**Curriculum Content Map**

**Year group: 8**

**Subject: History**

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|  | **Term 1** | | | | | | | | **Term 2** | | | | | | | | **Term 3** | | | | | | |
|  | **UNIT 1** | | **AP1** | | **UNIT 2** | | | **AP2** | **UNIT 3** | | **AP**  **3** | | **UNIT 4** | | | **A**  **P**  **4** | **UNIT 5** | | | | | **A**  **P**  **5** | **UNIT 6** |
| Month | **September** | **October** | | | **November** | **December** | | | **January** | **February** | | | | | **March** | | **April** | | **May** | **June** | | | **July** |
| Virtue | **Friendliness & Civility** | **Justice & Truthfulness** | | | **Courage** | **Generosity** | | | **Gratitude** | **Good Speech** | | | | | **Good Temper & Humour** | | **Self-Mastery** | | | **Compassion** | | | **Good Sense** |
| Skill | **Listening** | **Leadership** | | | **Problem-Solving** | **Creativity** | | | **Staying Positive** | **Speaking** | | | | | **Staying Positive** | | **Aiming High** | | | **Speaking** | | | **Teamwork** |
| Curriculum Content | How and why did the British Empire originate?  Who was Robert Clive and what was his significance?  The colonisation of Australia  The impact of native populations in Australia.  The end of the British Empire.  What is the legacy of the British Empire? | | | | The ‘middle passage’.  Life of enslaved men and women.  Slave revolts.  The role of Wilberforce and Equiano in the abolition of the slave trade.  The impact of the abolition of the slave trade. | | | | Who was Gandhi and why was he significant?  The partition of India in 1948, causes and consequences.  The legacy of imperialism and how it has galvanised. movements such as BLM. | | | | What was the Renaissance?  Who was Leonardo DaVinci and why was he significant?  The creation of the printing press – how did it change society?  The Reformation and the legacy of Martin Luther. | | | | The invention of the microscope  Vaccinations and developments in surgery  The telephone  The computer and silicon chip  Medieval weapons  Weaponry 1500-1800  Weapons in the age of industry  The atomic bomb and its lasting legacy. | | | | | | The agricultural revolution  The invention of the spinning jenny.  Richard Arkwright.  Why did people move to towns and cities in the 19th century? |
| National Curriculum area | Ideas, political power, industry and empire: Britain, 1745-1901 | | | | Ideas, political power, industry and empire: Britain, 1745-1901 | | | | Challenges for Britain, Europe and the wider world 1901 to the present day | | | | The development of Church, state and society in Britain 1509-1745 | | | | The development of Church, state and society in Britain 1509-1745  Ideas, political power, industry and empire: Britain, 1745-190  Challenges for Britain, Europe and the wider world 1901 to the present day | | | | | | Ideas, political power, industry and empire: Britain, 1745-190 |
| Link to Virtue | The lack of friendliness and civility in empire building. | The lack of justice and importance in truthfulness in evaluating Britain’s legacy of slavery. | | | The courage of enslaved people and their desire for emancipation. | The generosity anti-slavers had in trying to fight for emancipation. | | | Showing gratitude for the actions of anti-imperialists. | The good speech needed to promote political change. | | The good temper and humour needed to work towards creating change. | | | The good temper and humour of Martin Luther during the Reformation. | | The self-mastery needed to create new inventions/ | | The self-mastery needed to create new inventions | How did Oppenheimer show compassion for the people of Japan after the detonation of the Atomic bomb. | | | The good sense needed to cultivate industrial change. |
| Link to Skill | Listening to each others’ views when formulating arguments. | The leadership of Clive and the leadership we need in modern society to reflect on the legacy of empire. | | | Problem solving needed to abolish slavery | The creativity of leaders to end slavery. | | | How did Gandhi and other stay positive during years of imperialism? | Speaking out against imperialism | | Staying positive in adversity. | | | Staying positive to force social, religious and cultural change. | | Aiming high to create inventions that changed the nature of warfare. | | Speaking out using inventions such as the computer and telephone. | Speaking out against adversity and speaking your mind. | | | The teamwork to create the first industrial nation. |
| Image result for skills iconSequencing | Builds upon  Knowledge acquired in 7.6. Students build upon their understanding of empire introduced in 7.1. Skills wise, this unit sharpens students understanding of forming evaluative comments based on A01 knowledge, combined with A02 skills linked  Critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history  **Knowledge:** students progress their understanding of how the British Empire evolved and its impact in Australia and India. | | | Builds upon  How to analyse similarities and differences between different events, people and place established in year 7.  Knowledge and understanding of how events and people change across time.  **Knowledge**: Students will learn about the consequences of British imperialism and how it affected the continent of Africa. This draws on the knowledge based established in 7.6 and 8.1  Students can analyse the similarities and differences between events and developments that took place in different countries across history. They can recognise the reasons why progress occurred at different rates in different context | | | Builds upon  8.1 skills linked to how students form an evaluative understanding of significance of key historical people and events.  In this unit students can compare the significance of events and people across different time period and offer reasons for these differences.  Students can critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history.  **Knowledge**: Students will build on prior learning in 7.9 and 8.1 to 2 to assess the legacy of the British Empire  Students are able to use this knowledge of the past to help me understand wider issues and subjects | | | | | | | Builds upon  Year 7 can critically evaluate a wide range of sources using their content and provenance and use these evaluations based on nature, origin and purposes to support a judgement about an event or person from history.  **Knowledge:** students build on the skill of continuity and change established in 7.4-6 and assess how change stimulated discoveries in science and technology, as well as changes in church and state as a result of the Reformation. This builds on knowledge from 7.3 where students assessed the legacy of Henry VIII’s breakaway from the Roman Catholic church. | | | | Builds upon  Students will be able to construct substantiated analyses about historical change and continuity, diversity and causation. Moreover, students can compare different periods or places to support a series of arguments established in year 7. Students will be able to formulate substantiated conclusions about sources linked to their provenance.  **Knowledge:** students are able to assess the significance of these discoveries and how they have shaped modern society.  Students, based on this knowledge, are able to construct substantiated analyses about historical change and continuity, diversity and causation | | | Builds upon  Knowledge: Students are able to assess the conundrum of people leaving the countryside in droves to work and live in Manchester where life expectancy in 1842 was about 17!  Students are able to apply a valid criteria to make judgements on how useful sources are for an enquiry.  They are able to use developed reasoning which takes into account how the provenance affects the source’s content. | | |
| Is further developed in  Students will enhance these skills in 8. 2 to 8.3, whereby they evaluate compare significance across time.  Knowledge: students will assess how the British Empire precipitated the slave trade and how this impacted the continent of Africa. | | | Is further developed in  Students can critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history in 8.3 to 8.4. | | | Is further developed in  Students can critically evaluate source materials and add specific contextual knowledge to their evaluations in 8.4-6. | | | | | | | Is further developed in  Chronologically, students are able to develop their knowledge of how progress in science and technology stimulated developments in weaponry and science from the period of the Renaissance and Reformation.  Skills of source evaluation established in year 7 and 8.1-4 relating to provenance and utility to be further extended to include comparisons over different periods. | | | | Is further developed in  Students will link developments in science and technology to the agricultural revolution in 8.6. | | | Is further developed in  9.1-3 where students develop an evaluative understanding of how the industrial revolution progressed.  In year 9, students will be able to give reasons about sources’ usefulness by using detailed contextual knowledge of the time they were produced | | |
| Retrieval C:\Users\meltynegate\Pictures\icons for booklet\cloud.png | Unit 6 year 8  Retrieval pyramids  Freya model  Gradients  Quick quizzes | | | | Unit 1  Unit 6 year 8  Retrieval pyramids  Freya model  Gradients  Quick quizzes | | | | Unit 2  Unit 6 year 8  Retrieval pyramids  Freya model  Gradients  Quick quizzes | | | | Unit 3  Unit 6 year 8  Retrieval pyramids  Freya model  Gradients  Quick quizzes | | | | Unit 4  Unit 6 year 8  Retrieval pyramids  Freya model  Gradients  Quick quizzes | | | | | | Unit 5  Unit 6 year 8  Retrieval pyramids  Freya model  Gradients  Quick quizzes |
| New Learning C:\Users\meltynegate\Pictures\icons for booklet\steps.png | Students will build an understanding of the motivations surrounding the expansion of the British sphere of influence abroad Our students will ask why did the British Empire start & why was Robert Clive so significant? We shall take a post-colonial approach and evaluate the long-term impact of British rule abroad. Our students will contemplate why imperialism imposes a destructive influence on native populations.  In particular, year 8 will formulate an account of the colonisation of Australia.. We shall examine the marginalisation of the native Australian population. | | | | Students will enrich their understanding of the triangular trade, coupled with the horrors of the middle passage. Students will explain the significance of Wilberforce as well as explain the role of black people within their own efforts to abolish the slave trade.  Students will investigate life as an enslaved person. Life on the plantations as well as slave revolts. In particular, this is a fresh opportunity to look at recent scholarship on the role of women in slave revolts. We also explore the scholarship linked to the legacy of the slave trade and how British people profited from its abolition. We will use primary evidence and the scholarship of Olusoga to help raise our appreciation for this forgotten aspect of Britain’s relationship to slavery. | | | | We will explain why the British colonised India and its lasting impact on this country. Year 8 will explain the significance of Gandhi and the extent of his role and success in gaining Indian independence. Students will also explain why India was partitioned in 1948.  Students will explain the contemporary relevance of British imperialism and explain why the BLM movement was prominent in Britain. Students will reflect on what it means to be British today. We shall use books such as Akala’s ‘Natives’ to help explain the legacy of race relations in Britain. | | | | Students will explain the role of Da Vinci in the Renaissance and contemplate his significance.  With the invention of the printing press, students will explain how communication spread and sparked the Reformation in Europe. Particular focus will be given to Martin Luther. | | | | Our year 8s will look at inventions such as the microscope, the telephone, vaccinations, anaesthetics,to the computer and silicon chip. This is an opportunity for students to evaluate which invention they thought was most significant and why.  In this unit, year 8 examine inventions in warfare. Inventions such as the crossbow in the medieval period, to the creation of the musket, tank, u-boat all the way to the machine gun and atomic bomb. Students will explain which invention was most significant in the development of warfare and justify why they have reached this conclusion | | | | | | In the final unit, students will explain why the industrial revolution took place. Following the creation of the fiscal military state, industrialisation ensued leading to urbanisation and changes to society. Reasons for the growth of towns such as Manchester: centres for cotton production will examined in this unit of study. |
| Independent Practice | Source and interpretations | | | | Sources and interpretations | | | | Sources and interpretations | | | | 8 mark narrative accounts  Sources | | | | 20 mark question  8 mark account  Sources and interpretations | | | | | | Sources and interpretations  8 mark account questions |
| Misconceptions |  | | | | It is enslaved person rather than slave | | | |  | | | |  | | | |  | | | | | |  |
| Vocabulary and Comprehension | Empire  Civilisation | | | | Abolition  Emancipation | | | | Independence  Contemporary  Movement | | | | Renaissance  Invention | | | | Anaesthetic  Antiseptic  Technology | | | | | | Urbanisation  Industrial  Revolution |
| C:\Users\meltynegate\Pictures\icons for booklet\glasses.pngLiteracy | Reading links and jump in reading activities | | | | Reading links and jump in reading activities | | | | Reading links and jump in reading activities | | | | Reading links and jump in reading activities | | | | Reading links and jump in reading activities | | | | | | Reading links and jump in reading activities |
| Image result for numeracy iconNumeracy | Pie charts and graphs | | | | Pie charts and graphs | | | | Pie charts and graphs | | | | Pie charts and graphs | | | | Pie charts and graphs | | | | | | Pie charts and graphs |
| Oracy | Presentation of ideas and communicating them during questioning activities. | | | | Presentation of ideas and communicating them during questioning activities. | | | | Presentation of ideas and communicating them during questioning activities. | | | | Presentation of ideas and communicating them during questioning activities. | | | | Presentation of ideas and communicating them during questioning activities. | | | | | | Presentation of ideas and communicating them during questioning activities. |
| Careers | Journalism | | | | Political | | | | Education | | | | Arts and culture | | | | Military and research and development | | | | | | Business and enterprise. |
| Super Curricular Links | Lower school history club | | | | Lower school history club | | | | Lower school history club | | | | Lower school history club | | | | Lower school history club | | | | | | Lower school history club |
| British values  and SMSC | Encouraging respect for all | | | | Democracy and the rule of law | | | | Respect for other cultures | | | | An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and | | | | An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; | | | | | |  |
| Summative assessment |  | | | |  | | | |  | | | |  | | | |  | | | | | |  |
| Scaffolding for LA | Writing frames and modelled answers. Use of visualiers. | | | | Writing frames and modelled answers. Use of visualiers. | | | | Writing frames and modelled answers. Use of visualiers. | | | | Writing frames and modelled answers. Use of visualiers. | | | | Writing frames and modelled answers. Use of visualiers. | | | | | | Writing frames and modelled answers. Use of visualiers. |
| Challenge for HA  ✰ | Star challenge questions and extended reading opportunities | | | | Star challenge questions and extended reading opportunities | | | | Star challenge questions and extended reading opportunities | | | | Star challenge questions and extended reading opportunities | | | | Star challenge questions and extended reading opportunities | | | | | | Star challenge questions and extended reading opportunities |