



SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School For All



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

Year 8 History



History Curriculum Intent

Mission Statement	School Curriculum Intent	History Curriculum Intent
'To educate	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>All our History teachers are specialists and several teachers are experienced examiners. In History we use the Rosenshine principles for teaching and learning. This ensures that we provide a high quality of education to our unique learners. Staff deliver the curriculum as per the scheme of work in chronological order at Key Stage 3 and based on skill development at Key Stage 4. The curriculum is sequenced to help pupils to learn and remember more.</i>
each and every	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>Our curriculum is inclusive and representative of the pupils in our school. It promotes diversity, inclusivity and equality; for example, we sensitively study slavery which opens up discussions about our Catholic values and tolerance and respect. We also consider the role of people from different backgrounds in history for example: the treatment of Black British people and the role they have played in the Civil Rights Movement in Britain, with a particular focus on the impact this had on the community in Handsworth.</i>
unique child	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>We adapt our curriculum to our unique intake of learners; for example, we study migration to Britain with a particular focus on the community in our local area. We also have local case studies embedded throughout our scheme of work, e.g. the actions of the Suffragettes in Birmingham.</i>
in our care	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>We have high expectations of pupils in History lessons promoting positive attitudes to learning through motivational and assertive teaching strategies.</i>
to hear	We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.	<i>Our curriculum provides a range of opportunities for personal development, SMSCV and careers; for example, at GCSE History, pupils learn about the role and specialism of the police in modern day Britain. Our trip to the National Justice Museum develops greater understanding of the roles within a court and museum setting. We embed the SJW values throughout our curriculum and empower pupils to be active and curious citizens, while remaining compassionate and loving as they engage with the world around them.</i>

<p>and respond</p>	<p>We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.</p>	<p><i>History supports in the development of oracy, learning about how people interact and respond, as well as learning about societies and cultures and how that has an impact in today's world. We develop pupils' ability to utilise the skills of analysis, inference and interpretation through historical sources. We teach a range of knowledge, skills and concepts which enable pupils to gain a GCSE qualification at the end of year 11.</i></p>
<p>to what God calls them to be'</p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p><i>Our ambition for our pupils is for them to find their calling. Our curriculum supports pupils with their next steps and beyond by helping them to become mature, responsible and active citizens. There have been a number of ex-pupils who have continued to use their GCSE History qualification at University or in their career. For example, former pupils now study Law. We encourage existing pupils to see the benefits of the subject in a number of career choices by promotion during National Careers Week and finding opportunities during lessons.</i></p> <p><i>Our high expectations ensure pupils develop life-long skills of resilience, curiosity and morality. Pupils who study History at St. John Wall typically receive excellent grades at GCSE, e.g. in the most recent external examination series in 2019, 80.4% of pupils achieved a grade 9-5, with a 2.16 SPI overall.</i></p> <p><i>This ensures that pupils can successfully go onto post-16 study with pupils increasingly opting to continue their History studies at A Level.</i></p>

Year 8 Scheme of Work Overview

Sequencing of topics	Autumn term 1: Industry and Reform Autumn term 2: Slavery Spring term 1: The Suffragettes	Spring term 2: World War One Summer term 1: World War Two Summer term 2: The Civil Rights Movement in America, migration to Britain and life in Handsworth
Calendared assessments	Spring Term 1	
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>SMSCV- Social development: Pupils work in groups to create their own anti-slavery magazines. Spiritual development: understanding how religion was used in arguments for and against slavery. Moral development: Was it right for America to drop the atomic bomb? Was it just for the suffragettes to use violent tactics to highlight their cause? Cultural development: Pupils can visit The National Memorial Arboretum (free entry) to learn more about those who have sacrificed their lives so that we can live in freedom, this also develops pupils' cultural capital. British Values- Democracy: the Suffragettes and why women wanted the right to vote. African-Americans not having the right to vote in America. The rule of law: how did the Civil Rights Act and Voting Rights Act improve the lives of African Americans? Why was slavery abolished? Is it right for a country to insist that people fight in wars? Individual liberty: child workers in factories, Britain's involvement in the slave trade, why people chose to fight in WW1 and continued to fight despite the awful conditions. Mutual respect and tolerance: anti-Semitism and the Holocaust, Civil Rights in America and migration to Britain including the experiences of migrants. Links to SJW Values- Active and Curious: Actively finding out about the history of the local area and why we should not believe everything we read. Compassionate and loving: Understanding the horrors of those who were enslaved or persecuted due to their race, religion or culture. Learned and wise: Understanding the mistakes people made in the past and ensuring that these are not repeated.</p>	
Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<p>Industry and Reform: changes in Britain between c1750 and c1900, life for people living in Industrial towns, life for child workers in factories, life for children in Victorian schools. <u>Key terminology includes:</u> industry, overseer, pauper. Slavery: the role Britain played in the slave trade, conditions on the Middle Passage, arguments for and against slavery, slave punishments, reasons why slavery was abolished in Britain. <u>Key terminology includes:</u> Middle Passage, auctions, branding, stripes, slave trade triangle, abolitionists, empire. The Suffragettes: why did women want the vote, methods of protest used by the suffragettes and their success. <u>Key terminology includes:</u> militant, martyr, force feeding, hunger strike. World War One: the causes of war, reasons why people volunteered to fight, the trench system and conditions, why did soldiers continue to fight, the Battle of the Somme. <u>Key terminology includes:</u> allies, conscription, No man's land, Tommy, duck board. World War Two: reasons why people supported the Nazi Party, the causes of war, how did Birmingham help to defeat the Nazis, Arthur Harris, experiences on D-Day, the Holocaust, the Nuclear bomb. <u>Key terminology includes:</u> terror, propaganda, anti-Semitism, indoctrination, appeasement. The Civil Rights Movement in America, migration to Britain and life in Handsworth: the death of Emmett Till, campaigns for civil rights in America, migration to Birmingham (Windrush), historians' interpretations of Handsworth, significant people from Handsworth. <u>Key terminology includes:</u> boycott, civil rights, lynched martyr, segregation, interpretations, Windrush.</p>	<ol style="list-style-type: none"> 1. Describing and explaining the past in detail and in chronological order 2. Continuity and change 3. Cause and consequence 4. Similarity and difference between different time periods 5. Significance/ importance 6. Interpretations of the past 7. Usefulness of evidence
Development homework	Examples include: a) Watch http://www.bbc.co.uk/education/clips/zyfw6sg and do some of your own research about William Wilberforce. Write a speech explaining why his face should be on a £20 note b) Write a diary entry about an air raid during World War Two. You will need to research air raids first.	