

St Ambrose College History Department Second Year Learning Programme Unit 6: Manchester Heroes

| Topic/Content | Objectives/Skills | Homework | Assessment | Success Criteria (for E/S/D at KS3) | Stretch & Challenge (Thirst for Learning) |
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| <p>The Significance of an individual from Manchester or the surrounding area.</p>  | <ul style="list-style-type: none"> • Research • Evaluating Evidence • Historical Knowledge and Understanding. • Analysis • Change and Continuity | <p><u>The significance of a Manchester Individual</u></p> <p>Task: Pupils are asked to research the childhood, life and impact of an important Mancunian from the Arts, Science, Politics and Business. They are then required to complete a project using a wide range of historical sources. Students are encouraged to visit places of Historical relevance in Manchester.</p> | <p>A Project on the importance of an individual from Manchester</p> <p>The project should include</p> <ul style="list-style-type: none"> • A Front Cover • Introduction • Information on the early life of the individual • What the individual achieved. • The importance of the individual today • An overall Conclusion • Bibliography | <p>Mark Scheme-Total Marks =25 Excellent-75% and above (19/25 marks and above) you need to demonstrate the following skills.</p> <p>-To provide comprehensive coverage of the life and importance of the figure chosen.</p> <p>-To make links to a wide range of aspects of the person's life.</p> <p>-To use and evaluate a wide range of historical sources .They need to use both primary and secondary source material as well as visual and written sources as well as maybe statistical data.</p> <p>- To communicate their ideas effectively using an introduction, chapters, a conclusion and a bibliography.</p> <p>-To make well supported judgements on the significance of the individual chosen.</p> <p>Secure: 65% and above (16/25 marks and above) To obtain secure progress you will demonstrate the following knowledge and skills.</p> | <p>Science and Innovation</p> <p>Bernard Lovell Henry Royce Ernest Rutherford James Joule Dr Kathleen Drew-Baker John Dancer Dr Catherine Chisholm John Dalton Alan Turing Samuel Greg The Duke of Bridgewater Samuel Crompton Richard Arkwright Politics. Richard Cobden John Bright Cristobel and Emmeline Pankhurst Sir William Brereton The Arts</p> |

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| | | | | <p>-To provide sound coverage of the life and importance of the figure chosen. -To make some links to a range of aspects of the person's life. -To use and evaluate a range of historical sources. To communicate their ideas effectively. To make valid judgements of the individual chosen.</p> <p>Developing: 50% AND ABOVE (12/25) To obtain developing progress you need to demonstrate the following skills.</p> <p>-To provide some coverage of the life and importance of the figure chosen. -To refer to different aspects of the person's life. -To use some historical source material. -To communicate their ideas fairly effectively. To provide some form of conclusion which assesses the importance of the individual.</p> | <p>Ford Maddox-Brown Lowry Sir Chorale Halle Places to visit Museum of Science and industry Jodrell Bank Bridgewater Canal Didsbury Library The Lowry Centre Manchester Art Gallery Manchester University Matlock Chorlton on Medlock</p> |
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