

Subject	Y8 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
History	<p>Autumn Term</p> <p>African Kingdoms -</p> <ol style="list-style-type: none"> 1. Counter misconceptions of Africa. 2. Make inferences from the art of Benin. 3. Explain how sources evidence the history of Benin. 4. Assess the positives and negatives of life in Benin. 5. Use criteria set to judge the extent of the 'Golden Age' enjoyed by Benin using clues. 6. Define slavery. 7. Explain why the Obas of Benin participated in the slave trade. 8. Describe reasons for why Africa was used for slavery. 9. Examine the significance of historical artefacts. <p>Impact of Slavery -</p> <ol style="list-style-type: none"> 10. Identify causes of slavery. 11. Identify consequences of slavery. 12. Consider the perspectives of those enslaved. <p>Industrialisation -</p> <ol style="list-style-type: none"> 13. Summarise the developments in the British empire. 14. Describe change as a result of the Industrial Revolution. 15. Identify key figures and events linked to industrialisation. 16. Identify the positives and negatives of developments in the Industrial Revolution. 17. Compare different approaches due to industrialisation. 18. Analyse sources for message and purpose. 19. Explain the problems of living conditions in towns and cities. <p>Spring Term</p> <p>Power and People -</p> <ol style="list-style-type: none"> 20. Find inferences and consider utility of sources. 21. Compare different interpretations using a range of different evidence. 22. Consider the political changes in Britain in the 19th Century. 23. Explain the causes of political changes in Britain in the 19th Century. 24. Summarise the situation for different groups in 19th Century Britain. 25. Compare historical arguments. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. For example, when studying the First World War it 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. Again, for the First World War, this could include reading war poetry or War Horse. • Visit sites/museums/online displays. Many museums and historic sites have online resources. The International Slavery Museum in Liverpool has accessible materials both online and onsite. The British Museum houses several of the items that we assess such as the Benin Bronzes and the Cyrus Cylinder. 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

	<p>Suffrage -</p> <ul style="list-style-type: none"> 26. Identify arguments for and against suffrage. 27. Describe the key features and actions of the different suffrage organisations (the suffragists and suffragettes). 28. Use sources to assess the differences between actions before 1910 and after. 29. Explain social problems around 1900. 30. Form judgments on changes in the 19th Century. <p>Summer Term</p> <p>The First World War -</p> <ul style="list-style-type: none"> 31. Identify long and short-term causes of the war. 32. Prioritise and compare causes. 33. Examine different perspectives on the nature of war. 34. Describe conditions in trenches. 35. Give details about the experience of different soldiers in the war. 36. Assess key events. 37. Consider the positives and negatives of decisions in relation to the war. 38. Use a range of evidence to reach conclusions. 39. Compare historians' perspectives. 40. Identify key consequences of the Treaty of Versailles. 	<p>programmes together (e.g. Dan Snow- short clips on WW1, Horrible Histories).</p>
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