



# CHORLTON HIGH SCHOOL: CURRICULUM

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## 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

<b>SUBJECT</b>	History
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<b>Year Group</b>	<b>8</b>					
<b>Rationale/ Narrative</b>	<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. 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.</p> <p>Over the course of the year, students will investigate how Manchester 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 20<sup>th</sup> 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 and Civil Rights Movement. Students will choose their options in Year 8, some of them opting not to take History at GCSE - they will leave KS3 with a rich understanding of their world grounded in knowledge.</p>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>KNOWLEDGE</b>	Why was Manchester nicknamed Cottonopolis?	What was Manchester's role in the British Empire?	Why did the First World War begin in 1914? Why was it known as the Great War?	Why did the World change between 1938-45?	Why was there a culture of protest in the 1960s?	What was life like for Black Americans after 1945?
<b>SKILLS</b>	<p>ENQUIRY</p> <ul style="list-style-type: none"> <li>Understand how different types of sources are used to learn about history.</li> <li>Use evidence to make supported inferences</li> <li>Question the utility of evidence and how this can shape our view of history.</li> </ul>	<p>COMMUNICATING KNOWLEDGE</p> <ul style="list-style-type: none"> <li>Independently begin to select and organise information including statistics, people and place names, events and dates</li> <li>Develop explanations of written work including how to organise writing</li> </ul>	<p>CAUSATION</p> <ul style="list-style-type: none"> <li>Extend chronological knowledge</li> <li>Identify causes, events and consequences</li> <li>Explain how some causes are greater than others</li> <li>Remember and use specific evidence such as statistics, place names, events &amp; dates</li> </ul>	<p>CHANGE AND CONTINUITY</p> <ul style="list-style-type: none"> <li>Analyse how views of women changed after the First and Second World War</li> <li>Identify significant events to form evaluation</li> <li>Use specific evidence such as statistics, place names, events &amp; dates and historical terms such as change, continuity, progression and regression.</li> </ul>	<p>INTERPRETATION &amp; REPRESENTATION</p> <ul style="list-style-type: none"> <li>Use historical terms and explaining phrases to develop answers</li> <li>Examine different events and explain why people view the Civil Rights movement differently</li> <li>Use specific evidence such as statistics, place names, events &amp; dates to formulate opinion</li> </ul>	<p>SIGNIFICANCE</p> <ul style="list-style-type: none"> <li>Understand what makes something significant</li> <li>Explain how different perspectives of significance change depending on how you're affected</li> <li>Use specific evidence such as statistics, place names, events &amp; dates to formulate opinion</li> </ul>



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<b>ASSESSMENTS</b>	Inference and enquiry	Week 2 of Progress Fortnight: Progress Test	Why did the First World War begin?	Week 2 of Progress Fortnight: Progress Test	Examination of representations	Week 2 of Progress Fortnight: Progress Test
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