

## Year 8 Curriculum Implementation Plan History Department

History				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<ul style="list-style-type: none"> <li>Evaluate the most significant causes of key events and investigate and articulate the most significant consequences</li> <li>Highlight examples of change and continuity across different historical periods, especially with reference to changes in rulers and society. For example the changes brought about in the Church under the Tudors and the changing relationship between the Monarch and Parliament during the English Civil War period and the Interregnum that followed.</li> <li>Expand on their understanding of Primary and Secondary Sources and be able to analyse them to form</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>the department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities</li> </ul> <p>Yr 8 homework can take the form of extra reading to introduce, extend or consolidate topics covered in lessons as and when suitable, for example, as further extension students could read a section of the 39 Articles of Faith when studying the Elizabethan Church Settlement</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons</p> <p>Low stakes quizzing/low stakes writing, e.g. writing down their interpretations ready for feedback</p> <p>Student debates on causation and consequences, for example ‘What were the long and short term causes of the Civil War?’</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework</p> <p>Experience of exam style questions with guidance on structure/format</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions</p> <p>As the students develop their written communication skills develop, the increased challenge of the exam format questions will help to push their understanding and skills further. For example, by developing the skill of reaching their own interpretations/opinions, not just stating facts</p>	<p>The questions set in summative assessments are GCSE style</p> <p>A range of activities used to develop good written communication skills to prepare students for the high literacy demands of GCSE History</p> <p>Feedback sessions used after assessments to scaffold further development</p>



<p>conclusions and opinions and understand that interpretations are formed using these source. For example, when looking at if Oliver Cromwell a hero or a villain</p> <ul style="list-style-type: none"><li>• Continue to develop effective structures for written answers based around their own knowledge and the use of source material</li><li>• Start to expand and develop the use of more complex forms of written communication; for example using second order concepts such as significance, cause, consequence, similarity and difference</li><li>• Continue to develop debating, discussion and listening skills and show empathy with other students and people from the past</li></ul>	<p>Numeracy</p> <ul style="list-style-type: none"><li>• the use of timelines and placing events in the correct chronological order</li></ul> <p>Using statistics, such as the population identifying themselves as Catholic by 1605 was 5-7%</p>			
	<p>Oracy</p> <p>The use of key words</p> <p>Discussions/debates in class, like why did the Civil War happen</p> <p>Student led presentations</p> <p>Directed questioning of students with encouragement to give further explanations</p>			

