

Subject	Year 8 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
History	<p>Autumn Term Unit 1: Ancient Persia: Empire and Civilisation –</p> <ol style="list-style-type: none"> 1. Define a civilisation. 2. Define an empire. 3. Use maps to identify the location of Ancient Persia. 4. Identify points to show how Ancient Persia reflects a civilisation. 5. Describes how Ancient Persia reflects a civilisation. 6. Explains how Ancient Persia reflects a civilisation. 7. Explains how Ancient Persia reflects a civilisation and reach a judgement. 8. Give examples of the rule of Cyrus the Great. 9. Explain the conquests of Cyrus the Great. 10. Form a judgement on the importance of Darius. 11. Identify the connection between Alexander and the Persian empire. 12. Assess the impact of Alexander on Persepolis. 13. Form judgment on interpretations of Alexander the Great. <p>Industrialisation –</p> <ol style="list-style-type: none"> 14. Describe aspects of life in 1750. 15. Define industrialisation. 16. Assess how poets and painters of the 19th century saw the industrial revolution. 17. Identify key industries in Birmingham and the Midlands in the industrial age. 18. Describe changes in Birmingham and nationally from 1750-1900. 19. Give details of key individuals involved in the Industrial Revolution in Birmingham. 20. Identify problems with roads in the 18th century. 21. Describe the cause of the development of canals. 22. Describe the domestic system. 	<ul style="list-style-type: none"> • Describe aspects of life in 1750. • Define industrialisation. • Assess how poets and painters of the 19th century saw the industrial revolution. • Describe changes in Birmingham and nationally from 1750-1900. • Identify problems with roads in the 18th century. • Describe the cause of the development of canals. • Show using a source the nature of the domestic system. • Explain the causes of change and the consequences of those changes. • Compare domestic and factory systems. • Consequence branches of the factory system. • Use sources to identify dangers for child factory workers. • Analyse a cartoon source for message and purpose evaluation. • Explain the importance of coal. • Recall key statistics about the railways. • Explain the impact of the railways. • Explain the problems of living conditions in towns and cities and potential solutions.

23. Compare the domestic and factory systems.
24. Explain the impact of the factory system.
25. Use sources to identify dangers for child factory workers.
26. Analyse a cartoon source for message and purpose.
27. Explain the importance of coal in the industrial age.
28. Identify changes brought by the railways.
29. Describe the impact of the railways.
30. Explain the impact of the railways.
31. Explain the most important impact of the railways (judgement).
32. Describe living conditions in industrial towns and cities.
33. Explain the problems of living conditions in towns and cities.

Spring Term

Power and People –

34. Prioritise the reasons people wanted change by 1800.
35. Identify undemocratic aspects of the vote in the early 19th century.
36. Describe the Charter created by the Chartist movement.
37. Assess the story of William Cuffay's life to link to Chartism.
38. Explain the impact of Chartism.
39. Find inferences and consider utility of sources.
40. Describe the punishments and crimes of the 19th century.
41. Compare different interpretations using a range of different evidence.
42. Profile the Whitechapel Murderer.
43. Link the backgrounds and life experiences of the Whitechapel victims.
44. Judge the likelihood of the Whitechapel suspects.
45. Describe what the Jack the Ripper case reveals about 19th Century London.
46. Explain what the Jack the Ripper case reveals about 19th Century London.

- Talk about History at home around topics being studied and more generally. We are currently studying the 19th Century and this is a good opportunity for students to find out about local, regional or family history connected to the period.
- Encourage them to 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.
- Visit sites/museums/online displays. Many museums and historic sites have online resources.
- Watch historical documentaries and programmes together.

	<p>47. List ways women were seen in the 19th century.</p> <p>Suffrage –</p> <p>48. Identify arguments for and against suffrage.</p> <p>49. Describe the key features and actions of the different suffrage organisations (the suffragists and suffragettes).</p> <p>50. Use sources to assess the differences between actions before 1910 and after.</p> <p>51. Form an evidence-based judgment on the reasons for Emily Davison’s death.</p> <p>52. Describe life in Britain in 1914.</p> <p>53. Identify social problems around 1900.</p> <p>54. Describe social problems around 1900.</p> <p>55. Explain social problems around 1900.</p> <p>Summer Term</p> <p>The First World War –</p> <p>56. Identify long and short-term causes of the war.</p> <p>57. Describe the causes of the war (TC 10 on assessment sheet).</p> <p>58. Explain the most important cause.</p> <p>59. Compare the causes of the war to reach a judgement (TC 11).</p> <p>60. Define the term propaganda.</p> <p>61. Explain why men enlisted for the army.</p> <p>62. Describe the term ‘conscientious objector’.</p> <p>63. Give reasons why people objected to fighting in the war.</p> <p>64. Describe conditions in trenches.</p> <p>65. Explain what happened in the Battle of the Somme.</p> <p>66. Give details about the experience of different soldiers in the war.</p> <p>67. Describe how poppy day started.</p> <p>68. Identify key features of the Treaty of Versailles.</p> <p>69. Identify reasons why women got the vote in 1918.</p>	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. 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. • Encourage them to 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. • 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 https://www.iwm.org.uk/history/first-world-war along with short videos on Trench Tales and more aspects of WW1 https://www.iwm.org.uk/learning/adventures-in-history/Trench-Tales-Part-One Watch historical documentaries and programmes
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	<p>70. Describe different reason why women got the vote in 1918.</p> <p>71. Explain why women got the vote in 1918.</p>	<p>together (e.g. Dan Snow- short clips on WW1, Horrible Histories).</p>
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