

# Curriculum Summary Document

## Year 8 – History

### *Power, People and Progress*

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
Industrial Britain	September – October	Students study the causes and effects of the Industrial Revolution, including technological advancements, urbanisation, and population change. They explore how industry transformed Britain's economy and society, shaping the modern world.	Students strengthen understanding of continuity, change, and significance through the study of technological and social transformation. They develop analytical skills and historical vocabulary to explain industrialisation and its consequences, preparing for future study of empire and reform.	Oracy: explaining social and technological change clearly  Geography: examining patterns of urbanisation and resource use  Science: linking industrial innovation to technological progress
Industrial Cornwall	October – December	Students complete a local history enquiry into Cornwall's industrial heritage, focusing on mining, engineering, and economic shifts during the 18th and 19th centuries. They explore how local developments connected to national and global industrial change.	Students make connections between local and national history, understanding how regional industries contributed to Britain's economic power. They refine enquiry skills by using local sources and evaluating evidence from different perspectives.	Oracy: presenting research findings  Geography: analysing Cornwall's natural resources and landscape  Design and Technology: studying engineering and innovation
Colonialism	January – February	Students examine the expansion of the British Empire from the 1600s, investigating colonisation, trade, governance, and cultural exchange. They assess the impacts of empire on Britain and the wider world, including the experiences of colonised peoples.	Students deepen understanding of global interconnections and cause and consequence. They develop skills of critical evaluation and empathy, preparing for complex historical debates about power and exploitation.	Oracy: developing sensitivity and confidence in discussing controversial issues  Geography: mapping the global spread of empire  Religious Education: understanding cultural interaction and belief systems
Transatlantic Enslavement	February – March	Students investigate the transatlantic enslavement of Africans, analysing economic, social, and cultural impacts	Students develop critical analysis and empathy through studying diverse experiences and moral	Oracy: using precise language to discuss moral and ethical issues

# Curriculum Summary Document

## Year 8 – History

### *Power, People and Progress*

		across Africa, Europe, the Americas, and the Caribbean. They examine resistance, abolition, and the lasting legacy of enslavement.	questions. They learn to handle evidence sensitively and consider how interpretation and representation shape historical understanding.	<p>Geography: analysing trade routes and migration patterns</p> <p>English: exploring narratives and voices from enslaved people</p>
Civil Rights in the USA	April – May	Students study the Civil Rights Movement in the USA, exploring segregation, key legislation, and the leadership of figures such as Martin Luther King Jr. and Rosa Parks. They examine how protest and reform reshaped law and society.	Students connect modern democratic values to historical struggle. They practise evidence-based reasoning and structured writing, skills directly transferable to GCSE analytical questions.	<p>Oracy: building persuasive spoken argument</p> <p>English: exploring rhetoric and persuasive writing</p> <p>Citizenship: linking human rights and equality under the law</p>
Multicultural Britain	June – July	Students explore the development of modern, multicultural Britain through migration and integration. They analyse post-war immigration, cultural diversity, and how migration has shaped British identity.	Students consolidate understanding of diversity, continuity, and change. They refine disciplinary habits of empathy and balanced judgement, developing the critical thinking needed for GCSE and beyond.	<p>Oracy: sharing perspectives through discussion</p> <p>Geography: examining global migration patterns</p> <p>Religious Education: exploring identity and cultural coexistence</p>