



History

Key Stage 3 Framework for Learning

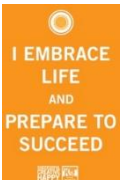
Year 7 2016-2017: Future Foundations

First 2 weeks

Knowledge	Cosmic <i>Why is it important to use time in History?</i>
Skills	CHRONOLOGY <ul style="list-style-type: none"> • Use historical language • Being able to sequence events • Understand how the past can be divided into chunks of time • Understand how to work out centuries
Assessment	Chronology: Why is it important to use time in History? <ul style="list-style-type: none"> • Standardised Understanding Time Progress Check for Yellow, Green and Blue learners. • Baseline History Assessment <i>Students will be expected to work out centuries; use terms such as chronology, centuries and era confidently; and sequence events.</i>
Reward & enrichment	Books: <ul style="list-style-type: none"> • Timeline <i>Peter Goes</i> ISBN 1776570693 • The Kids' Timeline of World History <i>Julia Florence</i> ISBN 0957533748 • Cosmic <i>Frank Cottrell Boyce</i> ISBN-10: 1447265564
Character	

Autumn 1



Knowledge	Manchester <i>Which communities make Manchester?</i>
Skills	CHANGE & CONTINUITY <ul style="list-style-type: none"> • Use historical terms such as change, continuity, migration, progression and regression. • Question how migration into Manchester has changed and developed • Use specific evidence such as statistics, place names, events & dates to formulate opinion
Assessment	Change & Continuity: How did Manchester change between Roman times and 2016? <ul style="list-style-type: none"> • Teacher led Progress Check for Yellow, Green and Blue learners • How important are different communities to Manchester? • Factual recall test based on Home Learning key words
Reward & enrichment	Visits & out of school enrichment: <ul style="list-style-type: none"> • Possible walking tour of Manchester led by History Department • Manchester Central Library & Archives + • Manchester Town Hall & murals of migration Books: <ul style="list-style-type: none"> • Children's History of Manchester <i>Tracy J Holroyd</i> ISBN-10: 1849931437 • My Story : The Hunger - An Irish Girl's Diary 1845 - 1847 <i>Carol Drinkwater</i> ISBN-10: 1407104799
Character	QoFS – Optimism Examine how different communities have been treated throughout History CV – Democracy How have the rights of communities who migrate changed?



Autumn 2

Knowledge	Manchester <i>Which community is the most significant to Manchester?</i>
Skills	SIGNIFICANCE <ul style="list-style-type: none"> • Understand what makes something significant • Explain how events and communities are significant • Use specific evidence such as statistics, place names, events & dates to formulate opinion
Assessment	Significance: English Heritage Presentation – Where should we put a Blue Plaque in Manchester? <ul style="list-style-type: none"> • Standardised Significance Progress Check for Yellow, Green and Blue learners. • Students will write a speech on which community deserves a Blue Plaque in Manchester.



	<ul style="list-style-type: none"> Remember and use statistics, place names, people's names, events and dates.
Reward & enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> Manchester Jewish Museum 190 Cheetham Hill Road Manchester M8 8LW The Centre for Chinese Contemporary Art Market Buildings 13 Thomas Street Manchester M4 1EU <p>Film & Documentaries Strictly Kosher. How the Jewish communities live in Manchester during the 21st Century?</p>
Character	<p>QoFS – Empathy What difficulties have communities had throughout History? What prejudices did they face?</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Studying how migration has been successful for Manchester</p> 
Spring 1	
Knowledge	Rulers & Ruled <i>How has the nature of power changed?</i>
Skills	<p>INTERPRETATION & REPRESENTATION</p> <ul style="list-style-type: none"> Use historical terms and explaining phrases to develop answers Examine different events and explain why people view power differently Use specific evidence such as statistics, place names, events & dates to formulate opinion
Assessment	<p>Interpretation: How has power changed?</p> <ul style="list-style-type: none"> Teacher led Progress Check for Yellow, Green and Blue learners Determine which events led to a change of power and explain why Remember and use statistics, place names, people's names, events and dates. <p>Factual recall test based on Home Learning key words</p>
Reward & enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> People's History Museum, Left Bank, Spinningfields, Manchester M3 3ER <p>Books:</p> <ul style="list-style-type: none"> I Coriander Sally Gardner ISBN-10: 1842555049 My Story: Suffragette Carol Drinkwater ISBN-10: 1407120727
Character	<p>QoFS – Creativity & Curiosity A debate and protest for democracy and human rights</p> <p>CV – Openness Role of the monarch and parliament shaping power in Britain</p> 
Spring 2	
Knowledge	Rulers & Ruled <i>How did people get power?</i>
Skills	<p>CHANGE & CONTINUITY</p> <ul style="list-style-type: none"> Analyse how power has changed over time Identify significant events to form evaluation Use specific evidence such as statistics, place names, events & dates and historical terms such as change, continuity, progression and regression.
Assessment	<p>Change & Continuity: How did people get power?</p> <ul style="list-style-type: none"> Standardised Change and Continuity Progress Check for Yellow, Green and Blue learners. Students will choose from a range of events and explain how democracy has changed. <p>Factual recall test on statistics, key people events and dates.</p>
Reward & enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> Possible in school visit to the Law Courts, Manchester The Pankhurst Centre 60 -62 Nelson Street Manchester M13 9WP

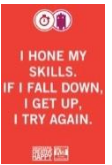


	<p>Film & Documentaries</p> <ul style="list-style-type: none"> Suffragette, 12A, 2015 Les Miserables, 2012
Character	<p>QoFs – Responsibility & Reflection Using PLCs to evaluate own knowledge</p> <p>CV – Honesty & Social Responsibility Peer assessment of work. Studying government’s role in empowering people</p>



Summer 1

Knowledge	<p>Church, State & Society <i>How did power influence Church, State & Society after 1066?</i></p>
Skills	<p>CAUSATION</p> <ul style="list-style-type: none"> Extend chronological knowledge Identify causes, events and consequences Explain how some causes are greater than others Remember and use specific evidence such as statistics, place names, events & dates
Assessment	<p>Causation: Why did William win the Battle of Hastings?</p> <ul style="list-style-type: none"> Teacher led Progress Check for Yellow, Green and Blue learners Describe causes and consequences and explain how these allowed William to become King Remember and use statistics, people and place names, events and dates. <p>Factual recall test Home Learning key words</p>
Reward & enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> Possible in school visit to Pevensey Castle <p>Film & Documentaries</p> <ul style="list-style-type: none"> Battlefield Britain A Knight’s Tale, 2001 Robin Hood, 2010
Character	<p>QoFs – Practice & Resiliency Studying the sacrifices of the contenders. How did each contender show resiliency in their race for King?</p> <p>CV – Self-Help Understanding how hierarchy has shaped History and surround life</p>



Summer 2

Knowledge	<p>Church, State & Society <i>How did power influence Church, State & Society after 1066?</i></p>
Skills	<p>ENQUIRY</p> <ul style="list-style-type: none"> Understand how different types of sources are used to learn about history. Use evidence to make supported inferences Question the reliability of evidence and how this can shape our view of history.
Assessment	<p>End of Year 7 Examination</p> <ul style="list-style-type: none"> Standardised End of Year 7 Progress Check for Yellow, Green and Blue learners. Students will answer 50 multiple choice factual recall test questions Teacher led progress check for Yellow, Green and Blue learners where students will use sources to examine who killed Thomas Becket
Reward & enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> Possible in school visit to Pevensey Castle <p>Books:</p> <ul style="list-style-type: none"> The Measly Middle Ages (Horrible Histories) Terry Deary ISBN-10: 0439944015 The Stormin’ Normans (Horrible Histories) Terry Deary ISBN-10: 1407104306 The Bayeux Tapestry: The Comic Strip Giles Pivard and Arthur Shelton ISBN-10: 2815100509
Character	<p>QoFs – Motivation Practicing exam questions and revising for the end of topic test</p> <p>CV – Self-Responsibility Evaluating progress in History throughout Year 7</p>

