

Year 8 – Knowledge Map

Autumn

- ❑ Who Elizabeth I was and when she ruled
- ❑ To know what life in the Renaissance may have looked like
- ❑ Understand the features a Golden Age and the Age of Enlightenment
- ❑ What the Age of Exploration is and why England and Spain had a rivalry fuelled by this
- ❑ Links between Elizabeth I and Morocco: Sultana Isabel
- ❑ Understand who migrated to Britain during the Elizabethan Age
- ❑ Compare Britain and India in the 1600s
- ❑ Understand Mughal India and the creation of the East India Company
- ❑ The Elizabethan Slave Trade

Spring

- ❑ How the Triangular Slave Trade trading commodities and people across the world
- ❑ Understand the Middle Passage and the suffering people faced
- ❑ What life was like for enslaved people on the plantations
- ❑ Understand how enslaved people showed resistance
- ❑ Understand how enslaved people partook in resistance
- ❑ The role of Manchester in the Slave Trade
- ❑ Identify the reasons why cotton was so significant to Manchester
- ❑ Manchester's role in the abolition of slavery
- ❑ Olaudah Equiano
- ❑ Factors that changed Britain 1750-1900
- ❑ Protest movements in Industrial Britain

Summer

- ❑ Understand the British Empire
- ❑ The impact of the British Empire:
- ❑ The significance of the Empire in Africa
- ❑ The impact of the British Empire on India
- ❑ How the East India Company developed
- ❑ The British Empire pre World War One
- ❑ How the British Empire collapsed
- ❑ The experiences of different communities during the collapse of the British Empire
- ❑ Understand the partition of Pakistan and India
- ❑ Explore the experiences of people within Pakistan and India through oral histories and stories
- ❑ The modern day Commonwealth with links to Caribbean communities

Declarative Knowledge

What should they know?

Year 8 – Knowledge Map

Autumn

- Analyse Historical representations of Elizabeth I and make decisions on if they were accurate
- Explore what is meant by the term Golden Age
- Identify the features of the Golden Age: Change and Continuity
- Explain what the Age of Enlightenment is and its impact on people
- Explain why Spain and Portugal had larger amounts of African migrants than the UK
- Analyse the experiences of migrants in the Elizabethan Age
- Compare factors in Britain and India during the 1600's
- Identify what is meant by the East India Company
- Explain the Elizabethan Slave Trade and the impact of this. Also to discuss what this tells us about society.

Spring

- Explain how the Trans-Atlantic Slave Trade grew from the Renaissance
- Identify what is meant by Triangular Trade and evaluate the impact and legacy
- Explain what the Middle Passage and Plantations were, and their impact on enslaved people
- Evaluate how enslaved people resisted with case studies such as Harriet Tubman and Spirituals
- Explain Manchester's role in the Triangular Slave Trade
- Analyse the importance of cotton and the impact on Manchester's Industrial Revolution
- Discuss Manchester's reliance on cotton for the economy
- Explain why protest culture became popular during the Modern period and discuss the reasons why people were protesting

Summer

- Identify the features of the British Empire and explain why it was so powerful
- Explain the impact of European Empires on Africa
- Make a judgment on the impact of the British Empire on India and evaluate the positives and negatives of British rule
- Explain the development of the East India Company and compare to prior knowledge from the Autumn term
- Identify how the British Empire looked pre World War One and explore the collapse
- Compare the experiences of communities during the collapse of the British Empire
- Explain partition of Pakistan and India and the impact on people
- Research current affairs in the Caribbean and make discuss the links to the legacy of the British Empire

Procedural Knowledge

What should they be able to do?

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Autumn

Spring

Summer

Disciplinary Literacy Tier 2&3 Vocab

Elizabeth, Golden Age, Age of Enlightenment, Exploration, Aztecs, Incas, Sultana Isabel, Migration, Multicultural, Mughal, East India Company, Triangular Slave Trade, Enslaved people

Middle Passage, Plantation, Enslaved people, Resistance, Spirituals, Cotton, Industrial Revolution, Expansion, Protest, Peterloo, Abolition,

Empire, European, Colonisation, Significance, East India Company, Legacy, Partition, Collapse, Commonwealth, Caribbean

Assessment

- ❑ Extending writing piece evaluating if the Elizabethan Era was truly a “Golden Age”
- ❑ Compare life in Britain to life in India during the 1600s.
- ❑ Analysing representations of History

- ❑ Revision activities to prepare students for their Spring progress test
- ❑ Using Historical source to make inferences to make
- ❑ Judging the view of Historical interpretations

- ❑ Making a judgment on the usefulness of sources
- ❑ Judging the view of Historical interpretations
- ❑ Analysing the impact of the British Empire on the World

Diversity

Links to Morocco
Sultana Isabel
Experiences of people in India/Mughal India
Transatlantic Slave Trade
Elizabethan Slave Trade
Experiences of different cultures in Britain

Triangular Slave Trade
Case studies of slave resistance
Manchester’s role in the Slave Trade
West African abolition movement
Changes in Britain/Individual experiences across cultures
Class representation within protests

British Empire
Representation of communities within the Empire:
Africa, India, Pakistan
Legacies of the British Empire
Commonwealth and experiences of communities in Modern Day