

INTENT-

- To develop knowledge and understanding of key themes and events of the late 19th, 20th and 21st C.
- Students to apply this knowledge and explain change and continuity over time.
- Students will be able to critically analyse sources and assess how far they agree with historian's interpretations.

The bigger picture:

This unit creates the foundation for KS3 History. Key themes of religion, changing power of the monarchy and growth of empire.

Bilton School Planning for Progress over Time Programme of Study

- Knowledge and understanding of key events
- Understand historical concepts of continuity and change, significance, cause and consequence.
- Making inferences from primary sources and assessing them for utility
- Analysis of differing historian's interpretations

IMPLEMENTATION

	Term 1 The British Empire	Term 2 World War One	Term 3 Democracy & Dictatorship / WII	Term 4 World War Two	Term 5 The Cold War	Term 6
KS3						
Year 8	L1 Big Picture of Empire L2 Why did Britain want an Empire? L3 (America) North America Pre- British Empire L4 How did Empire begin? (America) L5 How the Caribbean becomes the hub of Empire L6 American Revolution L7 (Africa) Africa and its Kingdoms L8 The invasion of Africa L9 Independence in Africa L10 (India) What was India like before invasion? L11 India How does a company become an Empire? L12 Independence for India L13 . Partition and lasting impact L14: Big Picture overview – Empire's Impact L1 On the Brink of War (WWI Causes) L2 MAIN causes of WWI HOLIDAY: 1 WEEK	L3 Trigger Cause – Assassination L4 Interpretations: Causes of WWI. L5 Road to War – The Schlieffen Plan L6 Development of Trench Warfare L7 Conditions in the Trenches L8 Recruitment and Conscription L9 The Battle of the Somme L10 Was the Battle of the Somme a failure? L11 Weapons of WWI L12 The Role of Women in WWI L13– WWI Review and Assessment L14 DIRT/Review L1 Impact of War on Britain L2 Impact of War on Women HOLIDAY: 2 WEEKS	L3 Impact on Europe – Treaty of Versailles L4 Dictatorship vs. Democracy L5 Case Study: Russian Revolution L6 Communism L7: Mussolini L8: Hitler's rise to power L9: Nazi rise to power FAR L10: Review of D&D and Impact of War. L11 DIRT/Review L1 Causes of WWII L2 Causes of WWII Review 2 L3 Appeasement HOLIDAY: 1 WEEK	L4 Blitzkrieg L5: Coventry and the Blitz L6: Dunkirk L7: Pearl Harbor L8: D-Day L9: Germany surrender L10 Bomber Harris L11 – Cherchill: Hero or Villain L12 Atomic Bomb – End of War. L13 – WW2 Review HOLIDAY: 2 WEEKS	L1 What was the Cold War? Causes. L2 Conferences L3: Arms Race L4: Berlin Blockade and Airlift L5 Truman and Marshall L6 Berlin Wall L7: Berlin Wall: Escape Attempts L11: Cuban Missile Crisis L12: Cuba interpretations L8: Vietnam War L10: Vietnam: Opposition. HOLIDAY: 1 WEEK	END OF YEAR ASSESSMENTS L13: Who shot JFK? L14: JFK Conspiracies Review and Reteach – Specific Revision Material L15: Space Race L16: Man on the Moon L16: The Kray Twins L17: Review L18: Cold War Review
Progress and assessment	<p>One or two FAR/assessment pieces per year group.</p> <p>Focus of this topic is to be able to take specific knowledge and use second order historical concepts such as significance and consequence.</p> <p>L6 – Explain the impact that British colonisation had on Native communities in America.</p> <p>L14 – Explain the impact that the British Empire had globally.</p>	<p>Focus in lessons on explanation skills and source analysis.</p> <p>L8- Source analysis of recruitment propaganda being used in WW1.</p> <p>L13 Assessment explaining the key causes of WW1.</p> <p>Sources to support analysis in final assessment.</p>	<p>L4 – Interpretations on the severity of the Treaty of Versailles – How far do you agree.</p> <p>L9: What was the most significant reason for the rise of the Nazi party?</p>	<p>L7: What was the impact of Japan joining the war? – Supported with primary source analysis.</p> <p>L11 – Interpretations on Winston Churchill: How far do you agree?</p>	<p>L3: What was the significance of the Arms race in building tensions between USA and USSR?</p> <p>L12 - Inferences of Cuba – cartoons and making inferences from images FAR</p>	<p>June – PC6 yrs 7-10 only</p> <p>L11 – Utility of sources Cold War</p> <p>LINKS to start of topic</p> <p>End of Year Assessment</p> <p>Knowledge Questions Utility Q Explain 12 Mark Conflict/Modern – Narrative focus</p>
Homework	Educake quizzes to consolidate learning.	Educake quizzes to consolidate learning.	Educake quizzes to consolidate learning.	Educake quizzes to consolidate learning.	Educake quizzes to consolidate learning.	Educake quizzes to consolidate learning.
Literacy (Including Reading)	Structured Guided reading tasks taught across the unit Imperialism Consequence Colonisation Significance Colonies Kingdom	Structured Guided reading tasks taught across the unit Militarism Cause Alliances Impact Imperialism Nationalism	Structured Guided reading tasks taught across the unit Dictatorship Impact Democracy Consequence Communism Capitalism	Structured Guided reading tasks taught across the unit Appeasement Consequence Blitzkrieg Interpretation Rearmament	Structured Guided reading tasks taught across the unit Communism Capitalism Ideology Cause Consequence	Structured Guided reading tasks taught across the unit Communism Capitalism Ideology Cause Consequence Interpretation
Connected knowledge	Links to exploration with Elizabethan topic in Y7. Development of trade and resources through industrialisation. Link to Geography and lack development in LEDCs due to empire and government types and impact this has on development.	Provides foundation/overview of knowledge to be revisited in year 11 – impact of WW1 on Germany. British Values/SMSC – democracy and values of living in a democracy.	British values/SMSC – democracy, respect, different backgrounds The NSDAP's rise to power Links to History GCSE explicitly building a foundation of knowledge of key concepts.	Revisiting earlier learning of WW1 and the impact that WW1 had causing WW2. Provides context for future learning about the 20 th Century events.	Links to earlier learning of ideas of Communism, Capitalism, and democracy from Term 3. Links to GCSE Paper 2. Cold War	Links to History GCSE explicitly and other option subjects/English to develop their awareness of how these topics and skills link together.
Cultural Capital	Understanding of the difficult history the study of empire highlights	Understand the impact of war politically and socially	Understanding societies under different political regimes	Empathy for those who made sacrifices to protect liberty and democracy	Understand impact of different political ideologies on society	
Social, Moral, Spiritual and Cultural Development	Empire – learning about the cultures of India, African nations and America in the nineteenth century	Understand the causes of war and reflect on the consequences of war	Understanding the causes and consequences of war	Differences between communism and capitalism		
Fundamental British Values	Showing mutual respect and tolerance	Individual liberty	Appreciate the freedoms that democracy brings as opposed to dictatorship	Individual liberty and the sacrifices made to ensure we live in a democracy	Appreciate the benefits of living in a democracy	Appreciate the benefits of living in a democracy

IMPACT:

Students will be able to measure progress using tracking sheets in exercise books. As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups.

At the end of Year 8 students will be able to:

- 1) Have a secure knowledge of how history has shaped the British Isles from early times to the Present Day
- 2) Master the application of historical concepts
- 3) Rigorously assess sources
- 4) Analyse interpretations to explain how and why they have been constructed.

They will be able to do this by:

- 1) Demonstrating detailed factual recall of key events/changes studied
- 2) Explaining cause and consequence of both World Wars. Evaluating the significance of the Holocaust and events in the Middle East on events in the world today.
- 3) Evaluate the usefulness of sources, using the Nature, Origin, Purpose and typicality of the source.
- 4) Use understanding of the topics to be able to explain why a historian has reached an interpretation. To analyse and explain how far they agree with the interpretation put forward.