YEAR 8 CURRICULUM MAP HISTORY

Key Theme: Protest, Freedom and Equality



NB: The units HT3 / 4 and 5 will see a degree overlap each half-term due to when the half-term and the Easter-break will fall each academic year.

							HT6: What were the causes of the First World War?	EOY Assessment Point
						HT5: Power, Politics	Overarching unit	HT1 – HT5
						and Protest – Why did	<u>intent:</u>	Key Disciplinary
						the working-class and	<u>Literacy</u>	<u>Knowledge</u>
						women get the vote?	Keyword Test	Enquiry / Evidence
				HT4: What is our local	Assessment Point:	Overarching unit		Interpretations
				regional connection to	Summative or AFL	<u>intent:</u>	What were the	Significance
				the Industrial			underlying factors that	Causation
				Revolution?		Why did people	led to war?	Continuity and Change
						campaign against child	(Militarism, Alliances,	Empathy
			UT2: Migration and	Overanshing usit	UTO and UTO	labour?	Imperialism and	
			HT3: Migration and	Overarching unit	HT3 and HT4	Case-study: Quarry	Nationalism)	Key Concepts
			Empire (Thematic) – Was the British Empire	<u>intent:</u> Literacy	HT1 & HT2	Bank Mill (Joint cross-		Type of Government
			a good or a bad thing?	<u>Literacy</u> Keyword test	Key disciplinary	curricular trip with the	What was the situation	(authoritarian /
	HT2: How were civil	Assessment Point:	Overarching unit	What is an Industrial	<u>knowledge</u>	English Faculty	in Europe before the	democratic)
	rights won for the	Summative or AFL	intent:	Revolution?	Enquiry / Evidence		First World War? (The	Economic History
	black peoples of the	Julilliative of AFL	Literacy	(Domestic System /	Interpretation	Why did the	Moroccan crises &	Political History
	Americas?		Keyword Test	Migration from urban	Causation	working-class	Bosnian Crisis - Long /	Religious History
HT1: What is Britain's	Overarching unit	HT1 & H22	Was the colonisation of	to rural / Population	Significance	protest in the 19th	Medium term)	Social History
connection to slavery	intent:	Key disciplinary	North America by the	increase/ Transport /	Continuity and change	century? (The		British History
and the slave trade?	Literacy	knowledge	British a success or	Public Health / Politics)	Continuity and change	electoral system /	How significant was	Carroone
Overarching unit	Keyword Test	Enquiry / Evidence	failure?	, , , , , , , , , , , , , , , , , , , ,	Key Concepts	Chartists / Luddites /	the assassination of	<u>Careers</u> Business / Transport /
intent:	How did slavery and	Interpretation	Why was India Britain's	What caused the	Types of	Tolpuddle Martyrs	Franz Ferdinand in	Mechanic / Engineering
<u>Literacy</u>	the slave trade end?	Causation	'Jewel in the Crown'?	government to pass	Government		causing a world war?	Textiles / International
Keywords Test	(Parliament / The	Significance	Why did Britain want	laws to improve public	Economic History	/ Peterloo)	(Trigger event / Schlieffen Plan and the	law / Personal training /
What was the slave	American Civil War)	Continuity and change	to colonise Africa and	health? (The Big Stink /	Religious History		role of Germany)	Travel agent
trade? (Trianaular-	What was life like for	Key Concepts	China?	Cholera)	Political History		role of Germany)	<u> Traver agent</u>
Trade / Middle	black people after	Types of	Why did Britain lose its		Social History	Why did women get		CST
Passage /Auction)	emancipation from	Government	Empire?	What were the living	British History	the vote?		Respect for the human
	slavery?	Economic History	Why did migrants come	and working conditions				person / Care for the poo
What was life like for a	What was the Civil	Religious History	to Britain in the 20 <sup>th</sup>	during the Industrial	<u>Careers</u>	(Position of women		/ Charity / Solidarity /
slave?	Rights movement and	Political History	Century?	Revolution? (Child	Travel / Trading / Cook	in the 19 <sup>th</sup> century		Dignity of Work / The
(Plantation Life)	why was it successful?	Social History		labour / Housing	/ Human rights lawyer	/Suffragettes)		Common Good
	<u>Literacy</u>	British History			L	,, ,		
What were the	Oracy Presentations	<u>Careers</u>				HT3 & HT4	HT3 Revisit, but	
differing attitudes	Iconic Individuals	Human rights lawyer	Re-visit Yr. 7 HT1	HT1 & HT2	<u>CST</u>	Revisit and provide an	specifically link on how	NB: Chronological
towards ending slavery		Campaigner / Politician	opening sequence –	Revisit and link the	Respect for the human	overview of how all	pursuit of Empire was	understanding runs
and the slave trade?	NB: Cross-curricular	<u>CST</u>	The Vikings (Migration	connections specifically	person/ Solidarity / The	units interlink	a factor in causing a	through this scheme as a
	connections with the	Respect for the human	link & consolidation of	to Industrial Revolution	Common Good		World War	thread through all topics.
	English Literature study	person / Solidarity /	knowledge from pre-					
	of To Kill a Mockingbird	The Common Good	1066)					

