

WHAT ARE THE BIG AIMS OF YEAR 8?

- To have a secure knowledge of 20th Century events e.g. World War I, World War II, Genocide and know how these events impact on their lives
- To know the key ideas of Power and Protest and how people can make a difference

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- To be able to make links to the ‘big picture’ across a series of lessons/enquiries and to understand the nature of these links
- To be able to place key historical events/people in chronological order
- To know how important national events e.g. World War I and World War II links to Rochdale
- Have developed further good learning habits e.g. critical thinking, working independently

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- The key features of the Industrial Revolution
- How Rochdale and Manchester developed over time
- To understand why Jack the Ripper was never caught
- Know different protest movements and reasons for them e.g. Suffragettes
- Genocide: Holocaust Education
- The contribution of Rochdale in World War I
- How life changed for people in World War II

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- Identify provenance, CNOP; content, nature, origin and purpose
- To develop a sense of chronology and make links to events studied in Year 7, building and understanding historical narratives.
- To develop their understanding of cause and consequence and significance.
- To be able to identify changes and continuities both within local history and in the wider world
- To be able to construct and test their own hypothesis related to historic events.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- Chronology - particularly World War I and World War II - get them mixed up
- Genocide - not just limited to the Holocaust
- Wasn't just Jews murdered in the Holocaust
- Don't link the Holocaust to World War II and wider world events at the time
- Belief that only women were excluded from voting before 1918/men and women

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?

A range of assessment techniques will be used to ensure that all learners' needs are being met in history. Formative, summative and synoptic assessment strategies will all be utilised throughout the year.

Hinge questions will be embedded through each unit to check understanding, formative assessment strategies may include multiple choice questions, in class questioning, and other quizzes. Summative assessment may involve end of unit assessments and essay style questioning.

Synoptic Assessments will be at the end of the year and will assess students learning across the whole year.

End of unit assessments:

1. Unit 1- How did Rochdale and Greater Manchester change during the Industrial Revolution?
Question 1- Identify the NOP of a source
Question 2- Inference question
Question 3- Explanation question linked to change and continuities- Explain how Rochdale and Greater Manchester changed during the Industrial Revolution.
2. Unit 2- Why was Jack the Ripper never caught?
Crime board assessment focusing on links in the case.
3. Unit 3- How have people from Rochdale and Greater Manchester fought for their rights?
Essay question- The role of Emily Davison was the most important to women getting the vote. How far do you agree?
4. Unit 4- The Holocaust
Causation question- Explain how the Holocaust was allowed to happen.
5. Unit 5- World War One
Question 1- Inference question
Question 2- Write a narrative account of the events leading up to the First World War.
Question 3- Study interpretations 1 and 2. They give different views about the role of Haig during the battle of the Somme. What is the main difference between the views?
6. World War Two.
Source utility question- How useful is source A for an enquiry into the precautions taken by civilians during the blitz? Explain your answer using sources A and your knowledge of the historical context.

