



Curriculum Map: Year 8 Subject HISTORY

Year 8 History

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Why were people enslaved?	<p>Students will develop an understanding of how slavery has changed over time. Students will begin looking more broadly at why people were enslaved and then they will look at more specific case studies. This topic is to show students that slavery has spanned different time periods and continents and to show that slavery goes beyond that of the Transatlantic slave trade. Students will compare the different types of slavery over time to assess whether there are any similarities or differences within time periods or location. Lesson outline as follows:</p> <ol style="list-style-type: none"> 1. What is slavery? - Ancient Egypt 2. How did the Romans use slavery? 3. Why did the British choose to live in the Americas? 4. What was life like for an enslaved person? 5. How did enslaved people resist? 6. What was the Underground Railroad? 7. Does slavery still exist today? <p>Substantive knowledge: SLAVERY, TRADE, RACE, EMPIRE, ABOLITION, SLAVE TRIANGLE, RACIAL IDEOLOGY, RACISM, RELIGION, CHATTEL SLAVERY, REVOLT, RESISTANCE</p>	<p>Causation – What were the motivations for slavery across the centuries?</p> <p>Consequence – What were the consequences on societies? Cultural? Personal?</p> <p>Similarity and difference – How did enslavement differ across different societies? What aspects remained the same?</p> <p>Change and continuity – What aspects of enslavement has remained the same to this day? How has this changed?</p> <p>Significance – Who were the significant figures in resisting slavery? How is the legacy of slavery to this day?</p> <p>Interpretation – Andrea Stuart and British slavery. Use of scholarship in building interpretations.</p> <p>Sources – enquiries into the lives of different enslaved people and how these are valuable in telling their story.</p>	<p>Retrieval practice low stakes quizzes every lesson.</p> <p>Extended writing</p> <p>End of unit assessment</p>

Curriculum Map: Year 8 Subject HISTORY

<p>How did the English Civil War and restoration change Britain?</p>	<p>Students will understand how the power of the English absolute monarchy changed, and how the legacy of events during this period have affected our system of government today.</p> <p>Students will gain an understanding of what it means to be British and where our current system of government originates from, including the British values of democracy and justice. Students will also study the relationship with the rest of the British Isles and wider world, such as Scottish attempts at the English throne, Charles II's French exile and the installation of the Dutch King William of Orange. Lesson outline as follows:</p> <ol style="list-style-type: none"> 1. Where are we in the big picture so far? 2. The Gunpowder Plot and a Scottish King for England 3. Causes of the 'English' Civil War 4. Key Battles – Marston Moor, Naseby, Preston – Nantwich (Local Cheshire comparison) 5. What were the consequences of the English Civil War? Regicide and Cromwell 6. The restoration, Charles II – William and Mary <p>Substantive knowledge: ABSOLUTISM ANGLICAN CAVALIERS COMMONWEALTH COUNTER-REFORMATION DIVINE RIGHT GRAND REMONSTRANCE JACOBITE LAUDIAN NEW MODEL ARMY POPERY PURITAN ROUNDHEADS RUMP PARLIAMENT SHIP MONEY</p>	<p>Sources – Students will assess content and provenance of sources about the causes of the English Civil War.</p> <p>Interpretation – Why did Parliament win the civil war? Students will analyse interpretations and their accuracy.</p> <p>Chronology – Students will develop a sense of period of the early modern era.</p> <p>Change and continuity – How did the reformation change England throughout the 17th century?</p> <p>Similarity and difference – How did Britain change as a result of the Civil War and restoration?</p> <p>Cause/consequence - What caused the Civil War? What were the consequences?</p> <p>Significant – How significant were the changes brought about by the Restoration? How was British politics affected by this?</p>	<p>Retrieval practice – low stakes quizzes.</p> <p>Longer form writing for marked task.</p> <p>Peer assessed - causes</p>
<p>How far did the enlightenment cause revolution?</p>	<p>Through the study of three major revolutions in the 18th century – American, French and Haitian, students will investigate the root causes of these revolution and the links they had to 'enlightenment' thinking at the time of men such as Montesquieu, Jean-Jacques Rousseau and Voltaire. This period is vital for students to study in order to develop an appreciation for modern</p>	<p>Interpretation – What was the most important cause of the American War of Independence? How enlightened was the French Revolution?</p>	<p>Retrieval – low stakes every lesson</p> <p>Peer assessment – declaration of independence</p>

Curriculum Map: Year 8 Subject HISTORY

	<p>thought and political structures which broken down absolute monarchies and birthed republics. Lesson outline as follows:</p> <ol style="list-style-type: none"> 1. What was the enlightenment? 2. What caused the American revolution of 1765? - Interpretation 3. How does the Declaration of Independence embody the Enlightenment? - Peer assess 4. What drove the French to Revolution in 1789? 5. Was the French Revolution enlightened? 6. Why did Saint Domingue become Haiti? 7. Toussaint L'Ouverture and the Haitian Revolution 8. End of topic assessment <p>Substantive knowledge: ABSOLUTISM AUTHORITY CLASS CLERGY COUP D'ÉTAT CONSTITUTIONAL DESPOT MONARCHY DICTATORSHIP ENLIGHTENMENT GOVERNMENT LIBERTY NOBILITY REVOLUTION REPUBLICAN RIOTS SOCIETY TAX</p>	<p>Source – How did the declaration of independence embody the enlightenment?</p> <p>Cause and consequence – Students will investigate the causes of the three major revolutions and draw comparisons amongst them and the consequences of the societies they were attached to as well as to the modern day.</p> <p>Similarity and difference – Students will be able to effectively compare and contrast the three major revolutions and their causes and consequences.</p> <p>Significance – The legacies of this period of enlightenment and revolution in the growth of Republicanism. Significant figures in enlightenment and revolution.</p>	<p>End of unit assessment</p>
<p>Was the experience of the Industrial Revolution in Macclesfield typical?</p>	<p>Students will develop hope an appreciation for the development of Macclesfield as a town within the context of the industrial heritage of East Cheshire. They will be able to explain where Macclesfield fits in the national story of the Industrial Revolution and name examples of how people's lives changed locally because of this. Therefore, developing a local appreciation of Macclesfield's unique place historically in the story of the Industrial Revolution. Students will investigate the positive and negative consequences of the 19th century Industrial Revolution. Lesson outline as follows:</p> <ol style="list-style-type: none"> 1. Where are we in the big picture so far? 2. What was lifelike between 1750-1900? 3. How did new technology change life? 4. What was lifelike for workers? 5. Quarry Bank Mill case study 6. How did Industrialisation and Urbanisation change society? 	<p>Source – Accounts from the mills and factories of Macclesfield – deeper analysis of provenance</p> <p>Interpretation – Emma Griffin – Liberty's Dawn. The use of sources to develop interpretation</p> <p>Similarity and difference – The whole enquiry draws comparisons between Macclesfield and wider examples.</p> <p>Experiences of apprentices at Quarry Bank Mill and those in Macclesfield factories</p> <p>Change – positive and negative experiences of industrialisation</p>	<p>Retrieval practice low stakes assessment</p> <p>Peer assessment – Quarry Bank Mill</p> <p>End of unit assessment</p>

Curriculum Map: Year 8 Subject HISTORY

	<p>7. What are the different interpretations of the Industrial Revolution? 8. Enquiry question assessment</p> <p>Substantive knowledge: FACTORY SYSTEM AGRICULTURE INDUSTRIAL REVOLUTION RURAL SPINNING JENNY STEAM ENGINE TEXTILE URBAN INDUSTRIALISATION URBANISATION APPRENTICE PUBLIC HEALTH ACT BILL REFORM CLASS</p>	<p>Consequence – What were the consequences of industrialisation for workers?</p>	
<p>How did political reform happen in the 19th century?</p>	<p>Students will take away an understanding of British democratic rights and the struggle for universal suffrage of both women and working-class men during the 19th and early 20th centuries. This will allow for discussions around the importance of the vote and British democracy. Students will gain an understanding of how these events helped to shape Britain as a democratic nation and provide a level of respect for voting rights. Lesson outline as follow:</p> <ol style="list-style-type: none"> 1. Why did people want to reform? 2. Did Peterloo bring about significant change? 3. What other protests happened in England? 4. How far did the chartists change the lives of ordinary people? Sources 5. How equal were women by 1900? 6. Did the Suffragettes help or hinder the women’s suffrage movement? 7. Why was Sophia Duleep Singh significant and interpretations on suffragettes <p>Substantive knowledge: REFORM, REVOLUTION, LIBERAL, DEMOCRACY, FRANCHISE, TRADE UNION, SUFFRAGE, WORKING CLASS</p>	<p>Interpretation – How influential were the suffragettes?</p> <p>Source – Analysis of both content and provenance of chartist sources</p> <p>Significance – How revolutionary was the Great reform act of 1832? How significant were the reform movements?</p> <p>Chronology – Students will continue to develop a sense of the changes in the 19th century building on the previous topic</p> <p>Change – How far did Peterloo and other movements bring about change?</p> <p>Similarity and difference – Comparisons between unionist movements across Britain and the world</p> <p>Cause and consequence- Students will develop an understanding of how and why voting rights were achieved in Britain</p>	<p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>End of unit assessment - Interpretation</p> <p>Peer assessment – suffragettes</p>

Curriculum Map: Year 8 Subject HISTORY

<p>How did experiences of the British Empire vary?</p>	<p>Students will gain an understanding of the impact of the British Empire across the world. They will analyse the impact the Empire had on the world's boundaries which even to this day reflect the way Britain divided up and administered her colonies, and the legacy of those boundaries that still cause tension post Windrush. Students will study the positive legacies of the Empire in former colonies such as British institutions like the British Parliamentary and judicial system, architecture, infrastructure and even sport. Students will gain an understanding of the negative influence of colonialism such as the destruction of many local cultures requiring native peoples to live according to British laws and institutions. Lesson outline as follows:</p> <ol style="list-style-type: none"> 1. Where does the Empire fit in the big picture? 2. What was the British Empire? 3. How did the Empire affect Australia? 4. How positive was the experience of the Empire in India? <p>Interpretation</p> <ol style="list-style-type: none"> 5. What role did the Empire play in the Transatlantic slave trade? 6. What were the experiences in Africa? 7. How did the experiences of English colonisation in America vary? 8. Whose story is the colonisation of Jamaica? 9. Was the Empire responsible for modernising four continents? 10. Did 'doing the right thing' end the British Empire? 11. How do historians interpret the Empire? <p>Substantive knowledge: COLONY, COLONIALISM, SLAVERY, ENSLAVEMENT, EMPIRE, DECOLONISATION</p>	<p>Sources – will be analysed to unpick the experiences and how they varied across the Empire. Students will assess content primarily but will consider provenance. They will utilise in groups.</p> <p>Interpretation – Niall Fergusson and Priyamvada Gopal – How do historians interpret the Empire? How positive were experiences in the Empire?</p> <p>Similarity and difference – How similar/different were experiences across the Empire?</p> <p>Chronology - Change and continuity– This depth study will allow students to develop and understanding of the influence of Empire across three centuries.</p> <p>Significance – The role of the Empire and its legacy</p>	<p>Key word test 2 per topic</p> <p>Retrieval practice low stakes quizzes every lesson.</p> <p>Extended writing - marked</p>
---	--	---	--

Curriculum Map: Year 8 Subject HISTORY