



History


Key Stage 3 Framework for Learning

Year 7 2017-2018: 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	Marking Point 1: Understanding Time Assessment.
Cultural 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	Marking Point 2: Autumn 1 Home Learning Booklet.
Cultural 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	 <p>QofS – Optimism</p> <p>Examine how different communities have been treated throughout History.</p>



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



	<ul style="list-style-type: none"> Explain how events and communities are significant Use specific evidence such as statistics, place names, events & dates to formulate opinion
Assessment	<p>Marking Point 1: Progress Test</p> <p>Marking Point 2: Autumn 2 Home Learning Booklet.</p> <p>Marking Point 3: Speech on the most significant community to Manchester.</p>
Cultural enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> Manchester Jewish Museum <i>190 Cheetham Hill Road Manchester M8 8LW</i> The Centre for Chinese Contemporary Art <i>Market Buildings 13 Thomas Street Manchester M4 1EU</i> <p>Film & Documentaries</p> <p>Strictly Kosher. How the Jewish communities live in Manchester during the 21st Century?</p>
Character	 <p>QoS – Empathy</p> <p>What difficulties have communities had throughout History? What prejudices did they face?</p>


Spring 1

Knowledge	<p>Rulers & Ruled</p> <p><i>How has the nature of power changed?</i></p>
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>Marking Point 1: Which is the most important part of the Magna Carta?</p> <p>Marking Point 2: Spring 1 Home Learning.</p>
Cultural enrichment	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> <i>People's History Museum, Left Bank, Spinningfields, Manchester M3 3ER</i> <p>Books:</p> <ul style="list-style-type: none"> <i>I Coriander, Sally Gardner, ISBN-10: 1842555049</i> <i>My Story: Suffragette, Carol Drinkwater, ISBN-10: 1407120727</i>
Character	  <p>QoS – Creativity & Curiosity</p> <p>A debate and protest for democracy and human rights.</p>


Spring 2

Knowledge	<p>Rulers & Ruled</p> <p><i>How did people get power?</i></p>
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	Marking Point 1: Progress Test. Marking Point 2: Spring 2 Home Learning.
Cultural enrichment	Visits & out of school enrichment: <ul style="list-style-type: none"> Possible in school visit to the Law Courts, Manchester The Pankhurst Centre <i>60 -62 Nelson Street Manchester M13 9WP</i> Film & Documentaries <ul style="list-style-type: none"> Suffragette, 12A, 2015 Les Miserables, 2012
Character	 <p>QofS – Responsibility & Reflection</p> <p>Using PLCs to evaluate own knowledge.</p>


Summer 1

Knowledge	Church, State & Society <i>How did power influence Church, State & Society after 1066?</i>
Skills	CAUSATION <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	Marking Point 1: Storyboard “Why did William Win the Battle of Hastings?” Marking Point 2: Summer 1 Home Learning
Cultural enrichment	Visits & out of school enrichment: <ul style="list-style-type: none"> Possible in school visit to Pevensey Castle Film & Documentaries <ul style="list-style-type: none"> Battlefield Britain A Knight’s Tale, 2001 Robin Hood, 2010
Character	 <p>QofS – Practice & Resiliency</p> <p>Studying the sacrifices of the contenders. How did each contender show resiliency in their race for King?</p>

Summer 2

Knowledge	Church, State & Society <i>How did power influence Church, State & Society after 1066?</i>
Skills	ENQUIRY <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	Marking Point 1: Progress Test. Marking Point 2: Summer 2 Home Learning.
Cultural enrichment	Visits & out of school enrichment: <ul style="list-style-type: none">• Possible in school visit to Peveril Castle Books: <ul style="list-style-type: none">• The Measly Middle Ages (Horrible Histories), <i>Terry Deary</i>, ISBN-10: 0439944015• The Stormin' Normans (Horrible Histories), <i>Terry Deary</i>, ISBN-10: 1407104306• The Bayeux Tapestry: The Comic Strip, <i>Giles Pivard and Arthur Shelton</i>, ISBN-10: 2815100509
Character	 <p>QofS – Motivation</p> <p>Practicing exam questions and revising for the end of topic test.</p>