



# Curriculum Content Map

Subject: History

Year group: 8

	TERM 1		TERM 2		TERM 3	
Unit title & description	<b>Why is it difficult for Historians to find out about the Persian Empire? (8.1)</b>  <u>Sources</u> <i>Persian Empire &amp; how it changed over time</i>	<b>Was the Roman Empire a single empire? (8.2)</b>  <u>Similarity &amp; Difference</u> <i>The Roman Empire</i>	<b>Why did the Roman Empire Fall? (8.3)</b>  <u>Causation</u>	<b>How did Constantinople change over time? (8.4)</b>  <u>Similarity and Difference</u> <i>Constantinople &amp; Ottomans</i>	<b>How did Empire change Africa? (8.5)</b>  <u>Change / Continuity</u> <i>Mansa Musa and Malian Empire, early imperialism</i>	<b>What are the legacies of the British Empire, decolonisation? (8.4)</b>  <u>Interpretation</u> <i>The British Empire</i>
Sequencing	Recaps concepts of power from 7.1 & 7.2. Builds on understanding that power and interpretations fluctuate from 7.3 & 7.4	Comparison with the Persian Empire from 8.1 and recapping knowledge of changes in Britain from 7.4 & 7.5	Direct link to 8.2. Using context of differences in 8.2 to evaluate and understand reasons for collapse and fall of RE	Comparison with Empires from first three units (8.1-8.3) and understanding of interpretations from 7.5	Comparison with previous empire units, including significance of Mali for Roman and Ottoman Empire.	Knowledge of different empires across 8.1-8.5. Source skills from 7.1 and 7.6
Knowledge 	<p>Origins of the first Persian Empire, location and features</p> <p>The power structures and life within the Achaemenid Empire</p> <p>What life was like in different parts of the empire (Egypt &amp; Cyprus)</p> <p>How life changed in the Persian Empire over a 200 years period</p>	<p>The structure of the Roman Empire – difference between Empire &amp; Republic</p> <p>Romans in Britain, impact on culture, agriculture and society</p> <p>Boudicca and revolution against the Romans</p> <p>Legacy of Roman innovation and structures in contemporary British society</p>	<p>How Rome changed over time</p> <p>Long-term difficulties facing Rome</p> <p>Economic, military, political challenges</p> <p>Christianity &amp; Constantinople</p> <p>Sacks of Rome</p>	<p>Importance of Constantinople as a bridging point for different empires</p> <p>How role of Constantinople changed between Roman and Ottoman years</p> <p>Changes under Ottoman Empire</p> <p>Economic, military and strategic significance</p>	<p>The foundation and development of the Mali Empire.</p> <p>The leadership of Mansa Musa and accumulation of wealth through trade.</p> <p>The importance of trade and diplomacy in establishing a wealthy and successful society.</p>	<p>The financial implications of empire / slave trade for different countries.</p> <p>The ending of the British Empire and commonwealth</p> <p>The legacy of the British society in the contemporary world including debates re reparations / statues</p>
Retrieval Practice	Chronological knowledge of other empires from KS2. Basic chronology and power from 7.6	Understanding of Britain from 7.3-7.5. Recapping locational knowledge from 8.1	Locational knowledge from 8.2. Comparative knowledge with 8.1 & 8.2	Comparative knowledge from origins of empire from 7.4 and comparison with 7.3	Comparative knowledge from origins of empire from 7.4 and comparison with 7.3	Combined retrieval from 8.1 – 8.5 to understand knowledge of empires and how they change over time
Sequencing Skills 	<p>Second order concept is similarity and difference.</p> <p>Using similarity and difference skills from 7.4</p> <p>Using and evaluating the utility of different sources</p>	<p>Second-order concept is similarity and difference.</p> <p>Using and evaluating sources to construct relative importance and significance of factors.</p>	<p>Second-order concept is causation.</p> <p>Using and evaluating sources to build understanding of how Roman rule was experienced in diff. areas, leading to collapse</p>	<p>Second-order concept is interpretation.</p> <p>Building on interpretation understanding from 7.5 and understanding of how different sources shape interpretations.</p>	<p>Second-order concept is change &amp; continuity.</p> <p>Understanding of how change and continuity is assessed and measured over a period of time</p>	<p>Second-order concept is source work</p> <p>Building on all source from 7.1-8.5 to understand how sources can be used to reach historical judgements</p>

Literacy 	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text	Extended reading in class; including class reading of sources and historical text
	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.	Explicit teaching of Tier 2 & 3 vocabulary specific to the topic.
	Regular reading in 3PH.	Regular reading in 3PH.	Regular reading in 3PH.	Regular reading in 3PH.	Regular reading in 3PH.	Regular reading in 3PH.
	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.	Regular opportunities for extended writing and sentence starters to support this.
Numeracy 	Understanding of years, timelines and timescales.	Understanding of years, timelines and timescales.	Understanding of years, timelines and timescales.	Understanding of years, timelines and timescales.	Understanding of years, timelines and timescales.	Understanding of years, timelines and timescales.
	Comparison across a wide range of years and eras with the Persian Empire	Using sources that contain statistical elements (e.g. population and changes in Rome)	Using sources and information that use statistical evidence (e.g. military & finance)	Using numerical sources to assess scale and impact of impact	Using numerical sources to evaluate wealth and financial inflation over time.	Using numerical sources to understand the scope and scale of the Silk Road
British values and SMSC 	Respect for different empires and groups of people around the world	Democracy – how Roman concept of democracy are different to ours	Respect of different groups and how the Crusades shape some beliefs and attitudes today	Individual Liberty – How the British Empire impacted upon individual liberty around the world	Mutual respect – an understanding of how success is measured within different historical periods.	Mutual respect – an understanding that others may have different interpretations on events
Character 	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.	Students' resilience will be built through exposure to high level History and high expectations of their work.
Careers 	Different jobs and roles in different culture. How different parts of world value different skills	How jobs and careers (e.g. engineering) have been influenced by Roman ideas	How careers can span across continents and roles in building nations and cities.	The status of people in employment, discrimination from slavery and other areas	How technology changes careers and employment opportunities.	Role of a historian in reading and understanding different types of evidence to make judgements
Assessment opportunities 	3PH homework every fortnight.	3PH homework every fortnight.	3PH homework every fortnight.	3PH homework every fortnight.	3PH homework every fortnight.	3PH homework every fortnight.
	Regular, low stakes knowledge quizzes	Regular, low stakes knowledge quizzes	Regular, low stakes knowledge quizzes	Regular, low stakes knowledge quizzes	Regular, low stakes knowledge quizzes	Regular, low stakes knowledge quizzes
Personalised Challenge for all	HPA – Introducing historical writing and interpretations into lesson and as part of project homework.	HPA – Introducing historical writing and interpretations into lesson and as part of project homework.	HPA – Introducing historical writing and interpretations into lesson and as part of project homework.	HPA – Introducing historical writing and interpretations into lesson and as part of project homework.	HPA – Introducing historical writing and interpretations into lesson and as part of project homework.	HPA – Introducing historical writing and interpretations into lesson and as part of project homework.
	LPA – Dual coding sheet and graphic organisers to simplify key information.	LPA – Dual coding sheet and graphic organisers to simplify key information.	LPA – Dual coding sheet and graphic organisers to simplify key information.	LPA – Dual coding sheet and graphic organisers to simplify key information.	LPA – Dual coding sheet and graphic organisers to simplify key information.	LPA – Dual coding sheet and graphic organisers to simplify key information.