

History Year 8 Curriculum Map



| YEAR 8 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Curriculum Content | <p><u>Enquiry: Should Britain apologise for its empire?</u></p> <p>Composite = learn about the formation, growth and impact of the British Empire</p> <p>Component 1: To identify the origins of the British Empire Component 2: To identify how 'great' was the British Empire? Component 3: Why did the British become 'empire builders'? Component 4: What was life like for the Aborigines of the Australia? Component 5: How successful was the policy of transportation? Component 6: Should Britain apologise to the Aborigines? Component 7: How was the rule of India established? Component 8: What was the impact of the Indian Mutiny of 1827 on British Rule? Component 9: Why did the Amritsar Massacre happen? Component 10: Why did the British leave India in 1947?</p> | <p><u>Enquiry: Should Britain apologise for its empire?</u></p> <p><u>Composite: to learn about the different interpretations of the empire and its overall legacy.</u></p> <p>Component 11. What interpretations of the empire are there? Component 12. What is the legacy of the British Empire?</p> <p><u>Enquiry: Was the Transatlantic Slave Trade the greatest crime of the British Empire?</u></p> <p><u>Composite = understand the causes and treatment of slaves in the Atlantic slave trade</u></p> <p>Component 1: Was Africa a 'dark continent'? Component 2: Introduction to the Mali empire Component 3: How did Mansa Musa's pilgrimage affect people's perception of his empire? Component 4: Why did the Mali Empire fall? Component 5: What is slavery? Introduction to slave trade including other civilisations who used it. Component 6: The Triangular Trade: the slave trade triangle between Europe, West Africa and the Americas. Component 7: The Middle Passage: conditions in the Middle Passage between West Africa and the Americas</p> | <p><u>Enquiry: Was the Transatlantic Slave Trade the greatest crime of the British Empire?</u></p> <p>Composite = understand the causes and treatment of slaves in the Atlantic slave trade.</p> <p>Component 8: What was life like on the plantations? Treatment of slaves on plantations in the Americas Component 9: How did Africans resist enslavement? Methods of resistance Component 10: Liverpool's role in the slave trade. Component 11: The campaign for the abolition of slavery and the individuals involved. Component 12: the legacy of slavery in Britain.</p> <p><u>Enquiry Question: Should the Industrial Revolution be known as 'Liberty's Dawn'?</u></p> <p><u>Composite: to understand the changes that took place during the Industrial Revolution.</u></p> <p>Component 1: Changes during the Industrial Revolution. Component 2: to examine if the Industrial Revolution improved the lives of working people. Component 3: to analyse interpretations of the Industrial Revolution Component 4: Conditions and treatment for child workers in the mills.</p> | <p><u>Enquiry Question: Should the Industrial Revolution be known as 'Liberty's Dawn'?</u></p> <p><u>Composite: to understand the changes that took place during the Industrial Revolution.</u></p> <p>Component 5: Conditions and treatment for child workers in the mines. Component 6: to consider if the Mines Act of 1842 really improved the working conditions of mines. Component 7: Conditions in industrial cities. Component 8: the work of Dr John Snow on Cholera and government action to improve public health in the 1860s and 1870s</p> <p><u>Enquiry: How close did Britain come to achieving true democracy between the Great Reform Act and the Equal Franchise Act?</u></p> <p><u>Composite: to understand the attempts to gain full democracy in Britain between 1800-1928</u></p> <p>Component 1: to explore the key problems with British democracy in 1800 then examine the growing appetite for change inspired by the French and American Revolutions, The Irish Rebellion, and the writing of Thomas Paine and Mary Wollstonecraft. Component 2: to examine the events and consequences of the Peterloo Massacre. Component 3: To examine events that put pressure on the government for democratic change. Component 4: to examine the terms and impact of the Great Reform Act Component 5: to introduce similarities and differences of the views of the individuals of the Chartist movement.</p> | <p><u>Enquiry: How close did Britain come to achieving true democracy between the Great Reform Act and the Equal Franchise Act?</u></p> <p><u>Composite: to understand the attempts to gain full democracy in Britain between 1800-1928</u></p> <p>Component 6: to examine working conditions in Victorian factories and the actions of Annie Besant and the Matchgirls. Component 7: to examine the work of the Suffragists and Suffragettes. Component 8: to evaluate Fern Riddell's argument that the Suffragette's were terrorists. Component 9: to evaluate the accuracy of George Cave's claim that the ROPA would make Parliament a 'mirror of the nation' Component 10: to explore the key events leading up to the signing of the Equal Franchise Act before making a judgement on the relevance of this act. Component 11: to evaluate to what extent had Britain achieved true democracy by 1928.</p> <p><u>Enquiry: How did two bullets lead to twenty million deaths?</u></p> <p>Composite = understand the causes and nature of fighting in World War One</p> <p>Component 1: Long term causes of the war including militarism, alliances, nationalism and imperialism. helps to explain the causes of World War One. Component 4: to examine differing interpretations of the causes of World War One.</p> | <p><u>Enquiry: How did two bullets lead to twenty million deaths?</u></p> <p>Composite = understand the causes and nature of fighting in World War One</p> <p>Component 2: to consider the assassination of Archduke Franz Ferdinand and the implications for Europe. Component 3: to examine how the story 'Alphonse the Camel' explains the causes of World War One. Component 4: to examine the reasons and methods that ensured British men joined the war. Component 5: Conditions in the trenches. Component 6: Weapons of the First World War. Component 7: War art and poetry. Component 8: Trench warfare and the Battle of the Somme Component 9: Impact of the war on the lives of women.</p> |

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| Prior knowledge and skills (from previous year / key stage) | Pupils may have studied at KS2 the Roman Empire so may have some knowledge of the characteristics of an empire. Skills may include chronological organisation; use of the appropriate historical terms such as dictator; causation and results of events; attach significance to an event or person. | Pupils may have studied slavery. Skills may include chronological organisation; use of the appropriate historical terms such as slave; change and similarities over time. Bias of evidence and interpretations. | Pupils may have studied the Industrial Revolution. Skills may include chronological organisation; use of the appropriate historical terms such as monastery and plague; change and similarities over time. | Pupils may have studied the Industrial Revolution. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event. | Pupils may have studied the Suffragettes. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event. | Pupils may have studied the First World War. Skills may include chronological organisation; use of the appropriate historical terms such as monarch; causation and results of events; attach significance to an event. |
| Core Knowledge Organiser content | Keywords and definitions Timeline of key events | Keywords and definitions Timeline of key events | Keywords and definitions Timeline of key events | Keywords and definitions Timeline of key events | Keywords and definitions; timeline of key events | Keywords and definitions; timeline of key events |
| Vocabulary / Key Subject Terminology | Colony, Empire, Colonisation, Colonial, Expansion, Sub-continent, Sepoy, Raj, East India Company | Abolitionist, Abolition, Africa Auction, Caribbean Cotton, Emancipation Export, Freedom, Goods Import, Middle passage Overseer, Plantation, Slavery Sugar, The Americas, Tobacco, | Factory, Pollution Industrial Revolution Industry, Mill, Mass produced, Rural, Urban Domestic System Pauper apprentice, Orphan, Workhouse, Bee, hive of industry, Canal, Cotton, Machinery, | Franchise, Enfranchised, Suffrage, Suffragists, Suffragettes, democracy, Massacre, Election, electorate | Terrorists, suffrage, violence, imperialism, nationalism, militarism, alliances, assassination | Artillery, Barbed wire, Battle of the Somme, British Expeditionary Force, Conchies, Conscientious objectors, Conscription, Crater, Mobilise, Mobilisation, Nationalism, Shell, Shrapnel, Trench, Western Front, Front Line Trench Communication Trench, No-Mans-Land, Reserve Trench, Support Trench, Dugout |
| Cross Curricular Links with other Faculties | PSHCE: Democracy BV: Democracy | RS = Prejudice and discrimination are studied Business Studies – import and export of goods PHSCE=slavery and ownership of humans BV = students have multiple opportunities to discuss: individual liberty (slavery); democracy and rule of law | RE = faith and the healing power of God Science = germs and the cause of disease BV = belief in God and the influence of religion over people’s lives e.g. medicine = mutual respect | RE = Christian denominations, Roman Catholicism, Catholicism, Protestantism: beliefs and differences | BV – volunteering and conscription to the army (rule of law, individual liberty) | BV – conchies (mutual respect, rule of law) BV – role of women (individual liberty) |
| Extra-Curricular Offer | Keywords and definitions; timeline of key events | Keywords and definitions; timeline of key events | Keywords and definitions; timeline of key events | Keywords and definitions; timeline of key events | Keywords and definitions; timeline of key events | Keywords and definitions; timeline of key events |
| Time Allocation | 10 lessons, three lessons taught a fortnight. | 11 lessons, three lessons per fortnight | 9 lessons, three lessons per fortnight | 9 lessons, three lessons per fortnight | 8 lessons, three lessons per fortnight | 8 lesson, three lessons a fortnight |