**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

# Class **8- Navigator Curriculum** - *History/ 2 Lessons weekly*

| Year | 2026 – 2027<br>Autumn 1<br>Unit 1 | 2026 – 2027<br>Autumn 2<br>Unit 2 | 2026 – 2027<br>Spring 1<br>Unit 3 | 2026 – 2027<br>Spring 2<br>Unit 4 | 2026 – 2027<br>Summer 1<br>Unit 5 | 2026 – 2027<br>Summer 2<br>Unit 6 |
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| **Year 8**<br><br>Technology, war and independence. | **Topic:** A new century<br><br>**Key questions:**<br><br>1) Who are the Tudors?<br><br>**Key skills and knowledge:**<br>1.1A/B Britain and the world 1901.<br>Examine Britains place in the worlkd at the turn of the twentieth century.<br>Explain how and why other countries were catching up with Britain in terms of industry, trade and empire.<br><br>1.2 A/B Tackling poverty and public health.<br>Identify the level of poverty experienced by many in the early twentieth century. | **Topic:** The First World War<br><br>**Key questions:**<br><br>1) What does the civil war entail? Define civil war.<br><br>**Key skills and knowledge:**<br>2.1 A/B Identify short and long term causes of the First World War.<br>Explain how an assassination led to the outbreak of war.<br><br>2.2 Joining up.<br>Outline the reasons why men chose to fight.<br>Define 'propaganda' and explain how the government used it to attract more volunteers.<br><br>2.3 A/B The First World War: an overview. | **Topic:** The First World War, Between the wars<br><br>**Key questions:**<br><br>1) How did Charles II restore himself to the throne?<br><br>**Key skills and knowledge:**<br>2.8 What was it like on the home front?<br>Describe how the First World War affected everyday life in Britain.<br>Assess the effect of the First World War on the lives of women in Britain.<br>Explain how and why British civilians were at risk between 1914 and 1918.<br><br>2.9 How did 'Poppy Day' start?<br>Outline how the war came to an end in 1918. | **Topic:** Power in the early twentieth century<br><br>**Key questions:**<br><br>1) When did the slave trade begin?<br><br>**Key skills and knowledge:**<br>4.1 Democracy and dictatorship.<br>Describe the differences between a democracy and a dictartorship.<br>Identify the main features of each type of government.<br><br>4.2 A/B Two types of dictatorship.<br>Define both 'fascism' and 'communism'.<br>Explain where and how these two extreme political beliefs took hold. | **Topic:** The Second World War<br><br>**Key questions:**<br><br>1) What is the British empire?<br>countries?<br><br>**Key skills and knowledge:**<br>5.1 A/B/C The Second World War: an overview.<br>Recall key terms such as 'Blitzkrieg' and 'Blitz'.<br>Identify key turning points of the war.<br>Outline the sequence of the main events of the Second World War.<br><br>5.2 A/B How should we remember Dunkirk?<br>Identify reasons why the Dunkirk evacuations could be considered both a success and a failure. | **Topic:** The Second World War, The post-war world<br><br>**Key questions:**<br><br>1) What is the industrial revolution?<br><br>**Key skills and knowledge:**<br>5.11 A/B The Journey to the 'Final Solution'.<br>Identify why Hitler and the Nazis persecuted Jewish people.<br>Examine how the 'Final Solutions' was organized.<br><br>5.12 The was goes nuclear.<br>Explain how and why the USA joined the Second World War.<br>Assess the immediate impact of the nuclear attack in 1945.<br><br>5.13 A United Nations. |

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| | Outline key events and significant people in the attempt to improve public health at this time.<br>Assess the impact of the Liberal Reforms.<br><br>1.3 Who or what was to blame for Titanic disaster?<br>Explajn why the Titanic is such.<br>Judges who or what caused the Titanic disaster.<br><br>1.4 A/B Who were the suffragettes?<br>Compare suffragettes and suffragists.<br>Evaluate what finally won the vote for women<br><br>1.5 Did Emily Davison mean to kill herself?<br>Examine the circumstances surrounding the death of Emily Davison.<br>Judge whether Emily Davison killed herself deliberately or not. | Examine the typical experience of a soldier in the trenches.<br>Identify the main areas of conflict and the main features of trench warfare.<br><br>2.4 Weapons of war.<br>Explain why the weapons used in the First World War were so deadly.<br>Judge which weapons were most effective.<br><br>2.5 A/B Why was Harry Farr killed?<br>Examine how victims of 'shell shock' were treated during the First World war.<br>Decide whether Harry Farr was a coward or the victim of cruel injustice.<br><br>2.6 How did the First World War change medicine?<br>Examine and explain the links between war and medical progress.<br>Assess the impact of the First World War on surgery, health and medicine.<br><br>2.7 A/B Soldiers of Empire. | Explain how and why 11 Nov is remembered today.<br><br>2.10 A/B How did countries try to avoid any more wars?<br>Explain who the 'Big Three' were and how they contributed to the peace settlement.<br>Judge whether the League of Nations was a success or a failure.<br>Examine opinions about the League of Nations.<br><br>3.1 A/B Was the First World War worth winning?<br>Examine the state of Britain in the decade after the First World War ended.<br>Judge the extent to which Britain changed.<br><br>3.2 The 'Roaring Twenties'.<br>Define the term 'Roaring Twenties'.<br>Outline why and how society changed for some people in the 1920s.<br>3.3 Independence in Ireland.<br>Define a 'nationalist' and 'unionist'. | 4.3 A/B What was Germany like in the 1920s?<br>Describe the changes taking place in Germany in the 1920s.<br>Examine Hitler's attempted takeover of Germany.<br><br>4.4 Why did Hitler become so popular?<br>Explain the growth of the Nazi Party in the late 1920s and early 1930s.<br>Examine key fators in Hitler's rise in popularity.<br><br>4.5 A/B/C What was life like in Nazi Germany?<br>Assess how life changed for Germans under Nazi rule.<br>Explain how the Nazis justified the way they ruled.<br><br>4.6 A/B Why was there another world war?<br>Examine the build up to the outbreak of war in 1939.<br>Assess the views of modern historians relating to the outbreak of war. | Examine different opinions about the Dunkirk evacuations.<br><br>5.3 A/B Who were 'the few'?<br>Examine Operation Sealion.<br>Assess why Hitler wasn't able to invade Britain in September 1940.<br><br>5.4 Soldiers of Empire.<br>Examine which countries helped Briatin fight during the Second World War.<br>Identify the contribution of these 'soldiers of Empire', and the countries that sent them.<br><br>5.5 A/B Evacuation.<br>Define the word 'evacuation' and explain why it took place.<br>Assess the experiences of evacuees and their hosts.<br><br>5.6 The home front.<br>Recall key terms and concepts such as rationing, Home Guard and total war.<br>Identify ways in which the Second World | Explain what the United Nations is and what it does.<br>Examine how the UN is organized.<br><br>6.1 A/B NHS: why we don't pay to see a doctor.<br>Define the term 'welfare state' and explain its origins.<br>Outline how a report, written in the 1940s, still affects people in Britain today.<br><br>6.2 A/B Why was there a Cold War.<br>Define what was meant by 'Cold War'.<br>Explain why the allies of the Second World War became enemies.<br><br>6.3 A/B/C Cold War hotspots.<br>Define the 'Truman Doctrine'.<br>Examine ways in which the USA tried to 'contain' communism.<br>Identify where Cold War conflicts took place around the world.<br><br>6.4 Cold War rivalry.<br>Recall key events in the space race.<br>Examine how space, chess and sport were related to the Cold War. |

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| | | Examine why soldiers from the British Empire fought for Britain.<br>Judge the contribution of these 'soldier's empire' | Analyze how and why Ireland was divided.<br><br>3.4 A/B The 'Hungry Thirties'.<br>Define the term 'Hungry Thirties'.<br>Assess the diverse range of experiences of ordinary British citizens in the 1930s. | | Was affected ordinary citizens.<br><br>5.7 How did the Second World War change health and medicine?<br>Recall key developments in health and medicine during and after the Second World War.<br>Assess the impact of war on surgery, health and medicine.<br><br>5.8 Penicillin and war.<br>Examine the development of penicillin.<br>Assess the impact of penicillin.<br><br>5.9 A/B Why is Sir Arthur Harris such a controversial figure?<br>Explain the difference between precision bombing and area bombing.<br>Formulate an opinion on why you think Dresden was bombed.<br><br>5.10 A/B Why is Western Churchill on a £5 note?<br>Outline why Winston Chruchill appears on a £5 note. | 6.5 A/B A United Europe.<br>Explain why the countries of Europe cooperated more and more in the second half of the twentieth century.<br>Outline which countries belong to the European Union and investigate when they joined. |

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| | **Assessment outcomes:** **Quick Knowledge Quiz/ Literacy Focus** | **Assessment outcomes:** **Quick Knowledge Quiz/ Literacy Focus** | **Assessment outcomes:** **Quick Knowledge Quiz/ Literacy Focus** | **Assessment outcomes:** **Quick Knowledge Quiz/ Literacy Focus** | Assess whether you think he was a 'truly great leader' or not.<br><br>**Assessment outcomes:** **Quick Knowledge Quiz/ Literacy Focus** | **Assessment outcomes:** **Quick Knowledge Quiz/ Literacy Focus** |
| **Links to Gatsby Benchmarks:** | **Gatsby Benchmark** **7.** Encounters with further and higher education. Students to consider what skills are needed to access the opportunities they are interested in. | **Gatsby Benchmark** 6. Experiences of workplaces. Students to consider what skills are needed to access the opportunities they are interested in. | **Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. | **Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. | **Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. | **Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. |