



The Thomas Mills High School & Sixth Form **History** curriculum aims to help pupils develop key historical knowledge, perspectives and skills which will give them a framework for future understanding and enthuse them to continue to explore the subject within and outside of school. To achieve this, the curriculum was created around the three key aspects of history knowledge below:

- First, 'substantive' knowledge: in History this refers to knowledge about the past. We have designed our curriculum to focus on 'core knowledge' that will give pupils a wide-ranging and rich understanding of history, which will also allow them to make connections between events, periods and locations. This includes individual topics or events, but also broad features of periods or developments.
- Second, 'recurring knowledge': in History this refers to knowledge of recurring terms, concepts and phenomena (events, developments or aspects of societies that have influenced or continued into different historical periods). These aid pupils in learning about new topics and helps them make connections in their broader learning of history.
- Third 'disciplinary knowledge': in History this refers to the understanding of how historians study the past, construct historical accounts and engage in critical analysis of evidence. This will aid pupils in learning how to form judgements based on a secure and complex body of knowledge and in response to specific historical enquiries.

Year 8			
Term	Topic	Knowledge and Skills	Useful Links
1	<p><b>Unit 1</b> <b>Introduction to the 20<sup>th</sup> century.</b></p> <p><b>Unit 2</b> <b>The impact of WW1</b></p> <p><b>Unit 3</b></p>	<p><b>Knowledge:</b> During the first few weeks of the autumn term, students revisit the transition from pre-20th century history, (studied in Year 7), to the developments of the 20th century. This leads into a depth study of the First World War, focusing on its key events and global significance. As part of this unit, students explore the local impact of the war by examining how a worldwide conflict affected a rural community like Framlingham.</p>	<ul style="list-style-type: none"> <li>• Causes of WW1 – <a href="#">Causes of World War One - BBC Bitesize</a></li> <li>• Causes of WW1 – <a href="#">Unit: How far did the assassination cause the First World War? Oak National Academy</a></li> <li>• Life at the front – <a href="#">What was life like on the front line in World War One? - BBC Bitesize</a></li> <li>• Role of Empire in WW1 – <a href="#">Why the British West Indies Regiment joined World War One - BBC Bitesize</a></li> </ul>



**The fight for the vote**

In the second half of the term, students continue their in-depth study of the impact of the First World War. As the term progresses, they will begin Unit 3, which explores the struggle for the vote throughout the 19th and 20th centuries. This unit places particular emphasis on the Suffragette movement and its role in the campaign for women's suffrage.

**Skills:**

At the start of Year 8, there is a strong emphasis on revisiting and reinforcing prior knowledge to help students make meaningful connections between pre-20th century history and developments in the 20th century. Students deepen their substantive knowledge through focused depth studies and apply this understanding to answer historical enquiry questions. They also continue to build their disciplinary knowledge by exploring how historians investigate the past. Building on their work from Year 7, students further develop their ability to form and analyse historical interpretations on key topics.

**Key history concepts terms and phenomena:**

- Nationalism
- Militarism
- Alliances
- Imperialism
- Impact of technological advancements
- Social and Political changes
- The Interconnectedness of the World
- The cycle of violence

- Role of Empire in WW1 – [Unit: Stories of the 'often forgotten armies' - Oak National Academy](#)
- End of WW1 - [The Treaty of Versailles and the end of World War One - BBC Bitesize](#)
- The fight for female suffrage – [The fight for female suffrage - BBC Bitesize](#)

**Additional Resources**

**Books**

- [War Horse](#) by Michael Morpurgo
- [Private Peaceful](#) by Michael Morpurgo
- [Birdsong](#) by Sebastian Faulks
- [Adventures in Time: The First World War](#) by Dominic Sandbrook
- [Black Poppies](#) by Stephen Bourne
- [Weird World of Wonders: World War 1](#) by Sir Tony Robinson

**Listening**

- The Rest is History podcast – The road to the great war series of episodes.



<p><b>Assessments</b></p>	<p>There are four core assessments this term.</p> <p>In the first few weeks of Year 8 pupils will complete a baseline assessment done within lesson time to ascertain the level of understanding and knowledge of pupils from year 7. The second assessment task will also be completed in the first half term and is a research task which gets pupils to investigate individuals from local war memorials. This is designed to get pupils to connect to their local history but also understand how historians find and use information.</p> <p>After half term pupils will complete an assessment focused on the 'Battle of the Somme', where pupils will answer 4 questions based on two different interpretations of this event. The assessment will mirror assessments on interpretations completed in Year 7, such as the King Joh assessment, giving pupils familiarity with the assessment but also a chance to show developed skills. The final assessment of the term focuses on reviewing pupils progress in 'the impact of WW1' unit. It will look at their comprehension of the substantive knowledge including their understanding of the broad features and developments of the period. It will also monitor their developing awareness of key history concepts and phenomena.</p> <p><b>Autumn 1:</b> Year 7 Re-cap assessment - Knowledge and skills learnt in year 7.</p> <p><b>Autumn 1:</b> Historical research into individuals from local war memorials.</p> <p><b>Autumn 2:</b> Interpretation analysis on different views over the cause of the mass casualties at the Battle of the Somme'?</p> <p><b>Autumn 2:</b> Review of 'Impact of WW1' assessment.</p>	
<p><b>2</b></p>	<p><b>Unit 3</b> <b>The fight for the vote</b></p> <p><b>Unit 4</b></p>	<p><b>Knowledge:</b> This term sees pupils finish studying 'the fight for the vote' unit of work. The rest of the term is spent exploring 'WW2 and its impact on Britain'. This includes:</p> <ul style="list-style-type: none"> <li>- The causes of WW2</li> <li>- The rise of the Nazis</li> </ul> <ul style="list-style-type: none"> <li>• The fight for female suffrage – <a href="#">The fight for female suffrage - BBC Bitesize</a></li> <li>• WW2 Key events - <a href="#">Unit: When was the turning point during the Second World War? Oak National Academy</a></li> </ul> <p style="text-align: right;"><b><u>Additional Resources</u></b></p>



	<p><b>WW2 and its impact on Britain</b></p>	<ul style="list-style-type: none"> <li>- Key events of WW2</li> <li>- Impact of WW2 on the British Homefront</li> </ul> <p><b>Skills:</b> Pupils focus this term is showing substantive knowledge and understanding of two depth studies. They also will continue to develop their source and interpretation skills.</p> <p><b>Key history concepts terms and phenomena:</b></p> <ul style="list-style-type: none"> <li>• Totalitarianism</li> <li>• Alliances</li> <li>• Imperialism</li> <li>• Impact of technological advancements</li> <li>• Social and Political changes</li> <li>• The Interconnectedness of the World</li> <li>• The cycle of violence</li> </ul>	<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• <i>The Secrets Act</i> by Alison Weatherby</li> <li>• <i>Please write soon</i> by Michael Rosen</li> <li>• <i>Everything World War Two</i> by National Geographic</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• <u>The Rest is History</u> podcast – episodes:             <ul style="list-style-type: none"> <li>- Lee Miller: Exposing the Horrors of World War Two</li> <li>- The Rise of the Nazis</li> <li>- 1940</li> </ul> </li> </ul>
<p><b>Assessments</b></p>		<p>There are three assessments this term.</p> <p>In the first half term – the first assessment assesses pupils source analysis skills and use them to help form a supported judgement on what Emily Davison hoped to achieve at the Derby in 1913. The second assessment concludes the study of unit 3 'the fight for the vote' with a focus on the Suffragettes and why did women gain the vote in 1918? It will look at their substantive knowledge but also their understanding of relevant concepts and phenomena.</p> <p>In the second half-term, pupils will complete an assessment on whether the Dunkirk evacuations were a triumph or a disaster, using their source and interpretations analysis skills.</p> <p><b>Spring 1:</b> Source Analysis – What did Emily Davison hope to achieve at the Derby in 1913?</p> <p><b>Spring 1:</b> Why did women gain the vote in 1918? (end of unit assessment).</p>	



		<p><b>Spring 2:</b> How far do the sources and interpretations suggest Dunkirk was a triumph?</p>	
<p><b>3</b></p>	<p><b>Unit 5 WW2 and its impact on the wider world</b></p> <p><b>Unit 6 Civil Rights movement in America</b></p> <p><b>Unit 7 End of the British Empire</b></p>	<p><b>Knowledge:</b> In the final term of Year 8, students will explore the global impact of the Second World War, with a particular focus on the Holocaust. This unit will help students understand the scale and consequences of Nazi persecution and genocide, as well as its lasting legacy. Following this, students will begin a study of the American Civil Rights Movement, examining key events, figures, and the broader struggle for racial equality in the 20th century. To conclude the year, students will investigate the end of the British Empire. This unit will explore the process of decolonisation and the diverse experiences of countries in their fight for independence.</p> <p><b>Skills:</b> Pupils get the opportunity to deepen their 'substantive and 'recurring' knowledge of the wider world. By drawing links and making comparisons with content studied in Year 7, they are able to revisit and build upon prior learning. This allows them to review some previous learning and develop 'recurring knowledge'. Pupils also have the chance to develop their historical research and presentation skills.</p> <p><b>Key history concepts terms and phenomena:</b></p> <ul style="list-style-type: none"> <li>• Holocaust</li> <li>• Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>• The Holocaust - <a href="#">Unit: What was the holocaust? Oak National Academy</a></li> <li>• WW2 and the Holocaust - <a href="#">World War Two and the Holocaust - BBC Bitesize</a></li> <li>• Civil Rights movement in America – <a href="#">The civil rights movement in America - BBC Bitesize</a></li> <li>• The end of the British Empire - <a href="#">The end of Empire - KS3 History - BBC Bitesize</a></li> </ul> <p style="text-align: center;"><b><u>Additional Resources</u></b></p> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Book Thief</a> by Markus Zusak</li> <li>• <a href="#">The Diary of a Young Girl (Anne Frank's Diary)</a> by Anne Frank</li> <li>• <a href="#">Everything World War Two</a> by National Geographic</li> <li>• <a href="#">The Lions of Little Rock</a> by Kristin Levine</li> <li>• <a href="#">Empire</a> by Jeremy Paxman</li> </ul>



		<ul style="list-style-type: none"><li>• Civil Disobedience</li><li>• Empire</li><li>• Colonialism and Decolonisation</li><li>• Imperialism</li><li>• Trade</li><li>• Cultural Exchange and Impact</li><li>• Global expansion</li><li>• Neo-colonialism and Influence</li><li>• Interconnectedness of the World</li></ul>	
<b>Assessment</b>	<p>There is one assessment each half term.</p> <p>The first task reviews pupils' understanding on the impact of WW2 both on Britain and the wider world. It looks at pupils understanding of specific events (substantive knowledge) but also wider trends and concepts (recurring knowledge).</p> <p>The second gives pupils a chance to end the year by researching the impact of de-colonisation, including consideration for diverse perspectives and interpretations, and then presenting their findings. Pupils will research the topic in lessons; methods of presenting are explored and then pupils will create and deliver a presentation to the class. There is a degree of flexibility on how they will present – to allow for different needs of pupils.</p> <p><b>Summer 1:</b> Impact of WW2 (end of unit assessment)</p> <p><b>Summer 2:</b> Presentation – 'How did British rule change India?'</p>		