

Curriculum Knowledge Map 2023-24

Year 8		AUTUMN	
Topics	<ul style="list-style-type: none"> • What problems did Elizabeth face? • Did England deserve the title of a Golden Age? 	<ul style="list-style-type: none"> • Why does daemonologie reveal about the Stuart Era? • What was the Age of Exploration? 	
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Recall the key features of a Golden Age from Year 7 • Features of the Mughal Empire in India • The impact of the Reformation and how this led to religious division in England • The impact of the Papal Bull on Elizabeth's reign • The turmoil created by the religious changes in England. 	<ul style="list-style-type: none"> • To describe key features of Stuart England • Key features of the 'Witch Craze' in England • The colonisation of Ireland • The religious tensions of the Stuart Era • The erosion of women's rights under James I • Life in America before the arrival of Europeans, with a focus on the Algonquins • The impact of English rivalry with Spain in exacerbating the need to explore the globe • The origins on the East India Company and the significance of The Royal Charter • 	
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Categorise factual knowledge into political, social and cultural. • Compare features of Mughal India and Elizabethan England, • To draw on knowledge from Year 7 and consider how the Renaissance period is different to the Medieval Era • Give reasons (explain) and use specific tier 3 vocabulary in their explanation • Consider the symbolism, impression, and tone she displays in her portraits • Considering how Historians will use sources to evidence their claims • Examine the problems Elizabeth faced to make a judgement about the most pressing in order to answer the enquiry Q 	<ul style="list-style-type: none"> • Analyse complex contemporary sources, such as James I's daemooonlogie • Uses sources to explain attitudes at the time • Explain why women were persecuted as witches • Explain change and continuity between the Tudor and Stuart eras • Look at historical interpretation Femina by Ramirez and analyse what it reveals about how life for women changed • To explain what contemporary sources reveal about the past • 	
Disciplinary Literacy (Tier 3 Vocab)	Monarchy, Golden Age, Religion, Protestant, Catholic Society, The Reformation, Enlightenment, Education, Exploration, Power, Parliament Christianity, Poverty, Heir, Government, , Renaissance, Science, Culture, Theatre, Political, Social, Cultural, symbolism, portraits.	Witches, Protestant, Catholic, Era, Stuart, Contemporary source, Interpretation, Algonquians, Indigenous, Exploration, Globalisation, Trade, Warfare, Rivalry, Tension, Monarch, Government, Charter.	



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Assessment	<p>What problems did Elizabeth face? – consequences of The Reformation extended writing piece. Using sources as evidence in an extended writing piece.</p> <p>Does England deserve the title of a Golden Age? – Hypothesis question</p>	<ul style="list-style-type: none"> - Low stakes testing throughout - Source analysis of Demonology 0 students to use contextual knowledge to analyse a source
Diversity	<ul style="list-style-type: none"> • Sultana Isabel – England’s relationship with Morocco • Women’s rights in the Early Modern Period • Mughal India 	<ul style="list-style-type: none"> • Algonquians and Native America • Working class women • Women’s voices

Year 8	SPRING	
Topics	What was the Trans-Atlantic Slave Trade? How was the Industrial Revolution ‘Liberty’s Dawn’?	What was the impact of the British Empire on the world?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • The link between Manchester and the Trans-Atlantic Slave Trade • The key features of the Trans-Atlantic Trade Triangle, such as the Middle Passage • What the Industrial Revolution is, when it took place and its significance for Manchester, Britain and the World incl. changes to technology, population, towns and population • The complexity of the Industrial Revolution, how it affected people differently depending on their status, role, gender, age • The life of real workers (male and female) in the Industrial Revolution and describe their experiences • Why Manchester was nicknamed Cottonopolis 	<ul style="list-style-type: none"> • The causes and growth of the British Empire • Key features of India before the arrival of the British, e.g architecture, culture • What life was like for different groups of people under the British Raj in India • What “divide and rule” was and the impact of this on the world today • The experiences of colonised people across the globe • Key features of India under the British Raj, the ‘Jewel in the crown’ • The legacy of empire, positive and negative • The causes
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Explain how the Industrial Revolution and Slavery are linked using historical terminology • Understand how experiences can impact the view of a Historian • Consider what is meant by a traditional view • Know that Historians want to challenge the past. Using the work of Emma Griffin who purposely asked whether the Industrial Revolution was a disaster. • Examine the title Emma Griffin chose and what this reveals to us about her motive and investigation 	<ul style="list-style-type: none"> • To explain the consequences of British Rule on the colonies • To identify the view of Historical interpretations • To explain how different Historians can use the same sources and come to different conclusions • Identify the view of interpretations – are they imperialist or anti-imperialist? • Describe why India was ‘the Jewel in the crown’ of the British Empire



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	<ul style="list-style-type: none"> • Link the sources to Emma Griffin's findings – how does this prove Liberty's Dawn • Explain using the criteria of Liberty's Dawn whether the Industrial Period created freedom and opportunity • Use historiography incl. named individuals from source material and quotes from Emma Griffin in their written explanation to justify opinions 	<ul style="list-style-type: none"> • Explain how a Historian's identity and perspective can change influence the sources they give weight to • Explain how the History of empire is changing as new perspectives are being written about and discussed – linking this to Historical significance
Disciplinary Literacy (Tier 3 Vocab)	Plantation, Enslaved, Labour, Oppression, Rebellion, Resistance, Underground Railway, Cash Crops, Trade, Exploitation, Racism, Factories, Industrial, Labour, Working Classes, Working Condition, Cottonopolis, Revolution, Looms, Urbanisation, Population, Technological Advancements, Machinery, Economy, Transport, Canals, Globalisation, Work Force	Empire/Imperialism, Colony, Oppression, Exploitation, Nationalism, Patriotism, Independence, Resistance, Supremacy, Colonisation, Decolonisation, Divide and Rule, Power, Christianity, Culture, Civilisation, Historian, Interpretations, Raj, Caste System, Architecture, Education, East India Company, Commonwealth, Legacy, Language, Oppression, Exploitation
Assessment	<ul style="list-style-type: none"> ▪ Spring Progress Check – Closed Book ▪ Knowledge assessment of tier 3 vocab, comprehension & recall ▪ Written essay 	<ul style="list-style-type: none"> ▪ Analysing Historian's views on Empire: Anti-Imperialist and Imperialist. ▪ To explain why there are different opinions of Empire ▪ To analyse contemporary sources and interpretations and interrogate them to see what they reveal ▪ Low stakes testing
Diversity	<ul style="list-style-type: none"> • Harriet Tubman • The Maroons of Jamaica • Queen Nanny • Working class Industrial Revolution voices 	<ul style="list-style-type: none"> • Women in India • Indian Society • Women's rebellions against the British – the Aba women's riots

Year 8	SUMMER	
Topics	How did Imperialism lead to the outbreak of World War One?	How has World War One been Remembered?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • The causes of WWI • Why European powers scrambled for Africa • The assassination of the Archduke Franz Ferdinand being a catalyst for WWI • Key features of the reasons why the Black Hand Gang committed to assassinating Franz Ferdinand 	<ul style="list-style-type: none"> • The conditions in the Trenches • WWI leading to mass advancements in plastic surgery • Harold Gillies pioneering surgical techniques • The role of Empire soldiers in WWI • The politicisation of the Poppy • Interpretations of WWI in Hollywood films • WWI War Poetry



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<p>Procedural <i>What should they be able to do?</i></p>	<ul style="list-style-type: none"> Analyse how a Historian constructs their claim about the most important cause of WWI Explain how imperialism led to the outbreak of WWI using tier 3 Historical language such as Militarism, Imperialism, Nationalism and Alliances 	<ul style="list-style-type: none"> Analyse a Historical representation i.e a Hollywood film and make a judgment if it is accurate of the time period, and consider if it glorifies The Great War Explain how and why WWI has been ascribed significance Explain the memory of WWI and why empire soldiers have not been ascribed significance until recently, by looking at recently published Historical works Explain why there has been more Historical emphasis placed on Wilfred Owen then Indian Soldiers contribution the war effort
<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Alliances, Militarism, Nationalism, Imperialism, Cause, Trigger, Serbia, Triple Alliance, Triple Entente. Global, Conflict, Empire, Oppression</p>	<p>Western Front, Tension , Trenches, Censorship, , Assassination, Treaty, Armistice, Weapons, Stalemate, Trench, Warfare, Plastic Surgery, Breakthroughs, Significance, Interpretation, Colonial</p>
<p>Assessment</p>	<ul style="list-style-type: none"> Written essay causation "What caused the outbreak of WWI'?" 	<ul style="list-style-type: none"> Week 4 Progress Test- Closed Book Knowledge assessment of tier 3 vocab, comprehension & recall Written essay
<p>Diversity</p>		<ul style="list-style-type: none"> Indians soldiers contributions to the British Empire Chinese labourers North African theatre of War



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