












# HISTORY CURRICULUM MAP

## YEAR 8

<p><b>HALF TERM 1: <u>Where are the forgotten Empires?</u></b>  <b>Second order concept: Change and Continuity</b></p> <p><b>1 <u>How do historians know about West African Kingdoms?</u></b></p> <ul style="list-style-type: none"> <li>Neglecting African History</li> <li>Use of primary sources</li> <li>Importance of Mali</li> </ul> <p><b>2 <u>How and why did the Kingdom of Mali rise and fall?</u></b></p> <ul style="list-style-type: none"> <li>Sunjata Keita-expanding</li> <li>Golden Age of Mansa Musa</li> <li>Fall of Mali</li> </ul> <p><b>3 <u>Who was Askia the Great?</u></b></p> <ul style="list-style-type: none"> <li>Rise and fall of Songhay</li> <li>Challenging thinking</li> <li>Legacy of Askia the Great</li> </ul> <p><b>4 <u>Should Britain return the Benin Bronzes?</u></b></p> <ul style="list-style-type: none"> <li>Mighty Benin city</li> <li>Benin bronzes</li> <li>Future of stolen objects</li> </ul> <p><b>5 <u>Was Asante a Kingdom of Gold?</u></b></p> <ul style="list-style-type: none"> <li>Rise and fall of Asante</li> <li>Global impact</li> <li>Yaa Asantewaa</li> <li>ASSESSMENT</li> </ul> <p><b>6 <u>Timbuktu: A 14<sup>th</sup> century centre of learning</u></b></p> <ul style="list-style-type: none"> <li>Wealth</li> <li>Wisdom</li> <li>Legacy</li> </ul> <p><b>(7) <u>Why do we think only Britain and Rome had Empires?</u></b></p> <ul style="list-style-type: none"> <li>Racism and bias within History</li> <li>Commonality among West African Empires.</li> <li>Temperature Check</li> </ul>		<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: Comprehension Week 3: Sources Week 5: Interpretations</p>
		<p>Links to careers: work in the museum sector. Students will look at occupations such as Oral Historians</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><b>HALF TERM 2: <u>What changes did the revolutions of the 18th century bring?</u></b>  <b>Second order concept: Cause and Consequence</b></p> <p><b>1 <u>How did we transform from homeworkers to factory workers?</u></b></p> <ul style="list-style-type: none"> <li>Where does this unit fit?</li> <li>Cottage industry</li> <li>Steam power and factories</li> <li>Luddites</li> <li>Local History: Blist Hill</li> </ul> <p><b>2 <u>Was this an age of improvement for children?</u></b></p> <ul style="list-style-type: none"> <li>Peter the Pauper</li> <li>Workhouses</li> <li>William Booth</li> </ul> <p><b>3 <u>Was this an age of improvement for women?</u></b></p> <ul style="list-style-type: none"> <li>Cripple factories</li> <li>Population growth</li> <li>Matchstick girls</li> </ul> <p><b>4 <u>Local History: What made Wolverhampton stink?</u></b></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: Comprehension Week 3: Sources Week 5: Interpretations</p>



# HISTORY CURRICULUM MAP










## YEAR 8

<ul style="list-style-type: none"> <li>Public health</li> <li>Snow, Chadwick and Bazalgette</li> <li>Why did Queen Victoria visit Wolverhampton?</li> </ul> <p><b>5</b> <u>What was the revolution in Science?</u></p> <ul style="list-style-type: none"> <li>Royal Society and Newton</li> <li>Age of Reason</li> <li>Darwin and naked apes</li> </ul> <p><b>6</b> <u>How did the French Revolution change Britain?</u></p> <ul style="list-style-type: none"> <li>Execution of Louis XVI</li> <li>Napoleon</li> <li>Liberty, fraternity and equality</li> <li>Temperature Check</li> </ul> <p><b>(7)</b> <u>How did the Transport revolution change Britain?</u></p> <ul style="list-style-type: none"> <li>Turnpike fever</li> <li>Canals</li> <li>Trains</li> </ul>		<p>Links to careers: examples of industrial jobs. Here they learn about different jobs in the past that no longer exist and the gender divide in work.</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, Destitue, Dysentery, Empire, Evolved, Industry, Navies, Pauper, Revolution, Turnpike</p>		
<p><b>HALF TERM 3: How are we still shaped by the British Empire?</b></p> <p><b>Second order concept: Interpretations</b></p> <p><b>1</b> <u>How did Britain gain an empire?</u></p> <ul style="list-style-type: none"> <li>Where does this unit fit?</li> <li>White man's burden</li> <li>America and Australia</li> <li>Wars of conquest</li> </ul> <p><b>2</b> <u>Did India replace America as the 'Jewel in the crown'?</u></p> <ul style="list-style-type: none"> <li>Clive of India</li> <li>East India Company</li> <li>Sepoy revolt</li> <li>Temperature Check</li> </ul> <p><b>3</b> <u>Amritsar: Should Britain apologise?</u></p> <ul style="list-style-type: none"> <li>Colonel Dyer</li> <li>Legacy</li> <li>Do apologies matter?</li> </ul> <p><b>4</b> <u>What was the scramble of Africa?</u></p> <ul style="list-style-type: none"> <li>Berlin Conference</li> <li>Cairo to Cape</li> <li>A 'noble mission'</li> </ul> <p><b>5</b> <u>How did Empire come to end?</u></p> <ul style="list-style-type: none"> <li>Partition</li> <li>Winds of Change</li> <li>Commonwealth</li> </ul> <p><b>6</b> <u>Why does Britain have Empire amnesia?</u></p> <ul style="list-style-type: none"> <li>Edward Colston</li> <li>Dirty Money</li> <li>World beating politics</li> </ul>	<p style="text-align: center;">         </p>	<p>Supporting texts or wider reading: Empireland: How Imperialism Has Shaped Modern Britain. Sathnam Sanghera</p> <p><b>Opportunities for extended writing</b>          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><b>Speak like an expert:</b>          Students will be asked to read out their part 3 answers and responses to progress checks.</p> <p><b>Homework</b>          Week 1: Comprehension          Week 3: Sources          Week 5: Interpretations</p> <p>Links to careers: Students also begin to examine slavery and the role this played in employment</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>		



# HISTORY CURRICULUM MAP







## YEAR 8

<p><b>HALF TERM 4: Why did the Slave Trade last so long?</b></p> <p><b>Second order concept: Evidence</b></p> <p><b>1 What was the trade triangle?</b></p> <ul style="list-style-type: none"> <li>Where does this unit fit?</li> <li>John Hawkins</li> <li>What was traded at each stage?</li> <li>Role of race</li> </ul> <p><b>2 How could the Middle Passage have happened?</b></p> <ul style="list-style-type: none"> <li>Conditions</li> <li>Slave ship Brookes</li> <li>Opposition</li> </ul> <p><b>3 What was the life of a slave like?</b></p> <ul style="list-style-type: none"> <li>Auction</li> <li>Life on Plantations</li> <li>Orlando Equiano</li> </ul> <p><b>4 Who was Harriet Tubman?</b></p> <ul style="list-style-type: none"> <li>Underground railroads</li> <li>Tubman the myth</li> <li>ASSESSMENT</li> </ul> <p><b>5 What happened when slaves fought back?</b></p> <ul style="list-style-type: none"> <li>Types of resistance</li> <li>Toussaint Louverture</li> <li>Nat Turner</li> </ul> <p><b>6 How was slavery abolished?</b></p> <ul style="list-style-type: none"> <li>Temperature Check</li> <li>Quakers</li> <li>Clarkson and Wilberforce</li> <li>Emancipation Proclamation</li> </ul> <p><b>(7) Who was Jim Crow</b></p> <ul style="list-style-type: none"> <li>Post EP attempts to segregate</li> <li>KKK</li> <li>Jim Crow examples</li> </ul>		<p>Supporting texts or wider reading: Empireland: How Imperialism Has Shaped Modern Britain. Sathnam Sanghera and Fake History. Otto English</p>
		<p><b>Opportunities for extended writing</b> 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><b>Speak like an expert:</b> Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p><b>Homework</b> Week 1: Comprehension Week 3: Sources Week 5: Interpretations</p>
		<p>Links to careers: Students will also examine the morality of unpaid labour</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><b>HALF TERM 5: How was Britain divided and united by 1900?</b></p> <p><b>Second order concept: Change and Continuity</b></p> <p><b>1 Why didn't the police capture Jack the Ripper?</b></p> <ul style="list-style-type: none"> <li>Where does this unit fit?</li> <li>Bow Street Runners and Peelers</li> <li>Caught red handed</li> <li>Catching Jack</li> </ul> <p><b>2 What can RMS Titanic tell us about social class in 1900?</b></p> <ul style="list-style-type: none"> <li>Belfast docklands</li> <li>Tickets price and accommodation</li> <li>Survival rates</li> </ul> <p><b>3 What was the Great Hunger?</b></p> <ul style="list-style-type: none"> <li>Britain in Ireland</li> <li>Famine</li> <li>Ireland and Home Rule</li> </ul> <p><b>5 What was Britain like by 1900?</b></p> <ul style="list-style-type: none"> <li>Power of the monarch</li> </ul>		<p>Supporting texts or wider reading: Andrew Marr. The Making of Modern Britain</p>
		<p><b>Opportunities for extended writing</b> 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><b>Speak like an expert:</b> Students will be asked to read out their part 3 answers and responses to progress checks.</p>
		<p><b>Homework</b> Week 1: Comprehension Week 3: Sources Week 5: Interpretations</p>



# HISTORY CURRICULUM MAP

## YEAR 8

<ul style="list-style-type: none"> <li>• Role of religion</li> <li>• Food and Drink</li> <li>• Communication</li> <li>• Homes</li> <li>• How did people spend their free time?</li> <li>• Temperature Check</li> </ul> <p><b>5</b> <u>Did violence get women the vote?</u></p> <ul style="list-style-type: none"> <li>• WSPU</li> <li>• Pankhurst and change in tactics</li> <li>• Role of WWI</li> </ul> <p><b>6</b> <u>What shall we do today?</u></p> <ul style="list-style-type: none"> <li>• New crazes and Sports</li> <li>• Birth of modern football</li> <li>• The High Street</li> </ul> <p><b>(7)</b> <u>A healthier nation?</u></p> <ul style="list-style-type: none"> <li>• Infection and Pasteur</li> <li>• Horrible hospitals</li> <li>• Nightingale and Seacole.</li> </ul>		<p>Links to careers: Women in politics. Students will look at occupations in the police, shipyards, hospitality and political movements</p> <p>Link to Personal Development: Students will learn how sport played an increasingly important role.</p> <p>LOTC: -Local connection to Titanic.</p> <p>British Values:          -Rule of Law: Creation of the police          -Respect and Tolerance: Suffrage movement          -Democracy: Home rule          -Individual Liberty: Suffrage movement</p>
<p>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>		
<p><b>HALF TERM 6: How similar were people's experiences of WWI?</b></p> <p><b>Second order concept: Interpretations</b></p> <p><b>1</b> <u>Did 2 bullets kill 20 million people?</u></p> <ul style="list-style-type: none"> <li>• Where does this unit fit?</li> <li>• Assassination of Franz Ferdinand</li> <li>• MAIN causes.</li> </ul> <p><b>2</b> <u>What was life in the trenches really like?</u></p> <ul style="list-style-type: none"> <li>• Why did we build trenches?</li> <li>• Conditions</li> <li>• How long did people spend in the trenches?</li> </ul> <p><b>3</b> <u>Local History: Who were the Bushbury Boys?</u></p> <ul style="list-style-type: none"> <li>• Recruitment and propaganda</li> <li>• Bushbury Boys</li> <li>• The Somme</li> </ul> <p><b>4</b> <u>What did a WWI Tommy look like?</u></p> <ul style="list-style-type: none"> <li>• Soldiers of Empire</li> <li>• Flora Sands</li> <li>• Fighting on the homefront</li> </ul> <p><b>5</b> <u>What happened in WWI?</u></p> <ul style="list-style-type: none"> <li>• Major battles</li> <li>• Christmas 1914</li> <li>• Stalemate</li> </ul> <p><b>6</b> <u>How was peace made in 1918?</u></p> <ul style="list-style-type: none"> <li>• Failed Michael offensive</li> <li>• Armistice</li> <li>• Versailles</li> <li>• Temperature Check</li> </ul> <p><b>(7)</b> <u>Was it right to shoot Harry Farr?</u></p> <ul style="list-style-type: none"> <li>• What was the impact of the war on soldiers?</li> <li>• Local History: Shot at Dawn memorial</li> <li>• Comparison to other nations</li> </ul>	    	<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: Comprehension          Week 3: Sources          Week 5: Interpretations</p> <p>Links to careers: Armed forces. Students will encounter roles such as security, soldiers, gender equality in WWI</p> <p>Link to Personal Development: Students will understand their role in remembrance.</p> <p>LOTC: - National war memorial in Staffordshire</p> <p>British Values:          -Rule of Law: Shot at dawn          -Respect and Tolerance: Armistice          -Democracy: Assassination of Franz Ferdinand          -Individual Liberty: Christmas Truce</p>



# HISTORY CURRICULUM MAP

## YEAR 8

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