



KS3 – Year 8 History Long Term Mapping

Subject Intent/ Aims:

At St Philip Howard we want to foster a love of Humanities and reflect its importance on how it has and does shape our day to day lives. Pupils will be taught how History has changed our world and how Geography is shaping the future world. Humanities teaching will encourage pupils to think creatively, attempt to rationalize our past and to ask questions about our present world.

Pupils will learn how Humanities helps us to understand others through their languages, histories and cultures which will foster a growing awareness in our young people of the need for social justice and equality. Our teaching will encourage pupils to have enquiring empathetic minds that seek to make intellectual sense of the changing world.

Pupils will be able to approach their learning critically and logically with subjective, complex, imperfect information. They will weigh evidence skeptically and consider more than one side of every question.

As such in Humanities pupils will build skills in writing and critical thinking.

We will endeavour to develop informed and critical citizens of the future enriching learning within and outside of the classroom. Success will ensure that pupils appreciate that without the Humanities, democracy cannot flourish and the sustainability of our planet cannot be guaranteed.

ADVENT- Key Concepts:

**THE Industrial Revolution
World War 1**

LENT- Key Concepts:

**World War 1
Hitler and the Rise of the Nazis**

PENTECOST- Key Concepts:

**Causes of World War 2
World War 2 Impact on GB**



<p><u>National Curriculum Coverage:</u> Ideas, political power, industry and empire: Britain, 1745-1901</p> <p>The development of the British Empire Britain's transatlantic slave trade: its effects and its eventual abolition Britain as the first industrial nation – the impact on society, economy and culture across the period The First World War</p>		<p><u>National Curriculum Coverage:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>The First World War and the Peace Settlement Women's suffrage The inter-war years: the Great Depression and the rise of dictators</p>	<p><u>National Curriculum Coverage:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>The Second World War – the impact on society, economy and culture across the period The wartime leadership of Winston Churchill</p>
<p><u>Components (Key Content):</u></p> <p>What was the Industrial Rev</p> <p>Why did GB have the first Ind Rev</p> <p>The British Empire and our role in the</p>	<p><u>HO Knowledge: ADVENT</u></p> <p>To evaluate the impact of the IR on the making of modern Britain</p> <p>To debate the ethics of Empire and GB's role in the Slave Trade. Evaluate how Empire</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>The race to the sea and the battle of the Marne</p> <p>The Western Front / Stalemate and Trench Warfare</p> <p>Passing Bells (2)</p> <p>Conditions in the Trenches</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p>Dictatorship v Democracy</p> <p>Life in Nazi Germany – totalitarianism / control and fear</p> <p>Long term causes of WW2 – failure of League of Nations / Treaty of Versailles vengeance / Appeasement</p> <p>Short term causes of WW2 – Hitler's aims / Hitler's actions</p>





<p>Slave trade</p> <p>Abolitionists and the anti-slavery movement</p> <p>Josiah Wedgwood as an example of British entrepreneurship</p> <p>Factory working conditions during the Ind Rev</p> <p>The Clean Clothes Campaign</p> <p>Living conditions in Industrial Towns</p> <p>King Cholera</p> <p>The achievements of the Victorian Era</p> <p>The Long term causes</p>	<p>has impacted on GBs role in the modern day.</p> <p>Analyse why GB was the first country to industrialise and the impact on society</p> <p>Consider the ethics of child labour during the IR.</p> <p>Evaluate the positive and negative impact of IR on British society</p> <p>Analyse the multiple causes of WWI and evaluate the most significant.</p> <p>Debate how far Germany was responsible for the</p>	<p>The Battle of the Somme</p> <p>Was Haig the butcher of the Somme</p> <p>Passing Bells (3)</p> <p>War Poetry</p> <p>War Art</p> <p>Passing Bells (4)</p> <p>How / Why did WW1 end</p> <p>Passing Bells (5)</p> <p>Legacy of WW1 -The Treaty of Versailles and German reaction</p> <p>Legacy of WW1 – the Suffrage movement and votes for women</p> <p>The early life of Adolf Hitler</p> <p>How did Hitler become Leader of Germany? /</p> <p>The Great Depression and the Rise of the Nazi Party</p> <p>Life in Nazi Germany – Control / Youth</p>	<p>League of Nations – Aims and Failure</p> <p>Appeasement</p> <p>Nazi Soviet Pact</p> <p>Nazi Foreign Policy Aims and Actions</p> <p>Invasion of Poland</p> <p>WW2 Homefront</p> <p>Outbreak of WW2 and GBs preparations</p> <p>The Homefront – evacuation / propaganda / the role of Winston Churchill</p> <p>WW2 Research Task</p>
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<p>of WW1</p> <p>The Assassination of Archduke Franz Ferdinand</p> <p>The Schlieffen Plan and steps to WW1.</p> <p>Recruitment in WW1 and Pals Battalions</p> <p>Passing Bells (1)</p>	<p>outbreak of WWI</p> <p>Analyse political propaganda and its impact on causes of WW1 and recruitment at the start of WW1.</p> <p><u>LENT</u></p> <p>Evaluate the impact of WW1 on the lives of soldiers and civilians</p> <p>Historical enquiry into the accountability of deaths in the battle of the Somme</p> <p>Investigation into the reasons why WWI ended and evaluation of the long term social and political impact</p>		
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	<p>Investigation into the long and short term causes of WW2 and the political landscape during the Great Depression.</p> <p><u>PENTECOST</u></p> <p>Historical investigation into civilian life in Nazi Germany to include evaluation of positives and negatives.</p> <p>Analysis of the impact of the Great Depression and judgement on the effectiveness of the L of N and the impact of the T of V.</p> <p>Historical understanding of HOW FAR Nazi Germany was responsible</p>		
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	<p>for WW2 and the world context / to include judgement on policy of appeasement.</p> <p>Evaluation of how GB prepared for WW2.</p>		
<p>Generic Composite Skills:</p> <p>Know and understand significant aspects of the history of our island</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference</p>		<p>Composite Skills:</p> <p>Know and understand significant aspects of the history of our island</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Composite Skills:</p> <p>Know and understand significant aspects of the history of the wider world</p> <p>Gain and deploy a historically grounded understanding of abstract terms</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>



<p>and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Gain historical perspective by placing their growing knowledge into</p>		<p>Gain historical perspective by placing their growing knowledge into different contexts</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts</p>
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different contexts			
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation	Reading and Comprehension Questioning and debate Critical thinking Skills Extending writing Source analysis and evaluation



<p><u>Assessment/s (Formative and Summative):</u></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark / 12 mark AQA Qs End of Year Exams</p> <p><u>Key Question: Should GB apologise for its role in the Slave Trade?</u></p>	<p><u>Assessment/s (Formative and Summative):</u> Key</p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark / 12 mark AQA Qs End of Year Exams</p> <p><u>Key Question: Was the Battle of the Somme a success or a failure?</u></p>	<p><u>Assessment/s (Formative and Summative):</u></p> <p>Key Vocab Tests RRR / Knowledge tests 4 mark and 8 mark / 12 mark AQA Qs End of Year Exams</p> <p><u>Key Question: What were the positives and negatives of Life in Nazi Germany?</u></p>
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<p><u>Adapted Curriculum Content:</u></p> <p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>What was the Ind Rev? GB's role in the slave trade The story of Josiah Wedgwood Life in Industrial Britain Why did WW1 start – focus on Alliances and Assassination</p>	<p><u>Adapted Curriculum Content:</u></p> <p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>Life in the Trenches of WW1 Key battles of WW1 – project task WW1 poetry and art How did WW1 end? Who was Adolf Hitler?</p>	<p><u>Adapted Curriculum Content:</u></p> <p>Primary focus on Knowledge and Understanding and narrative accounts.</p> <p>Life in Nazi Germany - project task Why did WW2 start – research task The Homefront during WW2 – focus on preparations and evacuee experience</p>
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Adaptive Implementation Practices:

Well considered and regularly reviewed seating plans.

Dyspraxia: Gradual teaching of smaller skills and components into larger skills. Allow extra time to complete tasks and ask pupils to repeat back instructions. Use of lined paper with margins. Only ask pupil to answer Qs if they volunteer. Extra support during task changes. Use of simple clear language. Use of laptop where necessary. Variety of teaching approaches e.g visual / auditory / kinesthetic. Visual reminders of expectations.

Autism: Break down steps / instructions and explain new tasks in advance where possible. Consistent tone and phrasing and use of symbols to assist communication. Differentiation through chunking and clear goals. Modelling of completed work. Time out and cooling off time if needed.

Dyscalculia: Differentiated work with chunks and repeated, clear instruction. Extra time to complete tasks. Time out if needed. Use of squared paper and calculator where appropriate.

ADHD: Use of fidget tools and chair stretches when needed. Time warning countdowns and brain breaks / time out cards. Clear behaviour expectations and use of praise / reward. Interruption slides to reengage during lessons and provide brain break. Visible instructions for all tasks, chunked and differentiated.



<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u> (* and **)	<u>Key Vocabulary:</u> (* and **)	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
Revolution Urbanization Empire Middle Passage Victorian Era Great Exhibition	Industry Industrialization Abolition Population Cholera Slavery Entrepreneurs Inventions Workhouse	Great Depression Democracy Dictatorship / Dictator Police State Political Spectrum	Economic Votes SS /SA Gestapo Reichstag Propaganda Censorship Nazi / Fascism Fuhrer	Foreign Policy Treaty of Versailles Appeasement Homefront Blitzreig	Alliances Nazi Soviet Pact Rearmament Anschluss Invasion Recruitment Anderson Bomb Shelter Morrison Bomb Shelter Rationing Conscription Evacuation Evacuee Propaganda Censorship Air raid warden
*LONG term Causes Short term Causes Trigger Trench Warfare The Homefront Suffrage	**Alliances Militarization Patriotism Ideology Assassination Nationalism Western Front Trenches Trench Foot Trench Fever Shell Shock Front line Reserve				





	Recruitment Conscription Pals Battalions Rations Armistice Treaty of Versailles				
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> Science / Engineering – Cholera and public Health / inventions of the Industrial Era Geo – Growth of urbanization English – War Poetry Art – War Art		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> English – War Poetry Art – War Art Maths – The Great Depression		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u> English – Propaganda and censorship Geo – Nazi conquest of Europe	



<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p>BV – Empire and Colonization ethics BV and SMSC – ‘Great’ Britain concept / ethics of trade in Industrial Britain BV – Concept of nationalism v patriotism SMSC – Clean Clothes Campaign / Child Labour RSHE – Industrial Britain</p>	<p>BV / SMSC – Suffrage movement BV – GBs role in post WW1 Europe / Treaty of Versailles</p>	<p>RSHE – Nazi Germany / Aryan concept RSHE – WW2 Evacuation BV – Policy of Appeasement</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 2023

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**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY



St Philip Howard Catholic Voluntary Academy



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**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY