



Year 8 Curriculum Grid

History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term 2022	Empire Building from 1750 (inc., the Slave Trade)	<p>To establish how empire became part of how Britain functioned, its impact on the economy and how the effects of empire, whilst making Britain prosperous, had devastating effects on the rest of the world.</p> <ul style="list-style-type: none"> British Identity: How multicultural was Britain in 1750? What was Britain's imperial competition? Why did Britain want an empire? What was the Triangular Trade? Why were conditions on the Middle Passage so bad? What was life like for slaves in the Americas? How were slaves bought and sold? How successful was the abolitionist movement? (1807 vs., 1832) How did Britain become an industrial power? Industrial Britain and Slave Trade – how did they link together? Local History study: How did Liverpool benefit from Slavery? What was life like in Industrial Britain? What was life like for women in Britain? How did India become 'the jewel in the crown'? What happened during the Boer Wars? Why was there a 'Scramble for Africa'? How powerful was the British Empire by the end of the 19th century? <p>Homework: SAM Learning platform inc. quizzes, gap fills, etc</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> Identify Describe Explain Analyse Evaluate Think critically Understand provenance Learn independently Work in groups/teams Communicate effectively Research <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> Chronology Using evidence Causation Interpretation Change and continuity Similarities and Differences Significance
Spring Term 2023	Impact of Empire in the 20 th Century (inc. case study of Britain & Ireland to 1998)	<p>To establish how the effects of empire were being felt in the 20th century, and how society was changing in Britain and across the world. To understand how imperialism was a partial reason for the outbreak of war in 1914; the rise of the League of Nations, and how World War II led to the end of European imperialism. Finally, pupils will consolidate their knowledge of changing empires through a case study of British rule in Ireland, up to the Good Friday Agreement in 1998.</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> Identify Describe Explain Analyse Evaluate Think critically Understand provenance Learn independently

		<ul style="list-style-type: none"> • What was Britain like in 1900? • How did imperialism partly cause World War I? Rising threat of Germany • How was the Middle East carved up? Sykes-Picot Agreement • Why was Japan an emerging imperial threat? • How did World War II cause the end of empires? • How did India become independent? • What was the impact of increased immigration after World War 2? • Case study: Ireland – introduction to Anglo-Irish history • What was the Irish Potato Famine? • Why is the Easter Rising significant? • Why was Ireland divided? • What were ‘The Troubles’? • What was the impact of ‘The Troubles’ in Britain? • How did peace come to Northern Ireland? Good Friday Agreement, 1998 <p>Homework: SAM Learning platform inc. quizzes, gap fills, etc</p> <p>Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past</p>	<ul style="list-style-type: none"> • Work in groups/teams • Communicate effectively • Research <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance
Summer Term 2023	Revolutionary Russia and the rise of Stalin, 1905-40	<p>To develop a secure understanding of an aspect of world history outside of Britain. A study of the Russian Revolution will develop pupils’ knowledge of a wide range of historical and political themes from the first revolution in 1905, the Bolshevik Revolutions of 1917, the emergence of Communism, to Stalin securing his power as a Communist dictator in 1940. This will also allow pupils to compare and contrast elements with other political systems and provide a high amount of cultural capital.</p> <ul style="list-style-type: none"> • What was Tsarism? • What were the long term causes of the Russian Revolutions? • What were the short term causes of the Russian Revolutions? • Who was Grigori Rasputin? • How did the Bolsheviks rise to power? • What is communism? • How did Lenin become the new leader of Russia? • What was the impact of the Revolution? • Stalin vs. Trotsky • How did Stalin rise to power? • How did Stalin gain complete control of the USSR? <p>Homework: SAM Learning platform inc. quizzes, gap</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Analyse • Evaluate • Think critically • Understand provenance • Learn independently • Work in groups/teams • Communicate effectively • Research <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> • Chronology • Using evidence • Causation • Interpretation • Change and continuity • Similarities and Differences • Significance

		<u>fills, etc</u> Key Historical Concepts: Historical Enquiry, Interpretation, Cause & Consequence, Significance, Chronology, Similarities & Differences, Cultural Diversity, Communicating about the Past	
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