Curriculum Content Map — **Subject:**

Month			Term 1				Term 2					Term 3		
			September	October	November	December	January	February half term 1	Febuary half term 2	March	April	May	June	July
	Study of Work		The legacy of the British Empire	The legacy of the British Empire	Trans-atlantic slave trade in the British Empire	Trans-atlantic 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	Silk roads	Silk roads	Silk roads	Preparation for Y9 - what was the Industrial Revolution
Cultural Transmission	National Curriculum KS3		Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	Ideas, political power, industry and empire: Britain, 1745-1901	A study of a significant society or issue in world history and its interconnections with other world developments	A study of a significant society or issue in world history and its interconnections with other world developments	Challenges for Britain, Europe and the wider world 1901 to the present day	Challenges for Britain, Europe and the wider world 1901 to the present day	world developments -	developments -	developments -	its interconnections with other world developments -
	Substantive Knowledge	***The What!***	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?	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 in Britain and the British Empire. Legacy of the Slave Trade. Gap filling of the legacy of the slave trade and the British empire.	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 1948, causes and consequences. Asian migration to Britain.	Who was Gandhi and why was he significant? The partition of India in 1948, causes and consequences. Asian migration to Britain.	The Silk Roads – retrieval of Y7 and 8. A study of the scholarship of Peter Frankopan's book Silk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Silk Road from the Ancient period to the 20th century.	The Silk Roads – retrieval of Y7 and 8. A study of the scholarship of Peter Frankopan's book Silk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Silk Road from the Ancient period to the 20th century.	The Silk Roads – retrieval of Y7 and 8. A study of the scholarship of Peter Frankopan's book Silk Roads. This is an enquiry into historical methods of Frankopan and his synoptic study of the Silk Road from the Ancient period to the 20th century.	In this unit, we prepare for Y9 as we consider what the industrial revolution was and some of the key developments that transformed Britain into the first industrial nation
	Disciplinary knowledge	***The How!***	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 exemine 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.	Y8 assess the causes of the American Civil War. We form an enquiry about how peoples' lives were affected during this conflict. We explore the role of women, african Americans relating to the American Civil War. Gettysburg.	Students will explain the legacy of the American Civil War and how it led to Jim Crow laws and the growth of the Cobl Rights movement.	Students will explain the role of Gandhi and Indian reformers – evaluating their significance. We will build upon knowledge secured at the beginning of year 8 why the British colonised India and its lasting impact on this country. Year 8 will explain the Students will also explain why India was partitioned in 1948 and its legacy for Britain and how migration has positively influenced British society and culture.	Students will explain the role of Gandhi and Indian reformers – evaluating their significance. We will build upon knowledge secured at the beginning of year 8 why the British colonised India and its lasting impact on this country. Year 8 will explain the Students will also explain why India was partitioned in 1948 and its legacy for Britain and how migration has positively influenced British society and culture.	The Cuneiform writing Tablet and the Silk Princess - 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 8s will engage with the work of Peter Frankopan's 'The Silk Roads: A New History of the World'. We shall evaluate Frankopan's narrative exploration of the far east along this historically significant passageway. It is an opportunity to revisit past chronological periods, but also link this clearly to the concept of empire previously studied in y8.	In the final unit, students will explain how the Silk Road's significance has transcended into the 20th century and shaped our modern world	We shall explain what the industrial revolution was and why it was significant.
	Sequencing (flow)	***Retrieval & Extension***	Builds upon Knowledge acquired in year 7 Students build upon their understanding of empire introduced in 7. Skills wise, this unit sharpens students understanding of forming evaluative comments based on AO1 knowledge, combined with AO2 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. Students will enhance these skills in year 8 , 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.		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 earlier in year 7 and 8. 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 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.		Builds upon 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 slavery as we pivot towards the context of the Unites States in the 1860s. We have already recognised the significance of what was happening in Britain, so we develop a more global perspective in this unit; Students are able to use this knowledge of the past to help build a foundation for how this led to segregation in the USA.		Year 8 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 year 7and assess how change stimulated discoveries in science and technology on the Silk Road. This builds on knowledge from year 8where students observed the significance of the East India Company and role of Robert Clive as well as shows us a different perspective of Empire hitherto established in y7 and 8. is further developed in Chronologically, students are able to develop their knowledge of how the legacy of the British Empire evolved and how it was challenged.		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 retrieving information from Y7 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 platform to appreciate how evidence is utilised. We also use it as an opportunity to retrieve prior knowledge from Y7 and before as we base our enquiry in the ancient period.		Knowledge: students are able to assess the significance of the Silk Road and how Persian influence has shaped the Western world. This builds on but also challenges the chronological understanding developed both in y7 and y8. Students, based on this knowledge, are able to construct substantiated analyses about historical change and continuity, diversity and causation Students will link developments in science and technology and culture and form evaluative conclusions on the significance of Persian influence in the Western world.	Knowledge: students are able to assess the significance of urbanisation, the growth of cities. The emergence of the railways and life in cities.
	Summative Assessment		Sources showing views towards the British Empire Comparing sources evaluating the British Empire Case study of Robert Clive Diary entry from the perspective from the East India Company Dice game – day in the life of the East India Company Report on the treatment of aboriginal tribes in Australia Account of the transportation to Australi	Sources utility question – slave ship Comparing sources chronicling life aboard a slave ship – one French account and another from Equiano 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 historians' views of the legacy of the slave trade and end of slavery in the British Empire	Evaluating the significance of Wilberforce Annotation of Colston's statue – why his legacy was devastating	Table of reasons why the Civil War broke out Comparing sources (Frederick Douglas) and an image displaying the role of Tubman. Spider diagram – roles played by African Americans during the Civil War Historical interpretations of women during the Civil War	Interpretations of the Battle of Gettysburg/Newspaper report of Lincoln's assassination Diamond 9 task of consequences of Jim Crow laws and fact file of XXX Table of how Civil Rights developed in the USA post 1865.	Shashi Tharoor interpretation of the legacy of the British Empire in India Judgement line on the reasons why the British ruled India for so long Responding to the British Government's stance and visit to the site of the Amritsar massacre includes a video task.	Combining utility and more detailed specific knowledge to assess the utility of a cartoon showcasing attitudes towards the partition of India. Letter to an MP raising awareness to promote awareness of South Asian migration to Britain	BBC in our time podcast - Why does Gus O'Donnell consider this writing tablet to be significant? Explain your answer in at least one paragraph. Research a further object from the Silk Road – the Sutton Hoo helmet and one other of your choice. BBC Radio 4 - A History of the World in 100 Objects, The Silk Road And Beyond (400 - 700 AD), Sutton Hoo helmet; Fill in the top trumps cards explaining what they were and what factors make them significant. Compare your objects to the Silk Princess painting. How do they differ in terms of how they help historians understand past cultures and civilisations on the Silk Road	Story source, and scholarship Fashion on the silk roads What sort of items do you think would be considered luxury in 2000BC? Describe how you would have felt towards Athens and Sparta for supporting the revolts. Predict what you think Darius would have done in response to the actions of Athens and Sparta, explaining why.	Predict what you think might happen to Alexander's empire after his death explaining your reasoning. Try and come up with more than one prediction. To evaluate the impact on the people of the Silk Roads.	Imagine you are a time traveller visiting England in 1900. 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 trains changed life in Britain. Look at the source image, 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	Virtue	*The opportunity to reflect, think deeply and critically about an issue*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity	Gratitude	Good Speech	Good Speech	Good Temper & Humour	Self-Mastery	Self-Mastery	Compassion	Good Sense
	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.	We consider how we should show gratitude for living in a more egalitarian society, which African Americans fighting in the Civil War sought to create.	The good speech needed to promote political change.	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 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 Silk Roads	The good sense needed to cultivate industrial change.
Preparation for Work	SMB	***Transferable skills***	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Aiming High	Speaking	Teamwork
	Link to SMB		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 African Americans, women and the soldiers of the American Civil War, more generally, show positivity in this deadly conflict.	Speaking out against 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.	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.
Preparation for Citizenship	SMSC & British Values	*Developing opinions on current issues*	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	Respect for other cultures	Respect for other cultures	Respect for other cultures
	Link to SMSC & British Values		Respect for culture	Respect for culture	Respecting following instructions	Engaging with debate in the classroom	How African Americans sought this- what does this mean to our students having learnt about this in lessons?	How African Americans sought this- what does this mean to our students having learnt about this in lessons?	Examing British rule in India and how they did not respecr otheer cultures					