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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 – inferenceSources – nature, origin and purpose | Teacher Q+A in lessonsFormal assessment – sources: nature, origin & purposeHomework 1 – source inference question Homework 2 – timeline taskHomework 3 – revision for assessmentHomework 4 – key word test revisionHomework 5 – comprehension taskEnd 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. India2. Partition3. Australia4. New World5. Africa6. Empire: proud or ashamed?7. Assessment Prep/Assessment8. Notting Hill 9. Bristol Bus Boycott10. Race riots11. Stephen Lawrence12. Assessment FeedbackSkills:Significance | Teacher Q+A in lessonsFormal assessment – significanceHomework 1 – source inference question Homework 2 – comprehension taskHomework 3 – revision for assessmentHomework 4 – key word test revisionHomework 5 – quizHomework 6 – research taskEnd 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 17502. Population explosion3. Farming4. Factories 15. Factories 26. Assessment7. Black gold8. Iron9. Turnpikes10. Canals11. Trains/Brunel12. Bicycle/ Cars Skills: Knowledge retention test | Teacher Q+A in lessonsFormal assessment – Knowledge retention testHomework 1 – fact file task Homework 2 – revision for assessmentHomework 3 – comprehension taskHomework 4 – key terms testHomework 5 – research taskEnd 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 brothers2. Phonograph/ gramophone/ radio 3. Morse code/Enigma machine4. Atomic bomb5. Knowledge Test6. Space shuttle programme7. PCs/Internet8. Games consoles9. Dolly/mouse – cloning10. Documentary Skills:Interpretations – how far do they agree and evaluation of historian | Teacher Q+A in lessonsFormal assessment – Interpretations – how far do they agree and evaluation of historianHomework 1 – comprehension taskHomework 2 – revision for assessmentHomework 3 – fact file taskHomework 4 – key terms testHomework 5 – research taskEnd 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 lessonsFormal assessment – Sources - usefulnessHomework 1 – fact file taskHomework 2 – key terms testHomework 3 – comprehension taskHomework 4 – revision for assessmentHomework 5 – research taskEnd 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 lessonsFormal assessment – End of year knowledge testHomework 1 – Revision for end of year testHomework 2 – research taskHomework 3 – fact fileEnd of year knowledge test assessment |