



Curriculum Map: Year 8 History 24 25

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Why did a Civil War break out in 1642?	How does the Glorious Revolution relate to the Enlightenment?	How did the Industrial Revolution change Bradford?	How did migration change America?	How did migration impact India?	How democratic was society by the year 1928?
Intent	To develop idea of cause and consequence by asking students to think about short term and long term causes. Students will also look at historiography of the event . Builds on concept of 'Monarchy' and 'Power' & 'Religion'	To develop the idea of change and continuity. Students will be introduced to 'big ideas' and will lay the foundations of year 9 scheme of learning about politics and power. Builds on concept of 'Monarchy' and 'Power' & 'Ideology'	Local history study which looks at change and continuity in Bradford throughout the Industrial Revolution. Students will take part in a trip and will also use a variety of local evidence. Builds on concept of 'civilisation' & 'industrialisation'	To develop the concept of change and continuity by understanding how British explorers impacted America. This will build on the Year 7 Golden Age era. Students will also look at the broader history by understanding how slavery has had long lasting impacts on societies worldwide.	To ensure a deep and secure understanding of the causes and consequences of British Imperialism in India.	Development study which considers several areas. Students will need to use sources to look at change and continuity across voting. Opportunity to show development of chronological. Provides opportunity to look at diverse societies and local case studies. Builds on concept of , 'ideology' and 'suffrage'
Key Knowledge	Why was Charles I an unpopular King? How did Charles I and Parliament fall out? What were the Consequences of their	What was the Glorious Revolution? What were the ideas of the Enlightenment? How do both events link to the French and American	What was the Industrialisation? How did Industrialisation change the transport system in Bradford? How did Industrialisation	Who were the first settlers in America? What impact did the Pilgrim Fathers and the Virginia Company have on America? What was the triangular	Why did Britain first get involved in India (East India Company)? What happened in the 1857 Mutiny? The British Raj; Independence Movement; Impact	How did voting change across time? Witan, Feudal System, Magna Carta, Simon de Montfort, Peasants Revolt, 1832, 1867, Chartists, Suffragettes

	disagreement? Historiography of the English Civil War.	Revolutions? How had political power changed? How had ideologies changed?	change employment and industry in Bradford? What was the impact of industrialisation on migration to Bradford.	slave trade? How did the slave trade change America (consider ST & LT)	of Gandhi; Partition of India.	
Key Skills	Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity	Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity	Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity	Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity	Evaluating change and continuity across time; investigating the significance of events; evaluating the importance of migration to cultural changes in India; developing source analysis skills.	Source analysis skills Cause and consequence Historical Significance Historical scholarship Change and continuity
Misconceptions	Civil war is between two countries It was a war between North and South Oliver Cromwell became king after Charles death Oliver Cromwell was a hero	Enlightenment was anti religion It was one big event	Industrial revolution is only about factories Saltaire is a factory Bradford was never a major british city.	British were the first people to travel to America Slavery only happened in America. Racism exists because of slavery Pilgrim fathers were only religious people Virginia Company was created by the queen.	Britain improved India through colonisation East India Company was just a financial business Gandhi was from a poor background India was partitioned fairly	Women could not vote until Suffragettes fought for their rights Middle class have always had the right to vote Parliament has always had more power than the monarchy
Key Vocabulary	Catholic, Ship tax, grand	Lord Protector, Restoration,	Industrialisation Turnpike road Loom	Exploration, religious persecution,	Raj, India, Partition, British Empire, Gandhi, Amritsar	Revolution Suffrage Reform

	remonstrance, Divine right, Triennial Bill,	Revolution, Power Vacuum, Declaration, Toleration, Bill of Rights	Spinning Jenny Mechanisation Working Class Migration Little Germany	puritan, competition, imperialism, monopoly, profit, Native Americans		Chartists
Key Reading Who Was Christopher Columbus? by Baby Professor The Night Diary by Veera Hiranandani Ahimsa by Supriya Kelkar	<i>A Time Travellers Guide to Regency England</i> by Ian Mortimer <i>Bradford & the Industrial Revolution: An economic history</i> by Gary Firth <i>Between Two Worlds: How the English became American</i> by Malcolm Gaskill					
Start Points	<i>Students will have skills on causes and consequence from studying the Black Death and have an understanding the divide between Monarch and parliament. Students will also understand religious divide.</i>	<i>Students will have skills of change and continuity through studying English civil war. Students will now understand the importance of religion in society.</i>	Students will have a foundation of source skills and understanding of the concepts of cause and consequence. Students will be aware of saltaire and its impact within Bradford	Students will have a basis of knowledge on migration from studying the Golden Age in Year 7. They will understand the basic impact of colonisation and reasons for migration	Students are aware of British control of India and the geographical location of India. Students will understand British empire and reasons for colonisation	Students will have a sound understanding of sources and the skills needed to analyse sources through Content Provenance and Context. Students will have no knowledge on how voting has changed but will be aware of current systems and who can vote. This will give them a basis for comparisons.
End Point	Students will understand why a Civil war broke out and how it impacted the divide between Catholics and Protestants in England.	Students will understand how events from across the world changed the political landscape and threatened the status quo of British politics.	Students will understand the Bradford textile industry and how industrialisation changed Bradford's landscape and culture.	Students will understand a broad overview of several groups who settled in the Americas and will understand the diverse nature of their experiences.	Students will analyse the motivations for imperialism in India. Students will be able to explain the causes and consequences of tension between	Students will consider the role of people who protest and the significant impact it has on power structures, political norms and social policies in the 19th century

	Students will use sources to evaluate reasons why parliament disliked King Charles.			Students will use sources to evaluate whether or not migration was positive or negative	the indigenous people and the British Empire. Students will empathise with the importance of the independence movement.	
Form of Assessment	Written piece: Which of the following was a more important cause of the English civil war: Money-Religion-Power? Knowledge test 1:	Written piece: How did ideas about society change between the Glorious Revolution and the Enlightenment? Knowledge test 2:	Written piece: How was Bradford changed by the Industrial Revolution? Knowledge test 3:	Written piece: How did Britain's migration to America change America? Knowledge test 4:	Written piece: How did Britain's colonisation of India impact Indian people? Knowledge test 5:	Written piece: How democratic was Britain over time? Knowledge test 6:
Enrichment opportunities	<ul style="list-style-type: none"> • Opportunities to add to cultural capital of the school by contributing to Black History Month displays and activities 					
Leadership opportunities	<ul style="list-style-type: none"> • Students will be given the opportunity to present to their peers, get involved in debates and develop their analytical skills. • Opportunities for students to volunteer to take a leading role in organising <i>LGBTQ+ History Month</i> and <i>Black History Month</i> activities in collaboration with school diversity lead and other departments 					