

Curriculum Intent, Implementation and Impact 2022-2023

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 have 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 build both their substantive and disciplinary knowledge in order to achieve a full and rich understanding of, and appreciation for the development of the histories of local, national and international societies and the relationships between them.

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 a combination of depth studies and overview units, all based around enquiry questions that will allow students to develop their substantive knowledge, in conjunction with their knowledge of how historians approach the discipline of history. 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>How United is the United Kingdom?</u> Key content:</p> <ul style="list-style-type: none"> • Origins of the English, Irish, Welsh and Scots • Medieval Scotland, Ireland and Wales • Union of England and Wales • Wars of the Three Kingdoms • Acts of Union, 1707 • Jacobite Rebellions • Acts of Union, 1800 • The Easter Rising, 1916 • The Partition of Ireland • The Troubles • The Good Friday Agreement • Scottish Independence Referendum <p>Extended writing practice opportunities: Magazine article explaining the causes and consequences of the Wars of the Three Kingdoms (assessment) Source evaluation (assessment)</p> <p>Assessment focus: Cause and Consequence Using Historical Evidence</p>	<p><u>How United is the United Kingdom?</u> Homework outline: Differences between England, Great Britain, the United Kingdom and the British Isles Causes of the Wars of the Three Kingdoms Darien Scheme Jacobite Rebellions Easter Rising Bloody Sunday</p> <p><u>Interleaving opportunities</u> The origins of the English, Irish, Welsh and Scots links with knowledge gained in Year 7 about Anglo-Saxon England in the 'What can a burial site in Wolverton tell us about Anglo-Saxon England?' and 'How far did Anglo-Saxon England survive the Norman Conquest?' units.</p> <p>The Wars of the Three Kingdoms lessons link with knowledge gained in Year 7 about threats to the power of medieval monarchs in the 'What posed the greatest challenge to the authority of medieval monarchs?' unit.</p>	<p><u>How United is the United Kingdom?</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>Spring Term</p> <p>12 weeks</p>	<p><u>To What Extent Was the Glorious Revolution ‘Gloriously Revolutionary’?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • Causes and consequences of the Glorious Revolution • Contemporary interpretations of the Glorious Revolution • Historical interpretations of the Glorious Revolution <p>Extended writing practice opportunities: Assessment answering the question ‘To what extent was the Glorious Revolution ‘gloriously revolutionary’?’</p> <p>Assessment focus: Understanding Interpretations</p> <p><u>Who benefitted most from the Industrial Revolution?</u></p> <ul style="list-style-type: none"> • The different experiences of working-class men during the Industrial Revolution • The different experiences of middle-class men during the Industrial Revolution • The different experiences of women during the Industrial Revolution • The different experiences of children during the Industrial Revolution <p>Extended writing practice opportunities: Assessment answering the question ‘Who benefitted most from the Industrial Revolution?’</p> <p>Assessment focus: Similarity and Difference</p>	<p><u>To What Extent Was the Glorious Revolution ‘Gloriously Revolutionary’?</u></p> <p>Homework outline:</p> <ol style="list-style-type: none"> 1. Events of the Glorious Revolution 2. Long-term impact of the Glorious Revolution <p><u>Interleaving opportunities</u> The Bill of Rights links with the Year 7 Magna Carta lesson in the ‘What posed the greatest challenge to the authority of medieval monarchs?’ unit.</p> <p>The Glorious Revolution links with the Year 7 Peasants’ Revolt and Simon de Montfort and Parliament lessons in the ‘What posed the greatest challenge to the authority of medieval monarchs?’ unit.</p> <p>The Glorious Revolution links with the Year 8 Wars of the Three Kingdoms and Jacobite Rebellions lessons in the ‘How United is the United Kingdom?’ unit.</p> <p><u>Who benefitted most from the Industrial Revolution?</u></p> <p>Homework outline:</p> <ol style="list-style-type: none"> 1. Causes of the Industrial Revolution 2. How the Industrial Revolution changed Britain <p><u>Interleaving opportunities</u> The different experiences of working-class and middle class men links with the Year 7 Peasants’ Revolt lesson in the ‘What posed the greatest challenge to the authority of medieval monarchs?’ unit.</p>	<p><u>To What Extent Was the Glorious Revolution ‘Gloriously Revolutionary’?</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><u>Who benefitted most from the Industrial Revolution?</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
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<p>Summer Term</p> <p>12 weeks</p>	<p><u>Was Charles Darwin Responsible for a 'Faith Crisis' in 19th Century Britain?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • Religious beliefs in 19th century Britain • The impact of Mary Anning's discoveries on religious belief • Publication of 'On the Origin of Species' and reception in Britain • Impact of the Theory of Evolution on religious belief in 19th century Britain <p>Extended writing practice opportunities: Assessment answering the question 'Was Charles Darwin responsible for a faith crisis in 19th century Britain?'</p> <p>Assessment focus: Significance</p> <p><u>How close had Britain come to achieving true democracy by 1928?</u></p> <p>Key content:</p> <ul style="list-style-type: none"> • Peterloo Massacre • Chartism • Reform Acts • Campaign for female suffrage • Representation of the People Acts 1918 and 1928 <p>Extended writing opportunities: Assessment answering the question 'How close had Britain come to achieving true democracy by 1928?'</p> <p>Assessment focus: Change and Continuity Knowledge and Understanding Review</p>	<p><u>Was Charles Darwin Responsible for a 'Faith Crisis' in 19th Century Britain?</u></p> <p>Homework outline: Mary Anning Theory of Evolution</p> <p><u>Interleaving opportunities</u> Christianity in 19th century Britain links with the Year 7 unit on 'Why did Europeans experience the Reformation in different ways?'. 19th century British society links with the Year 8 unit on 'Who benefitted most from the Industrial Revolution?'</p> <p><u>How close had Britain come to achieving true democracy by 1928?</u></p> <p>Homework outline: Peterloo Massacre Suffragettes Representation of the People Act 1918</p>	<p><u>Was Charles Darwin Responsible for a 'Faith Crisis' in 19th Century Britain?</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><u>How close had Britain come to achieving true democracy by 1928?</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
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IMPACT:

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

The in-class assessments are based on the Mastery Curriculum. Students can achieve a grade of Emerging, Developing, Securing, Mastering or Mastery in each of the seven History skills that are developed during Key Stage 3. The skills are:

- Knowledge and Understanding
- Change and Continuity
- Similarity and Difference
- Cause and Consequence
- Significance
- Using Historical Evidence
- Understanding Interpretations

Each assessment focuses on the key history skill that the students have developed during the unit. Each assessment takes the form of a piece of extended writing, except for the Knowledge and Understanding assessment, which is conducted as a Google quiz.