

Oasis Academy Don Valley – Curriculum Map 2019/20 – History

Year Group 8	Half Term 1 9/9/18-26/10/17 7 weeks	Half Term 2 5/11/18-21/12/18 7 weeks	Half Term 3 8/1/19-15/2/19 6 weeks	Half Term 4 25/2/19-30/3/19 5 weeks	Half Term 5 15/4/19-24/5/19 6 weeks	Half Term 6 4/6/19-24/7/19 7 weeks 2 days
Module Title	<u>Why did the industrial revolution turn Victorian London into an ‘abyss’ for the poorest people?</u>	<u>Was World War one the greatest turning point for British women in the 20<sup>th</sup> century?</u>	<u>How did the Nazis control Germany 1934-1945?</u>	<u>How was the Holocaust possible?</u>	<u>Was London ‘the place to be’ for immigrants after 1945?</u>	<u>How has the Cold War shaped modern life? + Revision</u>
Key Questions	Why did cities grow so quickly? What was the attraction for the labouring class? How did the positive impacts of the industrial revolution, measure up against the devastating toll on Britain’s poorest? Why did help for the poor, move much slower than the rate of technology?	How was political enfranchisement distributed in pre-war Britain? How did World War one force Britain’s leaders to change their attitudes towards women? Did Emily Davison mean to be killed by the king’s horse?	How did post World War one Germany create a breeding ground for political extremes? What range of events and factors helped the Nazi party attract more and more adherents? Was support for the Nazis all over Germany, or did fear keep opponents quiet?	What made the deaths of over 12 million people at the hands of Nazi regime possible? What gave the Nazis the power to pursue genocide? How did prejudice and discrimination build towards violence and mass murder?	What effects did World War two have on Britain? What attracted to people to Britain in the second half of the 20 <sup>th</sup> century? What effects did immigration have on British society, economy, and political life?	How did former allies become bitter enemies? How close did the arms race bring the world close to complete destruction? Did the West win the Cold war through peace of pressure (did it actually win?) Are these years to blame for an enduring East/West divide?
Key Knowledge covered	Causes and consequences of the industrial revolution; the cyclical impact of urban migration and the growth of the British empire. Significant individuals in innovating new technologies, and in improving public health	The Suffragette and Suffragist movements. Emily Davison and the 1913 Epsom Derby. Women’s enfranchisement from World War one to 1928. Later fights for equality in the 20 <sup>th</sup> century, and the equal pay act.	The effects of the treaty of Versailles on Germany. The growth and structure of the Nazi party’s organisation. How the Nazis were able to use rhetoric, fear of communism and the weaknesses of the Weimar era to form a stable government	Historical background to Jewish persecution. The racial ideology of Hitler and the Nazis. The development of Nazi persecution, from the Nuremberg laws, to Kristallnacht, the Ghettos, and death camps.	Enoch Powell and the ‘Rivers of blood’ speech. The Brixton riots of 1981. The Windrush generation and social change in post war Britain. Political developments such as the beginning of the NHS and the 1948 Nationality act.	The post-war bisection of Europe and tensions. ‘Hot points’, such as the Berlin blockade, Checkpoint Charlie and the Cuban missile crisis. Détente and the attempt to ease tensions. The USA’s 1980s ‘high point’, and the unravelling of the Soviet Bloc
Key Words and definitions	Abyss Blast furnace Cholera Factory Poverty line Sanitation Slum Workhouse	Enfranchisement Epson Derby Force-feeding (and the ‘Cat and Mouse Act 1913’) Suffragette Suffragist	Censorship Enabling act Nuremberg Laws Propaganda SA (Brown shirts) SS (Schutzstaffel) Terror	Einsatzgruppen Ethnic cleansing Genocide Kristallnacht Pogrom Auschwitz	Commonwealth Displacement Immigration ‘Rivers of blood’ speech Wind rush generation 1968 student protests	Capitalism Communism Détente Nuclear MAD (mutually assured destruction) Marshall Plan Soviet Union

Formative assessment	Regular exit tickets to consolidate the lesson's content  Quiz interleaved every 3 weeks, based on knowledge organiser  An extended writing task, with pupil's GRIT response to teacher feedback.	Regular exit tickets to consolidate the lesson's content  Quiz interleaved every 3 weeks, based on knowledge organiser  An extended writing task, with pupil's GRIT response to teacher feedback.	Regular exit tickets to consolidate the lesson's content  Quiz interleaved every 3 weeks, based on knowledge organiser  Additional challenge introduced, through introduction of Edexcel historical narrative questions, with pupil's GRIT response to teacher feedback.	Regular exit tickets to consolidate the lesson's content  Quiz interleaved every 3 weeks, based on knowledge organiser  Additional challenge introduced, through introduction of Edexcel historical narrative questions, with pupil's GRIT response to teacher feedback.	Regular exit tickets to consolidate the lesson's content  Quiz interleaved every 3 weeks, based on knowledge organiser  Additional challenge introduced, through introduction of Edexcel historical narrative questions, with pupil's GRIT response to teacher feedback.	Regular exit tickets to consolidate the lesson's content  Quiz interleaved every 3 weeks, based on knowledge organiser  Additional challenge introduced, through introduction of Edexcel historical narrative questions, with pupil's GRIT response to teacher feedback.
Summative assessment	40 mark test on multiple choice knowledge questions, source inference/interpretation (modelled on Edexcel history GCSE), and a judgment essay question (Edexcel GCSE based)	40 mark test on multiple choice knowledge questions, source inference/interpretation (modelled on Edexcel history GCSE), and a judgment essay question (Edexcel GCSE based)	40 mark test on multiple choice knowledge questions, source inference/interpretation (modelled on Edexcel history GCSE), and a judgment essay question (Edexcel GCSE based)	40 mark test on multiple choice knowledge questions, source inference/interpretation (modelled on Edexcel history GCSE), and a judgment essay question (Edexcel GCSE based)	40 mark test on multiple choice knowledge questions, source inference/interpretation (modelled on Edexcel history GCSE), and a judgment essay question (Edexcel GCSE based)	40 mark test on multiple choice knowledge questions, source inference/interpretation (modelled on Edexcel history GCSE), and a judgment essay question (Edexcel GCSE based)
First-hand experience	York Castle museum visit. (Joint with English and may occur in half term 2)	Emily Davison detective lesson. Pupils assess the range of evidence to decide whether Davison's death was accidental or not.	Pupils explore the espionage tactics opponents of the Nazis used to operate, such as cyphers, hidden messages in everyday items. Pupils make their own as homework	Session analysing the meaning and nuances of the art that emerged from those persecuted during the holocaust.	Visitors discussing their families' history Or 'Sheffield migration studies'.	A mock 'united nations', exploring the interests, biases and fears of the big, AND smaller actors in history's most dangerous half-century.