

YEAR 8 HISTORY PROGRESS MAP

TOPIC	SUBSTANTIVE CONTENT	LC ASSESSMENT	KEY VOCABULARY	REVISED SUBSTANTIVE KNOWLEDGE AND SKILLS
<p><u>Learning Cycle 1</u></p> <p><u>The English Civil War, Interregnum and Cromwell</u></p>	<ol style="list-style-type: none"> 1. Why was the Tudor Dynasty a religious “rollercoaster”? 2. Why did Catholics plot to blow up Parliament? 3. Why were all the King’s horses and all the King’s men defeated? 4. Why did Parliament execute their King? 5. What was England as a Republic like? 6. The Glorious Revolution 	<p>CAUSATION: Which was the most significant cause of the English Civil War: -Religion -Politics?</p>	<p>Chronology Monarch Heir Battle Nobility Parliament House of Commons House of Lords Civil Rights Legislation Ship tax Advisors Parliamentarians/ Royalists/ Cavaliers Catholicism Protestantism Tyranny Dissolution of Parliament Grand Remonstrance 19 Propositions Reforms Nepotism Treason Lord Protector</p>	<ul style="list-style-type: none"> ⌘ Chronology ⌘ Change and Continuity ⌘ Causation ⌘ Analysis and Evaluation ⌘ Interpretations ⌘ Monarchy/ Absolute Monarchy ⌘ Power and Authority ⌘ Tyranny ⌘ Parliament ⌘ Taxation ⌘ Representation ⌘ Civil War ⌘ Revolution
<p>Learning Cycle 2</p> <p><u>The Industrial Revolution</u></p>	<ol style="list-style-type: none"> 1. Changes in Britain 1750-1900 2. Why was there an Industrial Revolution? 3. The Agricultural Revolution 4. Population Growth 5. The growth of towns and cities/ factories 6. Working conditions for the poor 7. Child Labour and the abolition 8. Living conditions for the rich and poor- 9. The Chartists and Quest for the vote 10. Peterloo Massacre 11. Political Reform in Britains 	<p>Source skills and Interpretations; Child Labour</p>	<p>Change Continuity Agriculture Industry Revolution Urbanisation Child Labour Reform Campaigner Living and working conditions Back to Backs Slum Housing Cholera Epidemic Chartism Democracy Development Progress Franchise Suffrage Great Reform Act</p>	<ul style="list-style-type: none"> ⌘ Chronology ⌘ Change and Continuity ⌘ Development ⌘ Progression ⌘ Causation ⌘ Analysis and Evaluation ⌘ Interpretations ⌘ Parliamentary Democracy ⌘ Power and Authority ⌘ Suffrage/ Enfranchisement ⌘ Struggle ⌘ Campaigning ⌘ Social inequality ⌘ Prejudice

<p>Learning Cycle 3</p> <p><u>The Indigenous Americans</u></p>	<ol style="list-style-type: none"> How did Indigenous Americans reach the continent How different was the culture of the Indigenous Americans? Why did explorers move to the Americas? Why was there conflict over land? How and why did the “new Americans” increase control over land? How did the Indigenous Americans resist? What was the impact of white settlement on the Indigenous Americans? 	<p>CHANGE and CONTINUITY:</p> <p>Explain the impact of white settlement on the Native Americans</p> <p>-Culture/ Religion</p> <p>-Housing/ Lifestyle</p> <p>-Quality of Life</p>	<p>Indigenous</p> <p>Ice age</p> <p>Nomadic</p> <p>Bering Land Bridge</p> <p>Hunter Gatherers</p> <p>Buffalo/ Bison</p> <p>Tipi</p> <p>Warrior</p> <p>Nations/ Tribes</p> <p>Chief</p> <p>Elder</p> <p>Polygamous</p> <p>Wakan Tanka/ Great Spirit</p> <p>Animism</p> <p>Nature</p> <p>Conflict</p> <p>Resistance</p> <p>Manifest Destiny</p> <p>Cultural Cleansing</p> <p>Genocide</p> <p>Prejudice</p> <p>“Savages”</p> <p>“Civilised”</p> <p>Trail of Tears</p> <p>Reservations</p> <p>Sacred Hills/ The Black Hills</p>	<ul style="list-style-type: none"> ⌘ Chronology ⌘ Change and Continuity ⌘ Development ⌘ Progression ⌘ Causation ⌘ Analysis and Evaluation ⌘ Interpretations ⌘ Migration ⌘ Culture/ Cultural Erosion ⌘ Racism and Prejudice ⌘ Rights ⌘ Conflict and Conquest ⌘ Resistance ⌘ Struggle ⌘ Genocide ⌘ Racial Inequality
<p>Learning Cycle 4:</p> <p><u>The British Empire, India, Africa and the Enslavement of Africans</u></p>	<ol style="list-style-type: none"> Why did the British Empire develop? What was India like before colonisation? Why was India seen as the jewel in the crown? What was life like in the British Raj? How did conquest affect the India and her people? What was pre-colonial Africa like? Why were preconceptions of Africa wrong? How did Europeans attempt to “justify” the enslavement of Africans? How far was the work of black and white campaigners 	<p>Interpretations: life in the British Empire</p>	<p>Empire</p> <p>Colony</p> <p>Conquest</p> <p>Resistance</p> <p>Rebellion</p> <p>The British Raj</p> <p>Expansion</p> <p>Trade</p> <p>Nationalism</p> <p>Power</p> <p>Prestige</p> <p>Influence</p> <p>East India Company</p> <p>Massacre</p> <p>Sepoy</p> <p>Princes</p> <p>Regions</p> <p>Civilised</p> <p>Prejudice</p> <p>Ignorance</p> <p>Enslavement</p> <p>Middle Passage</p>	<ul style="list-style-type: none"> ⌘ Chronology ⌘ Change and Continuity ⌘ Development and Progression ⌘ Causation ⌘ Analysis and Evaluation ⌘ Interpretations ⌘ Culture/ Cultural Erosion ⌘ Expansion and Imperialism ⌘ Rights ⌘ Trade ⌘ Conflict and Conquest ⌘ Racism and Prejudice ⌘ Struggle ⌘ Protest and Resistance ⌘ Campaigning ⌘ Heritage

	responsible for ending the slave trade?		Campaign Emancipation Liberty Consciousness Independence Passive Resistance Active Resistance	⊗ Racial Inequality ⊗ Consciousness
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