Curriculum Mapping History Department

Year 8 – Stuarts / Industrial Revolution / Intro to 20th century

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| **Big Question** | **Small Questions** | **Homework** | **Teacher Feedback Points** | **Assessment** |
| Why do people disagree on whether James I & VI was an effective monarch? | * How significant was it that James was Scottish? * How reliable are the accounts of James’s habits? * How clever was James I? | “Swot” analysis of James | Task on James’s weaknesses / failings as a monarch | Interpretation style source question on James |
| Why did a group of Catholic plotters try to blow up Parliament in 1605? | * Why did some Catholics turn to “terrorist” plotting? | Recap exercise on religion under the Tudors | Recap task – context of religion |  |
| Were the Gunpowder Plotters framed? | * Why was the Plot discovered? * Was the Plot “set up” by Robert Cecil / James’s government? | See tbf / assessment activities  Watch Nick Knowles programme on Firefly – what does this suggest? | Chart on sources – evidence / reliability | Interpretation exercise on Plot – see old ISA  Speech for prosecution / defence of the Plotters |
| Why did Civil War break out in 1642? | * Why was Charles I an ineffective monarch? * How was religion a key factor in the coming of Civil War? * Why was Ship Money controversial? * How did events in Scotland and Ireland help trigger the Civil War? | Exercises based on portraits  Summary / mind map exercise of finance and the personal Rule  Chart of causes of Civil War 1640-42 eg Irish Rebellion / Grand Remonstrance / 5 Members | Factual exercises on Personal Rule eg finances / religion | Justification of / interview with either Charles or John Pym, explaining why their side was right  “3 Sources” style question on causes of Civil War |
| What was fighting like in the English Civil wars? | * What were the roles of pikemen / musketeers / cavalry? * Why did the new Model Army win the war? * What impact did the Civil War have on civilians? | Revise for factual test  Take one type of soldier and explain equipment / weapons / tactics and role  Do exercises on impact on civilians  Source evaluation style questions on impact of civil war | Factual tasks on different elements within armies  Source based task on impact of the war on civilians | Why did Parliament win the Civil War?  Creative writing on nature of Civil War |
| Why was the King executed? | * What happened at the trial and execution? * Was there an alternative? * Why did the King wear two shirts? * Did most people agree with the execution of the King? | As tbf / ass | Factual task / quiz on key elements eg Pride’s Purge / trial / execution | Source based questions on trial / execution |
| Was Oliver Cromwell a “hero” or “villain” [and why do people (still) disagree?] | * Why did / do some people think of Cromwell as a hero and others as a villain? * Was Cromwell a war criminal in Ireland? * Did Cromwell make England a more tolerant society (especially in regard to religion)? | Ireland tasks  Source based tasks / images of Cromwell – why different? Prep for assessment | Tasks on Cromwell and religious toleration / Ireland / “godly rule”  Source based exercise on Cromwell and Ireland | Was Cromwell a “Hero” or “Villain”? Source based interpretation essay |
| How was London affected by Plague and Fire? | * Why was Charles II restored to the throne? * Who was Charles II? * What caused the Plague? * What caused the Fire? * How do we know so much about both? | Research on plague / fore / Glor Rev / Scientific Rev | Research tasks | Group presentations |

Year 8 part 2 – the Industrial Revolution

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| **Big Question** | **Small Questions** | **Homework** | **Teacher Feedback Points** | **Assessment** |
| Overview – how did Britain change c1750-1900? | * What is meant by “Industrial Revolution”? * How was a typical person of 1750 different to a typical person of 1900? | Compare 1750 to 1900 – pictures exercise (from Heinemann)  Tasks on specific areas eg population, health, work | Tasks on changes in particular areas eg population / work and industry / health and medicine / role of women | Tasks on significance of changes |
| Why was population change significant? | * Why did the population go up so rapidly? * How did the demography of Britain change? * What impact did the rise in population have on Britain? | Se tbf / assessment exercises | Factual exercise eg gap filling on causes and consequences of population growth | How did rising population have an impact on other areas / lead to other changes? |
| How and why did farming change? | * Why was improvement needed? * What was the significance of enclosures? * How did new machines / new techniques improve farming? | Tasks on changes from booklet  Explain significance of enclosure / who gained, who lost from enclosure | Enclosure – how was it a change and why was this significant? | Farmer’s letter |
| What was the result of changes to the manufacture of textiles? | * What new machines were invented in textiles? * Why were changes in textile production significant? * What was the most important change and why? | Textile machine chart | Chart on new textile machines  Differences between domestic and factory based work | Tasks on significance of changes / new machines |
| Were factories “hell”, especially for children? | * Why were children employed in factories? * How / were children mistreated? * How far can sources depicting factories in this period be trusted? | As tbf  Child labour essay as assessment | Source evaluation tasks on specific sources that will feed into assessment | Interpretation essay on factories and child labour from old ISA |
| Why was the impact of steam significant? | * What were the roles of Newcomen, Watt, Boulton, Murdoch? * Why was the application of steam significant? | Research on individuals  Significance of steam | Factual task on roles of different individuals |  |
| Why were public health conditions so poor? | * Why were cities so crowded? * Why did diseases like cholera spread? * How far are sources on cholera useful or reliable? | Source questions on cholera [ass] | Explain why disease / public health was a serious issue in 19th century Britain | Source questions on cholera |
| How did transport change in the period, and with what results? | * Why did Britain need a more effective transport system in the Industrial Revolution? * What was the chronology of changes to transport? * Why did railways have a particularly significant impact? | Timeline task  Heads and tails task  Liverpool to Manchester tasks  Impact of railways questions | Chronology task on improvements to transport / factual tasks [chart] on role of individuals | Question on significance / impact of railways  “Invest in the railways” letter |
| Was the British Empire a “good thing”? | * Why did Britain acquire an “Empire on which the sun never set”? * What were the effects of Empire on Britain? * What were the effects of Empire on the colonies? * What are the legacies of Empire today? | Empire chart  Research on Imperial figures like Clive, Gordon, prep for assessment task | Chart of positives / negatives of Empire for both Britain and colonies | Interpretation style question judgement on the Empire  Imperial hero eg Clive, Gordon – how has interpretation of them changed? |
| Why did slavery grow and why was it abolished? | * Why was Britain involved in the Slave Trade? * What was the “Middle Passage”? * Why was Olaudah Equiano significant? * Why did opposition to slavery grow? | Source based evaluation questions  Compare different elements of the campaign against slavery | Role of different elements in opposition to slavery  Case studies of pieces of evidence – Olaudah’s memoirs / Dido Belle portrait | Source based questions on slavery – message, compare etc |
| Why were there debates about reforming Parliament in the 1800s? | * How was Parliament unrepresentative? * How significant was the Great Reform Act of 1832? * Who were the Chartists? * How important was Chartist protest? | How is Parl elected now?  How is this different to c 1815?  Were the Chartists a success or a failure? | Comparison of Parliament in 1800 and today | Interpretation piece – were the Chartists a failure? |
| Is the term “Industrial Revolution” a valid description of the period? | * What do we understand by the term “Industrial Revolution”? * What changed little in the period? * What changes are the most significant and why? * Does the Industrial Revolution represent progress? | Prep for assessment essay | Summary of changes / continuity | Essay on how Britain changed 1750 to 1900  Year 8 exams |

Britain 1900 to 1918 – introduction to the 20th century

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| **Big Question** | **Small Questions** | **Homework** | **Teacher Feedback points** | **Assessment** |
| Who did more to win women the vote – the Suffragettes or Suffragists? | * How had the position of women changed / stayed the same in the 1800s? * Why did the disenfranchisement of women become an issue in the late 1800s? * What were the arguments for and against women voting? * Who were the Suffragists, and how did they campaign? * Who were the Suffragettes, and how did they campaign? * What happened at the Derby in 1913? * Did the actions of the Suffragettes help or hinder women getting the vote? * How significant was WW1 in women being granted the vote? | Source questions  Chart summarising diffs between suffragettes and suffragists  Watch Emily Davison clip and do exercises relating | Differences between suffragists and suffragettes  Exercises on Emily Davison | Source based questions on Suffragettes – see old GCSE |
| Why did WW1 break out in 1914? | * How did rivalry between Britain and Germany help create the conditions for war? * How did rivalry between Germany and France help create the conditions needed for war? * How significant was the Alliance System in causing WW1? * What incident sparked off the war? * If Franz Ferdinand had not been shot, does that mean WW1 would not have taken place? | TBF / assessment exercises  Mind map of causes of Anglo-German rivalry | Summary of different factors  If Franz Ferdinand had survived assassination attempt, does that mean WW1 would not have occurred? EYA | Spy’s report on causes of WW1 |
| Why was there a stalemate on the Western Front?  [extends into year 9] | * Why was the war not “over by Christmas”? * What was the nature of trench warfare? * What problems faced soldiers in the trenches (and why did they endure them)? * Why was it difficult to attack on the Western Front? | Source based activities |  | Letter from the trenches |