

Year 8 Curriculum Map		Intent				
		Focus on discriminations and different ethnicities	Sources - comparing usefulness of sources			
Topics	(1) The Slave Trade	(2) Black History Month	(3) Industrial Revolution	(4) The Causes of World War I	(5) Life in the Trenches	(6) The Suffragettes
Focus of our Historical Enquiry	Why was the Slave Trade so Traumatic? Students will investigate how humans managed to justify the enslavement of their own species; and how we can now reflect on and investigate the horror faced by slaves on a daily basis.	To Investigate the legacy of the Slave Trade and Black British History Students will investigate the history of Civil Rights within Britain and prominent men and women of black British heritage	To Investigate the Changes of the Industrial Revolution A broad look at Britain's industrial boom between 1750-1900, with a focus on the everyday lives of the people living through it	To Investigate the Causes of WWI Progressing chronologically, students will now move into the C20th to look at the long-term, short-term and trigger causes of World War I	To Investigate Life in the Trenches A source-based unit of study encouraging students to draw conclusions from different historical records on how soldiers lived in the trench system	To Investigate how Women Won the Vote An essential unit for students to appreciate the strides towards gender equality in the early C19th.
What Content will we Cover?	<ul style="list-style-type: none"> ● The specific logistics of the Transatlantic Slave Trade; what/who was traded, the trade triangle, and the conditions of the Middle Passage ● Investigating the mental and physical trauma of the slave auctions, and the different types of auctions ● Life on plantations, and assessing the daily life of enslaved people ● Assessing the significance of events in the run-up to the abolition of slavery 	<ul style="list-style-type: none"> ● Investigating a case study on the Windrush migrants and the Bristol Bus Boycott ● Assessing the path to Civil Rights in the USA, with the impact of Martin Luther King ● The prominent men and women of black British history 	<ul style="list-style-type: none"> ● Agricultural developments in Britain, and how populations shifted ● Assessing conditions within the factories, mines and who would work here ● Investigating life when the workers were at home, examining living conditions in the overpopulated towns ● Applying knowledge to a local case study of the Tolpuddle Martyrs 	<ul style="list-style-type: none"> ● Students will gain a broad overview of the run-up to WWI, understanding causes through long-term themes compared to short-term events ● Investigating how soldiers were recruited, through Pals Battalions and propaganda ● Assessing the Battle of the Somme, and if the soldiers were <i>Lions Led by Donkeys</i> ● An in-depth look into mental health in the trenches through a case study of Harry Farr's experience of shellshock 	<ul style="list-style-type: none"> ● Investigating letters home from soldiers, how they convey information, and the process of censorship ● Discovering the types of weaponry used in the trenches, and the technological change that influenced trench warfare tactics ● Using sources to learn more about life in the trenches, through historical 'CNOP' analysis ● An in-depth look into mental health in the trenches through a case study of Harry Farr's experience of shellshock 	<ul style="list-style-type: none"> ● Examining Victorian attitudes towards women through artwork, weighing up their claim for the vote ● Investigating the leaders of the suffragette movement, who they were, and their historical significance ● Analysing historical accounts of the methods used by both the Suffragists and Suffragettes, and the public reaction to these methods ● Evaluating the significance of the reasons why women were finally awarded the vote in 1918
How will we Assess Progress?	1) Knowledge Test 2) Explain why a Slave Auction was so traumatic. [Skills - Using Evidence; Significance; Argument Building] [Concepts - Cause/Consequence; Similarity/Difference]	1) Knowledge Test	1) Knowledge Test 2) Write a narrative account analysing the events of the Industrial Revolution. [Skill - Narrative] [Concepts - Chronology; Cause/Consequence; Change/Continuity]	1) Knowledge Test 2) Study Interpretations 1 & 2, they give different views about the causes of WWI. What is the main difference between these views? 3) Suggest one reason why Interpretation 1 & 2 give different views about the causes of WWI [Skills - Using Evidence; Analysing Sources] [Concept - Cause/Consequence]	1) Knowledge Test 2) How useful are Sources A and B for an enquiry into what life was like in the trenches. [Skills - Analysing Sources] [Concept - Similarity/Difference]	1) Knowledge Test 2) Explain why women won the vote in the year 1918. [Skills - Argument Building; Significance] [Concept - Change/Continuity]
Homework	Homework Booklet - The Slave Trade	Homework Booklet - Black History and the British Empire	Homework Booklet - Industrial Revolution	Homework Booklet - The Causes of WWI	Homework Booklet - Life in the Trenches	Homework Booklet - The Suffragettes
How does this learning link to the National Curriculum?	An application of previously covered skills and knowledge of the British Empire to slavery as recommended in "ideas, political power, industry and empire: Britain, 1745-1901".	Sequencing from the previous unit on life in Britain, with a focus on life <i>outside</i> of Britain; encompassing topics from the NC's "ideas, political power, industry and empire: Britain, 1745-1901".	An essential topic for students to understand how Britain technologically advanced and holds its global position today, drawing in topics from "ideas, political power, industry and empire: Britain, 1745-1901" with aspects of "a local history study".	Consolidating knowledge from the previous units and applying skills in a new historical time period, covering content listed in the NC's "challenges for Britain, Europe and the wider world 1901 to the present day".	Deepening student understanding of WWI through an in-depth source unit on the recommendations of "challenges for Britain, Europe and the wider world 1901 to the present day".	A non-war-situated depth study of "women's suffrage" in the NC section on "challenges for Britain, Europe and the wider world 1901 to the present day".