CURIOSITY COMPASSION COURAGE

Academic outline 2022-23

Curriculum overview

Subject	History	Year group	8
Vision statement:	At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success. Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life: *'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'* As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.		
Curriculum intent:	History is all around us. The study of history ignites children's **curiosity** about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and enables them to understand others and show **compassion.** At Landau Forte QEMS, our intent, when teaching history, is to stimulate children into showing **courage** when learning about the past by asking questions and debating difficult or morally challenging topic areas.		
Threshold Concepts (TCs):	*TC 1 - An LFAT Historian will understand **chronology** and be able to explain how events follow on from each other.* *TC 2 – An LFAT Historian will explain the **causes** behind significant events and understand **consequence.*** *TC 3 – An LFAT Historian will be able to understand and explain when and why things have **changed** and when and why things have **continued.*** *TC 4 – An LFAT Historian will be able to analyse and **examine contemporary historical sources** and understand **why people view the past differently.***		
KS2 National Curriculum summary:	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		

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Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	**How do the growth of empires create the modern world?**					
Big picture questions:	• Why did Britain begin building an empire? • How did Britain own a quarter of the world? • How did the British use Australia?	• How do we uncover the lived experience of those ruled by Empire in Africa? • How and why did the transatlantic slave trade begin? • How do we uncover the lived experience of enslaved people?	• What were the conditions like for enslaved people travelling across the Atlantic? • How successful were attempts to abolish slavery in the 19th century? • How can we see the industrial revolution in Britain today?	• How did life for Londoners change in the 1800's? • Was the 1800's a golden age for scientific advancement? • What does an investigation into the Ripper murders tell us about Victorian attitudes towards women?	• Why were empires in competition before World War I? • How did the World end up at war in 1914? • How do we uncover the experiences of those fighting in the war?	• What was life like for those at home during the war? • How did the Great War come to a conclusion in 1918?

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Content (Linked to TCs):	What empires existed around the world in the 1600's? (TC 1, 2) What was the East India Trading Company? (TC 1, 2, 4) Why was there an uprising in India? (TC 1, 2, 4) How did the American War of Independence impact the empire? (TC 1, 2, 4) How did the British use Australia? (TC 1, 2, 4) Why were empires "scrambling" for Africa? (TC 1, 2) How did colonialism impact the African continent? (TC 1, 3, 4)	How successful was the abolition of slavery? (TC 1, 2) How was slavery abolished in America? (TC 1, 2, 3, 4) What was the Transatlantic Slave Trade? (TC 1) Why were African people viewed as objects to Europeans? (TC 1, 2) How can we map the history of slavery through the triangle? (TC 1, 2) What did enslaved people experience on ships? (TC 1, 2, 4) How did slave auctions function and impact Africans? (TC 1, 2, 3) How responsible were the people of Britain and America for the Transatlantic Slave Trade? (TC 1, 2, 3, 4)	How can we uncover the lived experiences of enslaved people in North America? (TC 1, 2) How effective were attempts made by enslaved people to rebel? (TC 1, 2, 4) How successful were attempts to abolish slavery in Britain and USA? (TC 1, 2, 3, 4) What was Britain like before the Industrial Revolution? (TC 1) What new technologies were invented in Britain? (TC, 1, 2) How did transport change in Britain? (TC 1, 2)	What was life like in London? (TC 1, 2, 3) What was life like for children in England? (TC 1, 2, 3, 4) How did public health improve in England? (TC 1, 2) Who was Robert Peel and how did he impact England? (TC 1, 2) What do the Ripper murders tell us about Victorian society? (TC 1, 2, 3, 4) How did women push for the right to vote? (TC 1, 2)	How successful was the Suffragettes movement? (TC 1, 2, 3, 4) Who were the main empires before World War I began? (TC 1) What were the causes of the First World War? (TC 1, 2, 4) How did a Serbian assassin put the world at War in 1914? (TC 1, 2) How did propaganda fuel the war effort? (TC 1, 2, 3) What were conditions like in trenches? (TC 1)	Why were soldiers being shot at dawn? (TC 1, 4) What happened at the Battle of the Somme? (TC 1, 4) What happened at Passchendaele? (TC 1, 3) Why did Russia leave and USA enter World War I? (TC 1, 2, 3, 4) How did the First World War come to an end? (TC 1, 2, 3, 4)
Key vocabulary:	Empire, Seminole, slave, Morocco, Galleon, Sloop, Brig, Man at War, Privateer, pirates Galley slave, Indentured servants, East India Trading Company, slave triangle, Nat Turner,	Slavery, empire, enslaved people, Africa, Britain, Atlantic Ocean, Transatlantic, galleon, Slave Triangle, Middle Passage, slave auction, responsibility, active resistance, passive resistance, the blues,	Agricultural, steam power, iron bridge, locomotive, suspension bridge, spinning jenny, urbanisation, industrialisation, factory, workhouse, chimney sweep, tanning, tolls, canals, textiles, Queen Victoria, cholera, typhoid, John Snow, The	Militarism, nationalism, imperialism, alliances, Triple Entente, Triple Alliance, Britain, France, Russia, Germany, Austro-Hungary, Italy, Ottoman Empire, Kaiser Wilhelm II, Archduke Ferdinand, Gavrilo Principe, Serbia,	marshalled, trenches, rats, trench foot, shellshock, PTSD, barbed wire, no-man's-land, artillery, Battle of the Somme, General Haig, Butcher of the Somme, stalemate, lad's brigade,	est, Wilfried Owen, Russian Revolution, USA, Zimmerman Telegram, Mexico, Spring Offensive, Tanks, Woodrow Wilson, David Lloyd George, DORA, armistice, blockades,

	Slave Triangle, Hulk prison, Southern states, USA, Transatlantic, Virginia, Florida, passive resistance, active resistance, the blues, railroad, middle passage, abolishment, American War of Independence, Oloudah Equiano, Martin Delany, Alexander Dumas	southern states, African-American, North America, abolishment, emancipation, Nat Turner, Oloudah Equiano.	Great Stink 1855, public health, Peelers, Robert Peel, Charlies, police, Metropolitan Police, crime commissioner, Jack the Ripper, crime, suffragists, suffragettes, civil right s movement, housing, squalid conditions, Peabody estate	Black Hand Gang, propaganda, conscription, conscientious objector, Quakers, shot at dawn, Harry Farr, cowardice, desertion, court	Passchendaele, mustard gas, Hitler, Flanders, British Expeditionary Force, Dulce et Decorum	starvation, U-Boats, uprising, abdication, communist, navy mutiny
Assessment:	**Mid-unit assessment progress checker.** **Enquiry question written assessment.**	**Mid-unit assessment progress checker.** **Enquiry question written assessment.**	**Mid-unit assessment progress checker.** **Enquiry question written assessment.** **Summative Assessment 1**	**Mid-unit assessment progress checker.** **Enquiry question written assessment.**	**Mid-unit assessment progress checker.** **Enquiry question written assessment.**	**Mid-unit assessment progress checker.** **Enquiry question written assessment.** **Summative Assessment 2**
Key/Historical misconceptions in this unit:	What an empire is. How much land Britain actually colonised. The impact Britain had on its colonies.	Who was involved globally in the slave trade?	When the industrial revolution started.	How long Germany had been a country prior to WW1. Hitler not being the leader of Germany during WW1. Germany not ruled by Nazis. Tanks and planes barely used.		

Sequencing:	**We have chosen to sequence the year 8 curriculum like this because…** We take a chronological approach. Students in year 8 begin their historical studies directly on from where they finished in year 7 in which the **British Empire** expands from the creation of the commonwealth as a result of the English Civil War. We have decided to teach students about the reasons for the creation of the British Empire and how it operated with other empires around the world during this time and finally examining how the Empire impacted people around the world and at home. Empire is one of our key themes that run throughout our key stage three curriculum. Having learned the causes and consequences of the British Empire, students follow directly on with a focussed study of the **Transatlantic Slave Trade** along with its causes and impact. Students use their foundational knowledge acquired through their study of the Empire to explain the reasons why Britain were so involved in the export of Africans across the Atlantic. Students take careful examination of the lived experience of enslaved Africans and take a bottoms up approach to the unit. This way, students move their attention to the experiences of those living in North America as a global depth study and return to studying Britain to question the success of abolition attempts. Having explored the British Empire abroad, students then examine its impact at home through the lens of the **Industrial Revolution** in which great strides were made in forming the Britain we know and understand today. Students will first learn about the changes that took place in Britain including industrialisation and new technologies that helped modernise towns and cities before evaluating key societal changes that were taking place such as the creation of the police force. This is taught to our students due to the clear link to local history with Robert Peel as the creator of the police force. Students will investigate the history surrounding the Ripper murders as the first high profile crime case the police force had to deal with. Students will end their study of the industrial revolution revisiting one of our key historical themes by evaluating the progress of women's rights through a study of the Suffragettes. Students finish year 8 history with a study of the **First World War**. The first part of the unit revisits one of our key themes in questioning why conflict occurs by examining the causes of the Great War before studying the conditions and horrors of war and how everyday Brits were impacted. Students are taught about the key events of the war such as some battles and features of warfare which will provide them with a clear chronology and narrative. Students will finish their final unit of year 8 by analysing the different events that took place to bring about the conclusion of the war. This will set students up for their opening studies of year 9 which follow directly on with the Treaty of Versailles.
Values	**Compassion:** Whilst history deals in facts, it is full of opinions. Ensure that students listen to the views of others even if they don't necessarily agree **Curiosity:** Being inquisitive as to why people thought a certain way so many years ago. Encourage students to see both sides of an argument by finding out as much information as they can **Courage:** Understanding the sacrifice people went through at various stages through history and contextualising it towards modern day struggles
National Curriculum plus:	**In addition to teaching the statutory elements of the national curriculum, we also include:** • **Industrial Revolution**: Robert Peel. He was a key figure from the period of study who was local to the Tamworth area.