

Curriculum Content Map		Subject:												
		Term 1			Term 2			Term 3			Term 4			
Month	Unit	September	October	November	December	January	February half term 1	February half term 2	March	April	May	June	July	
Cultural Transmission	Historical perspective	The legacy of the British Empire	The legacy of the British Empire	Transatlantic slave trade in the British Empire	Transatlantic slave trade in the British Empire	How did the American Civil War affect the lives of African Americans?	Legacy of the American Civil War.	Gandhi and the road to Indian Independence	Gandhi and the road to Indian Independence	Slk roads	Slk roads	Slk roads	Preparation for 19 - what was the Industrial Revolution	
	Subject Knowledge	What was the British Empire? What was the significance of the transatlantic slave trade? What is the legacy of the British Empire?	What was the British Empire? What was the significance of the transatlantic slave trade? What is the legacy of the British Empire?	The 'middle passage' Life of enslaved men and women. Slave revolts.	The role of Writtenberg and Espinoza in the abolition of the slave trade. The impact of the abolition of the slave trade in Britain and the British Empire. Legacy of the slave trade.	The American Civil War and the Abolition of Slavery in the USA. The legacy of slavery and how it has galvanised movements such as BLM.	The American Civil War and the Abolition of Slavery in the USA. The legacy of slavery and how it has galvanised movements such as BLM.	Who was Gandhi and why was he significant? The partition of India in 1947, causes and consequences. Asian migration to Britain.	Who was Gandhi and why was he significant? The partition of India in 1947, causes and consequences. Asian migration to Britain.	The Slk Roads - retrieval of 17 and 8. A study of the scholarship of Peter Frankopan's book Slk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Slk Road from the Ancient period to the 20th century.	The Slk Roads - retrieval of 17 and 8. A study of the scholarship of Peter Frankopan's book Slk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Slk Road from the Ancient period to the 20th century.	The Slk Roads - retrieval of 17 and 8. A study of the scholarship of Peter Frankopan's book Slk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Slk Road from the Ancient period to the 20th century.	In this unit, we prepare for 19 as we consider what the Industrial Revolution was and some of the key developments that transformed Britain into the first industrial nation.	
	Disciplinary Knowledge	Students will build an understanding of the motivations surrounding the expansion of the British sphere of influence. Our students will ask why did the British Empire start & why was Robert Clive so significant? We will 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, we will formulate an account of the colonisation of Australia. We will examine the reorganisation of the native Australian population.	Students will enrich their understanding of the triangular trade, situated with the horrors of the middle passage. Students will explore the significance of abolitionism as well as explore 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 best 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 Black people pushed from its abolition. We will use primary evidence and the scholarship of Clive to help us appreciate for this forgotten aspect of the American Civil War. Gettysburg.	Students will explore the legacy of the American Civil War and how it led to the Civil Rights and the growth of the Civil Rights movement.	Students will explain the role of Gandhi and Indian reformers - evaluating their significance. We will build upon knowledge acquired at the beginning of year 8.	Students will explain the role of Gandhi and Indian reformers - evaluating their significance. We will build upon knowledge acquired at the beginning of year 8.	Students will explain the role of Gandhi and Indian reformers - evaluating their significance. We will build upon knowledge acquired at the beginning of year 8.	Students will explain the role of Gandhi and Indian reformers - evaluating their significance. We will build upon knowledge acquired at the beginning of year 8.	The Confucius writing tablet and the Slk Roads. History of the world in 100 objects an introduction to how historians construct impressions of the past. An introduction to the historian Peter Frankopan.	Our year 8 will engage with the work of Peter Frankopan's 'The Slk Roads: A New History of the World'. We will evaluate Frankopan's narrative explanation of the far east using this historically significant perspective. It is an opportunity to revisit past chronological periods, but also link this clearly to the concept of empire previously studied in 7.	In the final unit, students will explain how the Slk Road's significance has transcended into the 20th century and shaped our modern world.	We shall explore what the industrial revolution was and why it was significant.
	Sequencing (Flow)	Build upon knowledge acquired in year 7. Students build upon their understanding of empire introduced in 7. Skills wise, this unit deepens students understanding of learning evaluation comments based on 18th knowledge, combined with 19th skills. 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.	Build upon knowledge acquired in year 7. Skills wise, this unit deepens students understanding of learning evaluation comments based on 18th knowledge, combined with 19th skills. 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.	Build upon knowledge acquired in year 7. Skills wise, this unit deepens students understanding of learning evaluation comments based on 18th knowledge, combined with 19th skills. 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.	Build upon knowledge acquired in year 7. Skills wise, this unit deepens students understanding of learning evaluation comments based on 18th knowledge, combined with 19th skills. 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.	Build upon knowledge acquired in year 7. Skills wise, this unit deepens students understanding of learning evaluation comments based on 18th knowledge, combined with 19th skills. 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.	Year 8 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.	Year 8 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.	Year 8 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.	Year 8 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.	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.	We begin by returning information from 17 about how historians gather evidence from the past, and how historical interpretations are formulated. We use the BBC A History of the World in 100 Objects to do this to ensure a good foundation to assessment has evidence is utilised. We also use it as an opportunity to revisit prior knowledge from 17 and before we base our enquiry in the ancient period.	Knowledge: students are able to assess the significance of the Slk Road and how Postcolonial influence has shaped the Western world. This builds on, but also challenges, the chronological periodisation introduced both in 7 and 8. Students, based on this knowledge, are able to construct substantiated analyses about historical change and continuity, diversity and causation.	Knowledge: students are able to assess the significance of urbanisation, the growth of cities, the emergence of the welfare and Slk states.
	Assessment	Source showing views towards the British Empire. Comparing sources (writing 18th about a slave ship - one French account and another from Espinoza). Case study of Robert Clive. Story of the life of the East India Company. Report on the treatment of Aboriginal Slaves in Australia. Account of the transportation to Australia.	Source utility question - slave ship. Comparing sources (writing 18th about a slave ship - one French account and another from Espinoza). Historical interpretations of life on plantations. Fact file of punishments for enslaved people on plantations.	AP1 - multiple choice, summarising a historical interpretation explaining the content of a source and linking to contextual knowledge. Summarising historical views of the legacy of the slave trade and role of women in the British Empire.	Evaluating the significance of Writtenberg/Abolition of Colonial India - why his legacy was devastating. Table of reasons why the Civil War broke out. Comparing sources (Franklin Doolittle and an image displaying the role of Fuglen. Interpretations of the Battle of Gettysburg newspaper report of Lincoln's assassination. Timeline of the development of the Civil War and role of the Amritsar massacre - includes a video task.	Table of reasons why the Civil War broke out. Comparing sources (Franklin Doolittle and an image displaying the role of Fuglen. Interpretations of the Battle of Gettysburg newspaper report of Lincoln's assassination. Timeline of the development of the Civil War and role of the Amritsar massacre - includes a video task.	Shah Thakor interpretation of the legacy of the British Empire in India. Researcher on the reasons why the British ruled India for so long. Responding to the British Government's views and role in the role of the Amritsar massacre - includes a video task.	Shah Thakor interpretation of the legacy of the British Empire in India. Researcher on the reasons why the British ruled India for so long. Responding to the British Government's views and role in the role of the Amritsar massacre - includes a video task.	Shah Thakor interpretation of the legacy of the British Empire in India. Researcher on the reasons why the British ruled India for so long. Responding to the British Government's views and role in the role of the Amritsar massacre - includes a video task.	Shah Thakor interpretation of the legacy of the British Empire in India. Researcher on the reasons why the British ruled India for so long. Responding to the British Government's views and role in the role of the Amritsar massacre - includes a video task.	BBC in our time product - Why does Gas O'Donnell consider this writing tablet to be significant? Explain your answer - in at least one paragraph. Research a further object from the Slk Road - the Sutton Hoo helmet and the other of your choice. BBC Radio 4 - A History of the World in 100 Objects, The Slk Road and Beyond (2020 - 7:00 AM), Sutton Hoo helmet, fill in the top prompts cards explaining what this was and what it tells us about the past. Compare your objects to the Slk Roads painting. How do they differ in terms of how they tell historians understand past cultures and civilisations on the Slk Road.	Story source, and scholarship fiction on the Slk Roads. What sort of items do you think would be considered luxury in 2020/21? Explain how you would have felt towards Athens and Sparta for supporting the results. Predict what you think Darwin would have done in response to the actions of Athens and Sparta, explaining why. Evaluate the impact on the people of the Slk Roads.	Imagine you are a time traveller visiting England in 2020. The last time you were there it was 1750. Imagine you begin to ask the people what has happened to bring about so much change in such a short time. Explain 2 reasons why Britain changed like it did. Look at the source images, this shows a typical town during the Industrial Revolution. You need to identify and explain the problems that people may have faced during this time.	
Personal Empowerment	What	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Honour	Self-Mastery	Self-Mastery	Compassion	Good Sense	
Preparation for Work	Link to What	The opportunity available when people and entities work as one.	The lack of friendliness and civility in empire building.	The courage of enslaved people and their desire for emancipation.	The generosity and kindness in trying to fight for emancipation.	We consider how we should show gratitude for living in a more egalitarian society, which African Americans fought for in the Civil War, amongst others.	The good speech needed to promote political change.	The good speech needed to promote political change.	The good temper and honour needed to work towards creating change. The good temper and honour of Gandhi to force political change.	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 Slk Roads.	The good sense needed to cultivate industrial change.	
	Link to Skills	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork	
Preparation for Citizenship	Link to What	Encouraging respect for all	Encouraging respect for all	Democracy and the rule of law	Democracy and the rule of law	Individual liberty	Individual liberty	Respect for other cultures	Respect for other cultures	Respect for other cultures				
	Link to Skills	Respect for culture	Respect for culture	Respecting following instructions	Engaging with debates in the classroom	How African Americans sought this, what does this mean to our students having learnt about this in history?	How African Americans sought this, what does this mean to our students having learnt about this in history?	Examining British rule in India and how they did not respect other cultures.						