

CURRICULUM PLAN

Class: Year 8

Subject: History

Academic Year: 2025/2026

Books Recommended: Understanding History Key Stage 3

Exams: At the end of every term

Term: 1 Work

Topic to be covered:

1. Thematic study: Sugar, empire and slavery

Sub Topics:

1. How sugar reached the Islamic world, AD350-1100
2. How sugar spread to Europe and the Caribbean, 1100-1500
3. Transatlantic sugar, 1500-1800
4. The human cost of sugar
5. Sugar for everyone, 1800-1900
6. The sugar crisis: 1900 to the present

Topic to be covered:

2. Period Study: Understanding Industry and empire, 1750-1900

Sub Topics:

1. Big picture: Industry and empire, 1750-1900
2. What was the Industrial Revolution?

3. The working lives of men
4. The working lives of women
5. The working lives of children

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A	1	This is thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.	5A: How sugar reached the Islamic world, AD350-1100	Understand the origin of sugar and its spread from India to the Islamic world.	A Poster showing Saint Helena's role in the trade routes (maps, facts, drawings)	Tracking the history of sugar on a map. Writing notes on the changes in the sugar trade and the impact it had on different groups for this period.
	2	This is thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.	5B: How sugar spread to Europe and the Caribbean, 1100-1500	Understand who was producing, trading and consuming sugar between 1100 and 1500		Analyzing sources about the importance of sugar, its production and the discovery of the Caribbean Adding to the map and table from the first lesson on changes in the sugar trade and the impact on different groups in this period.
	3	This is thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.	5C: Transatlantic sugar, 1500-1800	Understand the triangular trade and who benefitted from it.		Analyzing a source to understand that sugar was now available to the middle classes. Adding to the table on the changes in the sugar trade and the impact of

						triangular trade on different groups.
4	This is a thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.	5D: The human cost of sugar	Understand the impact of the slave trade on Africa and the enslaved African people and find out about the anti-slavery movement.			Analyzing the reliability of a source showing life on a sugar plantation. Adding to the table on how the sugar trade affected enslaved African people and the effect of the anti-slavery movement.
5	This is a thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.	5E: Sugar for everyone, 1800-1900	Understand the effects on the sugar trade of indentured labor, sugar beet and industrialization and how sugar consumption reached the working class.			Adding to the table on how sugar production changed in this period and its impact both on indentured workers and on the people consuming sugar in Britain
6	This is a thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.	5F: The sugar crisis: 1900 to the present	Understand the impact of sugar on people's health from 1900 to the present.			Finishing the table to record the way food companies have used more sugar in their products and the impact this has had on people's health. Writing an essay on either the changes in the sugar trade from AD350 to the present or on the impact of

						sugar on people's lives in the same period.
	7			CLASS EDUCATIONAL TRIP TO THE PLANTATION		

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1B	1	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.1: Big picture: Industry and empire, 1750-1900	Learn about the key events of the period 1750-1900	Create a simple timeline with your child showing: <ul style="list-style-type: none"> • Key inventions (steam engine, railways) • Key empire events (India, Africa, Saint Helena, abolition) • Napoleon's exile (1815) and the role of Saint Helena 	Finding three events that were important in the expansion of the British empire; three examples of economic change; three examples of political change
	2	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.2A: What was the Industrial Revolution?	Understand the broad changes that took place in Britain due to the Industrial Revolution		Describing a scene of eighteenth century Bradford. Explaining the changes seen in Bradford and explaining how the Industrial Revolution affected students' own local area.
	3	This is a period study which looks in overview and depth at the key	6.2B: The working lives of men	Understand the ways in which the Industrial Revolution transformed		Reading about the working experiences of mine and textile factory workers,

	events, stories and developments in the industrial period from 1750 to 1900		the lives of working men and brought them new opportunities.		skilled laborers and navies and making notes about the new opportunities the Industrial Revolution brought them. Using the notes to write a detailed paragraph about the impact of the Industrial Revolution on the working men.
4	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.2C: The working lives of women	Understand that the Industrial Revolution had a limited impact on the lives of women.		Analyzing a painting about working women during the Industrial period. Writing notes about the limited impact of the Industrial Revolution on the lives of women. Using the notes to write a detailed paragraph explaining this.
5	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.2D: The working lives of children	Understand that the Industrial Revolution had a terrible impact on the working lives of children.		Analyzing a source showing working conditions for children during this period. Writing notes about the terrible ways in which children's lives were changed due to the Industrial revolution.

						Using the notes to write a detailed paragraph about this.
	6			END OF THE TERM 1 EXAM		

TERM: 2 Work

Topic to be covered:

1. **Period Study: Understanding Industry and empire, 1750-1900**

Sub Topics:

1. The background to Peterloo
2. 16 August 1819
3. After Peterloo
4. Close up: Britain empire map 1886- What does it tell us about the British Empire?
5. Company rule, 1757-1803
6. From rule to rebellion, 1803-59
7. Period review: How you sum up the period, 1750-1900?

Topic to be covered:

2. **Thematic study: Migration to Britain through time**

Sub Topics:

1. Migration to Britain- an overview
2. Early Medieval migration, 400-1066
3. Late Medieval migration, 1066-1500
4. Early modern migration, 1500-1750
5. Industrial and Imperial migration, 1750-1900

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
2A	1	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.4A: The background to Peterloo	Understand the background to the Peterloo massacre- the political system in the Britain at the start of the nineteenth century and the radical groups calling for reforms.		<p>Analyzing two sources and what they tell us about the event.</p> <p>Using information about the background to Peterloo to write an introductory panel for the Peterloo Massacre Museum explaining the background to the event and why it was so shocking.</p> <p>Planning the museum space and features that would be included to create an impact on visitors.</p>
	2	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.4B: 16 August, 1819	Understand the timeline of the events of the Peterloo Massacre and the ways in which the authorities mishandled the situation.		<p>Analyzing sources to understand the events at Peterloo.</p> <p>Using the material provided to write a short panel for visitors explaining how Manchester magistrates mishandled the situation.</p> <p>Planning the museum space and features that would be included to</p>

						interest and educate visitors.
3	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.4C: After Peterloo	Understand the short and long term consequences of the events at Peterloo.			Examining sources to examine how the event was recorded at the time and how it has been remembered since. Using the material provided to write a short panel for visitors explaining what happened after Peterloo and how it has been remembered. Deciding how to use different interpretations of the event to interest and educate visitors
4	This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.5: Close up: British Empire Map 1886- What does it tell us about the British Empire?	Understand that there were different attitudes towards Empire in the 1880s.			Answering questions on the details shown on the map. Finding out about the man who created the map and what that tells us about views at the time, on Empire
5	This is a period study which looks in overview and depth at the key events, stories and developments in the	6.10A Company rule, 1757-1803	Understand the controversial figure of Robert Olive and how the East India Company came to be in control in India.			Evaluating whether Robert Olive should still have a statue. Writing a 'What motivated' summary explaining what

		industrial period from 1750 to 1900				motivated British rulers in India between 1750 and 1803.
6		This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750 to 1900	6.10B: From rule to rebellion, 1803-59	Understand the changes brought about by the British in this period and the Indian rebellion that ensued		Writing a 'What motivated summary' explaining how the British colonial government changed India in this period and how they reacted to the Indian rebellion.
7				CLASS EDUCATIONAL TRIP TO SOLOMON COFFEE FACTORY		

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
2B	1	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	7A: Migration to Britain- an overview	Understand the broad picture of migration to Britain from 400 to the present day and the different reasons for this migration.	<p>Project Idea: “From Saint Helena to Britain”</p> <p>Create a short presentation or poster about:</p> <ul style="list-style-type: none"> • Why people from Saint Helena moved to Britain • What life was like for them there • What they brought with them (culture, language, skills) • How their migration shaped British life (even in small ways!) 	<p>Annotating a timeline of the main periods of migration and factors influencing it.</p> <p>Creating images to help them recall the overview of migration.</p>
	2	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	7B: Early Medieval migration, 400- 1066	Understand the reasons why the Anglo- Saxons came to Britain and the impact they had on British culture and language.		<p>Finding out how the Anglo-Saxons affected the English language.</p> <p>Annotating the timeline with the impact the Anglo-Saxons had on Britain.</p>
	3	It focuses on the nature of and reasons for migration to Britain in	7C: Late Medieval migration, 1066- 1500	Understand why Jewish people and other European migrants came		Examining sources to find out about two more migration stories.

	each of the six chronological periods.		to Britain during this period, the impact they had the challenges they faced.		Annotating the timeline with the impact of and challenges faced by Jewish and European migrants.
4	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	7D: Early Modern migration, 1500-1750	Understand the reformation and exploration during this period brought African people and Huguenot migrants to Britain, and understand their impact and challenges		Linking events of the Reformation and exploration with migration. Exploring an image of Huguenot migration. Annotating the timeline with the impact of the challenges faced by the African and Huguenot migrants in England.
5	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	7E: Industrial and Imperial migration, 1750 - 1900	Understand how Industrialization and Imperialism affected migration to Britain and the impacts of, and challenges for, Asian and Jewish migrants during this time.		Finding out about the experiences of Asian and Jewish migrants during this time and why they came to Britain. Annotating the timeline with the impact of the challenges faced by these migrant groups.
6			END OF TERM 2 EXAMS		

TERM: 3 Work

Topic to be covered:

1. **Thematic study: Migration to Britain through time**

Sub Topics:

1. Modern migration, 1900 to the present
2. **International Cultural Day**

Topic to be covered:

2. **Period Study: Understanding the modern world, 1900 to present**

Sub Topics:

1. Big picture: The Modern world
2. Your country needs you!
3. Living and fighting on the Western Front
4. The global conflict
5. Civilians lives on the Home Front
6. Churchill's career 1900-40
7. From war leader to retirement 1940-65
8. Close- up: Blitz spirit and war-time propaganda
9. Increasing persecution, 1933-45
10. Mass murder, 1941-45

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
3A	1	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	7F: Modern migration, 1900 to the present.	Understand how the two world wars, the end of empire and membership of the EU have all affected migration to Britain- and the impact of,		Completing the timeline by adding the impact of and challenges faced by polish, other European and Commonwealth migrants.

				and challenges for, the migrants groups during this period.		Answering one of a choice of two judgements essays- on whether Britain has welcomed migrants, or whether migrants have had an impact on British society.
2				INTERNATIONAL CULTURAL DAY		
3	It examines both political and social history. It provides depth enquiries into iconic topics, such as the first world war as well as some other topics, such as Winston Churchill	8.1: Big picture: The modern world	Learn about the key events of the period, 1900 to the present.	Research Projects Your child can choose a topic like: <ul style="list-style-type: none"> ● “How did WWII affect Saint Helena?” ● “The modern history of my family” ● “How the internet changed Saint Helena” ● “Global changes I’ve experienced” 	Finding which events they already know about and which are new: which events resulted in a huge loss in life: which events improved people’s lives.	
4	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.2A: ‘Your country needs you!’	Understand an overview of the First World War. Understand why men were keen to volunteer to enlist when war broke out.		Make notes on the outbreak of war and the population’s reaction. Write a paragraph to explain why so many men were keen to volunteer.	

5	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.2B: Living and fighting on the Western Front	Understand the conditions and dangers of life for soldiers on the Western Front		Writing a second paragraph- selecting evidence to write a big point on the impact on soldiers, of living and fighting on the Western Front, and supporting it with details.
6	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.2C: The global conflict	Understand that the First World War was not confined to the trenches, but instead battles were fought globally.		Making notes on the conflicts in different areas of the world. Writing a third paragraph- selecting evidence to write a big point on the impact of people caught up in the global conflict, and supporting it with details.
7	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.2D: Civilians lives on the Home Front	Understand that the First World War was a total war, in which everyone's lives were affected.		Summarizing information on the aspects of life on the Home Front during the war. Writing a final paragraph- selecting evidence to write a big point on the impact on civilians on the Home Front, and supporting it with details

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
3B	1	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.4A: Churchill's early career, 1900-18	Understand that there are different interpretations of Churchill's reputation. Understand the details of Churchill's early career in the Liberal party and during the First World War.		Writing a summary card assessing the strength and weakness of Churchill's early career in the Liberal Party. Writing a summary card assessing the strength and weakness of Churchill's role during the First World War
	2	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.4B: Churchill's career, 1918-40	Understand Churchill's career as Chancellor of the Exchequer, his views during the Wilderness years and becoming prime minister		Investigating Churchill's career in the period 1918-40. Writing summary cards assessing the strengths and weakness of his time as chancellor of the Exchequer, during the Wilderness years and becoming prime Minister.
	3	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.4C: From war leader to retirement, 1940-65	Understand the nature of Churchill's role as a war leader and his career after the war.		Writing summary cards assessing the strengths and weaknesses of Churchill's time as a war leader and following the end of the war. Using the summary cards to answer the question: 'How far should we

						remember Churchill as a great man?'
4	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.6A: Increasing persecution, 1933-39	Understand an overview of the events of the Holocaust, and the persecution of Jewish people that took place when the Nazis came to power, 1933-39			Finding out about Nazi actions against Jewish people in this period- boycotting and attacking. Choosing a photograph for the 'Images of the Holocaust' exhibition; explaining what it tells us about Nazi attitudes and why a good photograph to use in the exhibition is.
5	It focuses on the nature of and reasons for migration to Britain in each of the six chronological periods.	8.6C: Mass murder, 1941-45	Understand the Nazi policy of the Final solution and examine sources about this period of Nazi persecution against Jewish people.			Writing an introduction to the exhibition to explain its purpose and why photographs of the Holocaust are so important.
6			END OF YEAR 8 EXAMS			