



HISTORY CURRICULUM MAP

YEAR 8

<p>HALF TERM 1: <u>Where are the forgotten Empires?</u> Second order concept: Change and Continuity</p> <p>1 <u>How do historians know about West African Kingdoms?</u></p> <ul style="list-style-type: none"> • Neglecting African History • Use of primary sources • Importance of Mali <p>2 <u>How and why did the Kingdom of Mali rise and fall?</u></p> <ul style="list-style-type: none"> • Sunjata Keita-expanding • Golden Age of Mansa Musa • Fall of Mali <p>3 <u>Who was Askia the Great?</u></p> <ul style="list-style-type: none"> • Rise and fall of Songhay • Challenging thinking • Legacy of Askia the Great <p>4 <u>Should Britain return the Benin Bronzes?</u></p> <ul style="list-style-type: none"> • Mighty Benin city • Benin bronzes • Future of stolen objects <p>5 <u>Was Asante a Kingdom of Gold?</u></p> <ul style="list-style-type: none"> • Rise and fall of Asante • Global impact • Yaa Asantewaa • ASSESSMENT <p>6 <u>Timbuktu: A 14th century centre of learning</u></p> <ul style="list-style-type: none"> • Wealth • Wisdom • Legacy <p>(7) <u>Why do we think only Britain and Rome had Empires?</u></p> <ul style="list-style-type: none"> • Racism and bias within History • Commonality among West African Empires. • Temperature Check 		<p>Supporting texts or wider reading: African Kingdoms, Aaron Wilkes.</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework Week 1: Primary sources on Mali Week 3: What are the Benin Bronzes Week 5: Revision for the Temperature Check</p>
		<p>Links to careers: work in the museum sector</p> <p>Link to Personal Development: Students will get a better understanding of Britain's role in Africa</p> <p>LOTG:- British Museum</p> <p>British Values: -Rule of Law: future of stolen objects -Respect and Tolerance: fall of Asante Kingdom Democracy: role of the Mansa -Individual Liberty: Yaa Asantewaa</p>
<p>Students can use these key words: Artisans, Asantehma, Caravan, Colony, Dia, Exile, Griots, Hajj, Iman, Mansa, Matriarchal, Oba, Plantations, Reformation, Tribute.</p>		
<p>HALF TERM 2: <u>What changes did the revolutions of the 18th century bring?</u> Second order concept: Cause and Consequence</p> <p>1 <u>How did we transform from homeworkers to factory workers?</u></p> <ul style="list-style-type: none"> • Where does this unit fit? • Cottage industry • Steam power and factories • Luddites • Local History: Blist Hill <p>2 <u>Was this an age of improvement for children?</u></p> <ul style="list-style-type: none"> • Peter the Pauper • Workhouses • William Booth <p>3 <u>Was this an age of improvement for women?</u></p> <ul style="list-style-type: none"> • Cripple factories • Population growth • Matchstick girls <p>4 <u>Local History: What made Wolverhampton stink:</u></p>		<p>Supporting texts or wider reading: How the Industrial Revolution changed the world. Thomas Crump.</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework Week 1: What was the Cottage Industry Week 3: Who were the Matchstick Girls Week 5: Revision for the Temperature Check</p>



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<ul style="list-style-type: none"> Public health Snow, Chadwick and Bazalgette Why did Queen Victoria visit Wolverhampton? <p>5 <u>What was the revolution in Science?</u></p> <ul style="list-style-type: none"> Royal Society and Newton Age of Reason Darwin and naked apes <p>6 <u>How did the French Revolution change Britain?</u></p> <ul style="list-style-type: none"> Execution of Louis XVI Napoleon Liberty, fraternity and equality Temperature Check <p>(7) <u>How did the Transport revolution change Britain?</u></p> <ul style="list-style-type: none"> Turnpike fever Canals Trains 		<p>Links to careers: examples of industrial jobs</p> <p>Link to Personal Development: Students will have the chance to visit the Blist Hill working Victorian museum</p> <p>LOTC: -Blists Hill and Queen Victoria visit to Wolverhampton</p> <p>British Values: -Rule of Law: treatment of children -Respect and Tolerance: Luddites -Democracy: French Revolution values -Individual Liberty: role of women in industrial Britain</p>
<p>Students can use these key words: Amputate, Aqueduct, Back-to-back, Black gold, Black lung, Boards of Health, Canal Mania, Carding, Clothier, Colonies, Coup d'état, Destitute, Dysentery, Empire, Evolved, Industry, Navies, Pauper, Revolution, Turnpike</p>		
<p>HALF TERM 3: How are we still shaped by the British Empire?</p> <p>Second order concept: Interpretations</p> <p>1 <u>How did Britain gain an empire?</u></p> <ul style="list-style-type: none"> Where does this unit fit? White mans burden America and Australia Wars of conquest <p>2 <u>Did India replace America as the 'Jewel in the crown'?</u></p> <ul style="list-style-type: none"> Clive of India East India Company Sepoy revolt <p>3 <u>Amritsar: Should Britain apologise?</u></p> <ul style="list-style-type: none"> Colonel Dyer Legacy Do apologies matter? <p>4 <u>What was the scramble of Africa?</u></p> <ul style="list-style-type: none"> Berlin Conference Cairo to Cape A 'noble mission' <p>5 <u>How has Empire changed Britain?</u></p> <ul style="list-style-type: none"> Empire day Culture and immigration Temperature Check <p>(6) <u>Why does Britain have Empire amnesia?</u></p> <ul style="list-style-type: none"> Edward Colston Dirty Money World beating politics 		<p>Supporting texts or wider reading: Empireland: How Imperialism Has Shaped Modern Britain. Sathnam Sanghera</p>
<p>1 <u>How did Britain gain an empire?</u></p> <ul style="list-style-type: none"> Where does this unit fit? White mans burden America and Australia Wars of conquest 		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
<p>2 <u>Did India replace America as the 'Jewel in the crown'?</u></p> <ul style="list-style-type: none"> Clive of India East India Company Sepoy revolt 		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
<p>3 <u>Amritsar: Should Britain apologise?</u></p> <ul style="list-style-type: none"> Colonel Dyer Legacy Do apologies matter? 		<p>Homework Week 1: Where was the British Empire Week 3: What was Amritsar Week 5: Revision for the Temperature Check</p>
<p>4 <u>What was the scramble of Africa?</u></p> <ul style="list-style-type: none"> Berlin Conference Cairo to Cape A 'noble mission' <p>5 <u>How has Empire changed Britain?</u></p> <ul style="list-style-type: none"> Empire day Culture and immigration Temperature Check <p>(6) <u>Why does Britain have Empire amnesia?</u></p> <ul style="list-style-type: none"> Edward Colston Dirty Money World beating politics 		<p>Links to careers:</p> <p>Link to Personal Development Students will get a better understanding of Britain role in Asia</p> <p>LOTC: -Chubb factory and Cradley Heath chains. -Rule of Law: role of apologies -Respect and Tolerance: Berlin Conference and Amritsar -Democracy: role of the Empire -Individual Liberty: Sepoy Revolt</p>
<p>Students can use these key words: Cartridge, Empire, Famine, Immigration, Independence, Mutiny, Native, Zulus</p>		
<p>HALF TERM 4: Why did the Slave Trade last so long?</p> <p>Second order concept: Evidence</p> <p>1 <u>What was the trade triangle?</u></p> <ul style="list-style-type: none"> Where does this unit fit? 		<p>Supporting texts or wider reading: Empireland: How Imperialism Has Shaped Modern Britain. Sathnam Sanghera and Fake History. Otto English</p>



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<ul style="list-style-type: none"> • John Hawkins • What was traded at each stage? • Role of race <p>2 <u>How could the Middle Passage have happened?</u></p> <ul style="list-style-type: none"> • Conditions • Slave ship Brookes • Opposition <p>3 <u>What was the life of a slave like?</u></p> <ul style="list-style-type: none"> • Auction • Life on Plantations • Orlando Equiano <p>4 <u>Who was Harriet Tubman?</u></p> <ul style="list-style-type: none"> • Underground railroads • Tubman the myth • ASSESSMENT <p>5 <u>What happened when slaves fought back?</u></p> <ul style="list-style-type: none"> • Types of resistance • Toussaint Louverture • Nat Turner <p>6 <u>How was slavery abolished?</u></p> <ul style="list-style-type: none"> • Temperature Check • Quakers • Clarkson and Wilberforce • Emancipation Proclamation <p>(7) <u>Who was Jim Crow</u></p> <ul style="list-style-type: none"> • Post EP attempts to segregate • KKK • Jim Crow examples 		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework Week 1: Where was the Trade Triangle Week 3: Who was Harriet Tubman Week 5: Revision for the Temperature Check</p>
		<p>Links to careers:: No link for this unit.</p> <p>Link to Personal Development: Students will learn how Britain led attempts to ban slavery</p> <p>LOTG: Cradley Heath chains</p> <p>British Values: --Rule of Law: slave rebellions -Respect and Tolerance: Trade triangle -Democracy: role of the Empire -Individual Liberty: Orlando Equiano's journey</p>
<p>Students can use these key words: Abolition, Auction, Dysentery, Lashed, Loose pack, Middle Passage, Overseer, Plantation, Trade, Tight pack, Scramble,</p>		
<p>HALF TERM 5: How was Britain divided and united by 1900?</p> <p>Second order concept: Change and Continuity</p> <p>1 <u>Why didn't the police capture Jack the Ripper?</u></p>		<p>Supporting texts or wider reading: Andrew Marr. The Making of Modern Britain</p>
<ul style="list-style-type: none"> • Where does this unit fit? • Bow Street Runners and Peelers • Caught red handed • Catching Jack <p>2 <u>What can RMS Titanic tell us about social class in 1900?</u></p>		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
<ul style="list-style-type: none"> • Belfast docklands • Tickets price and accommodation • Survival rates <p>3 <u>What was the Great Hunger?</u></p>		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
<ul style="list-style-type: none"> • Britain in Ireland • Famine • Ireland and Home Rule <p>4 <u>What shall we do today?</u></p>		<p>Homework Week 1: Titanic key facts Week 3: Britain in Ireland Week 5: Revision for the Temperature Check</p>
<ul style="list-style-type: none"> • New crazes and Sports • Birth of modern football • The High Street <p>5 <u>Did violence get women the vote?</u></p>		<p>Links to careers: Women in politics</p> <p>Link to Personal Development: Students will learn how sport played an increasingly important role.</p>








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<p>6 What was Britain like by 1900?</p> <ul style="list-style-type: none"> • Power of the monarch • Role of religion • Food and Drink • Communication • Homes • How did people spend their free time? • Temperature Check <p>(7) A healthier nation?</p> <ul style="list-style-type: none"> • Infection and Pasteur • Horrible hospitals • Nightingale and Seacole. 		<p>LOTG: -Local connection to Titanic.</p> <p>British Values:</p> <ul style="list-style-type: none"> -Rule of Law: Creation of the police -Respect and Tolerance: Suffrage movement -Democracy: Home rule -Individual Liberty: Suffrage movement
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Students can use these key words: Blight, Chartists, Commercial, Fenian, Home Rule, Independence, Massacre, Modus Operandi, Protest, Republican, Social Class, Suffrage, Suffragette, Suffragists, Unionist

<p>HALF TERM 6: How similar were people's experiences of WWI?</p> <p>Second order concept: Interpretations</p> <p>1 Did 2 bullets kill 20 million people?</p> <ul style="list-style-type: none"> • Where does this unit fit? • Assassination of Franz Ferdinand • MAIN causes. <p>2 What was life in the trenches really like?</p> <ul style="list-style-type: none"> • Why did we build trenches? • Conditions • How long did people spend in the trenches? <p>3 Local History: Who were the Bushbury Boys?</p> <ul style="list-style-type: none"> • Recruitment and propaganda • Bushbury Boys • The Somme <p>4 What did a WWI Tommy look like?</p> <ul style="list-style-type: none"> • Soldiers of Empire • Flora Sands • Fighting on the homefront <p>5 What happened in WWI?</p> <ul style="list-style-type: none"> • Major battles • Christmas 1914 • Stalemate <p>6 How was peace made in 1918?</p> <ul style="list-style-type: none"> • Failed Michael offensive • Armistice • Versailles • Temperature Check <p>(7) Was it right to shoot Harry Farr?</p> <ul style="list-style-type: none"> • What was the impact of the war on soldiers? • Local History: Shot at Dawn memorial • Comparison to other nations 		<p>Supporting texts or wider reading: Great Britain's Great War: A Sympathetic History of Our Gravest Folly. Jeremy Paxman</p>
		<p>Opportunities for extended writing Part 3 demonstration of learning via tasks such as diary writing, speeches, if/so/because paragraphs. Part 3 tasks will have a success criteria and typically be peer/self assessed.</p>
		<p>Speak like an expert: Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p>Homework Week 1: WWI Overview Week 3: Local WWI soldiers Week 5: Revision for the Temperature Check</p>
		<p>Links to careers: Armed forces.</p> <p>Link to Personal Development: Students will understand their role in remembrance.</p> <p>LOTG: - National war memorial in Staffordshire</p> <p>British Values:</p> <ul style="list-style-type: none"> -Rule of Law: Shot at dawn -Respect and Tolerance: Armistice -Democracy: Assassination of Franz Ferdinand -Individual Liberty: Christmas Truce

Students can use these key words: Alliance, Armistice, Bayonet, Censor, Conscriptio, Cowardice, Evacuation, Home Front, Munitions, Pals Battalion, Shell, Shrapnel, Stalemate, Triple Alliance, Triple Entente.