



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

HISTORY

INTENT

“A people without the knowledge of their past history, origin & culture is like a tree without roots” - **Marcus Garvey**

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.

History gives students:

- The ability to research, filter and prioritise information.
- A framework for questioning sources of information and evaluating which are trustworthy and reliable.
- A solid knowledge of the culture on which the country is founded – why do we do what we do?

These prepare students for careers as:

- Lawyers
- Reporters
- Teachers
- Police Officers
- Diplomats
- Writers
- Doctors
- Politicians
- Social workers



YEAR GROUP

YEAR 8

RATIONAL / NARRATIVE

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. Year 8 history is purposefully vibrant and creative in order to create pro-active citizens who do not want to repeat the mistakes of the past.

Over the course of the year, students will explore the roots of colonisation and empire with the contact between the old world and the new. They will learn how this period led to the Transatlantic Slave Trade which in turn fuelled the growth of empires. Following this, students will investigate different aspects of the British Empire with a particular focus on British India and British colonies in Africa. Pupils will then see how these global empires clashed in the First World War and they will explore the experience of soldiers from across the empire and the world. Students will finish Year 8 with a study of how the industrial era led to the campaign for the vote for working class men and for all women, and explore the reasons, risks, and results of these campaigns. Across their learning, students will also investigate how the growth of Manchester tied to the Industrial Revolution; the Transatlantic Slave Trade; and the British Empire.

TERM KNOWLEDGE

AUTUMN 1

The Age of Exploration and the roots of empire

- Who 'discovered' the Americas?
- Why did Age of Exploration happen?
- How similar was Aztec culture to Christian Europe?
- How did the Aztecs react to contact?
- How did 500 Spaniards defeat the Aztec Empire?
- What happened at Roanoke Island?
- Why were the first English settlements successful?

AUTUMN 2

The Transatlantic Slave Trade

- How was the slave trade different to other types of slavery?
- What was triangular trade?
- What was the worst aspect of the middle passage?
- What was lifelike for an enslaved person?
- How effective was slave resistance?
- What was the role of women in slave resistance?
- Why was the slave trade abolished?

SPRING 1

The British Empire

- How and why did Britain create an empire?
- What was India like before the British?
- What was the impact of Britain on India?
- Progress Test
- Feedback Workshop
- Why did Europeans colonise most of Africa?

SPRING 2

The British empire and the Industrial Revolution

- What was the impact of the British in Africa?
- What was the main impact of the British Empire?
- How did Britain change during the Industrial Revolution?
- What was lifelike for Victorian children?
- What was Manchester's role in the Industrial Revolution?

SUMMER 1

The First World War

- What were the long-term causes of the First World War?
- Was the assassination of Franz Ferdinand the main cause of WW1?
- Why did so many men volunteer to fight?
- What was the worst aspect of trench warfare?
- What was the experience of non-white soldiers in WW1?
- Why was the Battle of the Somme a disaster?

SUMMER 2

The impact of World War One

- Why was there a Revolution in Russia?
- What was the impact of the Russian Revolution?
- Why did Germany lose WW1?
- What was the impact of the Treaty of Versailles?
- Progress Test
- Feedback Workshop
- Was women's work the main reason why they gained the vote?

SKILLS

INTERPRETATION & REPRESENTATION

- Use historical terms and explaining phrases to develop answers

ENQUIRY

- Understand how different types of sources are used to learn about history.

CHANGE & CONTINUITY

- Analyse how Britain has changed over time

ENQUIRY

- Understand how different types of sources are used to learn about history.

CAUSATION

- Extend chronological knowledge of time periods

ENQUIRY

- Understand how different types of sources are used to learn about history.



READING, WRITING, TALK, NUMERACY

Reading: Inference and synthesising. Students merge new information with prior knowledge to form opinion.



Writing: Using the language for inference. How to make supported inferences using 'This suggests that...' and using phrases to examining utility

Talk: Feedback trios to peer critique work using talk protocols

Reading: Developing empathy. Annotating emotional connections as we read. Writing thoughts can be a valuable source of insight.



Writing: Focus on explanations using modelling. Students will be explicitly taught to use statistics, people and place names and dates in their work alongside explaining phrases.

Talk: Further the work of Talk Trios from Autumn 1 by students creating own criteria for work

Reading: Students may not have any prior knowledge of a topic. Discuss our opinions as a class. Use written passages as clues that students can explore. Begin to synthesise information so that students can merge new knowledge with prior knowledge.



Writing: Modelling how to plan a written answer. Focus on being able to logically link one event to another through use of connecting words.

Talk: Emotional communication. Making eye contact with peers when speaking, including others in discussions.

Reading: Break down information to encourage independent reading such as highlighting statistics, people, places, events and dates



Writing: Focus on using historical language to describe change. Use of peer assessment to see other examples.

Talk: Physical communication. Changing the pitch, tone and pace of voice depending on what is being communicated.

Reading: Relate to student's own experience. Text to world:

1. Give students the basic information about the reading.
2. Ask them to list all the ways this is relevant to what they know about the world. Share with the class.



Writing: Examining writing for a purpose and how representations can portray events differently.

Communication: Linguistic skills in group work and class discussion. Ensuring that only precise, relevant language is used.

Reading: Encouraging readers to ask questions throughout a text. Understanding representations using historical knowledge, inferring and accuracy.



Writing: Focus on SPaG. Students will be encouraged to write in full sentences, highlight key words and use dictionaries.

Communication: Linguistic skills in group work and class discussion. Ensuring that only precise, relevant language is used.

TIER 2 VOCABULARY TIER 3 VOCABULARY

Describe, Infer, Explain, Evaluate

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Describe, Infer, Explain, Evaluate

Describe, Infer, Explain, Evaluate

Describe, Infer, Explain, Evaluate

Describe, Infer, Explain, Evaluate

Exploration, Discovery, Compass, Old World, New World, Eurasia, Settler, Empire, Roanoke, Jamestown, Plymouth, Native American,

Middle Passage, Trade Triangle, Abolition, Plantation, Rebellion, Cash Crop, Colony, Slave

Empire, Mutiny, Sepoy, Native, Imperial, Mughal, Viceroy, Interpretation, Social Darwinism, White Man's Burden

Mill, Labour, Factory, Cotton, Textile, Conditions, Africa, Scramble, Railway, Boer, Mau-Mau

Militarism, Alliances, Imperialism, Nationalism, Stalemate, Propaganda, Censorship, Conscriptio, Armistice, Triple Alliance, Triple Entente, Powder Keg

Feminism, Equality, Suffrage, Tsar, Serf, Revolution, Communism, Offensive, Prejudice, Gender, Representation, Protest, Hostility, Significance, Protest, Democracy, Legislation,



PSPSMC, BRITISH VALUES AND DIVERSITY

Personal: Developing confidence in RWCN
Social: Empathy – How have different communities faced struggles?
Cultural: What was Manchester’s role in Industry?
Moral: Values of different communities
British Values: Why is Manchester significant? What makes cities significant in the world? How does our role in this city impact others across the world?
Restore: Establish clear routines, use of new seating plans, clearly talk through expectations, re-establish school as a safe place.

Personal: Developing confidence in RWCN
Social: Empathy – What was Britain’s role in the Slave Trade?
Cultural: How did Manchester impact the Slave Trade?
Moral: How was Slavery abolished?
British Values: How was the slave trade affect migration in Britain? Does slavery still exist? What are the problems with the Empire? Why do some politicians glorify the British Empire?
Restore: Take enjoyment from learning about the city around us and it’s place in History. Thinking about the mental health of people affected that wouldn’t have been talked about or understood at the time.

Personal: Developing confidence in RWCN
Social: Why did different countries have a role in starting the First World War?
Moral & Spiritual: Why should the Great War be remembered?
British Values: What can we learn from the Great War? Why is it relevant today?
Restore: Empower students to take on difficult sources and interpretations and to link together the events seeing threads throughout.

Personal: Developing confidence in RWCN
Social: Empathy – How have different communities faced struggles?
Cultural: What was Manchester’s role in Industry?
Moral & Spiritual: Can the bombing of Hiroshima and Nagasaki be justified?
British Values: Should we use weapons of mass destruction? Are women every truly equal?
Restore: Enjoy learning hugely relevant and impactful History that shapes the world we live in, a lot of which is modern enough to bring people together to share stories of when grandparents etc remember things happening.

Personal: Developing confidence in RWCN
Social: Empathy – How have different communities faced struggles?
Cultural: What was Manchester’s role in Industry?
Moral & Spiritual: How are Civil Rights represented in media?
British Values: Why do we still protest today? Do subcultures still exist? Have we truly won our civil rights?
Restore: As empowered young people together, students can be the good in their communities, a group that is no longer silent, but listened to.

Personal: Developing confidence in RWCN
Social: How do different communities face struggles for Civil Rights?
Cultural: What are the consequences of the Civil Rights Movement in 2016?
Moral & Spiritual: How do Civil Rights affect us?
British Values: How has the law incorporated Civil Rights? Is everyone equal? Do some communities still witness prejudice? What can we do to promote an equal society?
Restore: Recognise that the people who made the change were just everyday normal people and that with courage and community we can create real positive change