



Year 8 History Curriculum Map

Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Themes	1. The Renaissance 2. The Reformation 3. Black Tudors	1. Age of Discovery 2. The Civil War	1. Slavery 2. Abolition	1. Age of Revolution 2. The Enlightenment	1. Local Legacies of Slavery 2. Industrial Revolution	1. The Five 2. Revision for End of Year Mocks
Knowledge and skills covered	<p><u>The Renaissance</u> Students gain a good understanding of the ideas underpinning the Renaissance and investigate such ideas through source analysis.</p> <p><u>The Reformation</u> Students look at different 'stories' (ways of viewing) the European Reformation. They are asked to evaluate which is the most important story to tell. Students gain a good understanding of the significance of Martin Luther and wider political and religious movements of the time.</p> <p><u>Black Tudors</u> Students gain an understanding of the diversity of Tudor England and social status of different examples of Black Tudors. They use historical skills such as source analysis and</p>	<p><u>Age of Discovery</u> This enquiry provides an exploration of the encounters between the European explorers and the indigenous people of various continents.</p> <p>Students gain a strong understanding of the 'Age of Discovery' as well as investigating the two-way process of colonialism during the 15th and 16th centuries. It is structured around the narrative provided by SHP's Understanding History and Alex Alcoee's TH 161. At the end of each lesson, learners are to summarise their findings to answer the enquiry question. Learning objectives include: to develop detailed knowledge of the Age of Exploration; produce a causal explanation to answer 'Who made Iberia wealthy?'; to show how the causes</p>	<p><u>Slavery</u> This enquiry gives students the opportunity to investigate slavery and how it developed through the lens of race. Students will explore different aspects of slavery and how the trade developed into a globalised system that justified the mistreatment of enslaved people using racism. Students will also explore how enslaved people demonstrated agency within this system through acts of rebellion and plantation life. This enquiry will allow students to challenge narratives around slavery that depict enslaved people as voiceless and without agency and they will have the opportunity to bring together their knowledge and structure it into an argument in the outcome lesson.</p> <p><u>Abolition</u></p>	<p><u>Age of Revolution</u> Through studying the American, French and Hatian Revolution, students explore the complexity, uncertainty, fertility, transiency of what a 'revolution' meant during this period. They compare the causes, aims, processes and outcomes of the revolutions, in order to draw themes and contrasts across the Age of Revolution.</p> <p><u>The Enlightenment</u> This course provides students with a detailed understanding of the key political and philosophical ideas underpinning the Enlightenment. Through the eyes of Locke, Newton and Wollstonecraft, the students investigate new and radical ideas of the time, such as human, or 'natural', rights, the laws of motion and gender</p>	<p><u>Local Legacies of Slavery</u> This module is based on primary research carried out by a teacher in the Charter Trust. The research reveals how the slave trade shaped social, political and economic relations in the local area in the eighteenth and nineteenth century. The students are asked to reflect on what they Local Legacies of Slavery reveals about slave ownership in our local area, and what that means for how we view and interpret our community's past.</p> <p><u>Industrial Revolution</u> This module looks at urbanisation, inventions and social reform in the nineteenth century, asking; 'How did the Industrial Revolution change Britain?'. Students analyse the nature and extent of change</p>	<p><u>The Five</u> Students explore London in the early twentieth century through the eyes of Jack the Ripper's 'Five' victims. The social, political and economic injustices and inequalities which defined life in this period become apparent when London is viewed through the eyes of the women. Students are asked to question the traditional narrative which has come to define the women, and comment on how this new historical research can bring new and important aspects of Victorian society to light.</p>



	<p>explore scholarship as part of this unit.</p>	<p>inter-relate to produce a web of circumstances that resulted in the change of Iberia's wealth and status; and to develop skills in analytical writing.</p> <p><u>The Civil War</u> Students will learn how the Civil War shaped politics, society and religion in England. In doing so, they will explore important aspects of seventeenth century England such as key differences between Catholicism and Protestantism, the fight for and loss of certain freedoms and the impact of military rule. They will explore this using the concepts of cause and continuity.</p>	<p>This enquiry gives students the opportunity to know about the abolition of slavery and the slave trade having learned about both in a previous enquiry. It will allow them to challenge the traditional narrative of abolition – commemorated in popular press- that Wilberforce was single handedly responsible for the abolition of the slave trade. This both ignores the contribution of Africans and the enslaved, and their agency in arguing and fighting for abolition, and hugely simplifies the events. It will also give students an opportunity to consider change and continuity over a 100-year period and better enable students to take an informed view of current events and arguments (e.g. the Black Lives Matter campaign).</p>	<p>equality. Students reflect on how today's society is still influenced by these ideas.</p>	<p>following industrialisation, and are invited to comment on how such changes have shaped the world we live in today.</p>	
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Knowledge organisers and more detailed topic resources can be found on all student Google Classrooms