

# Landau Learner Curriculum Overview

**Subject:** History

**Director of Learning:** Mr J. Patel

**Year:** 8

Curriculum organisation				
Students are taught in mixed ability for the equivalent of 4 sessions per fortnight.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
Slavery and Abolition	Civil Rights Movement	World War One and the worldwide impact	Anti-Semitism – Holocaust and world Genocides	Cold war Conflict in Asia
<p><b>*Links: Prior learning KS3: previous term connections to discrimination, religion, empire, trade</b></p> <p><b>National Curriculum:</b> ideas, political power, industry and empire: Britain, 1745-1901</p> <p><b>Curriculum Intent:</b> Students can communicate effectively in a range of contexts and have a breadth of cultural knowledge learning about the development and impact of the Transatlantic Slave Trade.</p>	<p><b>*Links: Prior learning KS3:</b> Students will build on their knowledge of people fighting for rights from Year 7 and emancipation and abolition from the slavery topic</p> <p><b>National Curriculum:</b> Ideas, political power, industry and empire: Britain, 1745-1901. challenges for Britain, Europe and the wider world 1901 to the present day</p> <p><b>Curriculum Intent:</b> Students to develop an understanding of the challenges faced by minorities across the world and their fight for equal rights whilst understanding the diverse groups of people responsible for driving the change and their significance as a group.</p>	<p><b>*Links: Prior learning KS3:</b> Year 7 knowledge on conflict and warfare and empire</p> <p><b>National Curriculum:</b> challenges for Britain, Europe and the wider world 1901 to the present day</p> <p><b>Curriculum Intent:</b> Students will gain an understanding of how global conflicts occur and how they impact different types of countries and groups of people in different ways to understand the nuances behind the impact of conflict.</p>	<p><b>*Links: Prior learning KS3:</b> Students will build on their knowledge of Understanding of Democracy and Dictatorships and discrimination</p> <p><b>National Curriculum:</b> Challenges for Britain, Europe and the wider world 1901 to the present day – including studying the Holocaust.</p> <p><b>Curriculum Intent:</b> Develop an understanding of discrimination and the impact of it through studying genocide in different areas in the world including the Holocaust. Specifically why and how they occur highlight the similar themes throughout.</p>	<p><b>*Links: Prior learning KS3:</b> Students will build on their knowledge of communism and capitalism</p> <p><b>National Curriculum:</b> Study of a significant society or issue in world history and its interconnections with other world developments</p> <p><b>Curriculum Intent:</b> -Develop and embed a further understanding of the modern world and articulate a critical analysis of events. -Build on the ability to sustain and evidence judgements that are well nuanced. Understand how the relationship between USA and USSR had worldwide impacts through studying the causes and impacts of the Korean and Vietnam wars.</p>
Equipment needed for sessions:		What can you do to support your child?		
<ul style="list-style-type: none"> <li>History exercise book</li> <li>Current reading book for start of session</li> <li>Their History teacher will issue the set texts (e.g. copies of textbooks) that are being used in session and collect these back at the end of each session.</li> <li>Planner to record homework</li> </ul>		<ul style="list-style-type: none"> <li>Encourage your child to read widely and regularly</li> <li>Encourage your child to read/watch/listen to the news on a daily basis and discuss these current affairs with them and how they relate to historical events</li> <li>Encourage them to complete the homework tasks they are set by their History teachers to a high standard, asking them to show you the finished work.</li> </ul>		
How will learning be assessed and progress measured?		Extension and enrichment activities:		
<ul style="list-style-type: none"> <li>Marking of written is carried out on a regular basis in line with the College policy</li> <li>Two summative assessments throughout the year.</li> <li>Regular peer and self-marking.</li> <li>Show my homework – quizzes</li> <li>Knowledge testing/ checks – class quiz</li> </ul>		<ul style="list-style-type: none"> <li>Educational visits</li> <li>Opportunities to enter school history competitions</li> </ul>		