



Curriculum Overview: History

SMSC: So3, So6, So7, C1, C3, C5, Sp2/3/5, M1)

Year 8 Summer Term 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does excellence look like?	What additional resources are available?
<p>The Holocaust</p> <p>The Home Front</p> <p>20<sup>th</sup> Century America</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Was the Holocaust inevitable?</li> <li>● The Home Front in Britain – role of women, rationing, air raids, evacuation</li> <li>● 1920s boom and bust</li> <li>● Significance of Henry Ford</li> <li>● Daisy Buchanan – typical American woman?</li> <li>● Al Capone – a threat to American society</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>● The concept of inevitability in relation to the Holocaust</li> <li>● Explanation of the reasons behind and the impacts of steps taken at home during WW2</li> <li>● Reasons for boom and bust in America</li> <li>● The concept of significance in terms of key individuals – Henry Ford, Al Capone</li> <li>● Comparing film representation to reality in relation to 1920s American women</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Categorising evidence</li> <li>● Judging interpretations</li> <li>● Evaluate significance</li> <li>● Creating an historical narrative</li> <li>● Judging impact</li> </ul>	<p>Ability to contribute verbally to in class discussion and debate about cause and consequence, change and continuity and significance.</p> <p>The ability to assess causes and consequences of the boom and bust in America.</p> <p>Ability to critically evaluate representations including using film as evidence.</p> <p>Responses Show consideration of relative significance of individuals, events, causes and consequences via range of activities including thought maps, use of interpretations, sources and colour coding and independent research.</p> <p>Applying knowledge to a range of GCSE style questions in preparation for year 9.</p> <p>Ability to attempt a GCSE style question creating an historical narrative.</p>	<p>AQA workbook for KS3</p> <p>Doddle</p> <p>The Great Gatsby</p>

**Year 8 Summer Term 2**

<b>What are we learning?</b>	<b>What knowledge, understanding and skills will we gain?</b>	<b>What does excellence look like?</b>	<b>What additional resources are available?</b>
20 <sup>th</sup> Century America	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The Cold War – using 1950s sci-fi to analyse Cold War fear and attitudes, focus on the Cuban Missile Crisis</li> <li>• The Vietnam War – focus on Mai Lai massacre</li> <li>• 9/11</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Analysis of fears and attitudes in relation to the Cold War as represented by American sci-fi</li> <li>• The concepts of causation and consequence in relation to the Cuban Missile Crisis and the Mai Lai Massacre</li> <li>• Source analysis in relation to news reports of the Mai Lai Massacre</li> <li>• The concept of significance in relation to the 9/11 attacks</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Analysis of sources and representations</li> <li>• Causation and consequence</li> <li>• Significance</li> </ul>	<p>Ability to contribute verbally to in class discussion and debate about cause and consequence, representations and significance.</p> <p>The ability to assess causes and consequences of the Cuban Missile Crisis and Mai Lai Massacre.</p> <p>Ability to critically evaluate news reports.</p> <p>Responses Show consideration of relative significance of individuals, events, causes and consequences via range of activities including thought maps, use of interpretations, sources and colour coding and independent research.</p> <p>Applying knowledge to a range of GCSE style questions in preparation for year 9.</p>	AQA workbook for KS3 Doodle