Irish people leave their homeland? | Knowledge of Irish migrationSource inference |  Use Source A and B and your own knowledge to describe life for Irish migrants to Britain in the 19th century.**Teacher – Assessed****STUDENTS TO SELF\_-IMPROVE** | Knowledge Checker |  | Link back to study of Empire – showing that Ireland was a British colony. |   |
| 5 | Economic Migration: What was life like for West Indians in Britain | Knowledge of West Indian migrationSource inference |  |  | Discussion of modern day Windrush scandal |  |  |
| 6 | How have migrants changed Britain? | Independent ResearchSource Inference |  | Oral History Project |  |  |  |
| 7-10 | Revision, Assessment and Improvement | KnowledgeChronology | Outline the reasons for migration to the UK from c.500 to the present day **Teacher – Assessed****STUDENTS TO SELF\_-IMPROVE** |  |  | Task mirrors the thematic GCSE ‘outline’ questions. |  |

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|  **History - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT-4** | **Heroes or Terrorists? The Suffragettes and the Battle for Votes for Women** | **Number of lessons in sequence** |  **10** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this unit students will:** Study the struggle for the vote in the early 20th century and understand how and why different groups favoured different methods to obtain their goal.**Knowledge Learners will:** Understand the expectations and restrictions placed on Victorian women and evaluate 19th century arguments for an against women's suffrage. They will study the suffragists and their peaceful campaign and explain why some women moved towards the use of violence. Pupils will complete a case study on the actions of Emily Wilding Davison and examine the impact of WWI on the suffrage movement. They will analyse different interpretations of the suffrage movement and debate whether or not the suffragettes can rightly be viewed as a terrorist organisation.**Skills: Learners will:** Use source material to investigate the lives of Victorian women They will discuss the varying actions of the suffragists and evaluate the impact of WWI on the suffrage movement.  | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | Challenges for Britain, Europe and the wider world 1901 to the present day.This unit chronologically follows the study of Empire and links to WWI, showing how this primarily affected women’s lives. |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| **See knowledge organiser** | **Knowledge Support:** Ensure students understand differences between ‘suffragists’ and ‘suffragettes’. **Reading support** -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. **Skills support** – Writing frames for extended questions slowly reducing support to increase independence throughout the unit. Scaffolding for final essay. | Opportunities for more able students to include other independent research on different figures in the suffrage movement.**Scholarship:**Joyce Marlow ‘Votes for Women’ (2000)Dr. Fern Riddell, ‘Death in 10 Minutes: The Forgotten Life of Radical Suffragette Kitty Marion’ (2019) | <https://www.fawcettsociety.org.uk/blog/diversity-british-female-suffrage-movement>BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1> |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Cultural Capital** | **Recall of prior or future topics** | **Resources** |
| 1 | The Big Picture: Expectations of Victorian Women | Knowledge; discussion of concept of terrorism | 5 mark source questions: self assess**STUDENTS TO SELF\_-IMPROVE** |  | Discuss concepts of suffrage and citizenship. Link to terrorism; what it is and giving examples through history and the present day | Sets foundation for GCSE USA: Women in 1920s.  | See shared area |
| 2 | Arguments for and against Votes for Women | Interpretations |  | Knowledge checker based on KO | Discuss concept of feminism and links to modern feminist campaigns. | Link to Transatlantic Slave Trade: Why were African Americans denied the vote? |  |
| 3 | Suffragists and the campaign for peace | Literacy Focus |  |  | Peaceful Protest - show examples of 20th century peaceful protest. | Propaganda: foundational concept revisited in Unit 5 WWI and all GCSE topics. |  |
| 4 | Suffragettes and the move towards violence | Source Analysis |  |  | Diversity in suffrage movement: Sophia Duleep Singh; Sushama Sen | Sets foundation for GCSE Crime and Punishment: violent protest |  |
| 5-6 | Case Study: Emily Wilding Davison | Interpretations | Did Emily Wilding Davison intent to be a martyr for the suffragette cause? Essay Writing - teacher marked**STUDENTS TO SELF\_-IMPROVE** |  | Concept of martyrdom | Link back to English Reformation and concept of martyrdom for religion |  |
| 7 | What was the impact of WWI on the suffrage movement? | Significance |  | Revision HWK based on knowledge booklet | Extract from Sylvia Pankhurst's memoirs | Prior knowledge of First World War Y7. Recap on Liverpool Unit 5: WW1. Links to USA GCSE topic: Role of Women |  |
| 8 | Were the suffragettes heroes or terrorists?  | Interpretations; Debate Mate Skills | Peer Assessed oral debate | Revision HWK based on knowledge booklet |  |  |  |
| 9-10 | Revision, Assessment, Improvement |  | Knowledge Based Extended Writing**STUDENTS TO SELF\_-IMPROVE** |  |  |  |  |

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|  **History - Year 8 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
| **UNIT-5** | **A study of the First World War: *How did the ‘pillars of C19th civilisation crumple into the flames of war?******(Hobsbawm)*** | **Number of lessons in sequence** |  **12** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this unit students will:** Students will explore the determining features of the First World War and the impact that this global conflict had upon global powers in the 1920s. Students will develop their ability to use sources and interpretations to ascertain the why the Great Powers engaged in war and how the discourse of this war differed from prior conflicts.**Knowledge Learners will:** Differentiate between long and short-term causes of the First World War. They willappreciate the role that propaganda played in recruitment and how the war differed from pervious conflicts. **Skills: Learners will:** Evaluate reliability and utility of sources, particularly in regards to propaganda campaigns. | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | Challenges for Britain, Europe and the wider world 1901 to the present dayBuild on prior knowledge of Empire and the ‘Scramble for Africa’. Students previously studied the impact of the war on women so will draw on some prior knowledge of the Home Front. They will have local knowledge of WWI from the Y7 Liverpool Study. |
| **Outcomes/Success criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| **See knowledge organiser** | **Knowledge Support:** Use KO and low-stakes quizzing to reinforce difficult key concepts used in this unit.**Reading support** -Use the visualiser to read through as a class, ask students to identify any words they don’t know and discuss meanings as a class and annotate. This is good practice and should be done for all reading tasks. **Skills support** – Writing frames for extended questions slowly reducing support to increase independence throughout the unit. Scaffolding for final essay. | HWK opportunities to make links with British Empire module and understand the contribution of Commonwealth soldiers in WWI. **Scholarship:**Dan Smith: ‘Year 8 and Interpretations of the First World War’, Historical Association, 2016Peter Donaldson, ‘Polychronicon 155: Interpreting the origins of the First World War, 2014<https://www.history.org.uk/publications/categories/296/resource/7465/polychronicon-155-interpreting-the-origins-of-of> | Commonwealth and the First World War: <https://www.nam.ac.uk/explore/commonwealth-and-first-world-war> |

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|  | **Content** | **Skills and Key Concepts** | **Assessment** | **HWK** | **Furthering Cultural Capital** | **Recall of prior or future topics** |  |
| 1 | "The Big Picture" | Chronology |  | Knowledge Checker based on KO |  |  |  |
| 2 | The long-term causes of the First World War | Causation |  |  |  | Militarism, Imperialism, Nationalism: Recaps on British Empire Unit and builds foundation for Germany GCSE study |  |
| 3 | The Assassination of Archduke Franz Ferdinand and the short-term causes of the war | Causation/Prioritisation | Why did the Great War begin? Essay - Teacher Assessed**STUDENTS SELF IMPROVE** |  | Alphonso the Camel and examples from 21st century. | Concept of long and short term causes recapped from Y7 Unit 3 Reformation, Y7 Unit 4 Civil War and foundational for GCSE |  |
| 4 | Propaganda and Recruitment | Reliability and Usefulness |  | War and the Commonwealth Soldiers | Links to modern-day propaganda campaigns | Recap on propaganda used by Suffragettes Y8 Unit 4: revisited in all 4 units at GCSE. Recap on Y7 Unit 5 - how propaganda encouraged Liverpudlians to enlist. |  |
| 5 | Theatres of War |  |  |  | Links to Geography and mapping |  |  |
| 6 | Life in the Trenches | Sources | Describe life in the trenches using sources. Self-assess**STUDENTS SELF IMPROVE** |  |  | Recap on Y7 Unit 4: - how were previous wars fought? |  |
| 8 | The Impact of the First World War | Sources |  | Knowledge Checker based on booklets |  | Foundational knowledge for GCSE: Nazi Germany |  |
| 9-12 | Revision, Exam, Assessment |  | Assessment based on knowledge and source analysis.**STUDENTS SELF IMPROVE** |  |  |  |  |