



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



Year 8 Scheme of Work Overview

Sequencing of topics	<p>Autumn term 1: Industry and Reform Autumn term 2: Slavery Spring term 1: The Suffragettes</p>	<p>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</p>
Calendared assessments	Spring Term 1	
Personal Development (Cross curricular, SJW Values, SMSCV, cultural capital)	<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	<p>What knowledge will pupils develop? <i>(Including key terminology)</i></p>	<p>What skills will pupils develop? <i>(Including literacy & Numeracy)</i></p>
	<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	<p>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.</p>	