



# HISTORY Y8 CURRICULUM AND ASSESSMENT MILESTONES DOCUMENT

## YEAR 8 CURRICULUM MILESTONES: HISTORY

| Half term: | Topic:  | Core knowledge Milestones   | Historical skills and concepts milestones:  |
|------------|---|---|---|
| 1          | Who should be blamed for the loss of life on the Titanic? | <ul style="list-style-type: none"> <li>-students will be able to give core knowledge about the Titanic (e.g. where it was made and where it was sailing to).</li> <li>-students will be able to confidently state knowledge about first, second and third class passengers and link this to their experience on the boat</li> <li>-students will show an awareness of attitudes at the time reflecting 'women and children first'</li> <li>-students should be able to identify, describe and explain at least two reasons why the ship sank and the loss of life was high</li> <li>-students will be able to link their knowledge to at least two changes which occurred after the Titanic sank (e.g. to safety and shipping or changes to society's attitude towards 'women and children first')</li> </ul> | <ul style="list-style-type: none"> <li>-students will be able to express in writing who they believe was responsible for the loss of life on the Titanic. This includes identifying and describing factors, and explaining their relevance. They should be able to compare at least one factor.</li> <li>-students will be able to articulate clearly the concept of cause and consequence, and change and continuity.</li> <li>-they should be able to give examples of how people were treated at the time, specifically referring to their class or their gender.</li> </ul> |

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| <p>2</p> | <p>What can 'The Five' reveal to us about attitudes in the 19th century towards women?</p> | <ul style="list-style-type: none"> <li>-students will be able to state who Jack the Ripper was, and what historians believe he was like (e.g. a medical professional)</li> <li>-students will have a good understanding of life in poverty in Victorian Whitechapel</li> <li>-they will be able to give examples of expectations of women and the time and link this to the five women who were killed (for example whether there was evidence to say they used alcohol).</li> <li>-students will be able to apply this knowledge to explain why people assumed all of the women were prostitutes, and then investigate whether this was the case for each of the women who was killed</li> <li>-through learning about the life of the women students will be able to give examples of how people with disabilities were treated during this time (e.g. care in the community and asylums) and how the LGBTQ+ community was treated in Victorian England.</li> </ul> | <ul style="list-style-type: none"> <li>-students will develop their understanding of attitudes within society towards women through the concept of the assumption that the women were prostitutes</li> <li>-students will develop their written ability to form an argument; including explaining using evidence who they believe (out of the historical suspects) was the real Jack the Ripper and whether they believe any of the women were prostitutes.</li> </ul> |
| <p>3</p> | <p>Was the death of Emily Davison an accident or suicide?</p>                              | <ul style="list-style-type: none"> <li>-students will use prior knowledge to link to why women at the end of the nineteenth century wanted more rights. They will know the difference between a Suffragette and a Suffragist and be able to give examples of the different tactics used by each in trying to gain the vote</li> <li>-students will know who Emily Davison was and at least two examples of her actions before the Epsom Derby</li> <li>-Students will examine evidence from both sides of the debate, including applying their historical knowledge, to debate whether her death was an accident or suicide.</li> <li>-students will look at the positive and negative impact Emily Davison's actions had on the fight for the vote – linking this to the actions of the Suffragettes in WW1.</li> <li>-students will link their learning and knowledge to the modern situation regarding rights for people</li> </ul>                                | <ul style="list-style-type: none"> <li>-students will develop in their ability to form a written argument when deciding whether the death of Emily Davison was an accident or suicide</li> <li>-students will develop their source analysis skills- using sources to support a historical enquiry</li> </ul>   |

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| <p><b>4- 5</b></p> | <p>What was life like during the years 1914- 1918 for people across the world?</p> | <ul style="list-style-type: none"> <li>-students will be able to confidently explain why WW1 started</li> <li>-students will confidently show knowledge of conditions in the trenches, and be able to link this to common illnesses and injuries (e.g. trench foot)</li> <li>-students will be able to give examples of how soldiers from around the world were involved in the war, including the link to empire and the promise of freedom (e.g. Palestinians)</li> <li>-students will show knowledge of important moments in the war including the Battle of the Somme, involvement of women and what happened to e.g. conscientious objectors.</li> <li>-students should be able to state what the Treaty of Versailles was, including three specific terms of the Treaty, and how the Germans reacted to it.</li> </ul> | <ul style="list-style-type: none"> <li>-students will develop their understanding and awareness of the concepts of power, role of women, power and attitudes in society</li> <li>-students will be able to look at cause and consequence throughout the module and grow in their ability to articulate it</li> <li>-students will develop their ability to write about significance (focused on the Significance of the Treaty of Versailles)</li> </ul> |
| <p><b>6</b></p>    | <p>How did Hitler rise to power in Germany?</p>                                    | <ul style="list-style-type: none"> <li>-students will be able to use their knowledge of the Treaty of Versailles to explain why many Germans were unhappy at the end of the war</li> <li>-students will show knowledge of the years 1919- 33 in which Hitler rises to power. This will specifically include Hitler's use of propaganda and his growing popularity, failed moments including the Munich Putsch and the impact of the Wall Street Crash and fear of Communism.</li> </ul>  | <ul style="list-style-type: none"> <li>-students will explore attitudes in society at the time</li> <li>-students will be able to give at least two reasons to explain why Hitler was voted into power- linking to both Hitler's strengths at the time and push factors</li> <li>-students will use interpretations to develop their knowledge and understanding of both the time period and the use of interpretations in history.</li> </ul>           |

## YEAR 8 ASSESSMENT MILESTONES: HISTORY

| When:  | Assessment:  | Feedback:  |
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| <p><b>Half term 1:</b><br/>Completed at end of Titanic module.</p>             | <p>"Captain Smith is most to blame for the sinking of the Titanic" How far do you agree with this statement?</p> <p>Students assessed on ability to explain answer in writing using correct criteria/core knowledge.</p> | <p>Teacher marked, proud work completed in class.</p>  |
| <p><b>Half term 2:</b><br/>Completed two weeks before Christmas.</p>           | <p>In class Knowledge test.<br/>Testing the core knowledge they have learnt from Y7 September-Y8 December.</p>   | <p>Student self marked in class with teacher support.<br/>Teacher checked and feedback.<br/>Proud work completed in class.</p> |
| <p><b>Half term 3:</b><br/>Completed at end of Suffragette module.</p>         | <p>How useful are sources in helping us understand the death of Emily Davison?</p> <p>Students assessed on ability to correctly use sources (and own knowledge) for a historical enquirey.</p>                           | <p>Teacher marked, proud work completed in class.</p>  |
| <p><b>Half term 4:</b><br/>Completed two weeks before Easter.</p>              | <p>In class Knowledge test.<br/>Testing the core knowledge they have learnt from Y7 September-Y8 April.</p>  | <p>Student self marked in class with teacher support.<br/>Teacher checked and feedback.<br/>Proud work completed in class.</p> |
| <p><b>Half term 5:</b><br/>Completed at end of WW1 module.</p>                 | <p>How significant was the Treaty of Versailles?</p> <p>Assessing students ability to identify, describe and accurately explain how significant the treaty was- this includes making a reasoned judgement.</p>           | <p>Teacher marked, proud work completed in class.</p>  |
| <p><b>Half term 6:</b><br/>Completed two weeks before the end of the year.</p> | <p>In class Knowledge test.<br/>Testing the core knowledge they have learnt from Y7 September-end of Y8.</p>   | <p>Student self marked in class with teacher support.<br/>Teacher checked and feedback.<br/>Proud work completed in class.</p> |