




History

Key Stage 3 Framework for Learning

Year 8 2017-2018: Creative Foundations

Autumn 1

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? Marking Point 1: Factory sources: Inference and Reliability Marking Point 2: Autumn 1 Home Learning
Cultural 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	 <p>Optimism</p> <p>Using hindsight and knowledge of the 21st Century to exam the significance of the Industrial Revolution.</p>

Autumn 2



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? Marking Point 1: Progress Test Marking Point 2: Autumn 2 Home Learning Marking Point 3: Speech on the abolition of slavery
Cultural 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	



Empathy

Examine the impact of historical slavery and question whether slavery still exists in modern society





Spring 1

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? Marking Point 1: Explain the causes of the First World War Marking Point 2: Spring 1 Home Learning
Cultural 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	  <p>Curiosity Questioning what really sparked the First World War. Should Germany have been punished at the end of Great War?</p> <p>Creativity Examining examples of historical interpretations and creating our own examples.</p>

Spring 2


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? Marking Point 1: Progress Test Marking Point 2: Spring 2 Home Learning



<p>Cultural enrichment</p>	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> • Possible in school trip to Eden Camp • Stockport Air Raid Shelters <p>Film & Documentaries:</p> <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 <p>Books:</p> <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
<p>Character</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Responsibility Reflection</p> <p>Responsibility Taking responsibility for own learning to achieve target grade in end of year test. Use PLCs to independently revise.</p> <p>Reflection Questioning the rise of Fascism across Europe. What conditions saw it thriving?</p>
<h2>Summer 1</h2>	
<p>Knowledge</p>	<p>Civil Rights 1945-Present Day What was life like for Black Americans after 1945?</p>
<p>Skills</p>	<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 the Civil Rights movement differently • Use specific evidence such as statistics, place names, events & dates to formulate opinion
<p>Assessment</p>	<p>Communicating Knowledge: What events were important in the Civil Rights Movement? Marking Point 1: Civil Rights Storyboard Marking Point 2: Summer 1 Home Learning</p>
<p>Cultural enrichment</p>	<p>Visits & out of school enrichment:</p> <ul style="list-style-type: none"> • Manchester Central Library • Central Art Gallery <p>Film & Documentaries:</p> <ul style="list-style-type: none"> • Selma, 2014 • The Help, 2011 • The Butler, 2013 • Boys in the Hood, 1991
<p>Character</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Practice Resiliency</p> <p>Practice Examining how resilient Black Americans were during the Civil Rights protests. What lessons can be learnt from demonstrators?</p> <p>Resiliency Examining how resilient Black Americans were during the Civil Rights protests. What lessons can be learnt from demonstrators?</p>



Summer 2

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 timeIdentify significant events to form evaluationUse specific evidence such as statistics, place names, events & dates and historical terms such as change, continuity, progression and regression.
Assessment	Interpretation and Representation: How is the Civil Rights Movement represented in Hollywood? Marking Point 1: Progress test Marking Point 2: Summer 2 Home Learning
Cultural enrichment	Film & Documentaries <ul style="list-style-type: none">Selma, 2014The Help, 2011The Butler, 2013Boys in the Hood, 1991 Books: <ul style="list-style-type: none">To Kill a Mockingbird, <i>Harper Lee</i>, ISBN 0099549484The Help, <i>Katherine Stockett</i>, ISBN 0141039280Noughts & Crosses, <i>Malorie Blackman</i>, ISBN-10: 0552555703
Character	 <p>Motivation Examining whether Civil Rights really do exist in 2016 and how we as individuals can make a difference to this.</p>