Year 8 History

Term One: Muck and Misery Everyday life between 1750-1900		
Grades 1-3	Grades 4-6	Grades 7-9
Knowledge and Understanding: ▪ The student can describe the changes that happened in Britain between 1750 and 1900. ▪ The student can describe similarities/differences between working conditions of the Industrial Revolution. ▪ The student can demonstrate some knowledge of living and working conditions between 1750 and 1900. ▪ The student can describe a range of examples of life in Whitehaven between 1750 and 1900. Significance: ▪ The student can describe, using specific detail, the work/lives of significant people such as Robert Owen and Titus Salt. Using evidence: ▪ The student can use a range of sources in an investigation of an event/issue. ▪ The student can assess the hidden meaning of sources showing inferential understanding. Source evaluation and interpretations: ▪ The student can identify aspects of an interpretation of Industrial working conditions that are accurate, inaccurate or elements that are missing. ▪ The student can compare and contrast opinions and interpretations.	Knowledge and Understanding: ▪ The student can describe the changes that happened in Britain between 1750 and 1900 using specific examples/detail and explain the impact of the changes. ▪ The student can describe a wide range of similarities/differences between working conditions of the Industrial Revolution using specific examples/details. ▪ The student can demonstrate specific knowledge of living and working conditions between 1750 and 1900. ▪ The student can start to assess attitudes of people from the time based on their treatment of others – such as the poor. ▪ The student can describe a wide range of specific examples of life in Whitehaven between 1750 and 1900 and start to place Whitehaven in a broader context. Significance: ▪ The student can explain the significance of people such as Robert Owen and Titus Salt. Using evidence: ▪ The student can use a wide range of evidence in an investigation of an event/issue. ▪ The student can confidently assess the hidden meaning of sources showing inferential understanding. This is supported with specific own knowledge. ▪ The student can assess the usefulness of evidence by evaluating either the content or provenance. Source evaluation and interpretations: ▪ The student can use specific knowledge to evaluate one way in which an interpretation of Industrial working conditions is accurate, inaccurate or how elements are missing. ▪ The student can start to explain why opinions and interpretations can be different.	Knowledge and Understanding: ▪ The student can analyse the effects of the changes that occurred between 1750 and 1900 – on different groups of people such as the young, the poor, urban and rural areas. ▪ The student can analyse the pace of the changes – when were developments between 1750 and 1900 happening at a faster rate. ▪ The student can demonstrate complex knowledge of living and working conditions between 1750 and 1900 based on typicality of wealth, geography for example. ▪ The student can confidently assess attitudes of people from the time based on their treatment of others – such as the poor. ▪ The student can demonstrate secure understanding of Whitehaven's links with the rest of the country and the wider world. Significance: ▪ The student can analyse the significance of people such as Robert Owen and Titus Salt – by explaining their short-term and long-term impact. Using evidence: ▪ The student can reach a conclusion based on a thorough analysis of the evidence. ▪ The student supports their inferential understanding with specific own knowledge of the topic and the context within which the source was created. ▪ The student can assess the usefulness of evidence by evaluating both the content and provenance. Source evaluation and interpretations: ▪ The student can use specific knowledge to evaluate multiple ways in which an interpretation of Industrial working conditions is accurate, inaccurate or how elements are missing. ▪ The student can confidently explain why opinions and interpretations can be different.
Assessment: STEP: Changes to Manchester between 1750 and 1900 (Change and Continuity) ILO: Comparing working conditions in mines and factories (Similarity and Difference) STEP: The impact of reformers (Significance) ILO: Evaluating the utility of a source. Exam: Everyday life between 1750 and 1900 exam (Using evidence and knowledge and understanding)		