**Key Stage 3 Curriculum Map** Department: Humanities Subject: History Year: 8

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Unit Title(s)** |  Society and Culture, c1450-1750AD |  Power and the People | Migration and Empire  |
| **Overview / rationale & statement of importance** | Chronological understanding of the Changing World, c1450-1750ADDevelopment of the Church, State and Society in Renaissance Britain. Students will gain a chronological understanding of Britain’s development during the Renaissance. They will develop an understanding of how people’s lives have shaped the nation and how Britain has been influenced by the wider world. Students will gain an understanding of historical concept such as continuity and change, cause and consequence, similarity, difference and significance and will use them to make connections, draw contrasts, analyse trend, frame historically valid questions and create their own structured accounts including written narratives and analyses.  |
| **Iterative Links** |  |  |  |  |  |  |
| **Knowledge & Understanding** | Background- What changed in the period 1450-1550? The Renaissance. (challenges to old ideas- medicine link). Religious Reformation- Causes and ImpactTudor England and the Religious RollercoasterElizabeth’s Middle Way/ Religious SettlementProblems facing a female rulerGunpowder Plot | The Divine Right of Kings and James IRelationship between the monarch and parliament (Charles I)Challenge to the authority of the King- Charles I and Civil WarCromwell’s EnglandRestoration | Circumnavigation- piracy and plunder.Transatlantic Slave Trade (Sugar, Empire and Slavery Through Time)Colonisation in North AmericaTrading Companies (focus-East India Company)Development of British NavyKey Individuals- Drake, Hawkins, Raleigh Case Study: Migration to Britain Through Time  |
| **Skills** | Historical Skills: Change and Continuity; Chronology; Cause and Consequence; Similarity; Difference; Significance; Research; Source analysis; Historical Interpretations.  | Historical Skills: Change and Continuity; Chronology; Cause and Consequence; Similarity; Difference; Significance; Research; Source analysis; Historical Interpretations.  | Historical Skills: Change and Continuity; Chronology; Cause and Consequence; Similarity; Difference; Significance; Research; Source Analysis; Historical Interpretations.  |
| **Literacy** | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words) | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words) | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words) |
| **Numeracy** | Chronology, calculating centuries, analysis of data, graphs.  | Chronology, calculating centuries, analysis of data, graphs. | Chronology, calculating centuries, analysis of data, graphs. |
| **Assessment** | Interim assessment- What changed in the period 1450-1750?Autumn Assessment- Problems facing a female rulerLink with GCSE skills- Elizabethan England BIG WRITE: Gunpowder Plot | Spring Assessment- How far was the world turned upside down? (significance of civil war) BIG WRITE: News report- execution of the king.  | Summer Assessment- Voyages of Exploration.BIG WRITE: Migrant experience |
| **Cross-curricular** | MathsEnglishScienceSociology | Maths EnglishScienceGeographyGovernment and Politics | MathsEnglish Science Geography Sociology |