

## Year 8 Curriculum Intent for History

At Dixons Cottingley we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in History through the below:

**By the end of Year 7 students at Dixons Cottingley studying History will be exposed to the following:**

- The Industrial Revolution – Empire, Revolution, Reform (Change & Continuity, Diversity)
- Local History Study – Saltaire - Reform (significance)
- The Transatlantic Slave Trade, potentially sugar focus – Empire, Equality, Exploitation (Diversity, Cause & Consequences)
- World War One – Conflict, Empire, Nationalism, Suffrage, Colonialism (Change and Continuity, Cause & Consequence, Significance)

**By the end of Year 8 students at Dixons Cottingley studying History will be taught the following skills:**

- The development of interpreting sources, contemporary and modern focus on inference
- Building an enquiry
- Developing extended writing skills through explanation and evaluation
- Broadening and application of knowledge of historical vocabulary
- Building an awareness of Second Order Concepts within History such as cause and consequence, significance, chronology and change and continuity

**In order to truly appreciate the subject and create deep schema, History has been sequenced with the following rationale:**

- Our focus is developing a schema of chronological history so that they can develop a stronger understanding of wider historical events and place into context of their own lives. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time. Therefore, Year 8 teaching focuses on British and European history, the Industrial Revolution, the Slave Trade and war, exploring ideas of Empire, its meaning and consequences. Also we begin to introduce wider political concepts beyond democracy such as universal suffrage, nationalism and reform.

**The History curriculum at Cottingley has been influenced by:**

- The rationale for the History curriculum is based on following the National Curriculum at its core.
- This compliments the DCO teaching and learning rationale based on the concept of powerful knowledge. In History powerful knowledge is based on the ideas of first order concepts a student's needs to have a deep understanding of to make sense of the world in which we live. Such as industrial or economic change and its link to power, the idea of new and potentially dangerous ideas such as nationalism, but also examining and focusing on the development of women's rights and colonial demands for greater equality to widen the historical narrative beyond one social or political class.

**Our History curriculum ensures that social disadvantage is addressed through:**

- For disadvantage students the curriculum ensures that there is opportunities for students to visit historical locations that will help to embed their knowledge. Within lessons, students will encounter a range of resources, from contemporary sources to modern historian's writings in an attempt to help them contextualise their knowledge about the events they are studying.
- For SEN students, lessons are adapted to focus on their specific learning needs. This could be through modelling answers and sentence structures,

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers, through:**

- Understanding the development of political awareness and engagement
- Examining the inequalities and diversity of experiences of different sections of society
- Understanding the ethical and moral debates surrounding slavery or colonialism



**A true love of History is developed by teaching beyond the domain of the GCSE specification. Examples of such content: (Complete for Years 9 – 11 only)**

- None of the topics studied are in the GCSE Specifications.
- At the end of year 8 we intend to visit Saltaire as part of our local study

**Further Information can be found in:**

- Long term plans
- Medium Term Plans