

## Fairfield High School Curriculum Overview – History Year 8

Subject	History	Why do we study these units in Year 8?
Lessons per fortnight	3	<p>Studying History during Year 8 at Fairfield allows for a development in a range of historical substantive and disciplinary knowledge. The first half of the year focuses on the eighteenth and nineteenth centuries and looks at the British involvement in the Trans-Atlantic Slave Trade followed by the British Expansion of Empire. We refine students' extended writing skill whilst employing a wide-range of techniques in order to understand contemporary sources. Our study of the Slave Trade centres the resistance of enslaved people and incorporates the role played by our city of Bristol. Alongside our study we have included discussion of current debate surrounding the memorialisation of Edward Colston. Our Year 8s are encouraged to consider the complexity and legacy of the British Empire, with depth studies on India and Ireland. Later in the year, the students study WW1; dealing with the complex political motives surrounding the causation of the war in addition to the social and emotional affects felt by the people involved. We continue the theme of 'Power and the People' into our final unit, with our breadth study stretching from 'The Peasants Revolt' through to 1750. During Year 8 we frequently engage the students with the work of prominent historians as well as contemporary sources which complement study.</p>
Setting		

**Students are encouraged to be Responsible Global Citizens through activities/content on...**

**UN sustainable development Goal 10: challenging inequalities:** Students can develop their understanding of the history of racial inequality through their study of the Slave Trade.

**UN sustainable development Goal 16: Peace, justice and political institutions:** Students study the British expansion into Empire and the political and social affects on the colonies.

**We ensure all students experience high challenge in the subject by including...**

Highly detailed knowledge expectations; academic reading from professional historians; evaluation of academic historical interpretations; high level tier 2 and 3 vocabulary. Students are expected to forge a well substantiated and articulated interpretation routinely. Students are encouraged to debate controversial topics such as, 'Should Britain be proud of its Empire?'

**Literacy work this year includes...**

Regular guided reading of academic texts, engaging with historiography; academic tier 2 and 3 vocabulary, use of academic language such as 'fragments'; 'language of power'; 'write/speak like a historian'

**Innovation and Creativity opportunities this year include...**

Students have discussed the opportunity of 'memorialisation' and designed an appropriate statue to commemorate the Slave Trade. Some students have studied the work of the Bristolian poet, Lawrence Hoo and supported their analysis with their contextual knowledge of the Slave Trade.

**Employability opportunities/skills covered this year are...**

Students are taught to assertively and eloquently express their views using high level tier 2 and 3 vocabulary and extensive historical knowledge. Students are taught to challenge assumptions as well as respecting and learning from other interpretations.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	How did enslaved people resist?	Asante before the slave trade; resistance on the middle passage; on plantations. The development of racialisation. Bristol's involvement. Abolition and legacy.	Source analysis, extended writing.	How useful are these sources for a historian studying the resistance of enslaved people on plantations?
2	Was the industrial revolution progress?'	Life in Britain pre-1750, the economic affects of the IR, the inventions of the IR. Introduction to the nature of interpretation.	Interpretations, Significance.	How significant was Isambard Kingdom Brunel?
3&4	Why do we study a fallen empire?	What was the British Empire? Then case studies of India and Ireland. The legacy of empire both in the UK and previously colonised nations.	Evaluation of interpretations, Extended writing.	How far would you agree with William Dalrymple's interpretation of the role of the East India Company in India?
5	How far was the empire responsible for the victory of the triple entente in WW1?	Causes of war. Contribution of BIR; BWIR. Fighting in WW1. European, political conflict, conscription, affect on Britain.	Source evaluation.	How useful are these sources for a Historian studying the role of empire soldiers in WW1?
6	Power and the People: Who has the Power?	Breadth study, long history of revolution in Britain. Chronology, Magna Carta, Henry VIII and the role of the church.	Extended writing.	"Was religion the main factor that made Henry VIII want to create the Church of England in 1534?"

