

## History Year 8 Curriculum Map

Term	I am learning	By the end of this topic I will be able to
<b>Autumn</b>	<p><b><u>Britain 1745-1901:</u></b></p> <ul style="list-style-type: none"> <li>Georgian England. Focus on the American revolution, the “madness” of King George &amp; the Regency period.</li> <li>The Industrial Revolution. Focus on causes and impact of the Industrial Revolution. Linked to inventions, living and working conditions.</li> <li>Whitechapel &amp; Jack the Ripper. Lessons examine living conditions in East London, making links to national policing developments &amp; the failure to catch Jack the Ripper.</li> <li>The British Empire. Focus on the rise, height and fall of the British Empire. Lessons make links to previous topics (e.g. Liverpool and the Docks). Particular focus on the post-war partition of India.</li> <li>Britain’s relationship with France. Lessons focus on the change in the relationship, from the Napoleonic Wars to the Entente Cordial.</li> </ul>	<p>Explain the key features of this period in British history, e.g. industrialisation, urbanisation &amp; poverty.</p> <p>Produce extended pieces of writing, using historical evidence to back up an argument.</p> <p>Continue to develop key historical skills, in particular:</p> <ul style="list-style-type: none"> <li>Georgian England: examine the similarities &amp; differences of Georgian England compared to Elizabethan England.</li> <li>Industrial Revolution: produce an argument on positive and negative consequences of the Industrial Revolution on Britain.</li> <li>Whitehall: carry out a historical enquiry (using evidence) explaining why Jack the Ripper was never caught.</li> <li>British Empire: produce an argument (based on evidence) on whether Indian independence &amp; partition was the correct option.</li> <li>France: examine changing significance, with reference to Nelson, Wellington &amp; the Battle of Trafalgar (why almost ignored in 21<sup>st</sup> century?).</li> </ul> <p><i>Synoptic assessment covering key knowledge &amp; skills from this unit &amp; Year 7.</i></p>
<b>Spring</b>	<p><b><u>Medicine 800 to 1900</u></b></p> <p>The first part of a study examining the development of medicine throughout history. Lessons look at early medicine (based on Greek &amp; Roman ideas), the impact of the Renaissance &amp; the development of the first vaccine.</p> <p><b><u>Era of World War One:</u></b></p> <ul style="list-style-type: none"> <li>Causes of WWI: lessons examine position of Europe in 1914; long term causes &amp; the assassination of Franz Ferdinand.</li> <li>Life in the Trenches: lessons focus on recruitment &amp; propaganda; trench life (and misconceptions); the Somme</li> <li>Women &amp; the Vote: examination of the Suffrage movement &amp; the role played by WWI in women getting the vote.</li> </ul> <p><b><u>Medicine 20<sup>th</sup> century</u></b></p> <p>The second part of a study examining the development of medicine throughout history. Lessons look at key developments in medicine in 20<sup>th</sup> century – e.g. WWI; penicillin &amp; the development of the NHS.</p>	<p>Explain the key features of this period in British history, e.g. the four humours, the Renaissance &amp; vaccinations.</p> <p>Produce an extended piece of writing examining the most significant medical development during this period.</p> <p>Explain the key features of this period in Britain’s history, e.g. long and short term causes; alliances; propaganda; recruitment; franchise.</p> <ul style="list-style-type: none"> <li>Causes of WWI: able to examine a counter-factual argument = would the war have still happened without the assassination?</li> <li>Life in Trenches: pupils critically examine interpretations of Haig. Using evidence, pupils argue why people have different views of Haig &amp; give their own opinion.</li> <li>Women &amp; the Vote: pupils carry out a historical enquiry using evidence, reaching a viewpoint on the main reason why women received the vote</li> </ul> <p>Explain the key features of this period in British history, e.g. facial reconstruction; antiseptics; anaesthetics; socialism.</p> <p>Produce an extended piece of writing examining the reasons why public health improved in Britain in 20<sup>th</sup> century.</p>

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<b>Summer</b>	<p><b><u>USA in 20<sup>th</sup> Century</u></b></p> <p>First part of our non-European study, focused on 20<sup>th</sup> century USA. Lessons focus on prohibition in the 1920s &amp; the depression of 1930s. Pupils will examine the rise of gangsters, the Jazz Age, causes of the Wall Street Crash &amp; FDR's New Deal.</p>	<p>Explain the key features of this period in US history, e.g. prohibition, organised crime, Jazz age, depression &amp; state intervention.</p> <p>Able to produce a piece of writing comparing and contrasting the 1920s &amp; 1930s, assessing the positive and negative impacts of change on American society.</p> <p><i>Synoptic Summer assessment examining a range of skills and knowledge from the whole of Year 8 units.</i></p>
	<p><b><u>Europe between the Wars:</u></b></p> <ul style="list-style-type: none"> <li>• Hitler's rise to power: pupils study Hitler's life &amp; the Nazi rise to power. Links are made to the previous topic (particularly the Wall Street Crash).</li> <li>• The Outbreak of WWII: lessons focus on the key causes of war, examining the role played by Hitler &amp; Chamberlain.</li> </ul>	<p>Explain the key features of this period in British &amp; European history, e.g. fascism, dictatorship, depression, appeasement.</p> <ul style="list-style-type: none"> <li>• Hitler's rise to power: pupils are able to produce a narrative account summarising the Nazi rise to power.</li> <li>• Outbreak of WWII: pupils make judgements on the significance of key events. Which is the most important?</li> </ul>