



## Year 8 Curriculum Grid

# History

Year/Term	Unit	Intent	What skills are developed?
Autumn Term	<b>Empire Building from 1750 (inc., the Slave Trade)</b>	<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"> <li>British Identity: How multicultural was Britain in 1750?</li> <li>What was Britain's imperial competition?</li> <li>Why did Britain want an empire?</li> <li>What was the Triangular Trade?</li> <li>Why were conditions on the Middle Passage so bad?</li> <li>What was life like for slaves in the Americas?</li> <li>How were slaves bought and sold?</li> <li>How successful was the abolitionist movement? (1807 vs., 1832)</li> <li>How did Britain become an industrial power?</li> <li>Industrial Britain and Slave Trade – how did they link together?</li> <li><b>Local History study:</b> How did Liverpool benefit from Slavery?</li> <li>What was life like for women in Britain?</li> <li>How did India become 'the jewel in the crown'?</li> <li>What happened during the Boer Wars?</li> <li>Why was there a 'Scramble for Africa'?</li> <li>How powerful was the British Empire by the end of the 19th century?</li> </ul> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>Identify</li> <li>Describe</li> <li>Explain</li> <li>Analyse</li> <li>Evaluate</li> <li>Think critically</li> <li>Understand provenance</li> <li>Learn independently</li> <li>Work in groups/teams</li> <li>Communicate effectively</li> <li>Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>Chronology</li> <li>Using evidence</li> <li>Causation</li> <li>Interpretation</li> <li>Change and continuity</li> <li>Similarities and Differences</li> <li>Significance</li> </ul>
Spring Term	<b>Industrial Revolution depth study</b>  <b>Impact of Empire in the 20<sup>th</sup> Century</b>	<p>Students will gain a comprehensive understanding of the Industrial Revolution in Britain. By examining the transformative events, technological advancements, and societal shifts from this period, students will gain insight into how the Industrial Revolution shaped modern Britain and the world. This will also include a case study of a local historical site.</p> <p>To establish how the effects of empire were being felt in the 20<sup>th</sup> 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.</p> <ul style="list-style-type: none"> <li>What was Britain like in 1900?</li> <li>How did imperialism partly cause World War I?</li> </ul>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>Identify</li> <li>Describe</li> <li>Explain</li> <li>Analyse</li> <li>Evaluate</li> <li>Think critically</li> <li>Understand provenance</li> <li>Learn independently</li> <li>Work in groups/teams</li> <li>Communicate effectively</li> <li>Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p>

		<p>Rising threat of Germany</p> <ul style="list-style-type: none"> <li>• Conflict in the Middle East: The Israel-Palestine conflict</li> <li>• Why was Japan an emerging imperial threat?</li> <li>• How did World War II cause the end of empires?</li> <li>• How did India become independent?</li> <li>• What was the impact of increased immigration after World War 2?</li> </ul> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>
Summer Term	<b>Thematic study: Women through the Ages</b>	<p>To develop a secure understanding of the changing role of women in society, both in Britain and the wider world, from the Middle Ages up to the present day. Through this topic, we aim to empower students with knowledge and skills that will help them appreciate the significance of gender roles in shaping our past and present, encouraging them to contribute positively to a more equitable future.</p> <ul style="list-style-type: none"> <li>• What was the role of women in the Middle Ages?</li> <li>• Why were women targeted for Witchcraft allegations?</li> <li>• What role did women play in the English Civil War?</li> <li>• How did women's lives change during the Victorian era?</li> <li>• Inspirational women: Florence Nightingale and Mary Seacole</li> <li>• Who were the Suffragists and Suffragettes?</li> <li>• Did Emily Davison mean to kill herself?</li> <li>• Who were the 'flappers'?</li> <li>• What was the role of women in Weimar and Nazi Germany?</li> <li>• To what extent have women's lives improved in the present day?</li> </ul> <p><b>Homework:</b> Homework booklet inc. wider extended reading</p> <p><b>Key Historical Concepts:</b> Historical Enquiry, Interpretation, Cause &amp; Consequence, Significance, Chronology, Similarities &amp; Differences, Cultural Diversity, Communicating about the Past</p>	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Describe</li> <li>• Explain</li> <li>• Analyse</li> <li>• Evaluate</li> <li>• Think critically</li> <li>• Understand provenance</li> <li>• Learn independently</li> <li>• Work in groups/teams</li> <li>• Communicate effectively</li> <li>• Research</li> </ul> <p><i>As well as developing historical second-order concepts including:</i></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Using evidence</li> <li>• Causation</li> <li>• Interpretation</li> <li>• Change and continuity</li> <li>• Similarities and Differences</li> <li>• Significance</li> </ul>