



Year 8 Curriculum Map

Subject: History

<u>Autumn Half Term 1</u> Topic: The Transatlantic Slave trade	<u>Autumn Half term 2</u> Topic: The Industrial Revolution	<u>Spring Half term 3</u> Topic: Britain and the age of Empires.	<u>Spring Half term 4</u> Topic: Protest, revolution and reform.	<u>Summer Half term 5</u> Topic: The era of World War 1	<u>Summer Half term 6</u> Topic – An uneasy peace, 1918 to 1939
National Curriculum: ideas, political power, industry and empire: Britain 1745 – 1901. Overall focus for the unit: Study of the origins of the Transatlantic slave trade, the experiences of enslaved Africans, the abolition of the trade and the consequences at a local, national and international scale. Enquiry question: <i>What is the legacy of the Transatlantic slave trade?</i> To include: • African kingdoms before 1500 • Origins of the Transatlantic Trade triangle.	NC: ideas, political power, industry and empire: Britain 1745 – 1901. Overall focus for the unit: Social history focus to investigate how the Industrial revolution affected the lives of people across British society. Enquiry question: <i>How far did the Industrial Revolution improve the lives of the British people?</i> To include: • Why was Britain the first industrial nation? • Children's working conditions.	NC: ideas, political power, industry and empire: Britain 1745 – 1901. Overall focus for the unit: Study of the development of the British Empire, the relationship between Britain and its colonies and how interpretations of empire have changed over time. Enquiry question: <i>How have views of empire changed over time?</i> To include: • Why did Britain want an empire? • Case Study – India • Case study – Australia • The Scramble for Africa	NC: ideas, political power, industry and empire: Britain 1745 – 1901. Overall focus: A study of the development of democracy in Britain, drawing comparisons with Europe at the time. Investigating the role of different protest groups in shaping the political system. Enquiry question: <i>Why do we live in a democracy?</i> To include: • C18th Europe – the French Revolution. • British protest movements, Peterloo, the Chartists.	NC: Challenges for Britain, Europe and the wider world. 1901 to present day. Overall Focus : A study of the causes, significant battles, and consequences of WW1 at a local, national and international scale. Exploration of the diverse range of experiences for people at war. Enquiry question: <i>How did WW1 affect the lives of those involved?</i> To include: • Europe in 1914 • Conscription of men and women in Britain and the Empire.	NC: Challenges for Britain, Europe and the wider world. 1901 to present day. Overall Focus: A study of the challenges of the interwar period, to understand how the world entered another war in 1939. Enquiry question: <i>Why didn't the "war to end all wars" live up to its name?</i> To include: • The Treaty of Versailles • The Russian Revolution



- Using sources to investigate the experiences of enslaved Africans. - Resistance and rebellion. - Abolition - Nottingham's hidden histories of slavery. - The legacy of the African diaspora.	- What can sources about 19th crimes tell us about women's lives? - How did people's living conditions change in C.19th Nottingham? - Health - case study of cholera.	- British experiences of Empire. - Indigenous experiences of empire. - Interpretations of Empire. - What is the legacy of the British Empire today?	- British political reform - Politics and reform in Nottingham. - Suffragettes' actions and interpretations. - How democratic was Britain by 1918?	- Weapons - Medicinal treatment - The Homefront - Enemy Aliens in Nottingham. - The Battle of the Somme - Interpretations of Haig - The end of the war - Legacy of WW1 at local, national and international scales.	- Polarised politics - fascism and communism. - The League of Nations and American Isolationism - Economic unrest – the wall street crash and Great depression. - Unrest in the Empire. - The rise of the Nazis - Appeasement.
Assessment: <i>Facing the past: rewriting the history of Nottingham's links to the slave trade.</i>	Assessment: <i>How far did the Industrial Revolution improve the lives of British People?</i>	Assessment <i>How have views of empire changed over time?</i>	Assessment: <i>Why do we live in a democracy?</i>	Assessment: <i>How did WW1 affect the lives of those involved?</i>	Assessment : <i>Why didn't the "war to end all wars" live up to its name?</i>
Assessment Focus: - Knowledge test of HT1 - Task to focus on writing a more inclusive historical narrative for a local heritage site.	Assessment Focus: - Knowledge test - Task to focus on using a range of evidence to evaluate and reach a substantiated judgment.	Assessment Focus: - Knowledge test - Task to evaluate different historical Interpretations and use evidence to support judgements.	Assessment Focus: - Knowledge test - Task to involve explaining the evolution of democracy in Britain over time.	Assessment focus: - Knowledge test - Task to focus on explaining the impact of the war on changes and continuity to a range of groups.	Assessment focus: - Knowledge test - Task to explain the causes of WW2.