



Curriculum Map: Year 8 – History (2026-27)

'How do ideas and empire shape the world from the 1600s to early 1900s?'

Topic name	Term	Skills developed	Link to NC subject content	Prior learning	Next link in the curriculum
How did ideas about women and authority change from the 1500s?	Autumn	- Source analysis - Interpretation - Change and continuity - Significance	Understand historical concepts such as continuity and change, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts	- Y7: Medieval Monarchs - Y7: Peasants' Revolt - Y7: Tudor religion	- Y9: Victorian women & society's rules for an ideal woman - Y9: Story of how women won the vote - Y9: Did the 1980s radically change Britain? - A-level: Feminism (changing role of women post-1951 in Britain)
How radical were the ideas that emerged after the English Civil War?	Autumn	- Source analysis - Interpretation - Change and continuity Using scholarship of Christopher Hill – focus on history from below	The Interregnum (including Cromwell in Ireland) and the Restoration, 'Glorious Revolution' and power of Parliament Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature Gain and deploy a historically grounded understanding of abstract terms such as 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, and use them to make connections, draw contrasts and analyse trends	- Y7: Battle of Hastings - Y7: Medieval Monarchs - Y7: Peasants' Revolt - Y7: Tudor religion	- Y8: Oliver Cromwell - Y8: Peterloo Massacre - Y9: Story of how women won the vote - Y9: Did the 1980s radically change Britain? - GCSE: Weimar & Nazi Germany - A-level: Emergence of populism in USA; 'Red Scare'
How and why are there different interpretations of Oliver Cromwell?	Autumn	- Interpretation - Chronology - Significance - Change and continuity	How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Understand the methods of historical enquiry, including how evidence is used rigorously to	- Y7: What is history? - Y7: Interpretations on King John - Y7: Medieval Monarchs	- Y8: Peterloo Massacre - Y8: Colonialism - Y9: Story of how women won the vote



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		Similarity and difference Students evaluate how contextual events impact on reinterpretations of history	make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed		- GCSE: Paper 3 Weimar & Nazi Germany - interpretation skills - A-level: Paper 1 & NEA (coursework) historian interpretations
How important was the kingdom of Benin?	Spring	- Change and continuity - Evidence - Interpretations - Significance	Study of a significant society or issue in world history and its interconnections with other world developments The nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	- Global history - Y7: Medieval Mali under Mansa Musa - Y7: Black Tudors Links with L8 Community group and curator at the Benin Gallery – drawing on work of Dan Hicks, Toby Green and David Olusoga	- Y8: Colonialism - Y9: Commonwealth soldiers - Y9: Did the 1980s radically change Britain? - GCSE: Tudor exploration (Drake, Hawkins) - A-level: Decline of Empire & development of the Commonwealth
What was the real reason for the abolition of the Transatlantic Slave Trade?	Spring	- Evidence - Chronology - Cause and consequence - Interpretation Initial lessons based on the construction of race – making links to John Blanke up to Santerre painting – analysing changes in attitudes	Britain’s transatlantic slave trade: its effects and its eventual abolition A local history study: role of Liverpool in TAST Understand historical concepts such as cause and consequence, and use them to frame historically-valid questions and create their own structured accounts, including written narratives and analyses Gain historical perspective by placing their growing knowledge into different contexts,	- Y7: Benin - Y7: Medieval Mali - Y7: Mansa Musa – slaves - Y7: Black Tudors - Y8: Cromwell and Jamaica	- Y8: Colonialism - Y9: Commonwealth soldiers - Y9: Did the 1980s radically change Britain? - GCSE: Elizabethan exploration - A-level: Decline of Empire & development of the Commonwealth



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			understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		
How significant was the Peterloo massacre? Special focus on the role of women and the idea of 'history from below'	Summer	- Evidence - Similarity and difference - Cause and consequence - Chronology - Year 7 significance	Britain as the first industrial nation – the impact on society and party politics, extension of the franchise and social reform Understand historical concepts such as cause and consequence, and use them to frame historically-valid questions and create their own structured accounts, including written narratives and analyses	- Y7: Power of the monarchy and lack of working-class political representation - Y7: Peasants' Revolt - Y8: Ideas of John Ball (ECW) - Y8: Radical ideas of Levellers and Diggers - Y8: Cotton and TAST - Y8: Plantation resistance	- Y7: Benin - Y7: Medieval Mali - Y7: Mansa Musa – slaves - Y7: Black Tudors - Y8: Cromwell and Jamaica - Y9: Women's suffrage - GCSE: Paper 3 Weimar & Nazi Germany - A-level: USA – relations with Native Americans; civil unrest in 1960s
What did colonialism look like in the 19th Century? 3 case studies – India, Ireland and Kenya	Summer	- Evidence - Significance - Similarity and difference - Change and continuity - Interpretations	Gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation' Understand historical concepts such as similarity, difference and significance, and use them to draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts	- Y7: Medieval Baghdad and Islamic Empire - Y7: Medieval monarchs – empire and control - Y8: Cromwell and Empire - Y8: TAST	- Y7: Benin - Y7: Medieval Mali - Y7: Mansa Musa – slaves - Y7: Black Tudors - Y8: Cromwell and Jamaica - GCSE: Tudor and the expansion of empire – Hawkins (colonisation leads to degradation of native people) - A-level: Decline of Empire & development of the Commonwealth



West Kirby
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