

Curriculum Intent, Implementation and Impact 2021-2022

Subject: History

Year group: 8

Periods per fortnight: 2

INTENT:

History education within The Buckingham School aims to allow students to appreciate how Britain and the wider world has been shaped by their pasts. Additionally, for students to recognise the diversity of societies (in particular British society) and how they have come to be so. Through the delivery of this curriculum, students will be able to apply the key historical concepts of chronology, change and continuity, cause and consequence, significance, source reliability, validity of historians' interpretations and forming judgements. In addition, students will be able to understand examples of progress, regress and turning points throughout history. The curriculum will enable the needs of all groups to be met by giving students the confidence and opportunities to ask questions about the past and to develop resilience within a safe and challenging environment. This will be achieved through the delivery of primarily thematic units. The curriculum is designed to nurture respect for, and understanding of, different cultures and beliefs, along with an appreciation for how past events have shaped modern societies. The curriculum addresses the school virtues by fostering a learning atmosphere which revolves around having empathy for others and the curiosity to delve into the lives of those who have shaped the world in which we live.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term 14 weeks	<p><u>Empires</u> Key Questions: Why did the Romans want an empire? How did the Romans get and keep their empire? How did the Roman Empire affect people's lives? What caused the fall of the Roman Empire? What went wrong with England's first colony? Why were Africans sold as slaves? How can plantation life be interpreted? Was there a 'typical' slave? How and why was slavery abolished in Britain? How did the British take control of India? How did Robert Clive help to start the British Empire in India? Should Empire Day still be celebrated in Britain? Does Gandhi deserve all the credit for the end of the British Empire in India?</p> <p>Extended writing practice opportunities:</p>	<p><u>Empires</u> Homework outline: 1. Life of a Roman soldier 2. Fall of the Roman Empire 3. Lost colony of Roanoke 4. Plantation life 5. William Wilberforce 6. Battle of Plassey 7. Gandhi</p>	<p><u>Empires</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) ● Watch historical programmes (documentaries, Horrible Histories, etc) ● Active support with extended learning on Google Classroom

	<p>Britannia persuasive writing activity Fall of the Roman Empire East India Company trading report Empire Day report</p> <p>Assessment focus: key skills and prior content (including Year 7 content)</p>		
<p>Spring Term</p> <p>12 weeks</p>	<p><u>LGBT History</u> Key Questions: Is LGBT history the story of progress? What can we learn from the life of Anne Lister? Why was one of Victorian Britain's most famous playwrights put on trial? Why was a hero of the Second World War treated badly by the British Government? Was the Sexual Offences Act 1967 really a huge step forward for gay rights? How did Stonewall UK get its name? Why is Harvey Milk Day celebrated? How have attitudes towards HIV/AIDS changed over time? Why was Section 28 introduced? Why was the Admiral Duncan pub bombed? Why were civil partnerships introduced before gay marriage? Which event is most significant in LGBT history?</p> <p>Extended writing practice opportunities: Anne Lister obituary Significance of the Sexual Offences Act 1967</p> <p>Assessment focus: key skills and prior content</p>	<p><u>LGBT History</u> Homework outline: 1. Anne Lister 2. Sexual Offences Act 1967 3. Harvey Milk 4. Origin of AIDS 5. Admiral Duncan pub bombing</p>	<p><u>LGBT History</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) ● Watch historical programmes (documentaries, Horrible Histories, etc) ● Active support with extended learning on Google Classroom
<p>Summer Term</p> <p>12 weeks</p>	<p><u>Movement and Settlement</u> Key Questions: What is the story of immigration into Britain? What was the impact of the Norman Conquest? Did prejudice and discrimination exist in Tudor England? Why did people move to America? Why were criminals transported to Australia? Why did the Huguenots move to England? How has the Irish Potato Famine been interpreted? Why did 10,000 children come to Britain without their parents? What impact did US WWII soldiers have on Britain? What was the experience of West Indian immigrants in Britain?</p>	<p><u>Movement and Settlement</u> Homework outline: 1. Black people in Tudor England 2. Transportation to Australia 3. Irish Potato Famine 4. G.I.'s in Britain</p> <p><u>Interleaving opportunities</u> Moving to America – Lost colony of Roanoke from the 'Empires' unit.</p>	<p><u>Movement and Settlement</u></p> <ul style="list-style-type: none"> ● Discuss learning at home ● Talk historically (use of specialist language) ● Watch historical programmes (documentaries, Horrible Histories, etc) ● Active support with extended learning on Google Classroom

	<p>Extended writing practice opportunities: Migrating to America tasks Huguenot experience letter Kindertransport essay West Indian immigrant letter</p> <p>Assessment focus: key skills and prior content</p>		
--	--	--	--

IMPACT:

The impact of the curriculum for this year group will be measured using classwork, homework and in-class assessments.