




		Year:	8	Subject:	History	Autumn 1/Autumn 2	Autumn 2/Spring 1
Intent	Subject Concepts (Substantive knowledge) 	<ul style="list-style-type: none"> War and conflict Society Propaganda Dictatorship 	World War One: Causes, Events, Impact Prior Knowledge: <ul style="list-style-type: none"> Wars Battles Takeaway Learning: <ul style="list-style-type: none"> Long-term causes Short-term causes Key battles – Somme, Passchendaele Treaty of Versailles 	Hitler's Germany: Impact of war on Germany Prior Knowledge: <ul style="list-style-type: none"> Impact of War Treaty of Versailles Takeaway Learning: <ul style="list-style-type: none"> Rise of the Nazis 			
			World War One: Life in the trenches, impact of war on Europe Prior Knowledge: <ul style="list-style-type: none"> Society at the start of the 1900s Takeaway Learning: <ul style="list-style-type: none"> Trench warfare Social, Political, Economic impact of war 	Hitler's Germany: Life in Nazi Germany Prior Knowledge: <ul style="list-style-type: none"> Society Takeaway Learning: <ul style="list-style-type: none"> Impact on women, workers, and young people 			
			World War One: recruitment and propaganda Prior Knowledge: <ul style="list-style-type: none"> Sources Bias Takeaway Learning: <ul style="list-style-type: none"> Propaganda Recruitment to WW1 	Hitler's Germany: propaganda and control Prior Knowledge: <ul style="list-style-type: none"> Propaganda Takeaway Learning: <ul style="list-style-type: none"> How propaganda was used to control Germany Censorship 			
			Prior Knowledge: <ul style="list-style-type: none"> Takeaway Learning: <ul style="list-style-type: none"> 	Hitler's Germany: the police state Prior Knowledge: <ul style="list-style-type: none"> Monarchy Feudal System Control Takeaway Learning: <ul style="list-style-type: none"> Police State Totalitarian rule 			
	Disciplinary Knowledge		<ul style="list-style-type: none"> Cause and effect – World War One Significance – Militarism, Alliances, Imperialism, Nationalism, Treaty of Versailles Source analysis Interpretation analysis 	<ul style="list-style-type: none"> Cause and effect – Treaty of Versailles, Enabling Act Similarity and difference – comparison to the USSR Significance – Treaty of Versailles, Propaganda, Police State Source analysis Interpretation analysis 			
Implementation	Common Misconceptions		<ul style="list-style-type: none"> Students may not recognise the long-term causes of war and instead believe that the assassination of Archduke Franz Ferdinand was the only cause <ul style="list-style-type: none"> Students may fail to recognise the reasons as to why Germany received blame for World War One Students may confuse the Triple Entente with the Triple Alliance 	<ul style="list-style-type: none"> Students may fail to understand the idea of popular consent and why people would willingly vote for Hitler <ul style="list-style-type: none"> Students may fail to make the connection between the loss of WW1 for Germany and the Rise of Hitler 			
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> Provide students with a diamond 9 activity to help contextualise the significance of different causes of WW1. For extended writing tasks (e.g the main causes of WW1) students will be provided with sentence starters to encourage the use of PEEL structure. In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. Use of historical sources to help students to understand the conditions of the trenches. Use PCAS to help students to analyse historical interpretations on Douglas Haig and to assist in explaining why that would make the argument accurate. Virtual tour of WW1 battlefields/residential trip to Belgium. 	<ul style="list-style-type: none"> Provide students with a timeline with dual coding to help demonstrate the different reasons why Hitler came to power. For extended writing tasks (e.g who was impacted more by Nazi policy) students will be provided with sentence starters to encourage the use of PEEL structure. In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. Use of historical sources to help students to understand the conditions of the trenches. Use PCAS to help students to analyse historical interpretations on the appeal of the Nazis and to assist in explaining why that would make the argument accurate. 			
		Disadvantaged Students	<ul style="list-style-type: none"> Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. Termly reading activity extract from Arthur Machen's story, written in 1914 Use of historical sources to help students to understand the conditions of the trenches. Virtual tour of WW1 battlefields/residential trip to Belgium. 	<ul style="list-style-type: none"> Learning is organised in a sequential manner and is revisited through memory recall at the beginning of each lesson to allow students to bridge gaps in learning. In extended writing, encourage students to develop their explanation through sentence signposting and the use of three clause sentences. Termly reading activity on the role of propaganda in Nazi Germany Use of historical sources to help students to understand the role of women in Nazi Germany 			

		More Able Students	<ul style="list-style-type: none"> Widen students' perspectives by allowing an enquiry into the role of colonies in WW1. Use extracts from historians to broaden understanding of historical events like the assassination of Archduke Franz Ferdinand Use their contextual knowledge on the events of WW1 to be able to explain why an interpretation of an event is convincing and how time/context can place limitations on historians 	<ul style="list-style-type: none"> Use extracts from historians to broaden understanding of historical events like the Enabling Act Use their contextual knowledge on the popularity of the Nazis to be able to explain why an interpretation of an event is convincing and how time/context can place limitations on historians 								
Literacy/Numeracy Skills 	LITERACY	Vocabulary:	<ul style="list-style-type: none"> Militarism Alliances Imperialism Nationalism Assassination Treaty 	<ul style="list-style-type: none"> Democracy Dictatorship Propaganda Censorship Police State 								
		Reading:	<ul style="list-style-type: none"> Reading activities on the assassination of Archduke Franz Ferdinand, life in the trenches and the impact of WW1 Reading of historical sources and use of PCAS to understand their meaning. Termly reading activity on shell shock 	<ul style="list-style-type: none"> Reading activities on the impact of WW1 on Germany and how this contributed to the rise of Hitler Reading of historical sources and use of PCAS to understand their meaning. 								
		Writing:	<ul style="list-style-type: none"> Extended writings tasks on: the main causes of WW1 Source analysis tasks on: the reaction to the Treaty of Versailles Interpretation analysis on: General Haig 	<ul style="list-style-type: none"> Extended writings tasks on: who was impacted most by Nazi policy Source analysis tasks on: the role of women in Nazi Germany Interpretation analysis on: appeal of Hitler and the Nazis 								
		Oracy:	<ul style="list-style-type: none"> Debate the main cause of World War One – militarism, alliances, or nationalism. Debate the most hated term of the Treaty of Versailles – Land, Army, Money, Blame 	<ul style="list-style-type: none"> Debate what was the more important method of control used by the Nazis – propaganda or censorship 								
		NUMERACY	<ul style="list-style-type: none"> Use of timeline to demonstrate the long-term and short-term causes of WW1. 	<ul style="list-style-type: none"> Use of timeline to demonstrate the long-term and short-term causes of the Nazi dictatorship. 								
Digital Strategy			<ul style="list-style-type: none"> Use iPads to create a poster/collage on what life was like in the trenches during WW1 Use of iPads for virtual tour of WW1 battlefields 	<ul style="list-style-type: none"> Use iPads to create a presentation on the different methods that Hitler used to control Germany. 								
Home Learning			<ul style="list-style-type: none"> Termly reading activity on shell shock Use iPads to make a presentation of the different causes of WW1. 	<ul style="list-style-type: none"> Use iPads to make a collage on Nazi propaganda and explain the message of at least 4 different sources. 								
Impact	Composite Assessment		<table border="1"> <tr> <td>Date:</td> <td></td> <td>Content:</td> <td></td> </tr> </table>	Date:		Content:		<table border="1"> <tr> <td>Date:</td> <td>Week 4</td> <td>Content:</td> <td>Causes of WW1 Battle of Hastings Black Death Abolition of Slavery</td> </tr> </table>	Date:	Week 4	Content:	Causes of WW1 Battle of Hastings Black Death Abolition of Slavery
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