

Scheme of Work 2020 - 2021

Subject: History

Year Group: Year 8
Specification: Key Mastery Skills
Express/Mainstream
Active learning in purple

Lesson No	Topic & Objectives/ Mastery Skills	Key Activities & Specialist Terminology	Big Think Qs & Stretch	GCSE Q stem and NC strand	Homework	Lit Num SMSC Codes
1 Term for students begins Thurs 3rd September so 3rd - 4 th only. Possibly some disruption due to transition	L1: Introduction to Empire <ul style="list-style-type: none"> Identify the meaning Of Empire and scope of The British Empire Explain reasons for having an empire Assess the impact of the Empire 	Key words: Empire, colony, trade, raw materials <ul style="list-style-type: none"> Do now: Identify countries within the Empire using images Define Empire and list positive and negatives of having an empire using clip. Group task sources and info to complete table Explain positive and negative aspects of British Empire Explain least/most significant reason for having an empire Reflection: Judge the overall value of having an empire <p><i>*PLATE ACTIVITY reference</i></p>	Explain most/least significant factor. Explain positives and negatives using sources/information. Reach a conclusion on the value of Empire	GCSE stems Explain why Explain the significance Importance of factors NC strand: Ideas, political power, industry and Empire 1745-1901	Monopolise your homework 1	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5/9, M1
2 7 th Sep	L1: Why did Britain and China go to war in 1840? <ul style="list-style-type: none"> Order events and classify them Explain how household items led to war 	Key terms: Opium war, kowtow, trade, ignorance <ul style="list-style-type: none"> Do now: Read the extract and come with at least 3 questions Introduce items – pupils to suggest possible hypotheses for how they led to war 	How did these four items lead to war? What does the cartoon infer about British attitudes to the Chinese? Main reason?	GCSE stem: What can you infer? How do the interpretations differ?	Monopolise your homework 1	SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1

	<ul style="list-style-type: none"> Analyse sources and interpretations and explain why they differ <p>L2: The Indian Mutiny</p> <ul style="list-style-type: none"> Describe causes Explain links between causes Assess interpretations of an event 	<ul style="list-style-type: none"> Read extract 1, then study cartoon to pick out details listed and use word bank to describe the Chinese Read the next extract and complete causation cards. Check pupil ideas Read further 2 extracts and complete next set of causation cards. Order/categorise them and choose main reason Reflection: Which interpretation do you agree with/why do they differ? <p>Key words: mutiny, Sepoys, missionaries, EIC (East India Company)</p> <ul style="list-style-type: none"> Do now: Create some questions about the source using the question grid. Read the description and write down any answers it gives to the questions, and two further questions Use Venn diagram to sort reasons into categories Reflection: Beat the historian – improve on short description 	<p>Why did these historians come up with such different ideas?</p> <p>How convincing is this interpretation?</p> <p>What inferences can you make?</p> <p>Which reasons are about more than one category?</p> <p>How do they link?</p>	<p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem:</p> <p>Explain why</p> <p>How convincing?</p> <p>How useful?</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p>		
3 14 th Sep	<p>L1: Should the PM have apologised for the Potato Famine?</p> <ul style="list-style-type: none"> Describe consequences 	<p>Key terms: colony, famine, harvest, blight, 'An gorta Mor', emigrate</p> <ul style="list-style-type: none"> Do now: Read extract and write down possible consequences 	<p>Explain consequences</p> <p>Does this evidence make a difference to your judgement?</p>	<p>GCSE stem:</p> <p>Explain why</p> <p>How convincing?</p> <p>NC strand:</p>	<p>Monopolise your homework 1</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> • Categorise information • Assess interpretations <p>L2: Why did private Hook's daughter walk out of the premiere of Zulu?</p> <ul style="list-style-type: none"> • Describe reasons a film was made about Rorke's drift • Work out a chronology of events • Cross reference evidence with an interpretation 	<ul style="list-style-type: none"> • Read and categorise interpretations about who was to blame • Place them on chart of certainty • Reflection: pupils to review new evidence before writing up conclusion <p>Key words: missionaries, Victoria Cross, Zulu, commemorate</p> <ul style="list-style-type: none"> • Do now: Describe reasons a film was made about this battle • Match scenes from the film to captions to work out the order of events depicted • Grade accuracy of the scenes from the film using evidence to support decisions • Reflection: Why did the director alter the facts and was Hook's daughter right to walk out? 	<p>How reliable is this information?</p> <p>Was this a fair/convincing interpretation?</p> <p>Do you think a film should have celebrated the bravery of the men in this way?</p> <p>Should films be closer to the 'truth' when depicting historic events?</p>	<p>Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem:</p> <p>How convincing is interpretation x?</p> <p>Why do the interpretations differ?</p> <p>NC strand</p> <p>Ideas, political power, industry and Empire 1745-1901</p>		
4 21st Sep	<p>L1: Revision and Assessment:</p> <p>How far was the British Empire a terrible thing?</p> <ul style="list-style-type: none"> • Re-cap and gather evidence • Create a two-sided argument • Create a well-reasoned conclusion 	<p>Key words: interpretation, evidence, benefits, perspective, exploitation, conflict.</p> <ul style="list-style-type: none"> • Do now: Revise using books/thought map • Complete assessment • Self-assess based on STEPS <p>DEEP MARK</p>	<p>How far do you agree?</p> <p>How would you judge?</p> <p>Which evidence would you use?</p>	<p>GCSE stem:</p> <p>How far do you agree?</p> <p>How convincing?</p> <p>NC strand</p> <p>Ideas, political power, industry</p>	<p>Monopolise your homework 1</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/5/9, M1</p>

	<p>L2: Feed forward/Plate lesson revisited (see transition lessons from end year 7/beginning of topic)</p> <ul style="list-style-type: none"> Review learning Evaluate progress 	<ul style="list-style-type: none"> Do now: Feed forward from deep marking Retrieve plate work and design own version of commemorative plate Reflection: Gallery observations <p>*PLATE ACTIVITY</p>	As above	and Empire 1745-1901 As above		
HALF TERM 1 PART 2						
5 28 th Sep	<p>L1: Slavery: The origins of the African slave trade</p> <ul style="list-style-type: none"> To identify origins of African slavery. To describe how African slavery was justified. To examine what African culture was like before slavery/explain changes to slavery <p>L2: Slavery: triangular trade and middle passage</p> <ul style="list-style-type: none"> To explain how the triangular trade worked. 	<p>Key words: culture, justify, origins, trade.</p> <ul style="list-style-type: none"> Do now: Guess the link Establish pupil conceptions about Africa Heads and tails statements about the history of slavery to challenge some misconceptions Pupils use sources/info to investigate African culture before slavery to further challenge modern conceptions. Pupils draw diagram to show changes in nature of slavery before and after white control of trade. Reflection: Pupils write a PEE paragraph to explain differences 	<p>Which statement surprises you? Why?</p> <p>What impact would this have on Africa?</p>	<p>GCSE stem: Explain differences</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p>	Monopolise your homework 1	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5/9, M1</p>
		<p>Key words: Middle passage, Slave Ships, slavery, triangular trade</p> <ul style="list-style-type: none"> Do now: Define slavery 	<p>Describe key features</p> <p>What can you infer?</p> <p>What is the purpose?</p> <p>How useful is the source?</p>	<p>GCSE stem: How useful is source?</p> <p>Describe features</p>		

	<ul style="list-style-type: none"> • To identify the motives of slave traders • Use sources to examine and assess conditions on the Middle Passage. 	<ul style="list-style-type: none"> • Watch to learn clip, then annotate map to show how slave triangle worked. Pupils use to identify motives. • Use info sheet and clip to describe the middle passage voyage • Sources activity (NOP for HA) • Explain homework task • Reflection: Multiple choice quiz 		<p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p>		
6 5 th Sep	<p>L1: Slavery: Auctions</p> <ul style="list-style-type: none"> • Describe a slave auction • Identify what happened using sources and interpretations • Evaluate and compare interpretations of slave auctions <p>L2: Slavery: life on a plantation</p> <ul style="list-style-type: none"> • Describe life on a plantation • Investigate plantation life using sources and interpretations • Assess the treatment and living conditions for slaves 	<p>Key Words: Slave Owner, Capture, Neck Yolk, Auction, Overseer, interpretation, purpose</p> <ul style="list-style-type: none"> • Do now: Identify things sold at an auction today • Use source to infer what a slave auction was like • Use a range of clips/sources to investigate the typical experience of a slave auction and describe. • Judge/compare 2 interpretations for accuracy, reliability, usefulness, purpose • Reflection reading and exit pass <p>Key words: plantation, slave gang, master</p> <ul style="list-style-type: none"> • Watch for learning to identify describing words for life on the plantations. • Use sources to describe key features of life on the plantations • Assess accounts of ex-slaves and compare them as sources for similarities, differences and accuracy 	<p>What can you infer?</p> <p>Was this typical?</p> <p>How accurate is this interpretation?</p> <p>How reliable...?</p> <p>What is the purpose?</p> <p>Describe key features.</p> <p>How are the sources similar/different?</p> <p>Are the sources accurate?</p>	<p>GCSE stems: Describe features</p> <p>How useful?</p> <p>Explain similarities or differences</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stems: Describe features</p> <p>Explain similarities and differences</p> <p>NC strand:</p> <p>Ideas, political power, industry</p>	<p>Monopolise your homework 1</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/3/5/9, M1</p>

		<ul style="list-style-type: none"> Reflect on the worst/best aspects of life as a slave with evidence 		and Empire 1745-1901		
6 12 th Oct	<p>L1: Slavery: Revolt and Resistance</p> <ul style="list-style-type: none"> Identify reasons for resistance Describe forms of resistance using sources Assess the impact of resistance <p>L2: Could you successfully prosecute the owner of a slave ship?</p> <ul style="list-style-type: none"> Describe events on board the slave ship Zong Explain how this would be against rules about human rights today Assess sources to evaluate reasons why prosecuting slave ship owners 	<p>Key words: revolt, passive resistance, underground railroad, runaway</p> <ul style="list-style-type: none"> Do now: List reasons slaves would want to escape Group decision making task – pupils plot an escape using information and plan of a plantation. Individual write up of plan Refer to Amistad and watch clip of court scene Questions relating to types of resistance and/or table evidence using sources Reflection: Quiz on key terms <p>Key terms: prosecute, Declaration of Human Rights</p> <ul style="list-style-type: none"> Do now: Describe the painting Use statement to identify features in the painting Tell students the story and ask them to draw the story. Give key dates etc to support OR: give students resource sheet to cut up and order events Challenge students to identify which breaches of human rights have taken place and give evidence on table 	<p>What is the difference between revolt and resistance?</p> <p>Why might slaves choose passive/non- passive forms of resistance?</p> <p>What was the impact of the Amistad case on African Americans?</p> <p>What evidence is there to show this was breaching human rights?</p> <p>Assess sources to illustrate attitudes in 1781</p> <p>How would you prosecute with evidence?</p>	<p>GCSE stem</p> <p>Describe key features</p> <p>What can you infer?</p> <p>NC strand: Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem</p> <p>Explain why</p> <p>What can you infer?</p> <p>NC strand: Ideas, political power, industry and Empire 1745-1901</p>	<p>Monopolise your homework 1</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/5/9, M1</p>

	<p>was so difficult in the past</p>	<ul style="list-style-type: none"> Students challenged to categorise sources for reasons why it was difficult to prosecute slave ship owners in 1781 (refer to later Abolition campaign) Reflection: Write statement for prosecution and read some examples out. Pupils make final choices as to which statements they agree with on why it was so difficult to prosecute slave ship owners 				
8 19 th Oct	<p>L1: Why was slavery abolished?</p> <ul style="list-style-type: none"> Identify reasons for the abolition of slavery Examine a range of factors/types of reasons why slavery ended Judge the significance of different groups in abolishing slavery <p>L2: Slavery assessment: Explain why slavery took place</p> <ul style="list-style-type: none"> Revise features of slavery 	<p>Key words: abolition, abolitionist, pro slaver</p> <ul style="list-style-type: none"> Do now: Identify message in wedgwood medallion Watch and learn – clip re Wilberforce museum to identify factors Pupils read pro slavery speech then develop arguments against in pairs, and come up with most significant argument against it Colour code factors for abolition by type and begin essay q Reflection: Key word bingo on slavery <p>Key words: middle passage, abolition, slave auctions, plantations</p> <ul style="list-style-type: none"> Revise using thought map Complete assessment Self-assess using STEPs 	<p>What is the message in the source?</p> <p>Why is the Wilberforce museum an interpretation?</p> <p>What is the most significant factor?</p>	<p>GCSE stems:</p> <p>Explain the significance</p> <p>Was x the main factor...?</p> <p>How/why do interpretations differ?</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p>	<p>Monopolise your homework 1</p> <p>Revision for assessment next lesson</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> • Explain treatment of slaves • Assess treatment of slaves 	DEEP MARK				
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October Half Term break Mon 26th – Fri 30th Nov
THIS HALF TERM WILL INCLUDE AP1 – SEE POTENTIAL WEEK BELOW*

<p>9 2nd Nov</p> <p>Remembrance week so possible disruption</p>	<p>L1: What was the Ind Rev?</p> <ul style="list-style-type: none"> • Describe key features Britain during the 1800s • To explain change and continuity during the 1800s • To analyse the impact of change <p>L2: Where was the Ind Rev?</p> <ul style="list-style-type: none"> • Identify key areas of Britain where the Ind Rev took place • Use criteria to form judgements about the past • Assess which area would best fit the criteria 	<p>Key words: Industry, Industrial Revolution, landscape, continuity</p> <ul style="list-style-type: none"> • Do now: Feed forward • Identify jobs of today, compare to past • Use 3 pictures to identify and describe changes to transport, industry and landscape on categorising thinking map in pairs • Weigh up positives and negatives • Reflection: Evaluate most significant change/factor <p>Key words: Museum</p> <ul style="list-style-type: none"> • Do now Q: If there was a museum for the Ind Rev, where should it go? What criteria could we use to decide? • Watch brief clip of opening ceremony of Olympics – to help establish significance • Pupils use criteria to fill in grid using the fact sheets about the different areas a museum might go • Discuss arguments and counter arguments for where it should go 	<p>What was Britain like before/during the Industrial Revolution?</p> <p>What changes and continuities occurred?</p> <p>In what ways was there an impact and which of these was most significant?</p> <p>What criteria would help us make a decision?</p> <p>Which area would seem to be the best choice?</p> <p>How did you reach your decision?</p> <p>What could you say to give a counter argument to this choice?</p>	<p>GCSE stem</p> <p>Factors of change</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem:</p> <p>Explain why</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p>	<p>Monopolise your homework 2</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/5/9, M1</p>
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		<ul style="list-style-type: none"> Reflection: complete letter to the Lottery committee to advocate location of choice 				
10 9 th Nov	<p>L1: Changes to work during the Industrial Revolution</p> <ul style="list-style-type: none"> Describe key features of Britain during the 1800s Explain key changes to mechanised industry during the 1800s Analyse the impact of change <p>L2: How significant is Richard Arkwright?</p> <ul style="list-style-type: none"> Define historic significance Explain reasons Arkwright is judged as significant Judge whether Arkwright deserves his place in the NPG using sources 	<p>Key words: water mill, steam power, canals, barges, factories, loom, spinning wheel, cottage industry</p> <ul style="list-style-type: none"> Source inference task Create connections thought map using pictures and information Explain 2 changes Reflection on the impact of changes on people/main impact <p>Key words: Portrait, significance, culture</p> <ul style="list-style-type: none"> Do now: Describe what sort of man Arkwright was from his portrait Discuss reasons NPG include portraits of people and use clip to define what Arkwright did that was 'historic' Use description of Arkwright from the gallery to work out why he was judged as significant Come up with criteria for judging significance (link to earlier work on this) Use further sources to judge and record points and pupils feed back decisions with reasons Introduce twist re Arkwright – not his idea Reflection: Write to the gallery to give evidence why/why not 	<p>Describe ways industry changed in the 1800s.</p> <p>What were the impacts of industrial change?</p> <p>What negative impacts were there?</p> <p>What can you infer from the portrait?</p> <p>How significant was...?</p>	<p>GCSE stem: Explain why</p> <p>NC strand: Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem: What can you infer?</p> <p>Explain significance of x</p> <p>How far do you agree?</p> <p>NC strand: NC strand: Ideas, political power, industry and Empire 1745-1901</p>	<p>Monopolise your homework 2</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

		Arkwright deserves a half a million pound portrait				
11 16 th Nov	<p>L1: What was life like in industrial towns?</p> <ul style="list-style-type: none"> Describe key features of industrial towns during the 1800s Identify reasons for the conditions in industrial towns of the 1800s Analyse the usefulness of a source in showing the conditions in towns <p>L2: Should Peter Sanderson move to Manchester?</p> <ul style="list-style-type: none"> Describe changes to Manchester landscape in 1800s Explain the pros and cons of migration Assess reasons for migration during the Ind Rev 	<p>Key words: Cholera, working class, provenance, population, sewage</p> <ul style="list-style-type: none"> Make inferences from a source Use clip to identify why towns grew Assess impact on living conditions of the Industrial revolution in groups pairs using info around the room. Attempt usefulness source question using the source from the beginning of the lesson and contextual knowledge Reflection: STEPS progress check <p>Key words: migration, rural, urban, industrial</p> <ul style="list-style-type: none"> Do now: Describe this scene in the painting. How does the second scene compare? Card sort for positive and negative aspects of rural life and record on table. Use sources and interpretations as clues to prioritise most horrible to most attractive reason for moving to Manchester on a continuum Half class to argue for moving, half to argue for staying put Reflection: conclusion write up, should Peter Sanderson move to Manchester? 	<p>What can you infer about living conditions in towns?</p> <p>What positive and negative impacts in towns were there?</p> <p>How would you judge life in towns in the Industrial Revolution overall?</p> <p>How useful is source A in showing conditions in towns in the 1800s?</p> <p>Describe the sources</p> <p>Explain differences</p> <p>Assess decisions made by people to migrate during the Ind Rev</p>	<p>GCSE stem:</p> <p>How useful is source x for?</p> <p>NC strand: Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem:</p> <p>Explain differences</p> <p>How far do you agree?</p> <p>What can you infer?</p> <p>NC strand: Ideas, political power, industry and Empire 1745-1901</p>	<p>Monopolise your homework 2</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

<p>12 23rd Nov</p>	<p>L1: How far did children build Victorian Britain?</p> <ul style="list-style-type: none"> Describe the role of children in the Industrial Revolution Explain reasons for their importance to industry Assess the impact of their contribution. <p>L2: Who benefitted from the In Rev?</p> <ul style="list-style-type: none"> Describe sources Make inferences from sources Make judgements from sources to reach conclusions 	<p>Key words: testimony, anecdotes.</p> <ul style="list-style-type: none"> Does child labour still exist? Use anecdotal and documentary evidence of children to investigate/explain their treatment and contribution to the Industrial Revolution Reflection: Evaluate their contribution during the Industrial Revolution <p>Key words: mule scavenger, capitalist, cotton mill, industrialist</p> <ul style="list-style-type: none"> Do now: Use adjectives to describe the village scene. Compare to town scene Use portrait to think about who Blincoe might be, then reveal his job (can use short clip) Use Robert Blincoe sources to categorise and make inferences on the Venn diagram Complete speech bubbles sheet to show what extent the 3 groups benefitted most/least from the Ind Rev Reflection: Why did Blincoe go on to ensure his own children were properly educated? 	<p>Does child labour exist in our times?</p> <p>How did children react to the pressures placed on them during the Industrial Revolution?</p> <p>Were all their experiences negative?</p> <p>How significant was the work of children during the Industrial Revolution?</p> <p>Why was it so important to Blincoe to get his children educated?</p> <p>Which groups benefitted the most?</p>	<p>GCSE stem: Explain significance</p> <p>NC strand: Ideas, political power, industry and Empire 1745-1901</p> <p>GCSE stem: To what extent?</p> <p>What can you infer?</p> <p>NC stem: Ideas, political power, industry and Empire 1745-1901</p>	<p>Monopolise your homework 2</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9 M1</p>
<p>13 30th Nov</p>	<p>L1: Assessment – How far did the Ind Rev benefit the people of Britain?</p>	<ul style="list-style-type: none"> Revise using thought map Complete assessment Self-assess according to STEPS <p>DEEP MARK</p>	<p>Which groups benefitted most and why, and which groups of people were</p>	<p>GCSE stem: How far do you agree?</p>	<p>Monopolise your homework 2</p>	<p>SMSC:</p>

	<p>L2: How should we commemorate Peterloo?</p> <ul style="list-style-type: none"> • Describe what happened at Peterloo • Analyse interpretations of this event • Evaluate interpretations 	<p>Key words: Massacre, commemorate protesters, plaque</p> <ul style="list-style-type: none"> • Do now: what do you think happened here? Why did people gather here? • Zoom in on plaque on trade hall and ask question again • Pupils to come up with and record own questions • Show source and analyse this painting of the event. Refer back to the plaque to assess accuracy/adequacy of this as a memorial • Card sort events at Peterloo after reviewing what questions still need answering • Analyse reasons behind this interpretation (plaque) Refer to dating/who produced it etc. • Reflection: Re-write the plaque in 150 words or less as a more objective and accurate version. Try to get them to condense further. Then show class what council eventually changed it to. <p>(COULD USE FINISHED PLAQUES FOR DISPLAY)</p>	<p>most negatively affected/why?</p> <p>Does the plaque tell the whole story?</p> <p>What important facts are left out?</p> <p>How should this event be commemorated?</p>	<p>To what extent?</p> <p>GCSE stem:</p> <p>How convincing?</p> <p>How do these interpretations differ?</p> <p>NC strand:</p> <p>Ideas, political power, industry and Empire 1745-1901</p>	<p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>
14 9 th Dec	<p>L1: Titanic: Why is it so famous?</p> <ul style="list-style-type: none"> • Identify and describe key 	<p>Key words: maiden voyage, board, 1st/2nd/3rd class, long-term</p> <ul style="list-style-type: none"> • Do now: FEED FORWARD FROM IND REV ASSESSMENT 	<p>What do you think the main reason for the disaster was? Why?</p>	<p>GCSE stem: Explain why</p> <p>NC strand:</p>	<p>Monopolise your homework 2</p> <p>SMSC: So3, So6, So7, C1, C3, C5</p>

	<p>features of the Titanic</p> <ul style="list-style-type: none"> • Begin to consider the significance of the ship and the disaster. • Begin to evaluate and explain key causes of the disaster <p>L2: Titanic: why was it such a disaster?</p> <ul style="list-style-type: none"> • Describe reasons for the Titanic disaster • Priorities reasons • Assess who was to blame 	<ul style="list-style-type: none"> • Pupils bullet point prior key knowledge of the ship/disaster • Thought map on key features using sources • Pupils explain why the ship was famous prior to the disaster • Watch for learning to identify and list reasons for the sinking and subsequent mistakes in damage limitation • Explain 2 reasons • Reflection – initial judgement of most important and long-term significance of the sinking. <p>Key words: rudder, distress signal</p> <ul style="list-style-type: none"> • Do now: make a preliminary judgement on blame. • Pupils investigate relative blame of 5 individuals involved in the disaster using ‘testimonies’ Reflection: Write up conclusion/explanation using frame. 	<p><i>Stretch</i> – do you think similar mistakes would be made in ship design and rules at sea today? Why?</p> <p>What other reasons are there?</p> <p>Who was most to blame? Why?</p> <p>What should have been done to avoid this disaster?</p>	<p>Challenges for Britain, Europe and the wider world 1901-present day</p> <p>GCSE strand: Explain why</p> <p>How are interpretations different?</p> <p>NC strand: Challenges for Britain, Europe and the wider world 1901-present day</p>		<p>Sp2/5/9, M1</p>
<p>15 14th Dec</p>	<p>L1: Titanic: Why do people think it is significant?</p> <ul style="list-style-type: none"> • Describe reasons for significance 	<p>Key words: morals, ethics, regulations,</p> <ul style="list-style-type: none"> • Do now: pupils complete short answer comprehension questions using sources in booklets. • Pupils use a mixture of facts and interpretations to judge the 	<p>Why is this disaster still seen as significant compared to other disasters at sea?</p> <p>Why is this disaster compared to 9/11?</p>	<p>GCSE strand: Explain significance</p> <p>NC strand:</p>	<p>Monopolise your homework 2</p>	<p>SMSC</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> • Explain short, and long-term significance • Assess reasons for significance using criteria <p>L2: Assessment piece (causation or significance – 2 versions of each based on ability, but causation is more straightforward)</p>	<p>significance of the disaster on a significance hexagon</p> <ul style="list-style-type: none"> • Reflection: Was Titanic most significant in short or long-term? <ul style="list-style-type: none"> • Revise using thought map • Complete assessment • Pupil self- assess work based on STEPS <p>MARK/APPRAISE SELF ASSESSMENT</p>	<p>What short term and long-term impacts are there?</p> <p>What is the most important reason for the lasting fascination with this disaster?</p>	<p>Challenges for Britain, Europe and the wider world 1901-present day</p>		
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Christmas break Monday 21st Dec – Tue 5th Jan