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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 trade  What was life like in Africa before slavery?  To understand local beliefs and customs in Africa  To explain the economic and social situation  What was the Triangular Trade?  To understand the route taken as part of the triangular trade  To explain which goods were traded and why the triangular trade was important economically  What was the Middle Passage? To know what happened on the middle passage To understand the conditions and attempted revolts  What happened at an auction of enslaved people?  To describe the process of an auction and a scramble To use sources to discover what made individuals valuable  What was life like on a plantation?  To describe living and working conditions on a plantation To compare the life of a field and domestic enslaved individual  Who was Harriet Tubman? To know the work of Harriet Tubman To assess her significance in history  Who campaigned for the abolition of enslavement?  To know the key individuals involved in the abolition movement  To assess the importance of other factors  How should Enslavement be Remembered Today?  To consider the importance of studying enslavement To debate the removal of statues of those involved in the Enslavement of people | Political activist  Archivist  Lawyer | <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 1750  To understand the makeup of the population  You are learning: How did Britain's population explode?  To understand the different factors behind population growth  To make a supported judgement on which factor was most significant  You are learning: What were the great inventions of the Industrial revolution?  To understand the benefits of the new inventions  To judge their significance both long term and short term  You are learning: What was Black Gold?  To understand why coal was so important  To explain the working conditions of miners  You are learning: Why were factories so important?  To know why industry moved from domestic to factory  To explain the changes factories brought to Britain’s economy  You are learning: What was life like for children in the factories?  To know why children were needed in factories  To explain the conditions in which children worked  You are learning: How were factories reformed?  To know who was campaigning for change in factory conditions  To understand the importance of the Factory Acts  You are learning: How the Industrial Revolution changed Britain  To understand the social and economic changes connected to the Industrial Revolution  To assess the impact of change on different groups of people | Author  Historian  Anthologist  Engineer | <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 began To understand why Britain wanted an Empire  What happened at Roanoke? To know why the British went to America?  To understand why they needed to leave  Was India the Jewel in the crown?  To know why the British wanted to colonise India  To explain how the British exploited India  What caused the Indian Uprising?  To know the causes of the Indian uprising  To assess the significance of the rebellion  Why did the British Colonise Australia?  To explain why Britain occupied Australia  I can assess the legacy of the occupation  What was the scramble for Africa?  To understand why Africa was so important to the British  To consider how Cecil Rhodes should be remembered  Was the British empire a force for good?  To assess if advancements were made due to the empire | Journalism  Politician  Foreign Service  Civil 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 Victoria  To make inferences from historical views on her reign    What was life like in Victorian Towns?  To understand why urbanisation occurred at this time  To describe what conditions were like in Victorian towns    What was Public Health like in towns  To understand why there were public health concerns in Victorian towns  To explain what was done to address these    Why was a water pump killing people?  To understand what Cholera was  To evaluate the significance of John Snow’s discovery    Why was the Poor Law reformed?  To understand the problems of the old poor law  To explain what the new Poor Law was    Why were the workhouses so hated?  To use sources to understand conditions in the workhouses  To 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 London  To 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 women  To 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 conditions  To explain how conditions varied    How were prisons reformed?  To know who Elizabeth Fry was  To 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 system To understand the events and impacts of the Peterloo Massacre  Was the 1832 Great Reform Act really so great??  To understand what the 1832 Act changed  To explain Historians’ views on the act  What did the Chartists want?  To understand the demands of the Chartist movement  To be able to make inferences from gathered evidence  How did the match girls strike reform working conditions?  To know what conditions were like in factories To assess the significance of the actions of the Match girls  What was life like for women in the 19th century?? To understand what life was like for women during the Victorian age To contrast the lives of the upper and working class  Did women unite to fight for the vote?  To know who the Suffragettes and Suffragists were To understand the methods issued to campaign  Did Emily Davison set out to become a martyr?  To be able to explain who Emily Davison was To evaluate sources to decide her motive  Were the suffragettes terrorists?  To understand who were the Suffragettes were To assess the level of violence used in their tactics | News reporter  Politician  Writer  Feminist 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 Americans  To explain how they lived  You are learning: What did the Native Americans believe?  To understand the significance of buffalo and horses to the Native Americans  To explain the beliefs that the Native Americans held and how they influenced their lifestyle  You are learning: Who wanted to move west?  To plot the routes people took  To consider the push and pull factors for different sectors of society  You are learning: Who were the early settlers?  To understand who the Homesteaders were  To consider some of the difficulties they faced  You are learning: What was the gold rush?  To understand how the Gold Rush began  To assess the consequences of the growth of mining  You are learning: Why did the Mormons move west?  To understand why Mormon beliefs contributed to their move west  To assess the degree of success that the Mormons achieved  You are learning: What was life like for cowboys?  To know what life was like on the trail  To 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 1830  To explain how attitudes changed and government policy forced Native Americans out  You are learning: What happened at the Battle of Little Big Horn?  To understand the causes of the battle  To assess the short and long term consequences for different sectors of society  You are learning: What was the impact of closing the frontier on Native Americans?  To understand the motivations behind closing the border  To explain the effect of the border closing | Cartographer  Museum curator  Military 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> |