

THE TODHIGH WAY (KS3)

We are great learners because we show *care, respect* and *honesty*.

Sign and keep your contractual promise.....

MY BEST EFFORT

I understand how important education, reading, writing and number-work are. I will learn, think and behave in the best way I know how and do whatever it takes to learn and to help my fellow students learn, too. I will be caring, respectful and honest with myself and my community.

SHOW PRIDE IN YOUR LEARNING

P is for **PRESENTATION**: My work is always neat and well presented. I take pride in the way I present my work in my book, folder or ICT file. Work that is well presented shows **care** and attention to detail. I understand that it is **respectful** to present my work well for my teachers and other students.

Taking care in my work is a great learning habit.

R is for **RESILIENCE**: I am not a quitter. I never give up. I remain positive and resilient even when the work is hard. I do what it takes to succeed, for as long as it takes, in my class-learning and homework. I learn from mistakes and try even harder next time, because I **care** about my future.

Resilience is a great learning habit.

I is for **INDEPENDENCE** : I am self -motivated and self-reliant. I am a respectful learner. I know it's my job to work things out for myself. I try things out and do research on my own. I am curious to learn new things and I can motivate myself to do well.

Independence is a great learning habit.

D is for **DEADLINES**: I can meet deadlines. I do not let people down, because I show care, respect and honesty towards my learning. I stick to deadlines so that I do not fall behind with my learning. I meet classwork, homework, assessment and revision deadlines.

Meeting (or beating) deadlines is a great learning habit.

E is for **EXCELLENCE**: I strive for excellence and do not settle for second best. I aim to hit and beat my challenging targets in each subject. I want to be **aspirational , inspirational** and **remarkable** in what I do. I am for excellence in my class learning, my preparation for tests and in my homework.

Striving for excellence is a great learning habit.

Be resilient and take responsibility for **your** learning.

Your teacher will suggest the level of homework that supports the type of learner you are.

For example, if you're predicted a Grade 5 at the end of KS3, then you must aim to collect all Grade 5 challenges.

If you're predicted a Grade 3 at the end of KS3, then you must aim to collect all challenges at a Grade 3 or above.

"Great things never come from comfort zones."

Progress will be measured on how many stamps you receive on your loyalty to learning card.

Be independent and use your homework time table to plan ahead, ensuring you have shown care, respect and honesty towards your personal learning journey.

Go the extra mile, and do extra and harder challenges.

Your loyalty to **your** learning will be closely monitored and rewards will be issued throughout each half term.

Take **PRIDE** in your work and your future aspirations.

***" Small Progress
Is still Progress."***

Year 7 History: I am predicted a grade at the end of KS3.

Curriculum Timeline

Term 1a	1. Introduction to History Skills
Term 1b	The Romans in Britain
Term 2a	The Romans in Britain
Term 2b	Medieval Realms
Term 3a	Medieval Realms
Term 3b	Medieval Realms

Key Books / Resources

https://www.bbc.com/bitesize/subjects/zk26n39
http://spartacus-educational.com/
The Eagle of the Ninth- Rosemary Sutcliffe
Horrible Histories
Visit a castle
Visit a monastery: Fountains, Riveleux, Kirkstall

Key words

Chronology	Anachronism	Source
Century	Secondary	Primary
AD	BC	Empire
Trade	Testudo	Emperor
Gladiator	Amphitheatre	Christian
Slave	villa	Castle
Norman	Anglo-Saxon	Monk
Church	Monastery	Nun

Homework tasks

CHALLENGE

DEVELOPING

Research a Historical figure that links to the topic you are covering or who you find interesting. This cannot be an actor or musician.

Create a profile about your chosen person that includes interesting information about their life and why you

Create an A4 mind map summarising the topic we have been studying recently

Use any key terms you have learned, make it informative and eye catching.....

Produce 5 challenging quiz questions (and answers) from this topic to test a class mate.

Write the questions in your book with the correct answers.....

Identify 5 key terms we have used in this topic and write a dictionary of terms

Find out the definitions of key words, write them in your book whilst learning their spellings.....

SECURING

Create a story that includes 10 examples of anachronisms.

Try to set the story in a past time period.....

Create a revision factsheet summarising key information about the Romans and Roman Britain.

Use correct terminology and use the internet to include extra facts (do not just copy & paste!).....

Produce 10 challenging quiz questions and answers about what you have covered so far in this topic

Write the questions in your book with the correct answers.....

Write an account of the Battle of Hastings from either a Norman or Anglo Saxon perspective

Incorporate key terms and conventions you have learnt, make it memorable.

EXCEEDING

9.

Write a newspaper article to explain why it is important that Year 7 students study History.

Include specific facts with good use of SPaG. You could include quotes and images. Have a look at newspapers / internet for ideas

10.

Design an attention grabbing revision webpage that summarises the Roman topic you are studying

Be creative include factual info and links to other useful websites that may help with revision

11.

Write an explanation: What was the most important Legacy of the Roman Empire

You can research online to add further information and Knowledge

Imagine you are going to teach the class about religion in the Middle Ages, come up with a starter activity for a lesson on that topic

Create a recap task, game or warm up for the class that could start a lesson.....

PROGRESS TIME LINE : Tally up loyalty to learning commendations

Term 1



Term 2



Term 3



Year 8 History: I am predicted a grade.....at the end of KS3.

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If you're predicted a Grade 3 at the end of KS3, then you must aim to collect all challenges at a Grade 3 or above.

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Progress will be measured on how many stamps you receive on your loyalty to learning card.

Be independent and use your homework time table to plan ahead, ensuring you have shown care, respect and honesty towards your personal learning journey.

Go the extra mile, and do extra and harder challenges.

Your loyalty to **your** learning will be closely monitored and rewards will be issued throughout each half term.

Take **PRIDE** in your work and your future aspirations.

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Curriculum Timeline

Term 1a	UK: 1500-1750
Term 1b	UK: 1500-1750
Term 2a	UK: 1500-1750
Term 2b	UK: 1500-1750
Term 3a	UK: 1750-1900 The Industrial Revolution
Term 3b	UK: 1750-1900 The Industrial Revolution

Key Books / Resources

Face-book	Vintage News Feed
	https://www.bbc.com/bitesize/subjects/zk26n39
	http://spartacus-educational.com/
	Wolf Hall by Hilary Mantel
	Oliver Twist by Charles Dickens
	Horrible Histories
	Film: Elizabeth

Key words

Monarchy	Tudors	Stuarts
King	Queen	Divine Right
Civil War	Execution	Parliament
Nobles	Reformation	Dissolution
Invasion	Armada	Revolution
Steam Engine	Population	Railway
Canal	Mill	Factory
overseer	Mule scavenger	cotton

Homework tasks

CHALLENGE

DEVELOPING

Research a Tudor or Stuart King or Queen who you find interesting.

Create a profile about your chosen person that includes interesting information about their life and why you chose them.....

Create an A4 mind map summarising why the English Civil War began

Use any key terms you have learned, make it informative and eye catching.....

Produce an explanation: Did Charles 1st deserve to die?

Try to Write at least one page in your book.....

Identify 5 key terms we have used in this topic and write a dictionary of terms

Find out the definitions of key words, write them in your book whilst learning their spellings.....

SECURING

Create a story that includes 10 examples of anachronisms.

Try to set the story in a past time period.....

Create a revision factsheet summarising key information about the English Civil War

Use correct terminology and use the internet to include extra facts (do not just copy & paste!).....

Explain reasons why parliament were right to execute Charles 1st and wrong to execute Charles 1st

Write at least 2 paragraphs to give a balanced response

Write an account of the problems with transport in the UK in the 1750-1900 period

Incorporate key terms and conventions you have learnt, make it memorable. What were the issues with canals, roads and rail?

EXCEEDING

9.

Research and write a newspaper article to explain what you think happened to the Princes in the Tower.

Include specific facts with good use of SPaG. You could include quotes and images. Think: Did Richard III have them killed? Have a look at newspapers / internet for ideas

10.

Design an attention grabbing revision webpage that summarises English Civil War

Be creative include factual info and links to other useful websites that may help with revision

11.

Write an essay to answer this question: Did Charles 1st deserve to die?

Try to write at least 3 paragraphs. You can research online to add further information and Knowledge

Imagine you are a child mill worker. Write a series of diary entries about your life and work in the mill

Create a recap task, game or warm up for the class that could start a lesson.....

PROGRESS TIME LINE : Tally up loyalty to learning commendations

Term 1



Term 2



Term 3



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Year 9 History: I am predicted a grade.....at the end of KS3.

Curriculum Timeline

Term 1a	UK: 1750-1900 The Fieldens of Todmorden (Local History)
Term 1b	UK: 1750-1900: Slave trade and Middle Passage
Term 2a	1900-Present Day: WW1 Depth study
Term 2b	1900-Present Day: WW1 Depth study
Term 3a	20th Century World
Term 3b	20th Century World: The Holocaust

Key Books / Resources

BBC i player	Margaret Macmillan The Reith lectures
	https://www.bbc.com/bitesize/subjects/zk26n39
	http://spartacus-educational.com/
	Film: Schindler's List
	Book: Schindler's Arc
	Film: Amistad
	Film: The Pianist

Key words

Fielden	Empire	Slavery
Middle Passage	Ten Hours Act	Plantation
Colonies	Empire	Overseer
Abolitionist	Boycott	Equiano
Trench	Militarism	Shell Shock
Volunteer	Conscription	Propaganda
No-Mans Land	Artillery	Assassination
Holocaust	Auschwitz	Nazi

Homework tasks

CHALLENGE

DEVELOPING

Research a building connected to the Fieldens or a member of the Fielden family

Create a profile about your chosen person/building that includes interesting information about their life and why you chose them.....

Create an A4 mind map summarising the causes of WW1

Use any key terms you have learned, make it informative and eye catching.....

Produce an information sheet on a WW1 weapon:

You can research and use images and key information.....

Produce a page long speech in favour of the Suffragettes and women's suffrage in 1913.

Use your English skills to be persuasive.....

SECURING

Create a poster that explains why the Fielden family is still important to Todmorden

You can research extra information.....

Create a revision factsheet summarising key information about life in the trenches in WW1.

Use correct terminology and use the internet to include extra facts (do not just copy & paste!).....

Produce 5 similarities and 5 differences between being a soldier today and a soldier in WW1

Write the questions in your book with the correct answers.....

Write an account of life in Nazi Germany from the perspective of a 14 year old

Incorporate key terms and conventions you have learnt, make it memorable.

EXCEEDING

9.

Write a newspaper article to explain why the Fielden family are still important to Todmorden.

Include specific facts with good use of SPaG. You could include quotes and images. Have a look at newspapers / internet for ideas

10.

Design an attention grabbing revision webpage that summarises what life was like for a soldier in the trenches in WW1

Be creative include factual info and links to other useful websites that may help with revision

11.

Research a piece of art or poetry influenced by WW1 and write about it: why did you pick it? What was the artists feelings/opinion about WW1?

You can research online to add further information and Knowledge

Imagine you are going to teach a class of Year 7s about the Holocaust, come up with a starter activity to introduce this word and topic to them.

Create a recap task, game or warm up for the class that could start a lesson.....

PROGRESS TIME LINE : Tally up loyalty to learning commendations

Term 1



Term 2



Term 3

