

History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves children asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

- Students will be set homework in accordance with Year 8 homework plans.
- Teachers will introduce the homework tasks at various points during the half term in line with the schemes of work. Students can decide to complete that week, or wait until the end of the unit and complete all, as long as final deadline is met.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Was the British Empire successful?	7	<ul style="list-style-type: none">• To analyse the different reasons for Britain having an empire• To analyse emigration data to identify and explain patterns and trends• To identify who did and did not like the empire and select appropriate evidence• To explain reasons between different perspectives in different sources• To use evidence and own research to arrive at a reasoned judgement
What are the problems with the evidence of the Industrial Revolution?	8	<ul style="list-style-type: none">• Identify and explain the continuity and changes between farming, the domestic system and the factory system• To rank and make judgements about features of the Industrial Revolution• To select and combine a variety of pieces of evidence about children in the Industrial Revolution• To evaluate the utility, limitations and reliability of source materials

<p>Why was Jack the Ripper never identified and caught?</p>	<p>6</p>	<ul style="list-style-type: none"> • To investigate the condition of Victorian Whitechapel and select evidence to explain how it led to Jack's escape • To analyse how Victorian poverty led to Jack's escape • To evaluate the reliability of eye-witness reports linked to the topography of the area • To analyse the limitations of policing in Victorian England and the growth of mass media in influencing police actions • To structure and create a reasoned conclusion to show why Jack the Ripper was not caught
<p>"Lions led by donkeys." How far do you agree with this statement?</p>	<p>8</p>	<ul style="list-style-type: none"> • To evaluate the most important causes of World War 1 and justify pinions • To critically evaluate different interpretations based on utility and reliability • To create a chronological progression of weapons from war and explain changes and significance • To select own evidence to evaluate whether "lions were led by donkeys" in World War 1 and justify their choice of evidence • To create an argument to evaluate the idea that "lions were led by donkeys in WW1" and evaluate the reliability of the evidence used • To find patterns between the ex-Byrchall World War1 fatalities and make suggestions and hypotheses based on these patterns
<p>Why did war return again in 1939?</p>	<p>7</p>	<ul style="list-style-type: none"> • To identify three causes of World War 2 and prioritise their significance • To create a reasoned conclusion that identifies the most significant reason for World War 2 • To identify and explain changes and continuity in fighting between the two great twentieth century wars • To analyse the impact of total war on civilians
<p>An investigation into the Holocaust</p>	<p>3</p>	<ul style="list-style-type: none"> • To describe the progression of terror against the Jews by the Nazi party • To investigate the roots and ramifications of prejudice, racism and stereotyping in society • To explore the dangers of remaining silent, apathetic, and indifferent to the oppression of others