


















# 2023-24 CURRICULUM MAP FOR HISTORY YEAR 8

<p><b>HALF TERM 1: The British Empire</b></p> <p>Is the negative historical <i>interpretation</i> of the British Empire correct?</p> <p><u>KQ1 - Why did the British Empire begin?</u> European powers ahead of Britain – first settlers in Virginia - tobacco plantations – discovery of the New World – the <i>Mayflower</i> - Pilgrim Fathers – the thirteen colonies – Native Americans – the Caribbean</p> <p><u>KQ2 - Why was India so important?</u> The Mughal Emperor -the <i>nawab</i> – East India Company – Bombay, Madras, Calcutta – ‘Diamond Pitt’ – British expansion – Clive of India - the Battle of Plassey – The Treaty of Allahabad</p> <p><u>KQ3 - How did the British end up in Australia?</u> Captain James Cook and the <i>Endeavour</i> – discovery of Botany Bay – original settlement – Australia as a penal colony – the death of Captain Cook – Australia prospers – treatment of Aborigines</p> <p><u>KQ4 - How did Britannia rule the waves?</u> Problems with the Royal Navy – Admiral George Anson, First Lord of the Admiralty – the reformation of the navy – the Seven Years War – General Wolfe and the attack on Quebec – the Battle of Quiberon Bay – the Treaty of Paris – life as a British seaman</p> <p><u>KQ5 - Who profited from the empire, who didn’t?</u> The increase in imports – Britain as a consumer society – mercantilism – the paying of customs duties –British identity – the figure of Britannia – the rise of patriotism</p>		<ol style="list-style-type: none"> <li>1. Reading sheets</li> <li>2. Knowledge organisers</li> <li>3. Contemporary sources</li> <li>4. Interpretations</li> </ol>
		<ol style="list-style-type: none"> <li>1. Writing Revolution sentence strategies; fragments, scrambled sentences, four sentence types, <i>because, but, so</i>. Complete sentences using subordinating conjunctions, identify appositives and match to noun phrases</li> <li>2. Assessment essay question: Is the negative historical <i>interpretation</i> of the British Empire correct?</li> </ol>
		<ol style="list-style-type: none"> <li>1. Class reading of sources and interpretations</li> <li>2. Class discussion: How was the British presence in India different before and after the Treaty of Allahabad?</li> <li>3. Think/Pair/Share: How do you think colonial trade changed everyday life in Britain?</li> </ol>
		<p>Geography: an understanding of locations of North America and Asia and the appropriate countries</p> <p>English: etymology of places names; Maryland, Virginia, Jamestown</p>
<p><b>HALF TERM 2: America and Slavery</b></p> <p>What do historical <i>sources</i> tell us about the slave trade?</p> <p><u>KQ6 - Why did the thirteen colonies rebel?</u> The growth of the thirteen colonies –the Stamp Act of 1765 – “no taxation without representation” – the ‘Boston Massacre’ – the Boston Tea Party – rebels and loyalists – the Continental Congress – Thomas Jefferson and the Declaration of Independence – the 4<sup>th</sup> of July 1776</p> <p><u>KQ7 – What events led to American victory in the War of Independence?</u> General Howe and early British successes – the creation of the Continental Army – American success at Saratoga – France join the war – the success of Lord Cornwallis and his surrender at Yorktown – the Founding Fathers – the drafting of the US Constitution – George Washington becomes the first US President</p> <p><u>KQ8 - What was the transatlantic slave trade?</u> British presence in the Caribbean – the establishment of the Royal African Company – triangular trade – the middle passage – shackles and coffles – conditions aboard a slave ship – human trade in the colonies – Olaudah Equiano and his autobiography</p> <p><u>KQ9 - What was life for slaves like?</u></p>		<ol style="list-style-type: none"> <li>1. Reading sheets</li> <li>2. Knowledge organisers</li> <li>3. Contemporary sources</li> <li>4. Interpretations</li> </ol>
		<ol style="list-style-type: none"> <li>1. Continue writing Revolution sentence strategies; fragments, scrambled sentences, four sentence types, <i>because, but, so</i>. Complete sentences using subordinating conjunctions, identify appositives and match to noun phrases</li> <li>2. Essay question: What do historical sources tell us about the slave trade?</li> </ol>
		<ol style="list-style-type: none"> <li>1. Class reading of sources and interpretations</li> <li>2. Class discussion: Discuss previous revolutions and civil wars, and draw out some common features of them all.</li> <li>3. Talking bursts: What do you think angered colonists more: British taxation, or their lack of representation?</li> </ol>



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<p>Slave auctions – ‘seasoning’ – the process of sugar making – working in the rice fields of the Carolinas – housework – life expectancy – African culture combining with life in the colonies – slave rebellions – Maroons – use of violence by slave owners</p> <p><u>KQ10 - How successful were the abolitionists?</u></p> <p>Evangelical Christians – the Society for the Abolition of the Slave Trade – Thomas Clarkson - boycotts – petitions – political successes – international pressure – black Britons</p>		<p>RS: the nature of punishments, the importance of human rights</p> <p>Music: the songs of slavery</p> <p>Food: the origins of our diet in relation to the middle passage</p>
<p>HALF TERM 3: The French Revolution</p> <p><i>Describe</i> the main events of the Industrial Revolution</p> <p><u>KQ11 - What was the Ancien Regime?</u></p> <p>Ancien Regime – the palace of Versailles – the power of the church and the nobility over the peasantry – financial crisis – the bourgeoisie – the calling of the Estates-General – National Assembly – the storming of the Bastille</p>		<ol style="list-style-type: none"> <li>1. Reading sheets</li> <li>2. Knowledge organisers</li> <li>3. Contemporary sources</li> <li>4. Interpretations</li> </ol>
<p><u>KQ12 - Why did ‘The Terror’ begin?</u></p> <p>The tricolour – the Declaration of the Rights of Man – polarisation – war – the sans-culottes – Jacobin control – execution of counterrevolutionaries using the guillotine</p>		<ol style="list-style-type: none"> <li>1. Continue previous writing revolution activities</li> <li>2. Summarizing (three ways)</li> <li>3. Essay question: Describe the main events of the Industrial Revolution</li> </ol>
<p><u>KQ13 - How did Napoleon rise to power?</u></p> <p>Napoleon’s early life – the beginning of his military career – the toppling of the ‘Directorate’ – the Napoleonic Code – the Concordat – crowning himself emperor – the Napoleonic wars – the Battle of Austerlitz and other victories – use of his family</p>		<ol style="list-style-type: none"> <li>1. Class reading of sources and interpretations</li> <li>2. Turn and talk: Why did France became so polarised in the years that followed the French Revolution?</li> <li>3. Talking bursts: In what ways was French society before 1789 like medieval feudal society?</li> </ol>
<p><u>KQ14 - How did Britain respond?</u></p> <p>Criticisms and support of the revolution – Edmund Burke – Thomas Paine – Mary Wollstonecraft – Pitt’s suspension of the Habeas Corpus Act – United Irishman uprising – fighting Napoleon – Horatio Nelson and the Battle of Trafalgar</p>		<p>MFL: pronunciations of French words</p> <p>Art: study of the Coronation of Napoleon by Jacques-Louis David</p> <p>Geography: Corsica, Italy, Russia, Elba, Austerlitz and Waterloo</p>
<p>HALF TERM 4: The Industrial Revolution</p> <p>What was the <i>significance</i> of the Industrial Revolution?</p> <p><u>KQ16 - How did the Steam Engine work?</u></p> <p>Original manufacture techniques – Thomas Newcomen and the first steam engine – Boulton and Watt’s collaboration – the cold condenser and the steam engine – first use of the new steam engine</p>		<ol style="list-style-type: none"> <li>1. Reading sheets</li> <li>2. Knowledge organisers</li> <li>3. Contemporary sources</li> <li>4. Interpretations</li> </ol>
<p><u>KQ17 - Why was cotton king?</u></p> <p>Weaving – handlooms – cottage industries – mechanisation – James Hargreaves and the spinning jenny – Richard Arkwright and the water frame – Samuel Crompton and the Crompton Mule – the power loom – the Cromford Mill – Arkwright’s factory system</p>		<ol style="list-style-type: none"> <li>1. Continue previous writing revolution activities.</li> <li>2. Multiple-paragraph outlines</li> <li>3. Essay question: What was the significance of the Industrial Revolution?</li> </ol>
<p><u>KQ18 - How valuable were iron and coal?</u></p> <p>Britain and its coal reserves – mining and transportation – cast iron and blast furnaces – Abraham Darby’s ironworks – Ironbridge – John ‘iron mad’ Wilkinson</p> <p><u>KQ19 - Was there a ‘transport revolution?’</u></p>		<ol style="list-style-type: none"> <li>1. Class reading of sources and interpretations</li> <li>2. Talking burst: Why do you think it was in Britain that machines for manufacturing cotton were invented?</li> <li>3. Talking points: How would people who made a living from spinning and weaving textiles respond to these inventions</li> </ol>




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<p>Transport measures before the Industrial Revolution – the building of canals – the use of the steam train – Richard Trevithick, the first designer of the steam train - the development of the railway network – George Stephenson’s <i>Rocket</i> – use of Navvies in the building of canal and railways  <u>KQ20 - How great was the ‘railway age?’</u>          Railway Mania – life sped up – standardised times – the rise of spectator sport – the telegraph system – Brunel’s SS <i>Great Eastern</i> – Isambard kingdom Brunel – economic growth following the transport revolution</p>		<p>Maths: comparing several statistics between 1750 and 1900: Britain’s population; London’s population; percentage of urban population; life expectancy; miles of railway track, and so on          Science: an understanding of fossil fuels and the internal combustion engine          Textiles: the importance and proliferation of cotton</p>
<p><b>HALF TERM 5: The Age of Reform</b>          How did Britain <i>change</i> under the Age of Reform?  <u>KQ21 - Why did the 19th century bring rapid urbanisation?</u>          Britain’s 1851 census – the impact of the factory system – bigger labour market during the industrial revolution – the growth of cities – overcrowding and disease – back-to-back houses – lack of running water and sewers – the ‘Great Stink’ – the growth of public health – Edwin Chadwick’s reform – parliamentary acts</p>		<ol style="list-style-type: none"> <li>1. Reading sheets</li> <li>2. Knowledge organisers</li> <li>3. Contemporary sources</li> <li>4. Interpretations</li> </ol>
<p><u>KQ22 - What was life like in a factory?</u>          Factories, mills, dockyards, and mines – conditions in early factories – use of child labour – scavengers – piecers – workhouses – trappers – climbing boys – Luddites in Lancashire and Yorkshire</p>		
<p><u>KQ23 - Was this an era of social reform?</u>          Industrialist’s attitudes to their workforce – <i>Laissez-faire</i> attitudes of the government – Lord Ashley and the humanitarian reforms – the Factory Act – the Mines Act – worker’s rights – trade unions – Friendly Society – the Tolpuddle Martyrs – life in the workhouses  <u>KQ24 - Was this an era of political reform?</u>          The state of Britain’s electoral system in the 19<sup>th</sup> century – rotten boroughs – secret ballots – the Great Reform Act of 1832 – the Chartists movement – further reform under the Liberal governments of the time</p>		<ol style="list-style-type: none"> <li>1. 1. Class reading of sources and in Continue previous writing revolution activities.</li> <li>2. Multiple-paragraph outlines</li> <li>3. Essay question: How did Britain change under the Age of Reform?</li> </ol> <p>Interpretations          2. Turn and talk: ask pupils where they get clean running water from, and where their toilet waste goes, and how they dispose of household waste          3. Collective writing of essay question</p>
<p><u>KQ25 – How was law and order maintained?</u>          Urbanisation and the growth of crime – Spencer Perceval’s assassination – criminal activity and rookeries – the Metropolitan Police Act – parish constables – prison reform – Philanthropy and Elizabeth Fry – Jack the Ripper</p>		<p>Art: looking at various political satire sources including photographs and sketches          Photography: looking at various photographic sources          RS: understanding of human rights          DT: mechanisation of industry          Geography: patterns of urban growth</p>
<p><b>HALF TERM 6: The Victorian Empire</b>          What <i>caused</i> problems in Britain’s empire?  <u>KQ26 - Who was Queen Victoria?</u>          Queen Victoria’s early life – marriage to Prince Albert – the restored faith in the Royal Family – travelling to the colony’s - famous Victorian figures – the Great Exhibition</p>		<ol style="list-style-type: none"> <li>1. Reading sheets</li> <li>2. Knowledge organisers</li> <li>3. Contemporary sources</li> <li>4. Interpretations</li> </ol>
<p><u>KQ27 - Why did the Indian Rebellion happen?</u>          The continued growth of the East India Company – British rule and its impact on Indian culture – Sepoys and the Indian Rebellion – Viceroy and the beginning of the British Raj  <u>KQ28 - Why did problems in Ireland begin?</u></p>		<ol style="list-style-type: none"> <li>1. Continue previous writing revolution activities.</li> <li>2. Multiple-paragraph outlines</li> <li>3. Essay question: What caused problems in Britain’s empire?</li> </ol>
<p>Protestant landowners and the poorer Catholic working population – the Act of Union in 1800 – absentee landlords and tenants – the Irish potato famine – the Irish Republican brotherhood – Home Rule</p>		<p>1. Class discussion: Why do you think so many European powers wanted to colonise Africa from 1880 onward?</p>



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<p><u>KQ29 - Why was there a 'scramble for Africa?'</u> The European land grab of Africa in the 19<sup>th</sup> century – Egypt and the Suez Canal – Sudan, Lord Kitchener, and the Battle of Omdurman – the east coast of Africa – the Cape Colony – the Boers – Transvaal and the Orange Free State – Cecil Rhodes and his support for empire</p> <p><u>KQ30 - How did Britain rule their empire?</u> The size of the British Empire by the 19<sup>th</sup> century – success of trade around the world – <i>Pax Britannia</i> – infrastructure in India - India's Great Famine – colonial governments in Australia, New Zealand, Cape Colony and Canada – the dependent colonies – The Boer War – the use of concentration camps – the spread of sport around the world through empire</p>		<p>2. Think/pair/share: Why were the British able to rule the Empire with relatively few troops and officials? 3. Class reading of sources and interpretations</p>
		<p>Geography: the geographical importance of India, the resources of Africa RS: indigenous religions of India, profile of Christianity English: various diary entries and literature about the empire</p>
<p><b><u>Key Words – Half term 1</u></b></p> <ul style="list-style-type: none"> <li>• Aborigine</li> <li>• Admiral</li> <li>• Barbados</li> <li>• Battle of Plassey</li> <li>• Bengal</li> <li>• Britannia</li> <li>• Consumer society</li> <li>• Factories</li> <li>• First Lord of the Admiralty</li> <li>• Gibraltar</li> <li>• Imports</li> <li>• Indigenous</li> <li>• <i>Mayflower</i></li> <li>• Mercantilism</li> <li>• Mughals</li> <li>• Customs duties</li> <li>• <i>Nawab</i></li> <li>• East India Company</li> <li>• Patriotism</li> <li>• <i>Endeavour</i></li> <li>• Penal colony</li> <li>• Exports</li> <li>• Pilgrim Fathers</li> <li>• Press gangs</li> <li>• Quebec</li> <li>• Quiberon Bay</li> <li>• Scurvy</li> <li>• Seven Years' War</li> <li>• Thirteen colonies</li> <li>• Treaty of Allahabad</li> <li>• Virginia</li> </ul>	<p><b><u>Key Words – Half term 2</u></b></p> <ul style="list-style-type: none"> <li>• Abolitionist</li> <li>• Boston</li> <li>• Boycott</li> <li>• Branding</li> <li>• Caribbean</li> <li>• Coffle</li> <li>• Constitution</li> <li>• Continental army</li> <li>• Continental congress</li> <li>• Declaration of Independence</li> <li>• Evangelical</li> <li>• Founding Fathers</li> <li>• Loyalist</li> <li>• Maroon</li> <li>• Middle Passage</li> <li>• Monopoly</li> <li>• Petition</li> <li>• Plantation</li> <li>• Representation</li> <li>• Royal African Company</li> <li>• Saratoga</li> <li>• Shackles</li> <li>• Society for the Abolition of the Slave Trade</li> <li>• Stamp Act</li> <li>• Transatlantic</li> <li>• Triangular trade</li> <li>• West Indies</li> </ul>	



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### Key Words – Half term 3

- Abdicate
- Ancien Regime
- Bastille
- Battle of Austerlitz
- Battle of Trafalgar
- Battle of Waterloo
- Bourgeoisie
- Concordat
- Continental system
- Corsica
- Counter-revolutionary
- Declaration of the Rights of Man
- Estates-General
- Guerilla
- Guillotine
- Jacobin
- Napoleonic Code
- National Assembly
- Polarise
- Prussia
- Radical
- Revolutionary
- Sans-culottes
- Scorched earth
- St Helena
- The Terror
- United Kingdom of Great Britain and Ireland
- Versailles

### Key Words – Half term 4

- Birmingham
- Blast furnace
- Canal
- Coke
- Cold condenser
- Cottage industry
- Cromford Mill
- Crompton Mule
- Efficiency
- Exponential
- Factory system
- Handloom
- Industry
- Manchester
- Mechanisation
- Navvies
- Packhorse
- Piston
- Powerloom
- Railway mania
- *Rocket*
- Spinning
- Spinning Jenny
- *SS Great Eastern*
- Steam engine
- Telegraph
- Water frame
- Weaving

### Key Words – Half term 5

- Back-to-back
- Chartism
- Climbing boy
- Constable
- Electoral system
- Electorate
- Friendly Society
- Great Reform Act
- Great Stink
- Labourer
- *Laissez faire*
- Luddite
- Metropolitan Police

### Key Words – Half term 6

- Absentee landlord
- Boer
- Cape Colony
- Cash crop
- Civil service
- Concentration camp
- Crystal palace
- Dependent colony
- Great exhibition
- Home Rule
- Hong Kong
- Irish Republican Brotherhood
- Maharajas



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- Philanthropist
- Piecer
- Rookery
- Rotten borough
- Scavenger
- Secret ballot
- Suffrage
- Tolpuddle Martyrs
- Trapper
- Quaker
- Union
- Urbanisation
- Workhouse
- Working class

- Maxim gun
- Missionary
- Mutiny
- Omdurman
- Opium
- *Pax Britannica*
- Puppet government
- Raj
- *Sepoy*
- Settlement colony
- Suez canal
- Sutti
- Tenant
- Transvaal