

# Y8 ROADMAP - HISTORY

**Subject Aim:** The aim of our Year 8 curriculum is to consider the theme of 'Rights and Reform' through the study of a broad range of periods and topics which will also enable you develop and hone a range of subject specialist skills: making inferences, developing critical arguments and making judgments on the significance of key events, people, features and factors.

TERM 1

## How far did the Great Exhibition of 1851 misrepresent Britain?

In this unit, you will explore the impact of industrialisation on both the country and its people. There will be an emphasis on making judgments through carefully evaluating the effects. Overall, you will consider how this influenced the government and reformers and evaluate the impact they made.

TERM 2

## Was protest the most significant factor in the achievement of universal suffrage?

This unit will explore the development of rights and democracy with a focus on women's suffrage. You will consider the various problems, challenges and opposition that reformers faced and make judgments on why women were finally given the vote.

TERM 3

## Was the destruction of Edward Colston's statue justified?

Here, you will explore the history of the Slave Trade Triangle and develop and understanding and empathy for those it affected. You will consider why and how the abolition campaign developed and evaluate the impact this history has made.

TERM 4

## How far did the Civil Rights Movement achieve its aims?

This unit will explore one of the most tumultuous times in modern American history and consider both the causes and consequences of the Civil Rights Movement. You will understand the context of Martin Luther King Jnr's famous 'I have a dream' speech and make judgments on the impact it made both in America and the UK.

TERM 5

## How have attitudes to immigration evolved over half a millennium?

This unit will allow you to understand how and why people become immigrants and understand their involvement, contributions and impact on Britain's history from the very first immigrants right up to the present day. You will reflect on people's attitudes to immigration and why this has been so problematic.

TERM 6

## Was the Holocaust the fault of a leader or a nation?

The final unit will develop your knowledge and understanding of an infamous aspect of modern world history. You will make judgments on how and why it happened and reflect on the roles and responsibilities of individuals, groups and society and recognise why it is so important to preserve our knowledge of this time.



## ASSESSMENT

- Most lessons will test your knowledge using a variety of activities including Knowledge Tests, Highlighter Heads and Pick N Mix.
- Each and every lesson will be punctuated by various hinge questions, statements and discussion opportunities.
- For each unit, you will be given a short 25 mark Mini-Assessment assessing your understanding of the key vocabulary, knowledge and concepts.
- Each unit will also contain a longer-answer assessment with a series of questions providing you with an opportunity to explain and justify.



## INDEPENDENT LEARNING

- Knowledge Organisers are expected to be used weekly to support the learning and recap of key vocabulary as the course progresses.
- Key information will be communicated to you via your MS Teams History Class which may include links to relevant articles, websites and video clips.
- There will be various independent learning challenges set each half-term which will allow you to develop your subject specialist skills as well as knowledge and understanding.
- There will be opportunities to practice crucial retrieval and revision skills with various resources and templates provided.



## ENRICHMENT

- Visit to the Holocaust Memorial Centre.

## What Next?

Having developed your knowledge and understanding further and continued to practice and hone your key skills as an historian, you will go on to apply this through a focus on 'Institutions and Individuals' and consider their impact through a focus on the history of medicine and medical development.