

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 8 Term: Summer 2	Topic: World at War - the ultimate consequence of Exploration?	<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?</p> <p>Conceptual focus is</p> <p>The aim of this topic is for students to identify how imperialism and colonialism, which are direct results of wider global exploration led to one of the largest conflicts the world has ever seen.</p> <p>This topic will be broken up into clear sections with two assessments. The first of which is the development of animosity between nations as they colonise parts of the globe, developing their Empires. This will lead to the causes of the First World War. Students will be assessed on their understanding of the causes of the First World War, looking at which causes were the most significant and beginning to identify clear differences between the short-term and long-term causes, as well as the trigger events.</p> <p>Students will then take an in depth look at the realities of the First World War, including looking at the life soldiers faced on a day-to-day basis, looking at life in the trenches, the sorts of weapons used by the soldiers, as well as key battles, such as the Somme and Passchendaele.</p> <p>This deep-dive into the Somme will lead us into our second assessment, which will be a source-based assessment on the relative guilt of Douglas Haig and his role in the tragedy of the Battle of the Somme.</p> <p>To conclude the year, the students will look at how the war came to its conclusion and then consider the potential implications this could have for the future.</p>		<p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Understanding checked through questioning and regular feedback.</p> <p>Period specific terminology will also be present throughout the course.</p>
<p>What prior learning supports understanding of this content?</p> <p>No prior learning needed. Class discussion during the introduction will allow students to demonstrate any prior knowledge.</p>	<p>How does this content link to future learning?</p> <p>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:</p>
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>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></p> <p>Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	<p>Imperialism, Empires, Militarism, Assassination, Alliances, Trenches, Bayonet, stale-mate, Gas, Tanks, No mans land, Going over the Top, Douglas Haig, The Battle of the Somme and the Battle of Passchendaele</p>
<p>Key assessments:</p> <p><i>How will students review the information learned?</i></p> <p><i>How will feedback be seen?</i></p> <p>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>		