

SUBJECT

HISTORY

Year

8

SUMMARY CURRICULUM PLAN

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when (Half term 1 > 6)
<p>EMPIRE AND TRADE</p> <p>Why did Britain want an Empire?</p>	<p>The role Empire played in the Industrial Revolution</p>	<p>Assess the role of Empire as a positive and negative force</p>	<p>Empire plate assessment</p>	<p>HT1</p>
<p>SLAVERY</p> <p>The Trade Triangle Plantation Life Emancipation</p>	<p>Reasons for the Slave Trade What being a slave was like including life in the 'Middle passage' and on the plantations? The role of individuals e.g. Frederick Douglas and William Wilberforce in emancipation</p>	<p>Empathise with experiences of slavery Analyse sources for information about slave life Describe the role of individuals</p>	<p>Source assessment on usefulness of 2 sources – Amistad clip and diary extract</p>	<p>HT2</p>
<p>CIVIL RIGHTS</p> <p>Key events of the Civil Rights movement Important individuals roles in the CRM</p>	<p>The reasons for racial inequalities in America How the Civil Rights Movement gained support and momentum? The role of key individuals in the progression of Civil Rights</p>	<p>Explain the differences between North and South in the USA and link this to Civil Rights Analyse the significance of key events Describe the role played by key individuals in Civil Rights Movement</p>	<p>Was Little Rock or Brown v. Board more significant to educational equality?</p>	<p>HT3</p>
<p>INDUSTRIAL REVOLUTION</p> <p>Changes in agriculture Changes in transport Life for children</p>	<p>The changes in agriculture and effect that had on local communities The changes in transport and how it helped the revolution</p>	<p>Explain how the agricultural changes affected different people Explain the impact of transport changes Decide upon the utility of sources in relation to a question</p>	<p>Change and continuity assessment 1750-1900 – 3 images Mines assessment</p>	<p>HT4</p>

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when (Half term 1 > 6)
INDUSTRIAL REVOLUTION Industrial Revolution and Reading – local study Living conditions Empire	What life was like for children in the revolution How the Industrial Revolution affected rural life in Britain? How living conditions worsened and improved	Describe what life was like for children Explain the changes from 1750-1900 Describe the key changes in living conditions	Black Country Museum assessment	HT5
WOMEN AND THE VOTE Why there was pressure for suffrage? How women got the vote?	The reasons why women wanted the vote The difference between Suffragists and Suffragettes and their tactics Different ways people viewed Suffragists and Suffragettes	Explain why women wanted the vote Describe the tactics of suffragettes and suffragists Analyse sources to make conclusions over viewpoints of suffragettes	Emily Wilding Davison – did she mean to kill herself? Interpretation Sources: Women and the Vote	HT5/6
CEIAG Decision-making Evaluation of evidence Presenting to peers				

Justification of a point of view
 Working in a group
 Creativity