



Curriculum Map: Year 8 History

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	Half Term 1 & Half Term 2		Half Term 3 & Half Term 4		Half Term 5 & Half Term 6	
Topic	Were monarchs' stable leaders?		How did people become more powerful?		How has equality & inclusion improved?	
Intent	<ul style="list-style-type: none"> To ensure a deep and secure understanding of the change and continuity to the British monarchy. To evaluate the significance of specific events. 		<ul style="list-style-type: none"> To ensure a deep and secure understanding of the change and continuity to the British monarchy. To evaluate the significance of specific events. To ensure a deep and secure understanding of the change and continuity to the power of British people based on socio economic factors. 		<ul style="list-style-type: none"> To evaluate the impact of events on the power of the people. To analyse the reasons for change and continuity in the values of British society. 	
Key Knowledge	Feudal System; Reign of King John & the impact of Magna Carta; Reign of Henry III and the impact of the Barons War with Simon de Montfort.	Impact of the Black Death; Peasants Revolt and the Pilgrimage of Grace.	Causes of the English Civil War; Events of the Civil War & the New Model Army; Execution and trial of the King; Cromwell's commonwealth & the Glorious Revolution.	Voting before and after 1832; The impact of Industrialisation; The Peterloo Massacre; The Chartists.	The Abolition of Slavery; The Corn Law League; Public Health reform & the work of Titus Salt and other reformers.	Women's rights and the suffragettes; the Equal Pay act; Race riots & the Stonewall protest and the LGBTQ+ movement.
Key Skills	Evaluating change and continuity across time; investigating the significance of events; developing source analysis skills	Evaluating change and continuity across time; investigating the significance of events; developing source analysis skills.	Evaluating change and continuity across time; investigating the significance of events; developing source analysis skills.	Evaluating change and continuity across time; investigating the significance of events; developing source analysis skills.	Evaluating change and continuity across time; investigating the significance of events; developing source analysis skills.	Evaluating change and continuity across time; investigating the significance of events; developing source analysis skills.
Key Vocabulary	Feudal System, Monarchy, Taxes, nobility, Civil War, Scutage, Archbishop of Canterbury, Excommunicating, Poll Tax, Parliament	Pilgrimage, Catholic, Protestant, annulment, pope, Reformation	Ship tax, Puritan, Prayer Book, Divine right, Roundhead, Cavalier, New Model Army, republic, execution, Commonwealth, restoration, regicide	Franchise, ballot, property, middle class, working class, poverty, industrialisation	Abolition, Reform, petition, protest, MP, method, quaker, moral, media	Rebellion, riot, pressure, consequence, depiction, influence, Stonewall, equal pay, equality, legislation

Key Reading	<ul style="list-style-type: none"> • <i>Encyclopaedia on British Kings and Queens</i> • <i>Robin Hood for historical fiction set at the time of King John</i> • <i>Filthy Cities</i> – Medieval Britain with Dan Snow documentary for BBC • Cromwell movie 			<ul style="list-style-type: none"> • <i>Biography of Olaudah Equiano</i> for the abolition of slavery • Film – <i>Amazing Grace</i> about the abolition movement • Books by Charles Dickens such as <i>Oliver Twist</i> for background into living conditions in the 19th century 		<ul style="list-style-type: none"> • Film – <i>Suffragette</i> • <i>From prejudice to pride: a history of LGBTQ+ movement</i> by Amy Lame
End Point	Students will understand the changing power of the king and shifts in the balance of power by 1272.	Students will understand the changing power of the king and growing discontent of other classes up to 1536.	Students will consider the causes of War, the impact and significance of changes to the monarchical structure & how modern political structures have developed.	Students will understand the development of democracy. Students will consider reasons discontent of different classes.	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 19 th century.	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 20 th century.
Form of Assessment	Source Question: & Write an account extended writing	Source Question: & Write an account extended writing	Source Question: & Write an account extended writing	Source Question: & Write an account extended writing	Source Question: & Write an account extended writing	Source Question: & Write an account extended writing
In addition to extended written pieces mentioned there will be two formal assessments in the Winter and Summer term which will test key knowledge, key vocabulary and extended writing.						
Enrichment opportunities	Students to visit Saltaire World Heritage village as a local history study (this ties into content covered in term 4) Some students to take part in LGBTQ+ workshop with outside agency (this ties into content covered in term 5)					
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. 					