

Curriculum Map Year 8

History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	<p>The English Reformation The Tudors occupy a unique place in British history. Few topics generate as many television programmes, books, films and general cultural reference. It feels important to ground the students in the study of the topic to allow them to differentiate between fact and fiction. It also is within this period which we deal with the reformation. The reformation has such consequences in shaping the Early Modern Period and indeed the world it is therefore vital study</p>	<p>The English Civil War This is a tipping point in the developmental arch towards power transferring towards the people. Students are introduced to the development of parliament as an alternative to the power of the monarchy. Students will reflect on the impact of the reformation a century on with the development of intense anti-catholic rhetoric. Students revisit the skill of causation in a more detailed form from what they practiced in year 7.</p>	<p>The Industrial Revolution If we see that one of the purposes of history is to help develop students understanding of their own lives, then the Industrial revolution is key in helping to explain and develop the understanding of cities and modern work. Students will investigate sources to find out more about living conditions, work and the slow movement of reform</p>	<p>The Rise and Fall of Slavery and Empire Given the context provided by the Black Lives Matter, students need to be given an understanding of this issue. These are contemporary examples as to why history matters and children have a right to be informed so as to allow themselves to develop their own judgements. Context is especially important in considering the development of African societies before slavery and explaining the impact. This unit also seeks to challenge some preconception with slavery and its ends- namely that Britain deserves the upmost credit for the abolition.</p>		<p>Why did England become more Democratic? Students will study the forces which bring about Democratic change beginning with the French Revolution, before comparing direct and not direct action in helping to develop changed. These lessons offer a contrast to the revolution we have studied previously as it develops the ideas of individual liberties and the rule of law. Students can also develop their understanding of the importance of democracy. Student will consider the significance of the Chartists and go on to study the actions of the Suffragette and Suffragist campaigns study of human and physical geography of a region within Asia</p>
Core Skills	Sources Change and Continuity Interpretations Significance Cause and Consequence Similarity and Difference Historical Enquiry and questions	Sources Change and Continuity Interpretations Significance Cause and Consequence Historical Enquiry and questions	Sources Change and Continuity Interpretations Significance Similarity and Difference Historical Enquiry and questions	Sources Change and Continuity Interpretations Significance Cause and Consequence Historical Enquiry and questions	Sources Change and Continuity Interpretations Significance Cause and Consequence Historical Enquiry and questions	Sources Change and Continuity Interpretations Significance Similarity and Difference Historical Enquiry and questions
Core Knowledge	<p>How did Henry VII take control? To what extent was Henry VIII a good king? What was the Great dilemma? Who was Martin Luther? What were the consequence of the reformation? Why did Henry VIII close down the monasteries? How far was there a protestant revolution? To what extent did Mary deserve her Bloody Nickname? To what extent did Elizabeth achieve balance?</p>	<p>Why did the English fear Catholics? •Why did Charles dismiss Parliament in 1629? •How did Charles rule the country without Parliament? •Why was Charles forced to recall Parliament? •What triggered the English Civil War? •Why did Parliament win the Civil War? •Why was the King restored 11 years after Charles Execution?</p>	<p>Why was there an industrial revolution What was life like in factories? What were towns and cities like in the Victorian England? How did Public Health Improve? What was the transport revolution? Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</p>	<p>Why did Britain want an Empire? Why did Britain enter the slave trade? What was West Africa like before slavery? What was the Middle passage? What happened to Slaves in America? Why was the slave trade abolished? What was the legacy of slavery? What was India like before Empire? How and Why did Britain take control of the empire? The legacy of Empire on India The legacy of Empire for Britain.</p>		<p>What was the Age of Revolution? Why was British democracy flawed? How close to revolution was Britain? What was the impact of The Great Reform Act? What was the significance of the Chartists? Were Suffragettes Terrorists?</p>
Assessment & Feedback	Assessment explaining the extent of religious change in England.	To what extent were Charles I religious blunders the main cause of The Civil War?	Analysis of interpretations and sources of the Industrial Revolution	Analysis of Sources and Interpretations on Slavery & Empire		Assessment on interpretations of the development of British Democracy
Link to prior learning	Links to units of Year 7 examining the power of the church	Links to Year 7 units on the power of the King	Links to the social understanding of England being an Agricultural society	Links to the concept of Empire first explored during the Crusades.		Developed links on the changing dynamic of power in England and the rise of Democracy