

Title of Rubric:

Manchester past and present – A Local Study

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.

In KS3 pupils should study all of the key themes to develop an understanding of how things changed from past to present in Manchester.

In KS4 pupils should do an in-depth study on one of the key themes. They should be able to present this to a group of peers at the end of the module showing chronological understanding.

Key themes:

- Growth of Manchester- e.g. from Mamucium to present day
- Employment- e.g. Industrial Revolution, Trafford Park, Media City
- Transport- e.g. canals, rail, road, flight
- Recreation- e.g. theatre, Belle Vue Zoo, Heaton park, football
- Buildings- e.g. where people live and work.
- Key events/people- e.g. Peterloo Massacre, cotton famine, suffragettes, Alan Turing, Emmeline Pankhurst, LS Lowry

RRS Articles: Article 13-I have the right to find and share information.

Article 17- I have the right get information in lots of ways, so long as it's safe.

	B2 P step 5-6	B2 P step 7-8	B2 NC Step 1	B2 NC Step 2
Key learning: Manchester past and present				
Subject specific knowledge	<p>Can show some understanding that past is an event that has already happened.</p> <p>Can show some understanding that present is what is happening now.</p> <p>Is able to understand terms past and present where difference is marked.</p>	<p>Is able to understand terms past and present and can categorise items as belonging to past / present.</p>	<p>Is able to understand differences in features from past and present.</p> <p>Is able to understand and use common words / phrases relating to time: past, present, future, before, after, a long time ago etc.</p>	<p>Is able to understand that the past can be divided into different time periods and use dates to support this.</p> <p>Is able to understand what evidence is used to make historical claims about this time.</p>
Subject specific skills	<p>Is beginning to sort objects and pictures into past and present by grouping via familiarities.</p> <p>Is able to identify an object from past or present using symbols/key words from a choice of three/four.</p> <p>Is able to sort pictures of past and present; naming each independently.</p> <p>Can identify a difference in a picture of then and now.</p> <p>Is able to observe pictures artefacts of/from Manchester through history with interest.</p>	<p>Is are able to identify at least two changes from the past to now i.e. population, education, transport, landscapes.</p> <p>Can compare old and new objects and state differences / similarities with some support.</p> <p>Can observe and comment on changes over a long (marked) period of time.</p> <p>With prompts, can recount episodes from historical events / time period.</p>	<p>Can place events / artefacts in chronological order with some support.</p> <p>Can use simple vocabulary that shows sense of chronology.</p> <p>Can state simple differences between life in past and present.</p> <p>Is able to identify some key events from the past that caused change within Manchester.</p>	<p>Can create a timeline chronologically with key events and dates for Manchester and relate this to UK/world events.</p> <p>Can identify key dates for Manchester.</p> <p>Can name the key changes in Manchester related to the key themes.</p> <p>Can identify and understand the significance of some historical buildings in Manchester i.e. Manchester Town Hall. Facing St Peter's and Albert Square, the Town Hall is one of the most impressive landmarks, John Ryland's Library, Manchester Cathedral, Longford Hall, Bridgewater canal and Elizabeth Gaskell's House.</p> <p>Can identify key events in Manchester history i.e. canal built, population growth, the construction of Mamucium, the Peterloo Massacre, Industrial Revolution, World War 2 & Alan Turing, the 1996 IRA Bombing.</p>

				<p>Can explain how their life is different to those in the past.</p> <p>Is able to suggest reasons as to why they categorise something as old / new or from the past / present.</p> <p>Is able to use books, internet and ICT software, going beyond simple observation to answer questions about the topic.</p>
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Key Learning

Personal development

Team work - working together as a team.
 Problem solving - solving problems.
 Communication skills - using voice, signs to communicate facts and opinions.
 Self-management.
 Self-belief.
 Respect.
 Self-awareness.
 IT skills.

Suggested activities

Make a timeline of key events for Manchester- what's changed, similarities and differences link other topic knowledge i.e. Romans.

Examine now and then in schools, life, and work.

Role play

Character cards

Explore artefacts and objects

Explore pictures - similarities / differences

Ask it session

- What has changed in Manchester over time? What does life look like for children growing up then and now-differences and similarities?
- There are many more landmarks in the community, along with cars, motorbikes-go into local community and complete a tally chart for number of cars, shops, etc.
- Are there any significant historical buildings linked to your area of study in existence? Plan a class visit.
- Compare old and modern architecture - Visit an old building and a new building, or view pictures and videos and list comparisons. Here you can look at homes or from a trading perspective - the transition from markets to shopping centres.
- What makes Manchester special? - What attracts tourists now and does it help our economy? Visit a tourist attraction e.g. football ground.
- Schools - How have schools changed?
- Jobs - How have jobs changed? Are there more/less jobs available?

Visits: Manchester city centre, Heaton Park,

Online resources

https://en.wikipedia.org/wiki/Scheduled_monuments_in_Greater_Manchester

http://onthisspot.ca/manchester_2.html for photographs of Manchester now and then.

<https://ilovemanchester.com/2015/10/14/in-pictures-manchester-then-and-now.aspx> for photographs of Manchester now and then.

<https://www.bl.uk/romantics-and-victorians/articles/manchester-in-the-19th-century#> info for Manchester in the 19th century.

<https://www.mancity.com/fans%20and%20community/club/club%20history> Manchester city FC timeline

<http://ir.manutd.com/company-information/history.aspx> Manchester United FC history.

<http://www.localhistories.org/manchestertime.html>

<http://www.bridgewatercanal.co.uk/history/>

Evidencing Work

Work sheets

Pictures

PowerPoints

Research