

Curriculum Map: History Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge 'I Know'</p>	<p>Did life get better for ordinary people in Britain 1745-1901?</p> <ul style="list-style-type: none"> - Benin's participation in the slave trade - women in Victorian society - living conditions in the industrial towns <p>To what extent did people abandon religion during the industrial period?</p> <ul style="list-style-type: none"> - Key religious beliefs in the 19th century - the impact of the Enlightenment - the work of Darwin - Kingsley's religious ideas <p>How did Britain become a more democratic society after 1745?</p> <ul style="list-style-type: none"> - key protests in the 19th century - the Peterloo Massacre - the Swing Riots in Berkshire 	<p>How did Britain become a more democratic society after 1745?</p> <ul style="list-style-type: none"> - the Suffragettes - Emily Davison <p>To what extent was the British Empire 'great'?</p> <ul style="list-style-type: none"> - process of colonisation - the Irish potato famine - the invention of 'Africa' - the Benin Massacre - war with China in 1840 - Indian Mutiny - the Zulu Wars - the impact of empire - attitudes towards empire 	<p>The era of World War One: the war to end all wars?</p> <ul style="list-style-type: none"> - causes of World War One - the development of gas weapons - conditions for soldiers in World War One - the execution of Margaretha MacLeod - the role of empire soldiers in WW1 - the Treaty of Versailles 	<p>To what extent did the world become more politically divided after World War One?</p> <ul style="list-style-type: none"> - the Bolshevik Revolution and the development of communism - the 'Red Scare' of 1919-20 - Hitler's rise to power - Nazi labour camps - The causes of World War Two - British intervention in the Spanish civil war - Cable Street - Anti-fascism in the UK 	<p>What were the key social developments in Britain after World War One?</p> <ul style="list-style-type: none"> - Britain in the 1930s - Position of women in the 1960s - Mods and Rockers - The arrival of the Windrush - The development of the Notting Hill carnival - The Scarman Report - The development of LGBT rights 	<p>How could the Holocaust happen?</p> <ul style="list-style-type: none"> - the concept of 'Holocaust' - the victims of the Holocaust - the history of Antisemitism - the experiences of Jews - the causes of the Final Solution - the role of ordinary people during the Holocaust - the challenges facing Jewish people - the response of Jewish people - the experience of 'liberation' - the consequences of the Holocaust

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Skills Procedural Knowledge 'I know how to'	Key concepts - significance - democracy - protest - reform - causation - chronology - empire Key processes - explaining the role of causes - using evidence - evaluating interpretations - using criteria to judge significance	Key concepts - empire - protest - causation Key processes - explaining the role of causes - using evidence - evaluating interpretations - analysing consequences	Key concepts - change and continuity - racism - equality Key processes - using evidence - evaluating interpretations - historical research - evaluating the extent of change and continuity	Key concepts - causation Key processes - defining features of past societies - explaining the role of causes - using evidence	Key concepts - significance Key processes - using evidence - evaluating interpretations - using criteria to judge significance - defining features of past societies	Key concepts - persecution - change and continuity Key processes - using evidence - evaluating interpretations - defining features of past societies - identifying turning-points
Strategies Conditional Knowledge 'I know when to'	I know when to use sources and contextual knowledge to judge the validity of an interpretation I know when to consider provenance I know when to categorise and link causes	I know when to use sources and contextual knowledge to judge the validity of an interpretation I know when to consider provenance I know when to explain the relative importance of causes	I know when to use sources and contextual knowledge to judge the validity of an interpretation I know when to consider provenance I know how to explain the extent of change over time	I know when to use contextual knowledge to judge the accuracy of a source I know when to explain the relative importance of causes I know when to identify features	I know when to consider how the same event may have affected different people I know when to use sources to judge the validity of an interpretation I know when to use my contextual knowledge to judge the accuracy of a source I know when to consider provenance	I know when to identify features I know when to use sources and contextual knowledge to judge the validity of an interpretation I know when to identify and explain turning points

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Key Questions	<p>Why did the obas of Benin participate in the slave trade?</p> <p>What can the music hall tell us about women in Victorian society?</p> <p>What were living conditions like in the industrial towns?</p> <p>'The period of its greatest success.' Is Ling right about nineteenth-century religion?</p> <p>What impact did the Enlightenment have on ideas and beliefs?</p> <p>'Disbelief crept over me'. Did Darwin cause everyone to lose faith after 1859?</p> <p>How could Charles Kingsley's religious ideas be represented in the 'Kingsley 200' festival?</p> <p>To what extent was political change caused by riots and rebels in the 19th century?</p> <p>How should we commemorate the Peterloo Massacre?</p> <p>Why did William Winterbourne take part in the Swing Riots?</p>	<p>To what extent can the Suffragettes be described as 'terrorists'?</p> <p>How far do you agree with the view that Emily Davison was an 'accidental martyr'?</p> <p>What has our national obsession for tea, coffee and clothes got to do with an antique plate?</p> <p>Was the British government to blame for the Great Hunger?</p> <p>How and why was Africa 'invented' in the 19th century?</p> <p>Could you bring Sir Harry Rawson to justice for the Benin Massacre?</p> <p>Why did Britain and China go to war in 1840?</p> <p>Does John D Clare get it right about the Indian Mutiny?</p> <p>Was Letitia Bunting justified in walking out of 'Zulu'?</p> <p>Did everyone benefit from the British Empire?</p> <p>What can we learn from Sarah Baartman about attitudes towards empire in the 19th century?</p>	<p>What were the main features of the world since 1901?</p> <p>What would you include in a 30 second news bulletin to explain why World War One started?</p> <p>Why did Clara Haber kill herself?</p> <p>What does the experience of Wilfred Owen tell us about conditions in World War One?</p> <p>Why was there such a large volunteer force from India?</p> <p>Why did Sarah Barnes have to campaign to get her son's name engraved on the Littlehampton war memorial?</p> <p>What were conditions like in World War One?</p> <p>Why was Margaretha MacLeod executed in 1917?</p> <p>Could you create a more fitting memorial for those who died in the global war?</p> <p>Was the Treaty of Versailles a mistake?</p>	<p>Should the History Department spend its money on Lenin artefacts?</p> <p>Were Sacco and Vanzetti innocent?</p> <p>Why did Hitler rise to power?</p> <p>What can a song tell us about life in a Nazi labour camp?</p> <p>Why was there another world war?</p> <p>Why did Thora Silverthorne go to Spain?</p> <p>Was the Battle of Cable Street a turning point?</p> <p>What was Vidal up to in the 40s and 50s?</p>	<p>What was Britain like in the 1930s?</p> <p>How much had really changed for women by the end of the 1960s?</p> <p>Mods and Rockers: a war between the 'wild ones' or just a 'moral panic'?</p> <p>Was London the 'place to be'?</p> <p>Why did the Notting Hill carnival develop?</p> <p>How far was the trial of the Mangrove Nine 'the high water mark of Black Power in Britain'?</p> <p>Did the Scarman Report make a difference to the lives of black Britons?</p> <p>How did LGBT rights develop?</p>	<p>What can an 'ordinary' shoe tell us about the Holocaust?</p> <p>Who were the 6 million?</p> <p>Nazi Antisemitism: Where did it come from?</p> <p>What happened to the Jews in Europe?</p> <p>Was the Holocaust inevitable?</p> <p>What role did people play in the Holocaust?</p> <p>What were the challenges facing Jewish people?</p> <p>How did Jewish people respond and resist?</p> <p>What did it mean to be 'liberated'?</p> <p>What experiences did Leon have after 'liberation'?</p> <p>What are enduring consequences of the Holocaust?</p>

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Assessment topics	Why did William Winterbourne take part in the Swing Riots?	What can we learn from Sarah Baartman about attitudes towards empire in the 19 th century?	What were conditions like in World War One?	Why did Hitler rise to power?	Mods and Rockers: a war between the 'wild ones' or just a 'moral panic'?	
Cross curricular links/Character Education	Understanding of development of rights Understanding of different cultures	Understanding of development of rights Understanding of different cultures	Understanding of different cultures Understanding of development of rights Understanding of conflict	Understanding of conflict	Understanding of conflict Understanding of different cultures Understanding of prejudice and discrimination	Understanding of different cultures Understanding of prejudice and discrimination