

## Broadening Horizons

For our study of History to have real meaning, we endeavour to give students an experience of the subject that goes beyond the classroom. Where possible students are offered opportunities to enrich their learning through first hand experiences, whether this be a visit to places such as France, Belgium or Auschwitz, an experience or the ability to hear a first-hand witness testimony to allow them to see that History is real, is all around us and has a direct impact on how we live our lives today. Allowing our students to see that History is a subject which opens up doors to many career opportunities is also an integral part of our students' preparation for life beyond school.

## Careers

We run a series of 'Careers in the Curriculum' weeks in our school. For History, this week takes place in October. Students take part in a number of activities to encourage them to think about how what they learn in the classroom can be applied in a number of future careers, including academic research, archivist, English Heritage / National Trust, museum curator, archaeologist and teacher. Next year, students will be able to choose History as a GCSE subject.

## Immerse Yourself



A free African-American is promised a fortnightly job. However, after arriving in Washington DC, he realises that he has been sold into slavery.  
(WARNING - upsetting content)



Two soldiers are assigned the task of delivering a critical message to another battalion.

## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.


**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.


### SUBJECT LEVEL REWARDS

**Reward scheme:** star of the week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

**Rewarded by:** names displayed on reward boards, certificates, social media posts.

## Contact

 Simone Hamilton  
WPT History  
Subject Director  
shamilton@cliftonschoo.org

 Angela Higginbottom  
Rawmarsh Subject  
Coordinator  
ahigginbottom@rawmarsh.org



Edition 1  
October  
2022

## WW1 in Colour

Peter Jackson - famed director of the Lord of the Rings trilogy, directed and produced 'They Shall Not Grow Old' - a 2018 documentary that transformed mostly unseen archive footage into full colour.



**HISTORY**  
YEAR 8 Curriculum Newsletter



# Curriculum Intent

“How we got to now” is the overriding aim of the History secondary curriculum at Wickersley Partnership Trust (WPT). Through a shared understanding and knowledge of our past history, we aim to give our students the ability to understand who they are and their place in the world. We aim to inspire a love of learning and the ability to ask questions.

Our History curriculum allows our students to ask and develop perceptive questions to help them understand the past and the present. In an ever-changing world, History allows our students to look to past examples, learn from them and ensure that as citizens we do not make the same mistakes that those before us may have done.

The History curriculum aims to give pupils a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires students’ curiosity to know more about the past.

Teaching equips pupils to ask enquiring questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

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.



## Have your say!

At WPT we’re always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



# Year 8 Curriculum

History is delivered via one 80 minute lesson per week. In Year 8, we look at the following topics:

## Empire and Slavery

Why did Britain develop a large empire across the world and what were the consequences of this, particularly for India? Why was the slave trade developed and what role did Britain play in it? How did the slave trade work, what impact did it have on the slaves themselves, and why did the practice end?

## Industrial Revolution

What was life like in Britain before the Industrial Revolution? How did different inventions such as canals, railways and roads impact life? How did disease and medicine evolve and

what were the impacts of antiseptic and anaesthetic? How did the police develop, and why did crime increase? Why was Jack the Ripper never caught? How were different classes treated on the Titanic? How did Britain change from 1750-1900?

## Women and the Vote

Why did women want the right to vote and how important was this? What methods of protest were used, and what were the positive and negative consequences of these?

## World War I

What were the long and short term causes of WWI? Why were men willing to fight in WWI? What methods of warfare were used and how did this change over the course of the four year conflict? What were the emotional and physical human costs of the war and why is it important that we remember?

# Assessment Points

In Year 8, students are assessed each half term in class using essays, skills practice and source analysis. There is also one summative test in Year 8, which usually takes place in March.

# Year 7 Flashback

Last year, students learned about the Anglo-Saxons & Vikings, The Norman Conquest, The Middle Ages, The Tudors, and The Stuarts & the Civil War. To refresh your child’s memory, why not ask them about what they learned?

*How was life different in the Industrial Revolution compared to the Normans?  
How did war change from the Norman Conquest to WWI?*

# THE HISTORY WAY



We use historical examples to support our points

**We always try to look at the historical context of events**

**WE UNDERSTAND HOW THE PAST CONTRIBUTES TO OUR FUTURE**

We strive to incorporate history structures in our written work

**WE ALWAYS TRY TO USE KEY HISTORY WORDS IN CLASS DISCUSSION**

We are willing to develop our historical learning **beyond the classroom**

We are motivated to investigate the past & **become young historians**

We use analytical steps when investigating historical evidence



WICKERSLEY PARTNERSHIP TRUST

SUBJECT WAYS

# The History Way

The History Way is followed in all of our lessons. It is designed to help students become young subject specialists and has two main purposes: to teach students the vital skills needed to achieve their full potential, and to demonstrate how History relates to the wider world.