



Year 8 History Curriculum Map

Overview	We start Year 8 with a thematic, synoptic study of women through history. However, for much of Year 8 the emphasis is on the Tudors and the Stuarts - from Henry VII to the Act of Union. We also investigate the industrial revolution, with a focus on causation, significance and consequences (this will start in Spring Term in future years). Once we have covered the industrial revolution, including demands for political reform, we finish the year by investigating the transatlantic slave trade. Students undertake a range of assessments, including three standardised assessments, developing a variety of historical skills such as use of key terms, understanding and use of second order concepts (e.g. cause and consequence), analysis and evaluation of source material, and coming to informed judgements. These vital historical skills will be familiar from Year 7, but students will be developing these skills further, building on the base of understanding from Year 7.					
Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Women & history Tudors & Stuarts: The early Tudors	Tudors and Stuarts: Henry VIII, the mid-Tudor period and Elizabeth	Tudors and Stuarts: The Stuarts	Tudors and Stuarts: Social history, and the emergence of the UK	The Industrial Revolution: Causes, Significance, and Consequences	The Industrial Revolution: Titanic (the end of an era) The Slave Trade
Knowledge	Artefacts and women's history Henry VII Young Henry VIII	The break with Rome The six wives Edward & Mary Elizabeth, the Armada and portraiture	James I Charles I and the Civil War Cromwell The Restoration	The Renaissance, Women's history Medicine Plague Great Fire Act of Union	Richard Arkwright Factory conditions Child and female labour Living conditions, Peterloo Significant individuals Women in this period	The Titanic, Triangular Trade Middle Passage Slave life, Slave resistance Abolition of slavery
Skills	Analysis and evaluation of source material Coming to informed judgements	Use of second order concepts, and evaluation of source material, coming to informed judgements	Use of key terms, use of second order concepts and coming to informed judgements	Use of key terms, and coming to informed judgements	Use of key terms, and use of second order concepts, analysis and evaluation of source material, coming to informed judgements	Use of second order concepts, analysis and evaluation of source material, coming to informed judgements