History Year 8 Curriculum Map 2026/27

Week Commencing	Lesson topic	HAIL	Assessment
Staff INSET 01/09 Students Return 02/09	***Recall and Retrieval –Medieval and Early Modern Britain*** Recalling the Norman Conquest and William I consolidation of power Recalling the Tudor Monarchy –Henry VIII and the Break with Rome, Mary I and Elizabeth I overview	SENECA recall on Medieval and E M Britain Ambition HAIL Who do you think was the most influential monarch of the Tudor Dynasty?	
07/09/2026	***Bridging the gap between 1601 and Industrial Britain*** Historical research and enquiry into 150 years of tumultuous British History signposting the English Civil War, Plague and Great Fire of London. Explicitly making links between end of Y7 study and beginning of the Y8 curriculum Focus on continuity, change and chronology		
14/09/2026	**Industrial Britain introduction 1750-1900** Compare and Contrast Britain in 1750 with Britain in 1900 Infer, summarise and compare key political, social, economic and technological changes between 1750,1825 and 1900 Evaluate evidence and use it to support and challenge interpretations on the greatest change in British society during this period	SENECA recall on bridging the gap and key turning points between 1601 and 1750 Ambition HAIL Which significant turning point do you think had the most impact on Britain?	
21/09/2026	**Industrial Britain introduction 1750-1900** Compare and Contrast Britain in 1750 with Britain in 1900 Infer, summarise and compare key political, social, economic and technological changes between 1750,1825 and 1900 Evaluate evidence and use it to support and challenge interpretations on the greatest change in British society during this period		
28/09/2026	**The causes of the Industrial Revolution** Define what is meant by the term Industrial Revolution Identify several causes of the Industrial Revolution, making links between them and explaining interrelationships Prioritise a whole range of causes of the Industrial Revolution, evaluating the most important cause	SENECA recall on key changes during the period 1750-1900 Ambition HAIL – Should this period have been called the Industrial Evolution instead?	**LC 1** Recall and describe questions on Tudors How far do you agree extended response on the significance of raw materials
05/10/2026	***The Impact of the Railway on Britain*** Identify how the railway impacted upon British life in economic, cultural and social contexts explain the positives and negatives with regard to industrialisation and transport Interpret and evaluate source material on the impact of the railways		
12/10/2026	***Living conditions –Victorian Slums*** Identify living conditions in 19th century cities Probe and interrogate a range of sources to develop precise knowledge of conditions within slums Justify the condition you believe had the greatest impact upon Victorian life Compare slum life to Victorian suburbs and the rich minority in Industrial Britain	SENECA recall on the impact of the railway upon British society Ambition HAIL – research on Longton in the 19th century	
19/10/2026	***Child labour and the Industrial Revolution*** Identify what is meant by human 'rights' Compare and contrast life for children in the 19th Century with the 21st Century. Evaluate continuity and change. Explore several child labour roles using primary source material identifying key risks and dangers		

	Write persuasively and construct a valid historical argument to either defend or criticise the use of child labour Analyse child reform propaganda and link this to the factory reform act of the late 19th Century		
October Half Term			
02/11/2026	***Coal mining and the Industrial Revolution*** Identify and describe the main dangers faced by coal miners during the Industrial Revolution. Evaluate the impact that Sir Humphrey Davy had upon reducing dangers Use primary and secondary sources to evaluate the overall quality of life for miners in the 19th Century Explain how this aspect of national history reflects our local heritage	SENECA recall on child workers during the Industrial Revolution Ambition HAIL Florence and Hem Heath Collieries Your history – did your ancestors work in the pits of Stoke on Trent?	
09/11/2026	***The Great Exhibition*** Research and examine the motive and purpose of the 1851 Great Exhibition Investigate, interpret and analyse both primary and secondary sources on the Great Exhibition Evaluate how successful the Great Exhibition was Explain the lasting legacy of the Great Exhibition on British culture		**LC 2** Recall and describe questions on IR and Victorian slums Source inference and COP focus (Cruickshank's reform drawing)
16/11/2026	**Introduction to Slavery** Students will be able to identify what a slave is, and explain what it means to be enslaved Students will challenge and correct misconceptions on 'when slavery started' Accurately place examples of slavery, throughout history, into accurate context	SENECA recall on legacy of the Great Exhibition Ambition HAIL Creative opportunity 'wonders of the world'	
23/11/2026	**The Transatlantic Slave Trade -Triangular Trade** Students will be able to Identify the processes of the Triangular Trade and explain the function of the outward, middle and homeward passages Link the business of slavery to the imperial ambition of Britain and the Industrial Revolution Link the development of the slave trade to the expansion of the United States of America.		
30/11/2026	***The Transatlantic Slave Trade -Triangular Trade*** Recall the main processes of the Triangular Trade accurately Identify who Olaudah Equiano was and explore his eye-witness account of the middle passage to explain what conditions were like for those captured Probe and explore historical evidence on the auction of slaves and the selling to plantation owners Compare and contrast experiences using case studies - for example Slave ship Zong and Amistad rebellion	SENECA recall on Triangular Trade Ambition HAIL Research on Olaudah Equiano	
07/12/2026	***Life on a plantation*** Identify key features of plantation life – work, accommodation, diet, and attempts to repress culture Use visual sources to explore life on slave plantations -was there a hierarchy? Were some slaves more fortunate and empowered than others? Challenge traditional interpretations of plantation life using gained knowledge Explain the motive and purpose of primary source material, introducing the abolitionist movement in America		
14/12/2026	***Slavery and resistance*** Students will be able to define the term resistance and explain the difference between active and passive resistance Using a range of scenarios and collaborative learning, students will offer several ways to actively and passively resist fully supporting judgments Identify what the Underground Railroad was and the impact that Harriet Tubman had upon resistance.	SENECA recall on Plantation life Ambition HAIL Hidden history – research a lesser-known figure of the resistance movement	
Christmas Break			

04/01/2027	***Abolition of Slavery and the American Civil War*** Identify how the growth of the slave trade increased tension between the Northern and Southern States of America Identify and explain these sectional differences in political, economic, social, religious and technological contexts Identify what the American Civil War was and who was involved Accurately explain how the Emancipation Proclamation (13th Amendment) impacted on both the American Civil War and abolitionist movement		
11/01/2027			**AR1**
18/01/2027			**AR1**
25/01/2027	***Emancipation*** Define the term emancipation and explain the role played by Abraham Lincoln in the abolition of slavery in America Identify and explain 'how far the lives of African-Americans changed' as a consequence Explain what the Jim Crow Laws were Explain what sharecropping was Explain what the Freedman's Bureau was Link emancipation to the establishment of the Ku Klux Klan Explain what the KKK was, its methods, its membership and its links to the White League Analyse primary evidence and explain the method and purpose of it in relation to the above	SENECA recall on abolition and ACW Ambition HAIL British and local context – how does Josiah Wedgwood link to the quest for emancipation?	
01/02/2027	**The Civil Rights Movement** Identify what is meant by civil rights Using visual stimuli accurately define what is meant by prejudice, discrimination, police brutality, protest, boycott and sit-in Explore the roles played by Martin Luther King, Malcolm X, Rosa Parkes and JFK in the quest for civil rights Compare and contrast methods used Defend a historical opinion on who made the most impact on the Civil Rights movement in America during the mid-20th Century		
08/02/2027	***The Civil Rights Movement -Chronology focus*** Students will construct an accurate chronology of the Civil Rights Movement exploring key events such as Montgomery, Greensboro, Little Rock and the march on Washington Evaluate the success of the various methods of the Movement and the legislation passed. Link to the 21st Century – does everybody have civil rights now (local, national and international context/FBV)	SENECA recall on chronology of civil rights movement Ambition HAIL Hidden History – research a lesser-known figure in the CRM	**LC3** Recall and describe questions on enslavement Historical narrative question on Triangular Trade Source inference and COP focus (Pro-emancipation source)
February Half Term			
22/02/2027	***WW1 Long Term and Short-Term Causes*** Students will identify the long-term causes of tension in Europe and identify the main reasons why war broke out in 1914. *Militarism* *Alliances* *Imperialism* *Nationalism* Students will explain the reasons why Franz Ferdinand was assassinated and how this 'spark' led to the domino effect and outbreak of War Students will justify and defend the cause they think was the most significant in the outbreak of War		
01/03/2027	***WW1 Long Term and Short-Term Causes*** Students will identify the long-term causes of tension in Europe and identify the main reasons why war broke out in 1914. *Militarism* *Alliances* *Imperialism* *Nationalism*	SENECA recall on MAIN long-term causes of WW1	

	Students will explain the reasons why Franz Ferdinand was assassinated and how this 'spark' led to the domino effect and outbreak of War Students will justify and defend the cause they think was the most significant in the outbreak of War		
08/03/2027	***The Schlieffen Plan –How did it lead to stalemate?*** Identify what the theory behind the Schlieffen plan (on both the Western and Eastern Fronts) Explain the impact of Belgium's response and how this led to trench warfare, stalemate and attrition Critically evaluate source material on 'little Belgium' – what is the message and the overall purpose of the source	SENECA recall on Schlieffen Plan - assumption, reality and impact Ambition HAIL - German propaganda on outbreak of WW1	
15/03/2027	***World War One Propaganda and Censorship*** Students will identify and define the terms propaganda and censorship Students will identify the message portrayed in a wide range of WW1 posters, at different stages of the war, explaining the message and purpose of each Students will create their own example of a propaganda poster that will be critically reflected upon by peers Students will censor a contemporary WW1 letter home justifying the parts omitted		**LC 4** Recall questions on long- and short-term causes of WW1 Source inference and COP focus (Daddy what did you do in the War? Propaganda poster)
22/03/2027	***Life in the trenches*** Identify the key features of a WW1 trench Compare British trenches to German trenches – why were they so superior? Explain what the advantages and disadvantages of trenches were.	SENECA recall on propaganda and censorship Ambition HAIL – Conscientious Objector propaganda inference	
Easter Break			
12/04/2027	***Life in the trenches*** Identify the key features of a WW1 trench Compare British trenches to German trenches – why were they so superior? Explain what the advantages and disadvantages of trenches were.		
19/04/2027	***Life in the trenches*** Identify the typical conditions faced by soldiers in WW1 trenches Explain the significance of camaraderie and monotony Apply creatively with a letter home showing the reality of censorship	SENECA recall on life in the trenches Ambition HAIL Research your family – did any ancestors live through this?	
26/04/2027	***Weapons of WW1*** Students will compare and contrast a variety of weapons used during WW1 They will identify strengths and weaknesses, defending their decision on the most effective weapon of WW1		
03/05/2027	***Weapons of WW1*** Students will compare and contrast a variety of weapons used during WW1 They will identify strengths and weaknesses, defending their decision on the most effective weapon of WW1	SENECA recall on Weapons of WW1 Ambition HAIL – how did weaponry evolve by WW2? Links to SOT and Reginald Mitchell	**LC 5** Recall questions causes of WW1 Historical narrative
10/05/2027	***Battle of the Somme*** Students will identify the situation for Britain in 1916 and explain why a different battle plan was needed Students will identify the theory and three stages of the Somme battle plan – in the weeks before, the week before and in the minutes before 'going over the top' Students will evaluate the consequences using the Accrington Pals as an example of the infamy Students will reach an overall judgment on whether Haig deserves his reputation as the 'butcher' of the Somme, using primary and secondary evidence as reference points		
17/05/2027	***Women's Suffrage – Did WW1 really change attitudes?***	SENECA recall on Battle of the Somme	

	Students will identify what women's rights were in the 19th century, and analyse the different methods adopted by the women's suffrage movement. Students will compare and contrast the methods used by the suffragists and suffragettes Students will evaluate the government response to suffragettes – the Cat and Mouse Act of 1913 Students will evaluate how WW1 impacted women and changed their role in society (FANYS, Women's Land Army, traditional male jobs, munition workers) Students will reach an overall conclusion on whether WW1 really did give women the vote	Ambition HAIL - research on the Thiepval memorial in France – the missing	
24/05/2027	***Women's Suffrage – Did WW1 really change attitudes?*** Students will identify what women's rights were in the 19th century, and analyse the different methods adopted by the women's suffrage movement. Students will compare and contrast the methods used by the suffragists and suffragettes Students will evaluate the government response to suffragettes – the Cat and Mouse Act of 1913 Students will evaluate how WW1 impacted women and changed their role in society (FANYS, Women's Land Army, traditional male jobs, munition workers) Students will reach an overall conclusion on whether WW1 really did give women the vote		
May Half Term			
07/06/2027	AR2 revision and preparation		
14/06/2027			**AR2**
21/06/2027			**AR2**
28/06/2027	***The end of WW1 The Treaty of Versailles*** Students will identify how the First World War ended and the impact the war had upon the Home Front and wider context of Europe Students will identify who the Big three were and what they wanted for defeated Germany Students will evaluate the terms of the Treaty and its impact on Germany. Students will evaluate the German reaction to the 'Diktat' through source analysis	SENECA recall on Women's Suffrage – suffragettes versus suffragists Ambition HAIL Representation of the people ACT and DORA	
05/07/2027	***The end of WW1 The Treaty of Versailles*** Students will identify how the First World War ended and the impact the war had upon the Home Front and wider context of Europe Students will identify who the Big three were and what they wanted for defeated Germany Students will evaluate the terms of the Treaty and its impact on Germany. Students will evaluate the German reaction to the 'Diktat' through source analysis		
12/07/2027	Animals and WW1 -Warhorse and the purple poppy		