

History



Year 8

Curriculum Map



Year 8 – Autumn Term

The British Empire, The Mughal Empire & African Kingdom

Prior Learning

In year 7, pupils have been building the foundations needed to explore more complex issues throughout History.

- They have begun to identify key second order concepts such as cause and consequence, change and continuity and similarity and difference. Through this they have been able to embed core knowledge of the medieval period, allowing them to further develop knowledge on the different first order concepts such as conquest, monarchy civilisation and migration.
- They have also begun to develop key historical skills, such as the ability to analyse a source by explaining what the different source can tell us about a historical time period. They were also developing their ability to analyse interpretations, and how and why these often differ depending on the sources different historians have used.
- Pupils have explored a wide range of historical concepts by looking at the difficult journey through the medieval period, and so they are now ready to explore how these first order concepts can be put into practice in the renaissance and early modern period.

What will I learn?

In the Autumn term, pupils will be continue to explore the exploration of the world through the British Empire, and compare this with African kingdoms and Middle Eastern Empires to see how other countries were during this time.

- **‘The British Empire’:** This will cover the reasons Britain wanted an Empire, the consequences of having one and the break up of it in the modern day. We will also look at case studies from Ireland and the Potato Famine and the partition of India and Pakistan.
- **The Mughal Empire:** Pupils will be looking at the Mughal Empire thematically, from its formation through to its end. They will be looking at the religion, economy, military and political systems of the Empire, and comparing it to the ways that the British Empire was running. They will be drawing comparisons on the causes, consequences differences and similarities between the two.
- **African Kingdoms:** This topic will look at the culture, lifestyle, economies and political organisations in Africa before the 16th century. They will be challenging their ideas of Africa and learning the rich and diverse nature of their histories with the aim of setting up their understanding of this in preparation for their next unit on slavery. Pupils will be looking at this through different sources from the different kingdoms, and drawing conclusions on what they think this made their kingdoms like.

First order concepts	Second order concepts
<ul style="list-style-type: none"> • Economy • Conquest • Monarchy • Migration • Colonisation • Social Class 	<ul style="list-style-type: none"> • Independence • Opposition • Civilisation • Prejudice • Empire • Parliament
	<ul style="list-style-type: none"> • Similarity • Difference • Change • Continuity • Cause • Consequence

How will I be assessed?

Pupils will be assessed in the following ways:

- Questioning and AfL within the lesson.
- Written work in their books once per unit.
- A knowledge test at the end of the unit.
- An AoL assessment covering all three units at the end of the Autumn term.

Next Steps

Pupils will be moving on to exploring in depth the slave trade, how it started, what happened and the consequences of this. They will be building on their source skills and beginning to determine the usefulness of these sources. They will also be continuing to build on the ideas of African culture and communities and how they were impacted by the slave trade. Pupils will

	move through and look at this in the modern day through the civil rights movement, looking at how cultures have been kept alive through oppression and extreme racism, looking at key figures such as Martin Luther King and Malcom X, and the BLM movement today.
Opportunities for Independent Learning	<p>Meanwhile Elsewhere: looking at the Spanish Empire and how it compares to the British Empire at this time. A particular focus on cause and consequence should be made.</p> <p>Historical Article Review: Looking at Ancient Egypt as a civilisation and how its place in the world has been remembered</p> <p>Guided Reading: China and the building of the Great Wall – how to stop the spread of enemies into their kingdom</p>
Personal Development and CEIAG	<p>PSHCE links with Diversity:</p> <ul style="list-style-type: none"> • About identity, rights and responsibilities • About living in a diverse society • How to challenge prejudice, stereotypes and discrimination <p>SMSC links:</p> <ul style="list-style-type: none"> • Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures • Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England • Encourage respect for other people. <p>British Values</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual Liberty • Mutual respect • Tolerance those of different faiths (including none), cultures and beliefs <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
Enrichment Opportunities (Cultural Capital)	<ul style="list-style-type: none"> • The British Museum: African Kingdoms https://www.britishmuseum.org/collection/africa • Bristol Museums: The British Empire https://www.bristolmuseums.org.uk/bristol-archives/whats-at/british-empire-commonwealth-collection/ • The British Museum: A Trail of Empire https://www.britishmuseum.org/visit/object-trails/collecting-and-empire-trail

	<h2>Year 8 – Spring Term</h2> <h3>The Transatlantic Slave Trade & The Civil Rights Movement</h3>
Prior Learning	<p>In the autumn term, pupils were studying Empires and African history.</p> <ul style="list-style-type: none"> • Pupils have been building on skills needed in History by focusing on the theme of Empire, and how that has transcended through different parts of the world. • They have been developing their source analysis skills by working on why different sources are different and what we can learn from them about a particular aspect of a topic. • Pupils have been looking at the impact different Empires had on the culture, economy and political aspects of different parts of the world. They have been doing this by looking at interpretations of the impact they had, and the opinions people have on the quality of the Empires in the early modern period. • Pupils have also been developing their ability to look at change and continuity, similarity and difference in detail through the different Empires that spread across the different parts of the world, including Africa, Asia and Europe. They have been examining the ways that lives changed and stayed the same between the different Empires, and who benefitted the most from them.

<p>What will I learn?</p>	<p>In the spring term, pupils will continue to develop their idea of the wider global issues and look outside of Britain to how slavery and the civil rights movement has shaped the world we live in today.</p> <ul style="list-style-type: none"> • The Transatlantic Slave Trade: This unit will look in depth at the causes, events and consequences of the transatlantic slave trade. Pupils will focus on the treatment of enslaved people from their journey on the Middle Passage, their lives on plantations and the treatment of freed people. Pupils will predominantly focus on the American use of slaves, however lessons will also be dedicated to how enslaved people were treated in Britain, before looking at abolition in both Britain and America. • The Civil Rights Movement: This unit will look at the fight for equal rights for people of colour. Pupils will explore the treatment of freed African Americans after abolition, with a focus on the Jim Crow Laws and the KKK, before looking at individuals who were influential in the civil rights movement, for example Emmett Till and Martin Luther King. From this, a comparison will be made to the treatment of people of colour in Britain, looking at the Mangrove Nine, Bristol Bus Boycott and the New Cross Fire, as well as the treatment of the Windrush Generation in the modern day. Finally, a focus on the more recent BLM movement will be looked into to see whether equality has been reached. <table border="1" data-bbox="491 721 1449 974"> <thead> <tr> <th data-bbox="497 730 810 763">First order concepts</th> <th data-bbox="810 730 1129 763"></th> <th data-bbox="1129 730 1442 763">Second order concepts</th> </tr> </thead> <tbody> <tr> <td data-bbox="497 763 810 797">• Equality</td> <td data-bbox="810 763 1129 797">• Opposition</td> <td data-bbox="1129 763 1442 797">• Similarity</td> </tr> <tr> <td data-bbox="497 797 810 831">• Industry</td> <td data-bbox="810 797 1129 831">• Reform</td> <td data-bbox="1129 797 1442 831">• Difference</td> </tr> <tr> <td data-bbox="497 831 810 864">• Economy</td> <td data-bbox="810 831 1129 864">• Abolition</td> <td data-bbox="1129 831 1442 864">• Change</td> </tr> <tr> <td data-bbox="497 864 810 898">• Rebellion</td> <td data-bbox="810 864 1129 898">• Discrimination</td> <td data-bbox="1129 864 1442 898">• Continuity</td> </tr> <tr> <td data-bbox="497 898 810 931">• Social Class</td> <td data-bbox="810 898 1129 931">• Prejudice</td> <td data-bbox="1129 898 1442 931">• Cause</td> </tr> <tr> <td data-bbox="497 931 810 965">• Protests</td> <td></td> <td data-bbox="1129 931 1442 965">• Consequence</td> </tr> </tbody> </table>	First order concepts		Second order concepts	• Equality	• Opposition	• Similarity	• Industry	• Reform	• Difference	• Economy	• Abolition	• Change	• Rebellion	• Discrimination	• Continuity	• Social Class	• Prejudice	• Cause	• Protests		• Consequence
First order concepts		Second order concepts																				
• Equality	• Opposition	• Similarity																				
• Industry	• Reform	• Difference																				
• Economy	• Abolition	• Change																				
• Rebellion	• Discrimination	• Continuity																				
• Social Class	• Prejudice	• Cause																				
• Protests		• Consequence																				
<p>How will I be assessed?</p>	<p>Pupils will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Questioning and AfL within the lesson. • Written work in their books once per unit. • A knowledge test at the end of the individual units • An AoL assessment covering the Transatlantic Slave Trade and the Civil Rights Movement. 																					
<p>Next Steps</p>	<p>In the summer term, pupils will be looking at the Industrial Revolution in Britain, and how the working classes were treated during this time. They will be able to see how life changed for people and get an in depth look at how Colne developed during this time. Pupils will then move on to looking at the conditions in Industrial towns and how improvements have been made to lifestyle, security and the political sphere because of these developments in the 18th and 19th century.</p>																					
<p>Opportunities for Independent Learning</p>	<p>Meanwhile Elsewhere: Looking at the Stonewall Riots and the fight for the rights of LGBTQ+ people and comparing it with the equal rights movement in the modern day. Historical Article Review: Slavery through time. Pupils will be given the opportunity to look at how slavery has changed throughout the decades, to give them perspective on their slavery unit. Guided Reading: Looking at the American Civil War and how the idea of abolishing slavery caused one of the biggest events in American history.</p>																					
<p>Personal Development and CEIAG</p>	<p>PSHCE links with Diversity:</p> <ul style="list-style-type: none"> • How to manage influences on beliefs and decisions about group think and persuasion • How to develop self-worth and confidence • Gender identity, transphobia and gender-based discrimination • How to recognise and challenge homophobia and biphobia • How to recognise and challenge racism and religious discrimination <p>SMSC links:</p> <ul style="list-style-type: none"> • Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. • Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people. 																					

	<p>British Values</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance those of different faiths (including none), cultures and beliefs <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
Enrichment Opportunities (Cultural Capital)	<ul style="list-style-type: none"> • Liverpool Slavery Museum: International Slavery Museum National Museums Liverpool (liverpoolmuseums.org.uk) • Black History Month: The Civil Rights Movement History of Civil Rights in the UK - Black History Month 2022 • Bristol and the Transatlantic Slave Trade: Bristol and the Transatlantic Slave Trade Bristol Museums

	<h2>Year 8 – Summer Term</h2> <h3>The Industrial Revolution & Terrible Towns</h3>				
Prior Learning	<ul style="list-style-type: none"> • Pupils have continued to develop skills such as what sources are, why people have different opinions on events and how they come to their conclusions. • They have been developing their source analysis skills by beginning to look at how sources can be useful to us, and why certain sources are more useful than others. • Pupils have been looking at the impact slavery has had across the world, and how communities in America and Britain are still fighting for equal rights today. • Pupils have also been developing their ability to look at change and continuity, similarity and difference in detail through both their slavery and civil rights unit, which means that they have been able to look at sources of evidence and interpretations on different events and come to their own conclusions on how life has changed or has stayed the same for individuals during the span of over 500 years. 				
What will I learn?	<p>In the summer term, pupils will be looking at the Industrial Revolution and the conditions in towns during the 18th and 19th centuries.</p> <ul style="list-style-type: none"> • The Industrial Revolution: In this unit, pupils will explore changes that were made to different industries in Britain during the 18th and 19th centuries. They will look at how transportation, trade and the different industries changed, with the aim of allowing pupils to have the chance to decide whether they were positive or negative changes. Pupils will focus particularly on Colne and the cotton factories that were located here. Pupils will be given the opportunity to learn how their own community developed from the industrial revolution and look at the impacts it has had on their lives today. • Terrible Towns: In this unit, pupils will be exploring how lives changed for the everyday person in the Industrial revolution. They will be looking at the living conditions in the newly developed towns with a particular focus on the life expectancy and the diseases that developed before looking at the quality of life and the development of crime and punishment. Pupils will get the chance to see how we have the standard of living we do today and how our criminal justice system has been shaped to reflect a changing and growing population. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">First order concepts</th> <th style="text-align: left;">Second order concepts</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Migration • Democracy • Industry • Economy • Equality • Social Class </td> <td> <ul style="list-style-type: none"> • Prejudice • Discrimination • Reform • Epidemic • Plague • Law and Order </td> </tr> </tbody> </table>	First order concepts	Second order concepts	<ul style="list-style-type: none"> • Migration • Democracy • Industry • Economy • Equality • Social Class 	<ul style="list-style-type: none"> • Prejudice • Discrimination • Reform • Epidemic • Plague • Law and Order
First order concepts	Second order concepts				
<ul style="list-style-type: none"> • Migration • Democracy • Industry • Economy • Equality • Social Class 	<ul style="list-style-type: none"> • Prejudice • Discrimination • Reform • Epidemic • Plague • Law and Order 				

<p>How will I be assessed?</p>	<p>Pupils will be assessed in the following ways:</p> <ul style="list-style-type: none"> • Questioning and AfL within the lesson. • Written work in their books once per unit. • A knowledge test at the end of the individual units • An AoL assessment covering the Industrial Revolution and Terrible Towns.
<p>Next Steps</p>	<p>Pupils will be moving into year nine where they will be looking at how the changes made in the 19th century transformed the lives of people living in the 20th century. They will get the opportunity to see how big industry allowed us to develop things like the Titanic, how the increased level of working-class people and education brought about Women's Suffrage and the vote for working class men, and how our society developed before the start of the First World War.</p>
<p>Opportunities for Independent Learning</p>	<p>Meanwhile Elsewhere: The completion of the Transcontinental Railroad in America. Looking at how this was achieved, why it was needed and the consequences it had on the Native Americans. This can then be compared with the industrial revolution in Britain.</p> <p>Historical Article Review: Henry Ford and the creation of the first car.</p> <p>Guided Reading: Thomas Edison and the creation of the lightbulb.</p>
<p>Personal Development and CEIAG</p>	<p>PSHCE links with Diversity:</p> <ul style="list-style-type: none"> • About equality of opportunity in life and work • How to challenge stereotypes and discrimination in relation to work and pay • About employment, self-employment and voluntary work • How to set aspirational goals for future careers and challenge expectations that limit choices <p>SMSC links:</p> <ul style="list-style-type: none"> • Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; • Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; <p>British Values</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty • Mutual respect • Tolerance those of different faiths (including none), cultures and beliefs <p>Possible Career links with Law, Politics, Data Analyst, Archaeology and History Teacher</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<ul style="list-style-type: none"> • The Colne Cotton Mills Video: A history of the Lancashire cotton mills (makeitbritish.co.uk) • Lancashire Mining Museum: LANCASHIRE MINING MUSEUM – At Astley Green • Black County Living Museum Birmingham: Visit Black Country Living Museum Summer 2019 - Bing video