# Programme of study for Y8 History 2026-27

| Autumn (1st term) | Autumn (2nd term) | Spring (1st term) | Spring (2nd Term) | Summer (1st term) | Summer (2nd term) |
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| Topic / Big Question:<br>**Was Pre-Colonial Africa more advanced than we have been led to believe?**<br>♦ African connections to Britain<br>♦ What was Pre-Colonial Africa like?<br>♦ How did Mansa Musa impact Medieval Mali<br>♦ The rise and fall of the Benin Kingdom<br><br>Skills (students should be able to do):<br>◆ Explain the causes of an event [AO1,AO2]<br>◆ Explain the consequences of an event [AO1,AO2]<br>◆ Explain how a source can be useful for a historical enquiry [AO3] | Topic / Big Question:<br>**Why did the Transatlantic Slave Trade rise and fall?**<br>◆ The origins of the slave trade: slave trade in Africa; Middle Passage; slave trade triangle<br>◆ Slavery: auctions, life on the plantations, how Britain benefitted, **legacy of slavery**<br><br>Skills (students should be able to do):<br>◆ Explain the causes of an event [AO1,AO2]<br>◆ Explain the consequences of an event [AO1,AO2]<br>◆ Explain how a source can be useful for a historical enquiry [AO3] | Topic / Big Question:<br>Topic / Big Question:<br>**How did India change under different Empires?**<br>◆ India before the British: early India, the Mughal Empire<br>◆ The East India Company<br>◆ Ranjit Singh and the Sikh Empire<br>◆ British India and Independence: how Britain controlled India; the struggle for independence; Gandhi, Amritsar Massacre<br><br>Skills (students should be able to do):<br>◆ Explain the consequences of an event [AO1,AO2]<br>◆ Compare two historical interpretations [AO4]<br>◆ Give arguments for and against a viewpoint [AO3,AO4]<br>◆ Come to a justified conclusion [AO4] | Topic / Big Question:<br>**Why did WWI breakout in 1914?**<br>**1901-1914**<br>◆ Empire, Alliances and Arms Race: the long-term causes of WWI<br>How one death led to world war: the assassination of Archduke Franz Ferdinand<br><br>Skills (students should be able to do):<br>◆ Explain the consequences of an event [AO1,AO2]<br>◆ Compare two historical interpretations [AO4]<br>◆ Give arguments for and against a viewpoint [AO3,AO4]<br>◆ Come to a justified conclusion [AO4] | Topic / Big Question:<br>**Why is WWI significant? 1914-1918**<br>◆ What was the plan for the Battle of the Somme vs what actually happened?<br>◆ How was the Great War a World war?<br>◆ What was the impact of WWI on different groups in society?<br>◆ Why did Women get the vote?<br>◆ The rise of Hitler<br><br>◆ Explain the causes of an event [AO1,AO2]<br>◆ Explain the consequences of an event [AO1,AO2]<br>◆ Explain how a source can be useful for a historical enquiry [AO3] | Topic / Big Question:<br>**Why did extremist ideologies rise in the 1930s? 1918-1939**<br>♦ What was the world like in the 1930s?<br>♦ What is an ideology?<br>♦ The rise of the Nazis<br>♦ Life in Nazi Germany<br>♦ Case Study: How did China become a Communist Superpower?<br><br>Skills (students should be able to do):<br>◆ Explain the causes of an event [AO1,AO2]<br>◆ Compare two historical interpretations [AO4]<br>◆ Give arguments for and against a viewpoint [AO3,AO4]<br>◆ Come to a justified conclusion [A04]<br>◆ |

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
AO2 Explain and analyse historical events and periods studied using second order historical concepts.
AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

THEMES: The following three themes will be be specifically highlighted throughout the Key Stage 3 History curriculum:

1. Power and parliament – the development of royal power, in conjunction with the power of the church, and the rising power of parliament
2. Trade and empire – the development of trade as a major driver for change, and the establishment and history of empire
3. Changing society and migration – the development of society through time up to the modern day, including the history and significance of migration

| End of term 1 assessment to cover:<br>Topics from first half term.<br>1. Explain why. Extended writing. Inference making<br>2. Extended writing, categorising, explain how... | | End of term 2 assessment to cover:<br>1. Evaluating historical interpretations<br>2. Explain why, extended writing | | End of year assessment to cover:<br>1. Evaluating and creating a criteria for significance, extended writing.<br>2. Comparison and evaluation of historical figures/ideologies | |
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| **Building understanding: Rationale / breakdown for your sequence of lessons:** The Georgian Era was a turning point in terms of the structures of Monarchy and Parliament and the relationship between the British Isles. | **Building understanding: Rationale / breakdown for your sequence of lessons:** Empire and slavery were central to Britain's story and to the situation in the world today. Through a focus on slavery, Britain's imperial past is explored. The legacy of slavery is the end point of this topic. | **Building understanding: Rationale / breakdown for your sequence of lessons:** Empire and slavery were central to Britain's story and to the situation in the world today. Through a focus on India, Britain's imperial past is explored. | **Building understanding: Rationale / breakdown for your sequence of lessons:** Students examine key moments in the development of Britain and the world – the nature of empire is introduced, and the causes of WWI addressed. | **Building understanding: Rationale / breakdown for your sequence of lessons:** WWI was the largest war to have occurred in History by that point. This explores what distinguished this war from others. | **Building understanding: Rationale / breakdown for your sequence of lessons:** Students examine the consequences of WWI, and how this led to huge changes in Europe, including the rise of the dictators. |
| Home – Learning:<br>Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks | Home – Learning:<br>Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks | Home – Learning:<br>Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks | Home – Learning:<br>Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks | Home – Learning:<br>Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks | Home – Learning:<br>Research, questions, quizzes, factual knowledge input (eg Brainscape), writing tasks |
| Reading / literacy:<br>Textbook, handouts, PPT, weblinks, modelling and model answers | Reading / literacy:<br>Textbook, handouts, PPT, weblinks, modelling and model answers | Reading / literacy:<br>Textbook, handouts, PPT, weblinks, modelling and model answers | Reading / literacy:<br>Textbook, handouts, PPT, weblinks, modelling and model answers | Reading / literacy:<br>Textbook, handouts, PPT, weblinks, modelling and model answers | Reading / literacy:<br>Textbook, handouts, PPT, weblinks, modelling and model answers |
| Numeracy:<br>Chronology<br>WWI casualty figures<br>Reparations (ToV) | Numeracy:<br>Chronology<br>WWII casualty figures | Numeracy:<br>Chronology | Numeracy:<br>Chronology | Numeracy:<br>Chronology | Numeracy:<br>Chronology |
| Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): | | | | | |