

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
<p>Understand and harness the key historical skills that are needed whilst exploring our chronological curriculum. Pupils study the middle years of our timeline, from roughly 1500AD-1900AD, whilst using second order concepts to understand and explain key events. In-line with the National Curriculum, we want students to continue exploring the development of the Church, State and Society in Britain – as well as new challenging concepts like politics, power, industry and empire. Examples of this can be seen in our studies of Henry VIII and Elizabeth’s relationships with Catholicism and Protestantism, the Religious Settlement, the shift of power between Crown and Parliament during the Civil War, and wider histories – such as colonialism and its impact in India, America and Africa.</p> <p>Whilst we explore substantive concepts in the form of eras and events, such as the Tudor Period (<i>through the reign of Henry VIII and Elizabeth I</i>), the Stuart Period (<i>through the Civil</i></p>	<p>History as a discipline, by its nature, is aligned closely with reading, literacy and oracy. Students read extracts regularly in lessons, and whilst this may take different forms, such as via card sorts, spot the mistake, gap fills or match-up activities, literacy and reading is fundamental to our history lessons. Students are always given the opportunity to share ideas in lessons throughout the ‘Know, Do, Review’ cycle – not just as a way to check understanding, but often in specific debating scenarios.</p>	<p>In order to identify the progress of our students, we use regular targeted questioning in lessons to quickly gauge understanding. Accordingly, whole class feedback during lessons is given and misconceptions are identified and fixed.</p> <p>Our starter activities often take the form of low stakes quizzing/low stakes writing, and often focusses on recalling topics and skills from previous lessons.</p> <p>We also use SMHW as a means of testing knowledge throughout each term. Quizzes are posted online for students to access, and teachers can monitor their scores as the course and weeks progress.</p> <p>Peer and self-assessment of written work can also be completed once per half term, and teacher assessment of classwork and homework is always conducted every 6-8 weeks.</p>	<p>Official summative assessments are conducted every 6-8 weeks that fit in with the school calendar for reporting data and data drops. This aligns with roughly one application test per half term.</p> <p>Whilst these questions used to be based on AQA’s exam questions – a system in which we worked down from GCSE; we have since overhauled our assessments to match more with KS3 skills.</p> <p>For example, whereas we used to expect students in Year 8 to answer a GCSE essay in Term 1, since undertaking additional ‘Literacy in History’ training, we are stripping this back-to-basics and using techniques like: “2-hand essays” – which sees students plan out their essays first using 2 hands (the palm is the point, and the fingers are the evidence), and then we build up to the skills expected in GCSE by Year 10. Hopefully, not only will this support our students in not only learning the skills needed for history, but also mitigate any post-Covid disruption to their literacy learning and historical writing.</p>	<p>The questions which have been redesigned from GCSE to KS3 still assess the same skills, though they are scaffolded in a much neater (and more interactive) way befitting for younger years.</p> <p>Key substantive and procedural skills – not just eras and second order concepts, but keywords like monarchy, slavery, industrialisation etc.</p> <p>As part of our spiral curriculum, some topics are introduced here before we go into greater depth in Year 10/11. Specifically:</p> <p>Term 1A and 1B – Our KS3 topic on the Tudors lays the foundations for a student’s contextual understanding of the period, so that they are ready for a more in-depth analysis during our Year 11 study of the Elizabethan Era. Term 2A – Our KS3 topic on the Stuarts introduces the history of the Civil War ahead of our KS5 A-Level course on the period.</p>
	<p>For numeracy, the use of timelines and placing events in the correct chronological order are fundamental to our course. The use of statistics as evidence is also encouraged, such as 80% of the roads in Britain were paved by the end of the Industrial Revolution or statistics concerning the losses during the English Civil War etc.</p> <p>We also encourage the use of historical terms in increasingly sophisticated ways through our teaching, in which we model high level responses.</p>			

<p><i>War and Renaissance</i>), to the early modern period (<i>the Slave Trade, the Industrial Revolution and Jack the Ripper</i>), students are taught to engage with history through disciplinary skills – using procedural concepts like significance, source analysis, interpretations, chronology, change and continuity, cause and consequence etc.</p> <p>Examples include:</p> <p>What can we infer from historical sources about the reasons for Henry VIII’s Break with Rome?</p> <p>What were the key factors which caused Elizabeth’s victory during the Spanish Armada?</p> <p>What was the key turning points in the chronology of the English Civil War?</p> <p>What can we infer about the African Kingdom’s before the advancement of the Slave Trade?</p> <p>Who was the most significant Industrial-era inventor?</p>				
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