

Year 8 ~ Curriculum Map for History

What are the intended aims for this year's curriculum? To embed the skills taught in year 7. To address the historical concept of power through the British monarchy and look at the gradual change in power from the monarchy to the people. This unit is a political history unit in comparison to year 7 which is a mainly social history unit.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic(s): Medieval Kings Meanwhile Elsewhere: Crusades	Topic(s): Medieval Kings	Topic(s): Tudor Monarchs Meanwhile Elsewhere: Zheng He and the Chinese Treasure Fleet	Topic(s): Tudor Monarchs	Topic(s): The Chartists, Suffragettes and American Civil Rights Movement Meanwhile Elsewhere: Piracy in the Caribbean	Topic(s): The Chartists, Suffragettes and American Civil Rights Movement
	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of A&R	Aim of EoY exam
'Big idea(s)' / fundamental concepts	Theme- Power and Protest EQ- How successful were medieval kings in dealing with threats to their power? How powerful were medieval kings? Second order concept: Interpretation	Theme- Power and Protest EQ- How successful were medieval kings in dealing with threats to their power? How powerful were medieval kings? Second order concepts: Interpretation, Cause and consequence	Theme- Power and Protest EQ- How did the Tudors deal with challenges to their power from religion? How powerful were Tudor monarchs? Second order concepts: Cause and consequence	Theme- Power and Protest EQ- How did the Tudors deal with challenges to their power from religion? How powerful were Tudor monarchs? Theme- Power and Protest How did the people protest? EQ- Did the Chartists achieve power through protest? Second order concepts: Interpretation, Cause and consequence	Theme- Power and Protest EQ- Does protest achieve power? How did the people protest? The suffragettes -How did women protest to gain power? Second order concepts: Interpretation, Cause and consequence	Theme- Power and Protest EQ- Does protest achieve power? How did the people protest? <i>Civil Rights</i> Second order concept: Cause and consequence
Knowledge to be learnt	<i>Threats to the power of medieval kings e.g. people, church and barons.</i> Intro: main features of medieval kingship and how monarchs exercise their power. 1. How successful was Henry II in dealing with the threat of the church to his power? The relationship between Henry and Becket and how important the church was. Causes of the argument Consequences of the argument and subsequent murder 2. How successful was King John in dealing with the threat of the barons to his power? The reasons for Magna Carta's creation The consequences of Magna Carta The nature of its historical significance long/short term.	<i>Threats to the power of medieval kings e.g. people, church and barons.</i> 3. How successful was Richard II in dealing with the threat of the people to his power? What people were upset about in 1381 Chronology of the events Different interpretations of the event	<i>Threats to power from religion. E.g. how religion changed from monarch to monarch.</i> 1. How did the Tudor Reign of England begin? Wars of the Roses and the reign of Henry VII- causes, events and result 2. How did Henry VIII deal with the challenge to his power from religion? Henry VIII's three problems: Power, son and money How becoming head of the church of England solved all of these problems. 3. How did Edward deal with the challenge to his power from religion? Edward's accession to the throne and the problems this caused Religious changes to the churches Lady Jane Grey	4. How did Mary I deal with the challenge to her power from religion? What was religion like under Mary's rule? How Mary enforced her religious changes- How bloody was Mary? 5. How did Elizabeth deal with the challenge to her power from religion? What was religion like under Elizabeth's rule? How did Elizabeth use portraits to promote her power? How did the people protest? Did the Chartists achieve power through protest? Who were they? Their motives Their actions How successful in achieving their aims?	Did the Suffragettes achieve power through protest? Who were they? Their motives Different interpretations of the Suffragette movement The long and the short-term impacts of the movement How successful in achieving their aims?	Did Black American's achieve power through protest? Jim Crow laws School segregation Emmet Till Rosa Parks Martin Luther King
Key vocabulary	Monarch Succession Cause/Consequence Monarchy/Republic Power Archbishop Excommunicate Martyr Magna Carta Barons Constitution Religion Medieval Turbulent Traitor Saint Pilgrimage Rule Baron Reputation Interpretation Long/short term	Power Monarch Succession Poll tax Work service Feudal system Revolt Martyr Liberty Short term/long term Significance/importance Interpretation Revolt/rebellion Peasants Black Death Interpretation Chronology	Power Protestant Catholic Tudor Reformation Dissolution Monastery Legitimacy Family Tree Heir Descendants Dynasty Alliances Excommunicate Tuberculosis Mass	Barons Rebellion Reformation Protestant Heir Catholic Armada Martyr Monarch Heresy Extremist Persecute Mass Moderate Tolerance Treason Protestant Chartists Democracy Government Parliament MP Elections Revolution Radical Constituency Movement Motives Power Protest Unemployment Campaigning Long/short-term	Sexism Inferior Election Hunger strike Arson Cat and mouse act Force fed munitions recruitment Home front Equal franchise reform Militant Martyr Suffragists Suffragettes Equality Domestic work NUWSS WSPU Deeds not words	Power American War of Independence, Black British history Protest Suffrage Chartists Movement Diversity Motives Racism Jim Crow laws Segregation Race Civil rights movement equality integration Lynching Bus boycott NAACP
	To assess the recall of knowledge from the topics taught and demonstrate understanding of historical concepts such as cause and consequence		To assess the recall of knowledge from the topics taught and demonstrate understanding of historical concepts such as cause and consequence		To assess the recall of knowledge from the topics taught and demonstrate understanding of historical concepts such as cause and consequence	
					To assess the recall of knowledge from the topics taught and demonstrate understanding of historical concepts such as change, continuity, cause and consequence.	

The role of reading and comprehension	<i>Every lesson in History involves reading relevant information e.g. from PowerPoints, knowledge booklets and sources</i>		<i>Every lesson in History involves reading relevant information e.g. from PowerPoints, knowledge booklets and sources</i>		<i>Every lesson in History involves reading relevant information e.g. from PowerPoints, knowledge booklets and sources</i>		<i>Every lesson in History involves reading relevant information e.g. from PowerPoints, knowledge booklets and sources</i>		<i>Every lesson in History involves reading relevant information e.g. from PowerPoints, knowledge booklets and sources</i>	
The role of independent extended writing	Classwork is used to support the development of students writing and their understanding of the second order concepts, as demonstrated in formal assessments.		Classwork is used to support the development of students writing and their understanding of the second order concepts, as demonstrated in formal assessments.		Classwork is used to support the development of students writing and their understanding of the second order concepts, as demonstrated in formal assessments.		Classwork is used to support the development of students writing and their understanding of the second order concepts, as demonstrated in formal assessments.		Classwork is used to support the development of students writing and their understanding of the second order concepts, as demonstrated in formal assessments.	
The role of maths/ numeracy	Understanding centuries		<i>Understanding centuries</i>		Graph on Mary I		% of people who could vote.			
Links to careers/ aspirations					Historian, researching, clergy		Historian, researching, clergy		Historian, researching, museum curator	
Core skills	To be able to: Carry out a historical enquiry Interpret evidence Critically analyse Create a timeline Categorise evidence Prioritise Understand chronology		To be able to: Carry out a historical enquiry Interpret evidence Critically analyse Create a timeline Categorise evidence Prioritise Understand chronology		To be able to: Use primary sources Assess significance Comprehend information Prioritise Compare Understanding interpretations Recall knowledge Revise knowledge Evaluate Analyse		To be able to: Use primary sources Assess significance Comprehend information Prioritise Compare Understanding interpretations Recall knowledge Revise knowledge Evaluate Analyse		To be able to: Use primary sources Comprehend information Prioritise Compare Evaluating the Cause and Consequences Recall knowledge Revise knowledge	
Dept. enrichment activities	Canterbury Cathedral –murder of Thomas Becket educational visit		Canterbury Cathedral –murder of Thomas Becket educational visit							
Home learning opportunities	Dover castle Medieval Sandwich		Dover castle Medieval Sandwich		Visit Deal Castle Visit Walmer Castle Visit the Tower of London Hever castle Hampton Court Palace		Visit Deal Castle Visit Walmer Castle Visit the Tower of London Hever castle Hampton Court Palace People’s history museum-Manchester Newport museum and gallery			Museum of London- Suffragettes collection East End Women’s museum