

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 8 Term: Spring 1	Topic: Is America really the Land of the Free?	<i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i>
<p>What is the essential knowledge from this unit? What do students need to remember and understand? Conceptual focus is cause and consequence</p> <p>This module is a significant look at the impact that exploration can have on people who aren't necessarily explorers - but are explored. It is also a vital opportunity for the students to look at less euro-centric History as they look at the nature of African Slavery. This module will tie heavily into the current climate of the Black Lives Matter movement and consider the context of why there is still so much institutionalised and systemic racism present in modern society and where it originated from.</p> <p>Students will begin by looking contextually at pre-colonial Africa and considering what Africa was like before the introduction of Slavery. This will lay the groundwork of enabling students to empathise with those Africans who were ripped from their homes and sent into slavery.</p> <p>Throughout the topic, students will look at the case study of a single individual Olaudah Equiano, and use his memoirs as a way to identify the true nature of life for a slave. This will include looking at how Africans became slaves; how slaves were treated; what role slaves had; how slaves resisted</p> <p>We will then engage in a mini-enquiry of how slavery ended, including looking at the context of the American Civil War and considering Did the slaves free themselves? By looking at it from this angle, we are taking the onus off of the slaves being "freed" by white men and instead liberating themselves. This mini-enquiry will allow students to be assessed on their evaluation of the end of Slavery in America by weighing up the evidence of who caused slavery to end.</p>		<p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p>Understanding checked through questioning and regular feedback.</p>
<p>What prior learning supports understanding of this content? No prior learning is needed for this module. Class discussion during the introduction will allow students to demonstrate any prior knowledge.</p>	<p>How does this content link to future learning? Students will continue to work on their basic Historical skills as well as adding in more advanced skills, such as evaluation, and beginning to look at the nature of Historical interpretation, as well as engaging with source material.</p>	<p>Period and content specific terminology: Olaudah Equiana, resistance, abolition, the Middle Passage, Plantations, Passive and active resistance, American Civil War, Union States, Confederate States</p>
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i> Reading activities of sources provided by teachers to develop comprehension and literacy.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i> Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments: <i>How will students review the information learned?</i> <i>How will feedback be seen?</i> Recaps every three lessons to assess knowledge (AO1), with quick-fire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Mid-topic and end of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen.</p>		