



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 8

SUBJECT	History
INTENT	<p>“A people without the knowledge of their past history, origin & culture is like a tree without roots” - Marcus Garvey</p> <p>We passionately believe that young people need a sense of history in order to understand themselves, their identity and the world around them. They need to be able to ask questions and evaluate the answers they receive – never settling for a shallow answer and pushing for a deeper explanation. History should inspire curiosity and a desire to never stop wanting to find out more. As the Ancient Chinese philosopher Confucius described, if we cultivate the root, the leaves and branches will take care of themselves. Therefore, we are proud to plant the seeds of knowledge in our young people to cultivate curiosity and engagement in the world around them.</p> <p>History gives students;</p> <ul style="list-style-type: none"> • The ability to research, filter and prioritise information. • A framework for questioning sources of information and evaluating which are useful, trustworthy and reliable. • A solid knowledge of the culture on which the country is founded – why do we do what we do? • The confidence to voice their opinions coherently and with diligence <p>These prepare students for careers as;</p> <ul style="list-style-type: none"> • Lawyers • Reporters • Teachers



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	<ul style="list-style-type: none"> • Police Officers • Diplomats • Writers • Doctors • Politicians • Social workers
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Year Group	8					
Rationale/ Narrative	<p>From questioning our roots in Year 7, we aim to establish our roots in Year 8 by branching into History that has shaped our world and Europe in order to understand how it has arrived today. All students will have the opportunity to use historical evidence to construct opinions and learn to respectfully engage with other arguments whilst using a range of key terminology to examine how historians convey their arguments. We want to build on the passion ignited in Year 7 by examining challenging narratives therefore we have tailored Year 8 History so that it is purposely vibrant in order to create pro-active citizens who do not want to repeat the mistakes of the past.</p> <p>Over the course of the year, students will investigate how Manchester’s role was pivotal in the Industrial Revolution, Slave Trade and British Empire using historiography such as sources and interpretations to identify the positives and negatives of King Cotton, and analysing whether the British Empire should be glorified. From this, students explore the 20th Century, linking their knowledge from Autumn term through Spring as we understand the role of the British Empire in the First World War. We also examine the role of women throughout this period, whilst also analysing the significance of critical and cataclysmic events such as the development of the Atomic Bomb, Holocaust, Protest Culture and Civil Rights Movement. By focusing on the difficult Histories we want to challenge the cliché that History will be ‘written by the victors’ by honouring and recognising the challenge, struggle and change of significant world events.</p> <p>Students will choose their options in Year 8, some of them opting not to take History at GCSE - they will finish History with a rich understanding of their world grounded in knowledge.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	Why was Manchester nicknamed Cottonopolis?	What was Manchester’s role in the British Empire?	Why did the World change between 1914-39?	Why did the World change between 1939-45?	Why was there a culture of protest in the 1960s?	What was life like for Black Americans after 1945?
SKILLS	INFERENCE <ul style="list-style-type: none"> • Understand how different types of 	INTERPRETATION <ul style="list-style-type: none"> • Independently begin to select and organise 	CAUSATION <ul style="list-style-type: none"> • Extend chronological knowledge 	SIGNIFICANCE	INTERPRETATION & REPRESENTATION	CHANGE AND CONTINUITY <ul style="list-style-type: none"> • Analyse how views of Black Americans



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	<p>sources are used to learn about history.</p> <ul style="list-style-type: none"> • Use evidence to make supported inferences • Develop explanations of written work including how to organise writing 	<p>information including statistics, people and place names, events and dates</p> <ul style="list-style-type: none"> • Question the utility of evidence and how this can shape our view of history. 	<ul style="list-style-type: none"> • 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 	<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 	<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>changed as well as how their protests were shown</p> <ul style="list-style-type: none"> • 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.
ASSESSMENTS	<p>Week 3: Enquiry on conditions in factories</p> <p>Week 7: Interpretations of the British Empire</p>	<p>Week 2 of Progress</p> <p>Fortnight: Progress Test</p>	<p>Week 1: Why did the First World War begin?</p> <p>Week 5: Rise of the Fascists</p>	<p>Week 2 of Progress</p> <p>Fortnight: Progress Test</p>	<p>Week 2: Did women achieve equality?</p> <p>Week 5: Examination of representations</p>	<p>Week 2 of Progress</p> <p>Fortnight: Progress Test</p>