

Subject	Year 8– Spring Term	How to support students' learning
History	<p data-bbox="450 237 875 264"><b>World War Two and the Holocaust</b></p> <ol data-bbox="495 277 1167 916" style="list-style-type: none"> <li>Describe the terms of the Treaty of Versailles.</li> <li>Explain why World War Two started in 1939.</li> <li>Evaluate the most significant moments of World War Two.</li> <li>Describe what the Holocaust was.</li> <li>Explain how the Nazi's dealt with the 'Jewish Problem'.</li> <li>Analyse the roles of people who were involved in the Holocaust.</li> <li>Describe what life was like in the Ghettos.</li> <li>Explain what the final solution was.</li> <li>Evaluate how the treatment of Jews got worse over time.</li> <li>To describe how the Holocaust is remembered</li> <li>To explain what other Genocides have happened since the Holocaust</li> <li>To analyse whether we have learnt our lessons from the Holocaust</li> </ol> <p data-bbox="450 1078 719 1106"><b>Empire and Migration</b></p> <ol data-bbox="495 1118 1167 1362" style="list-style-type: none"> <li>Describe what an Empire is and why Britain wanted one.</li> <li>Explain what benefits the Empire brought to Britain.</li> <li>Analyse whether Britain's Empire was a force for good.</li> <li>Describe how Britain came to control India.</li> <li>Explain the impact that the British had on India.</li> </ol>	<p data-bbox="1205 237 1496 264">Encourage your child to:</p> <ul data-bbox="1249 277 2007 916" style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally. You could ask your child how they can link what they have learnt in History this week/term to the modern day.</li> <li>• Read! It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. There are some wonderful books about Empire which have recently been introduced in the library; why not check them out?</li> <li>• Visit historic sites/museums/online displays. E.g. the National Holocaust Museum, Nottinghamshire.</li> <li>• Historic sites and museums also have useful resources on their websites. The Holocaust Educational Trust has excellent online resources, including primary sources and opportunities to join webinars etc.</li> <li>• Watch historical documentaries and programmes together (e.g. Horrible Histories) Youtube is also a great resource for short educational videos!</li> </ul>

	<ol style="list-style-type: none"> <li>6. Evaluate how we should remember British rule in India.</li> <li>7. Identify countries that left the British Empire in the 20th Century.</li> <li>8. Explain how different countries managed to gain independence.</li> <li>9. Evaluate the lasting legacy of the British Empire today.</li> <li>10. Describe the reasons why people migrate.</li> <li>11. Explain which groups have migrated to Britain over time.</li> <li>12. Analyse the impact that migrants have made in Britain.</li> </ol>	
<b>Subject</b>	<b>Year 8 Threshold Concepts – Spring Term</b>	<b>How to support students' learning</b>
History	<p><b>Power and People – (Life before the First World War)</b></p> <ol style="list-style-type: none"> <li>1. Identify social problems around 1900.</li> <li>2. Describe social problems around 1900.</li> <li>3. Explain social problems around 1900.</li> <li>4. Be able to describe the key features of the different suffrage organisations.</li> <li>5. Give examples of actions of the Suffragists and the Suffragettes.</li> <li>6. Assess the reasons for Emily Davison's death. Impact of the First World War</li> </ol> <p><b>First World War</b></p> <ol style="list-style-type: none"> <li>7. Form judgments on the reasons for the First World War being considered 'Great' using criteria.</li> </ol>	<ul style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally.</li> <li>• We are currently studying the First World War and this is a good opportunity for students to find out about local, regional or family history connected to the war alongside looking at the experience of the range of people and countries involved in the war.</li> <li>• Read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. This could include reading war poetry from the First World War or reading War Horse.</li> <li>• Visit sites/museums/online displays. Many museums and historic sites have online resources. The Imperial War Museum (IWM) website has stories from the First World War and sections on objects and artefacts <a href="https://www.iwm.org.uk/history/firstworld-war">https://www.iwm.org.uk/history/firstworld-war</a> along</li> </ul>

	<p>8. Describe how the Franco-Prussian war could suggest reasons for the start of the First World War using a cartoon to assess.</p> <p>9. Identify the different alliances and how the short term causes contributed to the start of war.</p> <p>10. Explain how the assassination of the Archduke Franz Ferdinand triggered a crisis in the Balkans into war.</p> <p>11. Compare the main reasons for the start of the First World War and form a judgement.</p> <p>12. Assess how propaganda was used to recruit people to the army.</p> <p>13. Prioritise reasons for one individual having joined the Durham Light Infantry and the army.</p> <p>14. Understand the difficulty in being a conscientious objector.</p> <p>15. Make inferences about the nature of trench warfare from photographs.</p>	<p>with short videos on Trench Tales and more aspects of WW1</p> <p><a href="https://www.iwm.org.uk/learning/adventures-in-history/Trench-Tales-PartOne">https://www.iwm.org.uk/learning/adventures-in-history/Trench-Tales-PartOne</a></p> <ul style="list-style-type: none"><li>• Watch historical documentaries and programmes together (e.g. Dan Snowshort clips on WW1, Horrible Histories).</li></ul>
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