



History

Key Stage 3 Framework for Learning

Year 8 2016-2017: Creative Foundations

Autumn 1

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| Knowledge | King Cotton Why was Manchester nicknamed Cottonopolis? |
| 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 | Enquiry: What were conditions in factories really like? <ul style="list-style-type: none"> Teacher led Enquiry Progress Check for Yellow, Green and Blue learners. Students use a range of sources to make inferences and question the reliability to evaluate what conditions in factories were like Factual recall test based on Home Learning key words |
| Reward & enrichment | Visits & out of school enrichment: <ul style="list-style-type: none"> Outside speakers from Out of the Shadows. Possible in school trip to Quarry Bank Mill Museum of Science and Industry Ellenroad Engine House Books: <ul style="list-style-type: none"> My Story: Mill Girl <i>Sue Reid</i> ISBN-10: 1407103733 |
| Character | QoFS – Curiosity Questioning the conditions of factories in Manchester. Questioning the reliability of evidence in mills/ CV – Self-Help & Self Responsibility Understanding how to peer assess and building new routines in lessons by using help desks. |



Autumn 2

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| Knowledge | King Cotton What was Manchester's role in the Slave Trade? |
| Skills | Communicating Knowledge <ul style="list-style-type: none"> Independently begin to select and organise information including statistics, people and place names, events and dates Develop explanations of written work including how to organise writing |
| Assessment | Communicating Knowledge: What was Manchester's role in the Slave Trade? <ul style="list-style-type: none"> Standardised Communicating Knowledge Progress Check for Yellow, Green and Blue learners. Students should explain the impact of the Slave Trade by remembering and selecting key statistics, people and place names, events and dates Factual recall test on statistics, key people events and dates. |
| Reward & enrichment | Visits & out of school enrichment: <ul style="list-style-type: none"> Possible in school trip to Maritime Museum, Liverpool Working class Movement Library Trencherfield Mill Engine Books: <ul style="list-style-type: none"> Barmy British Empire (Horrible Histories) Terry Deary ISBN-10:1407104217 |
| Character | QoFS – Creativity & Motivation Decoding slave spirituals and creating own versions to send messages CV –Solidarity & Social Responsibility Considering the role of Manchester in the Slave Trade and Mutiny in India. |





Spring 1

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| Knowledge | 20th Century Why did the First World War begin in 1914? Why was it known as the Great War? |
| 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 | Causation: Why did war break out in 1914? <ul style="list-style-type: none"> Teacher led Causation Progress Check for Yellow, Green and Blue learners. Students write an explanation of at least one reason why war broke out which is differentiated based on student needs. Factual recall test based on Home Learning key words |
| Reward & enrichment | Visits & out of school enrichment: <ul style="list-style-type: none"> Fusilier Museum Imperial War Museum North Museum of the Manchester Regiment Film & Documentaries: <ul style="list-style-type: none"> War Horse, 2011 All Quiet on the Western Front, 1979 Suffragette, 2015 Books: <ul style="list-style-type: none"> War Horse <i>Michael Morpurgo</i> ISBN-10:1405226668 The Frightful First World War (Horrible Histories) <i>Terry Deary</i> ISBN-10:1407104217 My Story: Suffragette <i>Carol Drinkwater</i> ISBN-10: 1407120727 |
| Character | QofS – Resiliency & Practice Studying the sacrifices made by those in the Great War and examining how it changed society. CV – Equality & Equity Discussion and debate and the equality which the First World War actually brought about. |



Spring 2

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| Knowledge | 20th Century Which event is the most significant in the 20 th Century? |
| Skills | Significance <ul style="list-style-type: none"> Understand what makes something significant Explain how different perspectives of significance change depending on how you're affected Use specific evidence such as statistics, place names, events & dates to formulate opinion |
| Assessment | Significance: Why should we remember the 20th Century? <ul style="list-style-type: none"> Standardised significance Progress Check for Yellow, Green and Blue learners. Students develop an explanation to decide which event was the most important Factual recall test based on statistics, key people events and dates. |
| Reward & enrichment | Visits & out of school enrichment: <ul style="list-style-type: none"> Possible in school trip to Eden Camp Stockport Air Raid Shelters Film & Documentaries: <ul style="list-style-type: none"> Goodnight Mr Tom, 1998 Boy in the Striped Pajamas, 2008 Battlefield Britain: Battle of Britain Spirit of '45, 2013 Hope & Glory, 1987 Books: <ul style="list-style-type: none"> Maus <i>Art Spiegelman</i> ISBN 0141014083 The Book Thief <i>Markus Zusak</i> ISBN 186230291X When Hitler Stole Pink Rabbit <i>Judith Kerr</i> ISBN 0007274777 |
| Character | QofS – Optimism & Empathy Using hindsight and knowledge of the 21 st Century to exam the significance of the 20 th Century CV – Openness & Honesty Understanding the rules of debate when discussing the most significant even in the 20 th Century. |





Summer 1

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| Knowledge | Civil Rights 1945-Present Day What was life like for Black Americans after 1945? |
| Skills | Interpretation & representation <ul style="list-style-type: none"> • Use historical terms and explaining phrases to develop answers • Examine different events and explain why people view the Civil Rights movement differently • Use specific evidence such as statistics, place names, events & dates to formulate opinion |
| Assessment | Interpretation and Representation: How is the Civil Rights represented in Hollywood? <ul style="list-style-type: none"> • Teacher led significance Progress Check for Yellow, Green and Blue learners. • Students create their own criteria for studying interpretations and analyse Hollywood representations • Factual recall test based on Home Learning key words |
| Reward & enrichment | Visits & out of school enrichment: <ul style="list-style-type: none"> • Manchester Central Library • Central Art Gallery Film & Documentaries: <ul style="list-style-type: none"> • Selma, 2014 • The Help, 2011 • The Butler, 2013 • Boys in the Hood, 1991 |
| Character | QofS – Reflection Questioning Britain’s role in achieving Civil Rights CV – Caring for Others & Self-Help How were black Americans treated during the Civil Rights? |



Summer 2

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| Knowledge | Civil Rights 1945-Present Day How were Civil Rights achieved? |
| Skills | Change and Continuity <ul style="list-style-type: none"> • Analyse how views on the Civil Rights have 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 | End of Year 8 Examination <ul style="list-style-type: none"> • Standardised End of Year 8 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 develop a written explanation on how Civil Rights were achieved |
| Reward & enrichment | Film & Documentaries <ul style="list-style-type: none"> • Selma, 2014 • The Help, 2011 • The Butler, 2013 • Boys in the Hood, 1991 Books: <ul style="list-style-type: none"> • To Kill a Mockingbird <i>Harper Lee</i> ISBN 0099549484 • The Help <i>Katherine Stockett</i> ISBN 0141039280 • Noughts & Crosses <i>Malorie Blackman</i> ISBN-10: 0552555703 |
| Character | QofS – Responsibility Taking responsibility for own learning to achieve target grade in end of year test. Use PLCs to independently revise CV – Democracy Examining whether Civil Rights really do exist in 2016 and how we as individuals can make a difference to this. |

