

Beths Grammar School KS3 History Curriculum Map – Year 8

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge. Any section that is highlighted in green has a direct link to Beths sustainability drive.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A Year 8	Intent Why is this taught now? In line with the National Curriculum, students study another world civilisation. Students will learn the background to the Silk Roads and the interconnections throughout Asia and Europe that were fostered as a result of the interactions between different peoples along these networks.	Content: Silk Roads & Asian Empires 1. Silk Roads 2. Islamic Empire 3. Mongol Empire 4. Ottoman Empire 5. Ming Dynasty 6. Mughal Empire 7. How the Silk Roads made the world/ topic reflection Enquiry Question: What was the impact of the Silk Roads? (One source skill and one knowledge skill OR two source skill focused on each half term) Skills: Sources – inference Sources – reliability	Teacher Q+A in lessons Formal assessment – source inference and reliability Homework 1 – Islamic empires research Homework 2 – Genghis Khan research Homework 3 – Timurid empire research Homework 4 – Ottoman Empire research Homework 5 – Ming Dynasty research End of topic test assessment with particular reference to the focused-on skills for that topic.
	Intent Why is this taught now?		
Autumn Term	Intent Why is this taught now?	Content: African kingdoms	Teacher Q+A in lessons

Beths Grammar School KS3 History Curriculum Map – Year 8

1B Year 8	Students have the opportunity to study African kingdoms and the way they developed, how they've been viewed by historians, and their interactions with non-African peoples. This provides students with context for the development of Africa before and during the slave trade from an African perspective, allowing students to get a more wholistic perspective on the development of Africa.	1. Assessment and introduction 2. Kingdom of Mali 3. Kingdom of Songhay 4. Kingdom of Benin 5. Kingdom of Asante 6. Lost Kingdoms of Africa 7. Assessment/topic reflection Enquiry Question: <u>How powerful and successful were African kingdoms?</u> Skills: Sources – inference Sources – significance	Homework 1 – Mali kingdom research Homework 2 – Songhay kingdom research Homework 3 – Benin kingdom research Homework 4 – Asante kingdom research Homework 5 – Lost African kingdoms research End of topic test assessment with particular reference to the focused-on skills for that topic.
Spring Term 2A Year 8	Intent Why is this taught now? In line with the National Curriculum, it is important for students to learn history beyond the British Isles. In this unit they learn to understand aspects of the wider world beyond Britain and the expansion of empire. This way they can understand the links to diversity of our nation.	Content: The British Empire Empire 1. Assessment and Introduction 2. New World 3. Australia 4. India 5. Africa 6. Impact of Empire and Assessment Enquiry Question: <u>How did the British Empire become the biggest Empire in the world?</u> Skills: Knowledge – Explanation Sources – Inference	Teacher Q+A in lessons Homework 1 – source inference question Homework 2 – timeline task Homework 3 – revision for assessment Homework 4 – key word test revision Homework 5 – comprehension task End of topic test assessment with particular reference to the focused-on skills for that topic.

Beths Grammar School KS3 History Curriculum Map – Year 8

Spring Term 2B Year 8	Intent Why is this taught now? Continuing with content prescribed in the National Curriculum, this half-term students focus on Britain's transatlantic slave trade: its effects and its eventual abolition. In addition, students then study how Black people fought for Civil Rights in the UK to gain equality.	Content: Slavery/British Civil Rights 1. What is Slavery and the Middle Passage 2. Plantation Life and Slave Resistance 3. Olaudah Equiano and Abolition of Slavery 4. Notting Hill Carnival and Bristol Bus Boycott 5. Assessment and Documentary 6. The Brixton Riots Enquiry Question: <u>How did Slavery lead to British Civil Rights?</u> Skills: Sources – inference Sources – significance	Teacher Q+A in lessons Formal assessment – significance Homework 1 – source inference question Homework 2 – comprehension task Homework 3 – revision for assessment Homework 4 – key word test revision Homework 5 – quiz Homework 6 – research task End of topic test assessment with particular reference to the focused-on skills for that topic.
Summer Term 3A Year 8	Intent Why is this taught now? Here we understand how industry developed in the UK. This is also an essential National Curriculum unit which explain how our country was the first country in the world to industrialise.	Content: Industrial Revolution 1. Introduction and Population 2. Farming + Domestic System 3. Creation of factories + Towns 4. Factory conditions + reforms 5. Coal and Iron 6. Turnpikes and Canals Enquiry Question: <u>How did the Industrial Revolution change Britain?</u> Skills: Sources – Significance + Reliability	Teacher Q+A in lessons End of year assessment with particular reference to the focused-on skills for that topic and knowledge retention for content taught over the year. Homework 1 – Homework 2 – Homework 3 – Homework 4 – key terms test Homework 5 – research task Homework 6 – revision for end of year assessment

Beths Grammar School KS3 History Curriculum Map – Year 8

		Knowledge retention test	
Summer Term 3B Year 8	Intent Why is this taught now?	Content: STEM	Teacher Q+A in lessons
	Pupils gain knowledge and understanding of a breadth study which explore STEM developments throughout history. Through this study, students understand the importance of certain people, discoveries, ideas and inventions in history.	1. Assessment 2. Planes – Wright brothers 3. Gramophone 4. The Enigma Machine 5. Atomic bomb 6. Space race 7. Rise of PCs 8. Gaming 9. Dolly mouse/cloning 10. Assessment feedback & documentary Enquiry Question: <u>How has Science and Technology developed since 1800?</u> Skills: Knowledge retention test	Homework 1 – comprehension task Homework 2 – revision for assessment Homework 3 – fact file task Homework 4 – key terms test Homework 5 – research task