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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**  This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content. |
| **Autumn Term**  **1A**  **Year 8** | In line with the National Curriculum, it is important for students to learn **history beyond the British Isles**. In this unit they learn to understand aspects of the wider world beyond Britain and the expansion of empire. This way they can understand the links to diversity of our nation. | Content:  **Empire and Slavery**   1. India 2. New World 3. Australia 4. Africa 5. What is slavery & trade triangle 6. Middle Passage 7. Assessment prep/Assessment 8. Slave sales 9. Life on the plantation 10. Slave resistance 11. Equiano 12. Abolition of slavery   Skills:  Sources – inference  Sources – nature, origin and purpose | Teacher Q+A in lessons  Formal assessment – sources: nature, origin & purpose  Homework 1 – source inference question  Homework 2 – timeline task  Homework 3 – revision for assessment  Homework 4 – key word test revision  Homework 5 – comprehension task  End of year knowledge test assessment |
| **Autumn Term**  **1B**  **Year 8** | Continuing with content prescribed in the National Curriculum, this half-term students focus on **Britain’s transatlantic slave trade**: its effects and its eventual abolition. In addition, students then study how Black people fought for Civil Rights in the UK to gain equality. | Content:  **Empire/End Slavery/British Civil Rights**  1. India  2. Partition  3. Australia  4. New World  5. Africa  6. Empire: proud or ashamed?  7. Assessment Prep/Assessment  8. Notting Hill  9. Bristol Bus Boycott  10. Race riots  11. Stephen Lawrence  12. Assessment Feedback  Skills:  Significance | Teacher Q+A in lessons  Formal assessment – significance  Homework 1 – source inference question  Homework 2 – comprehension task  Homework 3 – revision for assessment  Homework 4 – key word test revision  Homework 5 – quiz  Homework 6 – research task  End of year knowledge test assessment |
| **Spring Term**  **2A**  **Year 8** | Here we understand how industry developed in the UK. This is also an essential National Curriculum unit which explain how our country was the first country in the world to industrialise. | Content:  **Industrial Revolution**  1. Britain in 1750  2. Population explosion  3. Farming  4. Factories 1  5. Factories 2  6. Assessment  7. Black gold  8. Iron  9. Turnpikes  10. Canals  11. Trains/Brunel  12. Bicycle/ Cars  Skills: Knowledge retention test | Teacher Q+A in lessons  Formal assessment – Knowledge retention test  Homework 1 – fact file task  Homework 2 – revision for assessment  Homework 3 – comprehension task  Homework 4 – key terms test  Homework 5 – research task  End of year knowledge test assessment |
| **Spring Term**  **2B**  **Year 8** | Pupils gain knowledge and understanding of a breadth study which explore STEM developments throughout history. Through this study, students understand the importance of certain people, discoveries, ideas and inventions in history. | Content:  **STEM**  1. Planes – Wright brothers  2. Phonograph/ gramophone/ radio  3. Morse code/Enigma machine  4. Atomic bomb  5. Knowledge Test  6. Space shuttle programme  7. PCs/Internet  8. Games consoles  9. Dolly/mouse – cloning  10. Documentary  Skills:  Interpretations – how far do they agree and evaluation of historian | Teacher Q+A in lessons  Formal assessment – Interpretations – how far do they agree and evaluation of historian  Homework 1 – comprehension task  Homework 2 – revision for assessment  Homework 3 – fact file task  Homework 4 – key terms test  Homework 5 – research task  End of year knowledge test assessment |
| **Summer Term**  **3A**  **Year 8** | As described in the National Curriculum, in this unit students’ study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066 – Crime and Punishment through time. | Content:  **Crime and Punishment**   1. Anglo-Saxon Crime & Punishment 2. Middle Ages Crime & Punishment 3. Tudor Crime & Punishment 4. Witches in Stuart England 5. The Bloody Code 6. Transportation 7. Prisons 8. The Police 9. Assessment 10. New Crimes 11. Assessment Feedback/Derek Bentley & Capital Punishment 12. Documentary   Skills:  Sources - usefulness | Teacher Q+A in lessons  Formal assessment – Sources - usefulness  Homework 1 – fact file task  Homework 2 – key terms test  Homework 3 – comprehension task  Homework 4 – revision for assessment  Homework 5 – research task  End of year knowledge test assessment |
| **Summer Term**  **3B**  **Year 8** | An extension from the previous half-term, in this unit students extend their crime and punishment knowledge by exploring the infamous Jack the Ripper case. | Content:  **Jack the Ripper**   1. The murders 2. Who was Jack the Ripper? + Witnesses 3. Whitechapel 4. Knowledge test 5. Red Herrings 6. Police failures 7. Legacy of Jack the Ripper 8. Documentary   Skills:  End of year knowledge test | Teacher Q+A in lessons  Formal assessment – End of year knowledge test  Homework 1 – Revision for end of year test  Homework 2 – research task  Homework 3 – fact file  End of year knowledge test assessment |