

**Orchard School Bristol**  
**Faculty Schemes of Learning – Overview**

Faculty of Humanities  
Year 8 - History

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>Unit Title</b>	Slavery	British Empire	Industrial Revolution	Chartists	War and the 20 <sup>th</sup> Century
<b>Assessment Objectives</b>	1, 2, 3, 4, 6	1, 3, 4, 5, 6	1, 3, 5, 6	1,3, 4, 5, 6	1,3, 5, 6
<b>Big Question</b>	Why did the Slave Trade end?	How should the British Empire be remembered?	How did the Industrial Revolution change England?	How close was Britain to revolution?	How did war change society?
<b>SMSC Link (Spiritual, Moral, Social, and Cultural development)</b>	M5, C2, ROL, D, IL, MR	M3,M5, C2, ROL, D, MR	M3,M5, C2, D, IL, MR	M3,M5, C2, ROL, D, IL, MR	M3,M5, C2, ROL, D, IL, MR
<b>Potential Trips and visitors</b>	Bristol Dockside				War memorials in Bristol
<b>Assessment type</b>	Evaluation of sources assessment	Evaluation of source significance	Evaluation of sources assessment	Evaluation of sources assessment	Evaluation of source significance

**Assessment Objectives - Detail**

1	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 2
2	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 3
5	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
6	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
7	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 2