

CURRICULUM MAP (Long term plan)

Subject: History

YEAR GROUP: 8

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	Challenges to the Catholic Church (Tudors)	The Slave Trade/ The British Empire	Chapter 5 The British Empire Chapter 6 The Industrial Revolution
Disciplinary knowledge - what skills are practised? Source analysis, interpretation, Chronology, Change and Continuity Causation Inferences Analytical narrative Consequences	Underpinned by a focus on Diversity Empire and Revolution Students understand the reformation, its impact and consequences for England. Students understand the causes of the English Civil War Parliament Vs the King, the War itself and the reasons for Regicide. Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way. Skills: Change and Continuity, Interpretations, Causation Source analysis	Underpinned by a focus on Diversity Empire and Revolution. Students use different forms of enquiry to: Understand Restoration England and the changing power of Parliament. The Great Fire and the ideas of the Enlightenment. Students understand the scale of British involvement in the Slave Trade and its legacy for today's society; West African Kingdoms before slavery; The lives of slaves and rebellions. Students also learn about the road to abolition as well as the reason for abolition Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way.	Underpinned by a focus on Diversity Empire and Revolution students use different forms of enquiry to: Understand the origins of the British Empire; Reason and mechanisms used to expand the Empire; Who benefitted and resistance. Students also build on their understanding of the Industrial Revolution and its impact on Victorian society including development of Public Health and crime and punishment Students increase knowledge, as the unit illustrates local national and international connections. Highlighting and challenging misconceptions along the way Skills: Chronology, Causation, Source analysis, Change and Continuity

	<p>NC: The development of Church, state and society in Medieval Britain 1066-1509</p> <p>NC: The development of Church, state and society in Britain 1509-1745</p>	<p>Skills: Analytical narrative, Change and Continuity, Source analysis, Interpretations</p> <p>NC: Ideas, political power, industry and empire: Britain, 1745-1901</p>	<p>NC: Ideas, political power, industry and empire: Britain, 1745-1901</p>
<p>Key questions (What is the learning about?)</p>	<p>Challenges to the Catholic Church</p> <ul style="list-style-type: none"> ● Was the Reformation a good thing? ● Who won, Catholics or Protestants? ● How was the catholic church being criticised in the 16th century? ● What was Martin Luther's role? ● What were the major events of the reformation? ● What was the king's great matter? ● What impact did Henry's decision have on England? ● What were the consequences of the reformation in England? ● How precarious was protestant England? ● Why do people celebrate 'Bonfire night'? 	<p>The Slave Trade</p> <ul style="list-style-type: none"> ● What was it like to be involved in the Slave Trade? ● What were 16th century West African Kingdoms like? ● What was the slave trade abolished? ● What was it like to be involved with the slave trade? ● What were 16th-century West African kingdoms like? ● How did the trade triangle operate and what were the horrors of the Middle Passage? ● What were slaves' lives like in the Americas? ● Why was the slave trade abolished? ● How did slaves rebel against their captivity? ● What happened to Slavery after 1807? 	<p>The Industrial Revolution</p> <ul style="list-style-type: none"> ● What was the Industrial revolution? ● Why was efficient transport so important? ● How did factories help towns grow? ● What happened to orphans and abandoned children? ● What was it like to live in a town if you were poor? ● Would you survive the Industrial revolution? ● What diseases did people catch? ● How did people get better? ● Why was there so much crime in the cities? ● What kinds of crime took place? ● Who caught criminals? ● Did the Industrial Revolution bring progress and improvement? ● What was the industrial revolution? ● How did improved transport allow industry to develop?

	<ul style="list-style-type: none"> ● How close did the plotters come to killing the king? <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> ● How does the transatlantic slave trade fit into the wider history of slavery? <p>The British Empire</p> <ul style="list-style-type: none"> ● How did the British Empire develop? ● Who benefited from the British Empire? ● What was the Impact of British Rule? ● How did the British Empire develop? ● How did the British extend and control the empire? ● What were the 18th century losses and gains? ● Who benefited from the British Empire? ● What was the impact of British rule in India? ● What was the resistance to the British empire? ● 	<ul style="list-style-type: none"> ● How hard was children's work? ● How did poor living conditions lead to disease? ● Why was there so much crime in the cities? ● Did the Industrial revolution bring progress and improvement? ● How did the industrial revolution bring change to two different families?
<p>Assessment</p>	<p>PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking</p>	<p>PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking</p>	<p>PPC at the end of each chapter based on skills and knowledge marked by teacher and fix it time applied Live marking</p>
<p>Literacy (L), Numeracy (N), Oracy (O) opportunities</p>	<p>(L) analysis of change and continuity/ interpretations (O) Students to debate POV (N) Could we calculate the economic consequences of the reformation</p>	<p>(L) Source analysis, interpretation. (O) Students to debate POV (N) Could we calculate the economic consequences of the great fire Students to investigate how much profit was made during the triangular trade. Could we devise a formula to work out how much compensation would cost Analysis of data relating to the growth of the</p>	<p>(L) Source analysis, interpretation. (O) Students to debate POV (N) Population data analysis life expectancy re migration Death rate during the industrial revolution. Analysis wages of a hand loom weaver</p>

		slave trade . Analysis of data showing the numbers of slaves involved in growing cotton	
Cross Curricular Opportunities	<p>Chapter 1 R.E: The great schism Luther's 95 theses religious beliefs in England before and after the reformation, the afterlife, marriage and family. Religious tensions between Catholics and Protestants; The Middle way Citizenship: The relationship between church and state. Development of the welfare state the Poor laws</p> <p>Chapter 2 : RE/Citizenship Divine right of Kings vs all men are created equal. Citizenship evolution of parliamentary power individual liberty rise of the middle classes</p>	<p>Chapter 3 Citizenship: Republicanism different forms of government Oligarchy democracy dictatorship. Science: The Royal Society Isaac Newton For and light. Combustion. Citizenship: relationship between Crown and Parliament. R.E: Religious tensions between Catholics and Protestants.</p> <p>Chapter 4 Geography: The African kingdoms, The transatlantic slave trade. Citizenship: Human rights; abolition of the slave trade. Maths: data involving the growth of slavery and the number of slaves involved in growing cotton</p>	<p>Chapter 5 Geography: When and where did the British empire spread. Exploring India</p> <p>Chapter 6 Science: Development in the use of forensic science:John Snow the detection of cholera Crop rotation machinery, gas explosions in coal mines. sanitation. Geograhly: use of early GIS to identify how and where the deceive was spreading Citizenship: development in work place conditions. The increasing levels of political protests. Legislation regarding child labour education. increasing levels of government intervention deserving and undeserving poor the development of the welfare state. Changes in crime and punishment the introduction the police Art: The use of art as a source for historical information.</p>
SMSC / Character/Careers (C) (personal development)	<p>https://www.bbc.co.uk/bitesize/tags/z7p6d6f/jobs-that-use-history/1 https://www.history.org.uk/student/resource/2914/careers-in-history</p>		
Equality and Diversity Importance of using local, national and international connections to make curriculum relevant & accessible to all students from every background	<p>Diverse representation within text/ videos/website links shared.</p> <p>Display shows a variety of people from different genders, ethnicities & abilities</p>	<p>Diverse representation within text/ videos/website links shared.</p> <p>Display shows a variety of people from different genders, ethnicities & abilities</p> <p>Chapter 4 - this topic contains an eye opening insight into The African kingdoms and how the slave trade still has consequences today</p>	<p>Diverse representation within text/ videos/website links shared.</p> <p>Display shows a variety of people from different genders, ethnicities & abilities</p> <p>Chapter 5 - this topic contains an insight how Britain has been shaped by its former empire and how this has consequences for divergent ethnicities today</p>



Super Curriculum (personal development)	NHDC education services- local links. Visit to Dunstable Priory	NHDC education services- local links to slavery and its role in abolition Visit to Chicksands George Montagu-Dunk, the second Earl of <u>Halifax</u> . Slavery museum virtual tour/ physical tour	NHDC education services- local links Visit to Stotfold Mill
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