

Curriculum Knowledge Map 2023-24

Year 8	AUTUMN	
Topics	Did England deserve the title of a Golden Age?	Was the Industrial Period Liberty's Dawn?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> The key features of a Golden Age The importance of the Printing Press and how it led to a spread of information How Science began to develop in the Renaissance How countries such as England have been influenced by the Renaissance Key features of the Qing Dynasty Key features of the Mughal Empire The impact of the Reformation and how this led to religious division in England 	<ul style="list-style-type: none"> What North America and Africa looked like before the arrival of the British The link between Manchester and the Trans-Atlantic Slave Trade 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 link between Manchester and the Transatlantic Slave Trade 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
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Examine what a Golden Age looked like in different areas of the world – did it look the same for everyone? Compare features of Mughal India, Elizabethan England, Qing Dynasty, and Renaissance Europe Interrogate a range of source material 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 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"> 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 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
Disciplinary Literacy (Tier 3 Vocab)	Monarchy, Golden Age, Religion, Protestant, Catholic Society, Enlightenment, Education, Exploration, Supremacy, Power, Christianity, Poverty, Heir, Government, Sexism, Printing Press, Renaissance, Science, Culture, Theatre, Poor Laws, Almshouse	Factories, Industrial, Labour, Working Classes, Working Condition, Cottonopolis, Revolution, Looms, Urbanisation, Population, Technological Advancements, Machinery, Economy, Transport, Canals, Globalisation, Work Force



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Assessment	Week 7: Similarity and Difference Essay – Does England deserve the title of a Golden Age?	Week 7 – Change and Continuity - Was the Industrial Period Liberty's Dawn?
Diversity	<ul style="list-style-type: none"> Islamic Golden Age Sultana Isabel – England's relationship with Morocco 	<ul style="list-style-type: none"> Working class voices Women of the Industrial Revolution Voices of the Victorian Poor

Year 8	SPRING	
Topics	Why did the sun never set on the British Empire?	What can India reveal about the British Empire?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Key features of the British Empire Why Britain wanted an Empire and why it was beneficial to Britain Key facts and statistics linked to the size of the British Empire What was decided and the Berlin conference Why European powers scrambled for Africa The difference between an imperialist and an anti-imperialist 	<ul style="list-style-type: none"> 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 What "divide and rule" was and the impact of this on Indian Society Identify key terms such as sepoy, Raj, Caste System
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> To explain why abolishing slavery didn't mean the end of racism. To identify the view of Historical interpretations To explain why Historians, have different views To understand the process which Historians undertake to write about History To analyse how Historians interrogate sources Explain why a Historians' identity can shape their world view Analysing Historians views on Empire: Anti-Imperialist and Imperialist. Explain why there are different opinions of Empire Explain why the British Empire is so significant to large parts of the worlds' History 	<ul style="list-style-type: none"> To explain the consequences of British Rule on the Indian people To identify the view of Historical interpretations 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
Disciplinary Literacy (Tier 3 Vocab)	Empire/Imperialism, Colony, Oppression, Exploitation, Nationalism, Patriotism, Independence, Resistance, Golden Age, Supremacy, Colonisation, Decolonisation, Divide and Rule, Power, Christianity, Culture, Civilisation, Historian, Interpretations, Resources, Gold Rush, Border	Empire/Imperialism, Colony, Oppression, Exploitation, Nationalism, Patriotism, Independence, Resistance, Golden Age, Supremacy, Colonisation, Decolonisation, Divide and Rule, Power, Christianity, Culture, Civilisation, Historian, Interpretations, Raj, Caste System, Architecture, Education, Mughal, East India Company



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Assessment	<ul style="list-style-type: none"> ▪ Week 4 Progress Test- Closed Book ▪ Knowledge assessment of tier 3 vocab, comprehension & recall ▪ Written essay 	<ul style="list-style-type: none"> ▪ Analysing Historians 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"> • Yaa Assantewa & Ghana 	<ul style="list-style-type: none"> • Women in India • Indian Society

Year 8	SUMMER	
Topics	What did colonisation mean to the people of Empire?	Was the Great War truly a World War?
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Key features of the Mau Mau rebellion • Key features of colonial rule in Nigeria, Iraq South Africa, Canada and South Africa • How Colonial rule led increased feelings of Nationalism • Changes and turning points that led to Britain slowly losing the empire 	<ul style="list-style-type: none"> • The causes of WWI • The assassination of the Archduke Franz Ferdinand being a catalyst for WWI • The conditions in the Trenches • Key battles on the Western Front • WWI leading to mass advancements in plastic surgery • Harold Gillies pioneering surgical techniques • The role of Empire soldiers in WWI
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Explain why WWII was a turning point in the falloff the British Empire • Evaluate the legacy of the British Empire and come to a conclusion "Would the World be a better Place without the British Empire?" • Analyse the views of Historians • Make inferences from sources 	<ul style="list-style-type: none"> • Explain how imperialism led to the outbreak of WWI using tier 3 Historical language such as Militarism, Imperialism, Nationalism and Alliances • Analyse how a Historian constructs their claim about the most important cause of WWI • 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
Disciplinary Literacy (Tier 3 Vocab)	Empire/Imperialism, Colony, Oppression, Exploitation, Nationalism, Patriotism, Independence, Resistance, Supremacy, Colonisation, Decolonisation, Divide and Rule, Power, Christianity, Culture, Civilisation, Historian, Interpretations, Resources, , Border, Legacy, Migration, Middle East, Religion	Western Front, Alliances, Militarism, Nationalism, Tension Imperialism, Trenches, Censorship, Cause, Assassination, Trigger, Treaty, Armistice, Weapons, Stalemate, Trench, Warfare, Plastic
Assessment	<ul style="list-style-type: none"> ▪ Evaluate the legacy of the British Empire and come to a conclusion "Would the World be a better Place without the British Empire?" ▪ 	<ul style="list-style-type: none"> ▪ Week 4 Progress Test- Closed Book ▪ Knowledge assessment of tier 3 vocab, comprehension & recall ▪ Written essay
Diversity	Kenya, Iraq	<ul style="list-style-type: none"> • Indians soldiers contributions to the British Empire



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