

All Saints Catholic High School

Year 8 | History | Curriculum Knowledge Map



Knowledge

See teaching maps within the History Teaching Maps folder (link below) which specifies the core knowledge to be taught within each lesson of each enquiry.

History Year 8 Teaching Maps Link (some are under construction):

- <https://drive.google.com/drive/folders/1L7ISjpKJ66RCm2OwX7pFXhVjxEwUJ6gC>

Skills

Listed below are the key historical second order concepts that underpin each historical enquiry.

- Enquiry 1 - change and continuity
- Enquiry 2 - evidential thinking
- Enquiry 3 - change and continuity
- Enquiry 4 - significance
- Enquiry 5 - evidential thinking / significance
- Enquiry 6 - similarity and difference
- Enquiry 7 - causation
- Enquiry 8 - evidential thinking

Cross Curricular and Curriculum Enrichment Opportunities

- Local history links - embedded throughout the curriculum.
- Literacy: extended writing, reading and speaking are all key features of the curriculum.
- Citizenship and British values - democracy, the rule of law, liberty, respect for other faiths and beliefs.
- Religious Education - the importance of religion, the spread of different religions and the impact of this.
- Geography - where appropriate, learners are provided with the geographical context in order to develop a sense of place.
- Scholarship reference and wider reading opportunities

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	Knowledge and Knowledge Extension	Building On	Assessment
Autumn 1	Enquiry 1 - What was the most significant change in the years 1450-1600? (change and continuity) Introducing - <i>Renaissance</i> - <i>Age of Discovery / Exploitation</i> - <i>Reformation</i> Start Enquiry 2 - How did Miranda Kaufmann change the history of the Tudor period? (evidential thinking) Introducing - <i>Tudor England</i> - <i>Black British history</i> - <i>Elizabethan Exploration and global connections</i>	Enquiry 1 is an essential bridging unit to link the predominant focus on the Medieval period in Year 7 to the Early Modern period. Builds on previous study in Year 7 on the Islamic golden age and the creation/dissemination of new ideas and learning, Medieval Christianity, and monarchy. Builds directly upon the key changes examined in the previous enquiry: reformation, discovery and Renaissance.	Weekly low-stakes knowledge quizzes. EQ 1 Essay: What was the most significant change in the years 1450-1600?
Autumn 2	Complete Enquiry 2 - How did Miranda Kaufmann change the history of the Tudor period? (evidential thinking) Enquiry 3 - How did the Reign of the Stuarts transform England? (change and continuity) Introducing - <i>English Civil Wars</i> - <i>Regicide and Interregnum</i> - <i>Restoration</i>	Learners previously focused on the nature of monarchical power and how this could result in conflict (e.g. King John, the barons, and Magna Carta). This unit will extend understanding of the location and nature of power in England. This unit also builds on prior study of the life of ordinary people ("a bottom-up" approach to history).	Weekly low-stakes knowledge quizzes. EQ 2: Black Tudors evidential thinking assessment. Cumulative Knowledge Test 1

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		Stuarts: The Stuart period (1603-1714) follows the Tudors and includes significant events such as the English Civil War, the Commonwealth, and the Restoration, as well as the Glorious Revolution.	
Spring 1	Complete Enquiry 3 - How did the Reign of the Stuarts transform England? (change and continuity) Enquiry 4 - How did the British Empire have a lasting impact on Britain and the world? (significance) Introducing - <i>Migration</i> - <i>Colonialism</i> - <i>Parliamentary authority</i> - <i>Revolution and Protest</i> Enquiry 5 - How significant has the Slave Trade been in shaping the Modern World? (evidential thinking / significance) Introducing - <i>Transatlantic Slave Trade</i> - <i>Slave rebellion</i> - <i>Industrial Revolution</i>	Builds directly upon the study of the Age of Discovery, the development of empires, and pupils' familiarity with the role and growing power of Parliament. Builds on the study of the Age of Discovery, early attempts at setting up colonies in Elizabethan England, Black Tudors and Britain's acquisition of colonies. Learners will also study this in relation to their previous focus upon the Mali Empire in the 14th century, in the sense that they have an understanding of Africa's advancement and immense wealth in that period.	Weekly low-stakes knowledge quizzes. EQ 3 Essay: How did the Reign of the Stuarts transform England? EQ 4 Essay: How did the British Empire have a lasting impact on Britain and the world?

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Spring 2	Complete Enquiry 5 - What can historical sources tell us about the Transatlantic Slave Trade? (evidential thinking / significance) Enquiry 6 -What do Sources tell us about the Industrial Revolution? (Sources) Introducing - <i>Revolution</i> - <i>Industrial growth</i> - <i>Liverpool and the development of Liverpool's industry</i>	Builds upon previous study, focusing on revolution (Reformation, English and Industrial), Britain's relationship with the Thirteen Colonies, the slave trade and empire. Builds on the concept of Imperialism and the role of the Empire and its impact that it had on other nations within its dominion.	Weekly low-stakes knowledge quizzes. EQ 5 Assessment -How significant has the Slave Trade been in shaping the Modern World? Cumulative Knowledge Test 2
Summer 1	Continue with Enquiry 6 - What do Sources tell us about the Industrial Revolution? (similarity and difference) Enquiry 7 - How did the electorate become more equal in the 20th century? (causation) Introducing - <i>20th century electoral system</i> - <i>Suffragette and Suffragists</i> - <i>Chartist Movement</i>	This thematic enquiry provides an excellent opportunity for learners to consider the changing nature of politics in Britain. It allows learners to draw on their previous knowledge of the concept of power and authority in the period pre-1688 (absolute monarchies, divine right of monarchs, and the Civil War era) and extend this to post-1688 and the journey to democracy. This journey also allows learners to engage	EQ 6 Essay: What do Sources tell us about the Industrial Revolution? Weekly low-stakes knowledge quizzes.

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		with and reinforce important connected themes, such as social history and the development of industrial organisation.	
Summer 2	Complete Enquiry 7 - How did the electorate become more equal in the 20th century? (causation) Enquiry 8 -Why does the history of Jack the Ripper need to be challenged? (Evidential thinking) Introducing - <i>Historiography and purpose of historical scholarship</i> - <i>Social reform and health reform</i>	These lessons allow us to develop our knowledge of the role of the working class and women in 19th-20th century Britain. Pupils can apply their knowledge of the roles and expectations of these groups in order to understand why people lived the lives that they experienced	Weekly low-stakes knowledge quizzes. EQ 7 Essay: How did the electorate become more equal in the 20th century? Cumulative Knowledge Test 3 EQ 8 Assessment: Why does the history of Jack the Ripper need to be challenged?