

# Curriculum Map: Year 8 History

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	How has the British empire shaped my world and that of other people?	'People's rights and freedoms were restricted during the Industrial Revolution'. How far do you agree?	Why did attempts to keep the peace in the early 20th century fail?	What were the consequences of the Second World War for medicine?	Was there a 'Blitz Spirit' on the Home Front in the Second World War?	How far does the history of the local area reflect the history of Britain from the Bronze Age to the Second World War?
<b>Intent</b>	To find out about the British empire and how it impacted on the lives of millions of people across the world and still impacts on the world today.	To find out about what the Industrial Revolution was, and how on the one hand, it took away people's rights but on the other hand it led to protest and some improvements. To make links to protest and child labour today.	To find out the causes of the First World War and to understand why attempts to keep the peace failed in the early 20th century. To understand how people worked for peace in the early 20 <sup>th</sup> century.	To find out the consequences of the Second World War for medicine. To understand the problems faced by aircrew and soldiers such as disability and combat fatigue and how these were dealt with.	To find out about an important part of Britain's national identity (the 'Blitz Spirit') and to investigate whether there really was a 'Blitz Spirit' in Britain. To find out about historians' views and to test these.	To develop knowledge and understanding of the local area. To test if the history of the Bradford area follows that of the rest of Britain. To build up a chronological picture of developments and to review key time periods.
<b>Key Knowledge</b>	Roanoke, East India Company, Scramble for Africa, Slavery, images of empire	The Industrial Revolution, Luddites, Peterloo Massacre, child labour, reformers such as Shaftesbury	Assassination of Franz Ferdinand, steps to war and possibilities for peace, peace movement and conscientious objectors, Treaty of Versailles	Experiences of pilots in the Battle of Britain, Treatment of wounded aircrew, experiences of soldiers on D-Day, treatment of wounded soldiers	The Blitz, the 'Blitz Spirit' Rationing, evacuation the darker side of the Blitz ie. crime	The local area in: the years before 1066, Middle Ages, Early Modern age, Industrial Revolution, the impact of the World Wars on the local area
<b>Key Skills</b>	Importance - significance	Reaching a judgement Explanation and analysis	Explanation and analysis	Usefulness of sources Consequences	Interpretations	Similarity and difference Reasons for change Chronology
<b>Key Vocabulary</b>	Empire, colony, Native American, slavery, East India Company, trade, sepoy, abolition, racism Scramble for Africa, colonialism	Industrial Revolution, Magna Carta, Bill of Rights, Six Acts, Great Reform Act, Luddite, Reform, Reformer, Factory Acts	First World War, alliances, Triple Alliance, Triple Entente, arms race, imperialism, conscientious objector, pacifist, Treaty of Versailles Reparations, war guilt	Second World War, RAF, Battle of Britain, 'The Few' Guinea Pig Club, D-Day Penicillin, antibiotic, combat fatigue	Blitz, blackout, propaganda Air raid shelter, 'Blitz Spirit' Looting, evacuation, censorship, rationing, 'Make Do And Mend', Black Market, Spivs	Local identity, Middle Ages Early Modern age, Industrial Revolution, World Wars
<b>Key Reading</b>	Black and British: A short essential History – David Olusoga		The Skylarks War – Hilary Mckay (Fiction)		The World Wars – Henry Brook	
<b>End Point</b>	Students form judgements about how the British empire shaped their world and that of others	Students reach a judgement on the extent to which the Industrial Revolution impacted upon rights and freedoms in Britain.	Students explain why German people disliked Versailles and work out what 'Peace and Future Cannon Fodder' suggests.	Students identify how medical developments during the Second World War helped shape the modern world.	Students reach a judgement on the extent to which there was a 'Blitz Spirit' in Britain	Students reach a range of judgements about the development of the local area over time in comparison to the rest of Britain.

<b>Form of Assessment</b>	Progress check - knowledge questions, importance question	Progress check - Knowledge questions, 'how far do you agree' question	Progress check - knowledge questions, 'explain why' question on Versailles	Progress check - knowledge questions, question on consequences of WW2 for medicine, question on usefulness	Progress check - knowledge questions, interpretations questions	Review of knowledge and understanding developed across Year 8
<b>Enrichment Opportunities</b>	<p><b>Opportunities to discover local links to the Industrial Revolution through the Bradford Industrial Museum which highlights the changes that took place in Bradford during and after the Industrial Revolution.</b></p> <p><b>Links with Bradford Archives to discover and use historical evidence from the Second World War which shows the impact of the Blitz in Bradford.</b></p> <p><b>Links with the Imperial War Museum in Half Term 5 where collections can be brought into school – these collections are inspired by the Second World War and give an insight into what it was like to live in the Second World War and the impact it had on people's lives and society.</b></p>					
<b>Leadership Opportunities</b>	<p><b>Leadership development throughout the year includes refining debating skills through topics such as 'How has the British Empire shaped my world?' where students discuss and debate using evidence to come to a judgement.</b></p> <p><b>Teamwork skills are developed through the year through starters in lessons and end points of lessons where students will work together to reach judgements, find suitable evidence and work together to answer enquiry questions about the topics being studied.</b></p> <p><b>Young Historians Awards (Historical Association) – researching, writing and presenting ideas about a historical theme or period. Students will get the opportunity to research and write about an area of history which interests them and then will be entered in a national competition.</b></p>					