

Curriculum Content Map

Subject: History

Year group: 8

	Term 1				Term 2				Term 3			
	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 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 role of women in the Renaissance and Enlightenment		The Silk Roads – retrieval of Y7 and 8. A study of the scholarship of David Frankopan's book Silk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Silk Road. Women in science – a local history study of the women of Bletchley Park and Hidden Figure to build on from women during the Enlightenment and Renaissance, as well as to coincide with International women in Engineering day in June.		The agricultural revolution The invention of the spinning jenny. Richard Arkwright. Why did people move to towns and cities in the 19 th 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 people show compassion for each other on the Silk Roads	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.
Sequencing 	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.		Is further developed in Students can critically evaluate a wide range of sources using their content and provenance and use		Is further developed in Students can critically evaluate source materials and add specific contextual		Is further developed in Chronologically, students are able to develop their knowledge of how progress in science and technology		Is further developed in Students will link developments in science and technology to the		Is further developed in 9.1-3 where students develop an evaluative understanding of how the	

