

Beths Grammar School KS3 History Curriculum Map – Year 8

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 <ol style="list-style-type: none"> 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

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<p>Autumn Term 1B Year 8</p>	<p>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.</p>	<p>Content: <u>Empire/End Slavery/British Civil Rights</u></p> <ol style="list-style-type: none"> 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 <p>Skills: Significance</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – significance</p> <p>Homework 1 – source inference question</p> <p>Homework 2 – comprehension task</p> <p>Homework 3 – revision for assessment</p> <p>Homework 4 – key word test revision</p> <p>Homework 5 – quiz</p> <p>Homework 6 – research task</p> <p>End of year knowledge test assessment</p>
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<p>Spring Term 2A Year 8</p>	<p>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.</p>	<p>Content: <u>Industrial Revolution</u></p> <ol style="list-style-type: none"> 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 <p>Skills: Knowledge retention test</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Knowledge retention test</p> <p>Homework 1 – fact file task Homework 2 – revision for assessment Homework 3 – comprehension task Homework 4 – key terms test Homework 5 – research task</p> <p>End of year knowledge test assessment</p>
<p>Spring Term 2B Year 8</p>	<p>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.</p>	<p>Content: <u>STEM</u></p> <ol style="list-style-type: none"> 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 <p>Skills: Interpretations – how far do they agree and evaluation of historian</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Interpretations – how far do they agree and evaluation of historian</p> <p>Homework 1 – comprehension task Homework 2 – revision for assessment Homework 3 – fact file task Homework 4 – key terms test Homework 5 – research task</p> <p>End of year knowledge test assessment</p>

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<p>Summer Term 3A Year 8</p>	<p>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.</p>	<p>Content: <u>Crime and Punishment</u></p> <ol style="list-style-type: none"> 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 <p>Skills: Sources - usefulness</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – Sources - usefulness</p> <p>Homework 1 – fact file task Homework 2 – key terms test Homework 3 – comprehension task Homework 4 – revision for assessment Homework 5 – research task</p> <p>End of year knowledge test assessment</p>
<p>Summer Term 3B Year 8</p>	<p>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.</p>	<p>Content: <u>Jack the Ripper</u></p> <ol style="list-style-type: none"> 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 <p>Skills: End of year knowledge test</p>	<p>Teacher Q+A in lessons</p> <p>Formal assessment – End of year knowledge test</p> <p>Homework 1 – Revision for end of year test Homework 2 – research task Homework 3 – fact file</p> <p>End of year knowledge test assessment</p>