

History Homeworks Year 8 KS



KS3 Level Descriptors

Level 3	<p>I can understand that the past is divided into different time periods.</p> <p>I can tell that there were differences between different times in the past.</p> <p>I can tell that different times in the past had some things that were the same.</p> <p>I can write sentences about events in the past.</p> <p>I can write sentences about one or two causes of an event.</p> <p>I can use a source to help me answer questions in sentences.</p>
Level 4	<p>I can do everything from Level 3, and...</p> <p>I can write a paragraph to describe some of the main events, people and changes in the past.</p> <p>I can write descriptions of several reasons, using paragraphs.</p> <p>I can select and combine information from sources to produce a structured answer.</p> <p>I can explain that the past can be represented or interpreted in different ways.</p>
Level 5	<p>I can do everything from Levels 3 & 4, and...</p> <p>I can describe and make links between events and changes and give reasons for and results of these events and changes.</p> <p>I can explain most of the reason and show links between them.</p> <p>I can identify the sources that are useful for answering a question.</p> <p>I can suggest reasons for different interpretations of events, people and changes.</p> <p>I can come to conclusions about people and events I have studied.</p>
Level 6	<p>I can do everything from Levels 3, 4 & 5, and...</p> <p>I can describe and begin to analyse the different types of events and changes</p> <p>I understand that there were different types of causes of an event</p> <p>I can suggest the most important cause.</p> <p>I can combine evidence from sources to support my conclusions.</p> <p>I can describe and begin to explain different historical interpretations of events, people and changes.</p>
Level 7	<p>I can do everything from Levels 3, 4, 5, & 6, and...</p> <p>I can make sound use of factual knowledge to make links between events.</p> <p>I can analyse reasons for and results of events and changes.</p> <p>I can write answers that cover all the causes and begin to evaluate the significance of the different causes.</p> <p>I can evaluate sources for reliability.</p> <p>I can find sources of information for myself and use them critically to answer questions.</p> <p>I can explain how and why different historical interpretations have been produced.</p>
Level 8	<p>I can do everything from Levels 3, 4, 5, & 6, and...</p> <p>I can use detailed and factual knowledge and understanding to analyse relationships between events, people and changes.</p> <p>I can set these explanations in a wider historical context – either time or place.</p> <p>I can write an answer that evaluates and is critical of the different interpretations of the causes of events.</p> <p>I can use sources of information critically and carry out historical research.</p> <p>I can reach substantiated conclusions about my enquiries.</p> <p>I can analyse and begin to explain different historical interpretations.</p>

A, B & C sub levels will be given. A = Top of that level B = Firmly in that level
C = Just in that level.

Year 8

Homework's are set once every half term. Projects are given with 4 weeks to complete. The work should be done by individual pupils using books, class work and the internet.

Opposite are details of the level descriptors for History.

In year 8 most pupils should be achieving a level 4 - 5 (c-a).

The next few pages explain all the homework's for year 8.

How to get Help:

We have 2 ways for you to find information and print off new homework sheets if lost.

1. School website:

www.chelmervalleyhighschool.co.uk/

If you go to departments and then History under the KS3 heading should be year 8 homework booklet link.

2. Internal website:

<https://cvhsmywork.chelmer.essex.sch.uk>

If you go to the other sites menu then down to History website this contains worksheets and project sheets and a homework helper page.

Each project must have the following information:

Include:

- ***A front cover*** – To show what the title of the homework is and your name.
- ***Introduction*** – To explain what your homework is going to include. This may be the topic area or a little information on a **Historical figure**. Example:

In this project I will be looking at to find out if they

- ***Core answering the question*** – This is where you work through the different sub titles and find information on each one which helps to answer the main question.
- ***Conclusion*** – This is where you say after looking at the main question what you have decided is the main answer (this is your opinion and should be supported by evidence). Examples:

After looking at the different factors I have decided.....

The most important reason why theis

- ***Bibliography*** - books you have used or internet sites listed down at the end.

History targets to help you improve your Historical skills

Project will be given a national curriculum level and a target to help pupils improve.

Target number	What you must do
1	Describe the events in full using appropriate evidence.
2	Understand and explain how events occur, with evidence.
3	Understand and explain why, with evidence, events occur.
4	Explain why different views exist on the same event in the past.
5	Which explanation, about an event, is the best and why?
6	Explain why a source is useful.
7	Use a source effectively in historical arguments.
8	Have a conclusion backed with evidence.
9	Look at both sides of the argument with examples.
10	Combine sources with own knowledge to fully explain events.

Topics in Year 8

Making of the UK

The pupils go from learning about genealogies to the political unification, Civil War, Religion, Plague and the Fire of London. In this course they learn about the Tudors and Stuarts in detail, the monarchs and the problems they faced while on the throne.

Native peoples of North America

The Plains Indians were the indigenous peoples of North America. They were there before European exploration discovered the Americas and stayed long after this discovery. The pupils will learn about tribal organisation, beliefs, warfare, culture and the impact of the Whiteman.

Spelling tests will be given throughout the year to help with literacy:

Tudors

1. Parliament
2. Excommunicate
3. Priest
4. Protestant
5. Religious
6. Cathedral
7. Catholic
8. Henry
9. Beheaded
10. Reformation
11. Pope
12. Divorced
13. Armada
14. Monarch
15. Protestantism
16. Divine right
17. Succession
18. Executed
19. Over mighty
20. Noble

Stuarts

1. Revolt
2. Revolution
3. Government
4. Parliament
5. Charles
6. Gunpowder
7. Ship money
8. Torture

9. Guido
10. Catesby
11. Fire
12. Plague
13. Tower of London
14. Smoke
15. Doctor
16. Cure
17. Infected
18. Spread
19. Conspiracy
20. Plot

Native Americans

1. Warfare
2. Sioux
3. Indian
4. America
5. Tepee
6. Scalp
7. Battle
8. Beliefs
9. Buffalo
10. Cattle

Thinking Skills

1. Evaluate
2. Link
3. Evidence
4. Explain
5. Classify
6. Clarify
7. Interrelate
8. Hypothesis
9. Judge
10. Justify

Alternative Homework 1a: Produce a booklet on life in Tudor times

You need to produce a booklet looking at life in the Tudor ages, in this booklet you will need to look at different aspects of life including some of the list below.

- 1. Clothes**
- 2. Houses**
- 3. Food**
- 4. Education**
- 5. Punishments**
- 6. Work**

Good answers would compare the differences between the lives of the rich and those of the poor.

The conclusion should explain why there would have been a difference between the lives of the rich and the poor.

Alternative Homework 1b: : Was life in Tudor times more like Medieval life or Modern life?

Introduction

Core answering the question:

Sections will be needed on:

- 1. What the situation was like in England during the Tudor times**
Explain what life was like for people in England, who was king and what was changing.
- 2. What the situation was like in England during the Medieval times**
Explain what life was like for people in England, who was king and what was changing.
- 3. What the situation was like in England during the Modern times**
Explain what life was like for people in England, who was king and what was changing.
- 4. Go through all the causes/factors you think make Tudor times more like either Medieval/Modern times.**

The conclusion should have an explanation showing why you think what you think. Good answers will show how comparisons have been made.

All classes Homework 2: Produce a Dragons Den sales pitch for a scientific invention from the 16th or 17th Centuries.

In this homework project you will need to look at different inventions during the 16th or 17th Centuries. You must then choose one that you like and make a sales pitch as if they are a new invention.

You can use PowerPoint, moviemaker, posters etc to aid your pitch as well as music.

There is no need to print these presentations out as they will be viewed in lessons on the computer/projectors – bring it in on a memory stick.

All classes Homework 3: Who was worse, Henry, Elizabeth or Cromwell?

Introduction

Core answering the question:

1. Highlight the good and bad things Henry VIII did.

Look at the break with Rome.

Look at closing of the monasteries.

2. Highlight the good and bad things Elizabeth I did.

Look at how Elizabeth dealt with the poor.

Look at the Spanish Armada.

Look at slave trade.

3. Highlight the good and bad things Cromwell did.

Look at the English Civil War.

Look at what Cromwell did once he was Lord Protector.

The conclusion should have show how some things would make them popular, some unpopular. Which of all the events would have the greatest influence on the people of England? Did the good outweigh the bad or vice versa? Which one was the worst from the evidence you have found and why.

All classes Homework 4: Why were there so many witches in Essex in the 16th and 17th century?

Introduction

Core answering the question:

- 1. What was looked for in a witch (definition).**
- 2. Evidence from the lessons for example how many were found in each location around Essex.**
- 3. Who was the 'witch finder general' and how did he work?**

The conclusion should explain why so many witches were around during the 16th and 17th century in Essex, using evidence to support your claims.

All classes Homework 5: How did the plains Indians live?

Introduction

Paragraph One

You can use these opening sentences as a guide. You should then add your own ideas and extra paragraphs.

In terms of the Indians lifestyle the buffalo was very important. The Indians relied on the buffalo for food. However, there were many other uses.

You need to add the examples for the buffalo.

Paragraph Two

You can use these opening sentences as a guide. You should then add your own ideas.

The Indians believed they should live in harmony with nature. They believed that each tribe was guided by natural spirits. The Sioux Indians believed in the "Great Spirit" Wakan Tanka.

Things to Include

- Why did the Indians think they should live in harmony with nature?
- Describe the Sun Dance? , Why did Indians do the Sun Dance?
- What was the role of the medicine man in the tribe?

Paragraph Three

In this paragraph you need to write about the Tepee. You can use these opening sentences as a guide. You should then add your own ideas.

Some Native Americans lived in Tepees. Tepees were good for the Indians nomadic lifestyle because they could be moved easily.

You now need to include further good points of the Tepee and the bad points about the Tepee

Paragraph Four

In this paragraph you need to write about Indian marriage. Things to Include

- How old was a Sioux Indian when they were likely to get married?
- What do you think of this?
- How would Sioux Indians get to meet their future wives and husbands?
- What was **polygamy**? , Did the Indians view having **lots of wives** as a good idea?

Conclusion

The conclusion is where you finish your argument.

You need to answer the following.

What did their lifestyle revolve around e.g. Respect for nature, keeping men in power over women...?