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| Subject: History Year 8 Curriculum Map 2025-26 |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **Enslavement**How did the slave trade develop?To understand the origins of the slave tradeWhat was life like in Africa before slavery?To understand local beliefs and customs in AfricaTo explain the economic and social situation What was the Triangular Trade? To understand the route taken as part of the triangular tradeTo explain which goods were traded and why the triangular trade was important economicallyWhat was the Middle Passage?To know what happened on the middle passageTo understand the conditions and attempted revoltsWhat happened at an auction of enslaved people?To describe the process of an auction and a scrambleTo use sources to discover what made individuals valuableWhat was life like on a plantation?To describe living and working conditions on a plantationTo compare the life of a field and domestic enslaved individualWho was Harriet Tubman?To know the work of Harriet TubmanTo assess her significance in historyWho campaigned for the abolition of enslavement?To know the key individuals involved in the abolition movementTo assess the importance of other factors How should Enslavement be Remembered Today?To consider the importance of studying enslavementTo debate the removal of statues of those involved in the Enslavement of people | Political activistArchivistLawyer | <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-britains-forgotten-slave-owners/zjcm382> |
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| Half term 2 | **How did life change in the Industrial Revolution?**You are learning: What was life like in Britain in 1750?To know what life was like in rural England in 1750To understand the makeup of the populationYou are learning: How did Britain's population explode?To understand the different factors behind population growthTo make a supported judgement on which factor was most significantYou are learning: What were the great inventions of the Industrial revolution?To understand the benefits of the new inventionsTo judge their significance both long term and short termYou are learning: What was Black Gold?To understand why coal was so importantTo explain the working conditions of minersYou are learning: Why were factories so important?To know why industry moved from domestic to factoryTo explain the changes factories brought to Britain’s economyYou are learning: What was life like for children in the factories?To know why children were needed in factoriesTo explain the conditions in which children workedYou are learning: How were factories reformed?To know who was campaigning for change in factory conditionsTo understand the importance of the Factory ActsYou are learning: How the Industrial Revolution changed Britain To understand the social and economic changes connected to the Industrial RevolutionTo assess the impact of change on different groups of people | AuthorHistorianAnthologistEngineer  | <https://www.bbc.co.uk/bitesize/topics/zm7qtfr><https://www.youtube.com/watch?v=vizSn5_uZNg><https://kids.britannica.com/kids/article/Industrial-Revolution/353290> |
| Half term 3 | **What is the story of the British Empire and how should it be remembered?**Why did the British want/need an Empire?To assess when the empire beganTo understand why Britain wanted an EmpireWhat happened at Roanoke?To know why the British went to America?To understand why they needed to leaveWas India the Jewel in the crown?To know why the British wanted to colonise IndiaTo explain how the British exploited IndiaWhat caused the Indian Uprising?To know the causes of the Indian uprisingTo assess the significance of the rebellionWhy did the British Colonise Australia?To explain why Britain occupied AustraliaI can assess the legacy of the occupationWhat was the scramble for Africa?To understand why Africa was so important to the BritishTo consider how Cecil Rhodes should be rememberedWas the British empire a force for good?To assess if advancements were made due to the empire | JournalismPoliticianForeign ServiceCivil Service | <https://www.bbc.co.uk/bitesize/topics/z7kvf82><https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/> |
| Half Term 4 | **Victorian Life:**Who was Queen Victoria?To know biographical details about Queen VictoriaTo make inferences from historical views on her reignWhat was life like in Victorian Towns?To understand why urbanisation occurred at this timeTo describe what conditions were like in Victorian towns What was Public Health like in townsTo understand why there were public health concerns in Victorian townsTo explain what was done to address these Why was a water pump killing people?To understand what Cholera wasTo evaluate the significance of John Snow’s discovery Why was the Poor Law reformed?To understand the problems of the old poor lawTo explain what the new Poor Law was Why were the workhouses so hated?To use sources to understand conditions in the workhousesTo describe what life in a workhouse was like Why was crime so rife in Victorian Whitechapel?To know the issues causing crime in the East End of LondonTo explain what early policing was like in the area What do the Ripper Victim’s tell us about life for the poor?To use historical scholarship to gain and understanding of the lives of the five womenTo make inferences about what we can learn from them about conditions for the poor What was life like in Victorian Prisons?To use sources to gain an understanding of conditionsTo explain how conditions varied How were prisons reformed?To know who Elizabeth Fry wasTo understand reforms that were put in place and their impact | Town planning Lawyer Police Epidemiologist    | [Victorians: Daily Life | English Heritage](https://www.english-heritage.org.uk/learn/story-of-england/victorian/daily-life/) [The Victorians - The Victorians - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zq9ysk7/articles/zhj9cmn)  |
| Half term 5 | **Democracy:**What happened at Peterloo??To know why people in 1830 were unhappy with the democratic systemTo understand the events and impacts of the Peterloo MassacreWas the 1832 Great Reform Act really so great??  To understand what the 1832 Act changedTo explain Historians’ views on the actWhat did the Chartists want?To understand the demands of the Chartist movementTo be able to make inferences from gathered evidenceHow did the match girls strike reform working conditions?To know what conditions were like in factoriesTo assess the significance of the actions of the Match girlsWhat was life like for women in the 19th century??To understand what life was like for women during the Victorian ageTo contrast the lives of the upper and working classDid women unite to fight for the vote?To know who the Suffragettes and Suffragists wereTo understand the methods issued to campaignDid Emily Davison set out to become a martyr?To be able to explain who Emily Davison wasTo evaluate sources to decide her motiveWere the suffragettes terrorists?To understand who were the Suffragettes wereTo assess the level of violence used in their tactics | News reporterPoliticianWriterFeminist historian | [The fight for female suffrage - KS3 History - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zxwg3j6)[Peterloo Massacre Facts for Kids](https://kids.kiddle.co/Peterloo_Massacre#:~:text=The%20Peterloo%20Massacre%20%28or%20Battle%20of%20Peterloo%29%20happened,meeting%20to%20demand%20the%20reform%20of%20parliamentary%20representation.)[Chartism - Pressure for democratic reform up to 1884 - National 5 History Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z6c6cqt/revision/4) |
| Half term 6 | **Why did Life Change for Native Americans?**You are learning: Who were the Native Americans?To understand the culture of Native AmericansTo explain how they livedYou are learning: What did the Native Americans believe?To understand the significance of buffalo and horses to the Native AmericansTo explain the beliefs that the Native Americans held and how they influenced their lifestyleYou are learning: Who wanted to move west?To plot the routes people tookTo consider the push and pull factors for different sectors of societyYou are learning: Who were the early settlers?To understand who the Homesteaders wereTo consider some of the difficulties they facedYou are learning: What was the gold rush?To understand how the Gold Rush beganTo assess the consequences of the growth of miningYou are learning: Why did the Mormons move west?To understand why Mormon beliefs contributed to their move westTo assess the degree of success that the Mormons achievedYou are learning: What was life like for cowboys?To know what life was like on the trailTo assess if cowboys were the heroes they are portrayed as?You are learning: What were attitudes towards Native Americans?To know government policy towards Native Americans pre 1830To explain how attitudes changed and government policy forced Native Americans outYou are learning: What happened at the Battle of Little Big Horn?To understand the causes of the battleTo assess the short and long term consequences for different sectors of societyYou are learning: What was the impact of closing the frontier on Native Americans?To understand the motivations behind closing the borderTo explain the effect of the border closing | CartographerMuseum curatorMilitary historian | <https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/1><https://www.activehistory.co.uk/Miscellaneous/menus/american_west.php><https://www.bbc.co.uk/bitesize/guides/znhkpg8/revision/2> |