



History





Intent



History Intent

What is History?

History is the exploration of the past through the eyes of those who could tell their story. It looks at the people, problems of the past, changing society, key events and their significance on the world we live in today. It is a quest to find evidence and critically evaluate it, to draw reasoned conclusions about the past.



Intent





Intent



Why is studying History important?

- We believe that the study of History is vital for all our students because it gives them an insight into past worlds, helping them understand the world in which we live today. The study of History equips students with the tools to participate, discuss, critically evaluate and act on decisions that affect their everyday lives. We provide students with an environment that creates interest, engagement and curiosity in the past, as well as developing the skills and vocabulary they need to grow their thinking and articulation of History.
- History offers an exciting opportunity to analyse, identify and evaluate a range of sources and interpretations.
- History develops your communication skills and studying the subject will show you how to research.
- History is also useful as it provides you with the tools necessary to compile an argument, and support it with evidence.
- Opting for History can contribute to the subjects required to gain the English Baccalaureate and is desired by many Universities.
- Taking History means that you will be able to get involved with various learning activities, such as role playing, debating, hot seating, watching movies, quizzes and developing those all important essay writing skills.



Intent



What are the aims of History?

- To encourage independent learners, listeners and thinkers
- To provide enjoyable courses, that will stimulate interest and enthusiasm in the subjects
- To provide a truly embedded, diverse curriculum, committed to exploring different perspectives from the past.
- To challenge prejudice and to address the moral issues thrown up by any study
- To provide the questions to assist students in developing skills of analysis and argument – both oral and written
- To guide students in opening their minds to alternative ideas and outcomes
- To ensure students achieve to the best of their ability
- To assist students in the discovery and understanding of the world that is constructed around them



Intent



What are the aims of the History Curriculum KS3?

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.

However, we work to go beyond the National Curriculum and ensure that we have a breadth of course that also explores a more diverse curriculum, embedding the experiences of the past of a wider range of people through 'Our History'



Intent



What are the aims of the History Curriculum at GCSE?

The aims and objectives of this qualification (taken from Edexcel) are to enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.



Intent



What are the aims of the History Curriculum A Level?

Courses based on these specifications (from AQA) should encourage students to:

- develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

This is achieved through teachers continuously expanding their curriculum knowledge, mapping out the program of study and developing creative and engaging lessons that meet the requirements of the specification.



National Curriculum Coverage Map

As part of our all through curriculum, we know that the other core parts of the KS£ curriculum have been taught at the middle phase, following consultation and the design of our KS3 curriculum

HISTORY National Curriculum Expectations KS3	Year 7			Year 8			Year 9 (County Upper)
	Autumn	Spring	Summer	Autumn	Spring	Summer	
the development of Church, state and society in Medieval Britain 1066-1509							
the development of Church, state and society in Britain 1509-1745							
ideas, political power, industry and empire: Britain, 1745-1901							
challenges for Britain, Europe and the wider world 1901 to the present day (in addition to studying the Holocaust)							
a local history study							
the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066							
at least one study of a significant society or issue in world history and its interconnections with other world developments.							



Intent



KS3 Curriculum Content

1. Extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning
2. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
3. Use historical terms and concepts in increasingly sophisticated ways.
4. Pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response.
5. Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
6. Plan to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

1. Course is designed chronologically and we explore world History through the Wars and Civil Rights and Cold War. We also look at local History through impact of War on Bury. We explore British History through wars, women and the liberalisation of Society in Britain
2. Big 6 questions drawer course together, to enable students to make connections across their study
3. Key words are in the scheme of work and also embedded in lessons. The course is designed so that students recap key words, e.g. democracy, dictatorship, rights etc..
4. Each unit is broken down into an enquiry, e.g. Is America free?
5. Use of contrasting sources in all the courses, to show how history has been presented so differently, enables students to balance ideas and then form reasoned judgements
6. Depth studies appear in each unit, each lesson is an enquiry itself. There are over-arching big questions, this enables students to progress in their understanding as the concepts repeat and embed greater depth in understanding as they gain more examples to support their ideas of change and continuity and causation and consequence over time.



KS3 Curriculum Content

Across KS3 pupils are taught about:

- **The Impact of WW1**
 - What caused the First World War?
 - What was it like to fight on the Western Front?
 - What impact did the war have on women?
- **International Relations and the Second World War 1919-1945**
 - Was the Versailles Treaty fair?
 - How far was Hitler to blame for the Second World War?
 - What was the turning point of the Second World War?
 - What led to the Holocaust?

The content links to these 'Big' questions:

- Q1. Why has the past been interpreted so differently?
- Q2. How have people's lives changed?
- Q3. What was the most important turning point of the last 100 years?
- Q4. How have ideas about the role of the government changed?
- Q5. When did people become free?
- Q6. How have individuals shaped our world?

- **The search for equality in the 20th century**
 - What caused the Cold War?
 - Why were the superpowers able to avoid a 'hot war'?
 - Who won the Cold War?
 - When did Black Americans become free?
 - What are the movements for civil rights that are still ongoing?
- **Globalisation: Terror and Liberation**
 - How did women's lives change after WW2?
 - Has society been liberated?
 - Who is winning the war on Terror?



Intent



GCSE Curriculum Content

Unit 1: Thematic Study & Historic Environment

- Medicine in Britain: This unit includes medieval to present day medical developments in beliefs about the cures of diseases; improvements in anatomical knowledge; factors that caused change; an exploration of surgery and the growth of public health.
- British sector of the Western front: In this section we look at medical experiments on the Western front, conditions soldiers faced, as well the organisation of supporting medical forces.

Unit 2: Period & Depth Study

- British America: In this unit students look at piracy, the slave trade, revolts in the colonies, cultural developments, the war of independence and the consequences of it.
- Elizabethan England: Students will explore life in Elizabethan times; her Court and Parliament, the explorers, education and leisure, enemies abroad and at home

Unit 3: Modern Depth Study

- Students explore the rise and fall of the Weimar Republic; the creation of a dictatorship under Hitler; what it was like to live in Nazi Germany.



Intent



A Level Curriculum Content

Unit 1 Stuart Britain and the crisis of monarchy 1603-1702

This breadth unit covers a 100 year period and explores issues such as; power of the monarchy, religion, finances, individuals and ideas

Unit 2 France in Revolution 1774-1815

This depth unit focuses on the causes, events and consequences of the French Revolution.

Unit 3 Non-examined Assessment

This unit is a non-examined assessment of 3,500 words on the Civil Rights Movement in America. Students will analyse and evaluate sources and interpretation, whilst responding to a focused historical question.



Intent



How is your content sequenced?

Year 9 - Chronological to ensure students have the opportunity to build on existing knowledge and vocabulary. This is also key to them being able to see patterns and trends over time.

GCSE - All courses are chronologically organised. The first topic we cover is Medicine as it gives the overview of time that provides a framework for the other courses.

A Level - The examined units run chronologically. Both begin in year 12. The depth course is shorter in content, so the teacher of that unit covers the NEA. This is started in the summer term of year 12 to enable students to build up skills in core research, essay construction, source and interpretation evaluation



Intent



Sequencing to enable progression KS3

Our curriculum assessment works as an all through model.

Each criteria is based on the National Curriculum.

These statements are mapped across the units of work that are taught during the academic year and although skills and knowledge are constantly being repeated and built on in different context

By the end of each academic year all objectives will have been covered and student will have shown evidence of the level they are at for the objectives

Objectives:

	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9
TAS Historical knowledge (2.1), (2.2), (3.1), (3.2), (3.3) (AO1) (AO2) I can use historical terms and dates in the correct way	I can use some key historical terms and events (from a word bank) in context of the period studied.	I can use key historical terms and events (from a word bank) in context of different periods, eras and events.	I can use key historical terms and events in context of different periods, eras and events.	I can confidently use historical terms and events to demonstrate knowledge and understanding of the key features and characteristics of the period studied.	I can independently use a range of historical terms to demonstrate knowledge and understanding of the key features and characteristics of the period studied.
TAS Sources (2.5), (3.5) (AO3) How useful is Source A... <i>I can assess the usefulness of sources</i>	I can begin to make inferences from source material i.e. to suggest what they can tell us about a past event	I can analyse the usefulness of source material to suggest what they can tell us about a past event	I can analyse the usefulness of sources content, by linking specific details in the source to my own knowledge	I can analyse the usefulness of source material not only in content, but also in terms of provenance (Type, Author, Place and Date)	I can evaluate the usefulness of a source after exploring the content, use and limits of it
TAS Causation and consequence (2.3), (2.4), (3.4), (3.6) (AO2, AO4) Explain the importance of... <i>I can show understanding of cause and consequence</i>	I can identify the cause/ consequence of events and identify one as the most important	I can explain at least one cause/ consequence of events, by linking them to the historical context	I can explain multiple causes/ consequence, linking them to the historical context, and prioritise	I can analyse shorter / longer / trigger and economic/political/social causes and consequences	I can evaluate shorter / longer / trigger and economic/political/social causes and consequences and explain links between them
TAS Change and continuity (2.2), (2.4), (3.2), (3.4), (AO1) In what ways were they similar? In what ways do they differ? <i>I can show understanding of change and continuity</i>	I can identify examples of change and continuity within and between time periods I have studied.	I can identify examples of change and continuity within and between time periods I have studied.	I can begin to assess the extent of change and continuity within and between time periods.	I can assess the extent of change and continuity within and between time periods and provide a range of supporting evidence	I can assess the extent of change and continuity within and between time periods, provide a range of supporting evidence and offer reasons for it
TAS Interpretations (2.5), (2.4), (3.5) (AO4) How do interpretations B and C differ? Why do interpretations B and C differ? How convincing is interpretation D? <i>I can evaluate interpretations</i>	I can compare two versions of an event and explain how they differ.	I can compare two versions of an event, explaining how they differ and begin to explain why they differ based on content	I can compare two versions of an event, explaining how they differ and begin explain why they differ based on content and provenance	I can test the accuracy of interpretations in light of reliable historical evidence.	I can evaluate the accuracy of interpretations in light of reliable historical evidence.
TAS Historical significance (2.3), (2.4), (3.4), (3.6) (AO2,3) Explain the significance of... <i>I can evaluate the significance historical events/people</i>	I can explain in simple terms why some specific people or events are historically significant	I can explain why some specific people or events are historically significant	I can identify a number of reasons for historical significance of given events/people	I can prioritise the reasons for the historical significance of given events/people	I can make a judgement about the significance of events/people in the shorter and longer term



Intent



Sequencing to enable progression GCSE and A Level

All our courses are mapped out weekly and units have accompanying schemes of work that progress through the national curriculum / specification.

Year Plan 2020-21

Term	Year 9	Year 10 Edexcel	Year 11 AQA	Year 11 Edexcel (from 2021)	Year 12	Year 13
Autumn	Chronology World War One and its impact, 1914-1918 International Relations 1918-1948	Medicine Historic Environment: Trenches	Cold War Germany 1890-1945	British America, 1713-83: empire and revolution	1D: Stuarts 2H France	1D: continued 2H: continued Unit 3 continued
Spring	International Relations 1918-1948 USA: The Land of the Free?	Medicine Weimar and Nazi Germany, 1918-39	Germany 1890-1945	Early Elizabethan England, 1558-88.	1D: Stuarts 2H France	1D: continued 2H: continued
Summer	Globalisation: Terror and Liberation	Weimar and Nazi Germany, 1918-39	Revision, exams	Revision, exams	Unit 3 NEA	Revision, exams

Autumn Term

	Year 9	Year 10	Year 11
7/9	What is History How is Time divided up?	Intro/Hippocrates and Galen	Intro to Cold War/ Context of Vietnam and Korea / Causes of Korean War
14/9	Why study WW1 Alliances Arms Race	Illness and cures in the Middle Ages/ Public Health in the middle ages	Events of Korean War/ Sacking of MacArthur
21/9	Sarajevo What caused WW1 debate What was the Schlieffen plan?	Black Death /Healers/ Surgery	Students complete the Asia Assessment Part One, which contains two questions. This must be completed in exam, timed conditions and be handwritten. Any students who need extra time should be given it. All marks to be entered on the student tracker. End of War/ Impact of Korean War
28/9	Trench System What was it like to fight on the Western Front Medicine in the trenches	Islamic/Consolidation of Middle Ages	Context of Korea/ Motives for USA/ Causes of War
5/10	Medicine in the trenches Somme Poetry of WW1	Renaissance/ Vesalius / Harvey/Pare/	Johnson's War/ Vietcong tactics
12/10	Conscientious Objectors Life of a Suffolk soldier Life in Suffolk during the War	Plague / Hospitals	Reasons for protest against war/ My Lai/ Tet offensive
17/10	Experiences of War in the wider world -colonial fighters/ Who won WW1 Students complete Autumn Assessment 1 from the Assessment Portfolio, which contains two questions. This is not a controlled exam condition assessment, so could be offered as homework. All marks to be entered on the TAS tracker	Surgery/Healers / Thomas Sydenham	Students complete the Medicine Assessment which contains two questions. This must be completed in exam, timed conditions and be handwritten. Any students who need extra time should be given it. All marks to be entered on the student tracker.

Termly Plan A Level History

Week	Year 12 - Teacher 1	Year 12 - Teacher 2	Year 13 - Teacher 1	Year 13 - Teacher 2
1	Intro	What is History?	Major Generals	NEA prep
2	Background of Stuart life	Background to 18th century History and French Revolution	Major Generals	Tutorials
3	Monarchy and ideology	Long term causes of Revolution	End of protectorate	Tutorials
4	Faction	Long term causes of Revolution	How successful was the protectorate	Tutorials
5	Finance	Short term causes	Steps to Restoration	Tutorials
6	Finance	Noble Revolt	Terms of Restoration	Tutorials
7	Religion	Revolt of Bourgeoisie	Parliaments	Tutorials
8	Religion	Revolt of Paris and the peasants	How effective was the restoration	Introduction to Napoleon
9	Religion	Achievements of the National Assembly	Clarendon	Napoleon's rise to fame
10	Extract work	Achievements of the National Assembly	Carbal / Danby	Napoleon's rise to fame
11	Foreign policy	Overthrow of the monarchy	Faction	Tightening his grip on power
12	Conflict with Parliament	Overthrow of the monarchy	Parliament under Charles	Consolidation of power
13	Conflict with Parliament	Radicalisation	Religion	Consolidation of power
14	What caused the personal rule?	Radicalisation	Revision	Revision
15	n/a	n/a	n/a	n/a

Spring Term

Week	Year 12 - Teacher 1	Year 12 - Teacher 2	Year 13 - Teacher 1	Year 13 - Teacher 2
1	Laid	The Terror	Revision	Revision
2	Laid	The Terror	Mocks	Mocks
3	Scotland	Robespierre	Was Charles and absolutist? Exclusion	Napoleon's reforms
4	Ireland	The Directory	James II	Rise of the Empire
5	Ship money/ grievances of personal rule	The Directory	The immortal 7 and reasons for the glorious revolution	Rise of the Empire

The course builds on previous knowledge as there is a continuous need to reflect on different concepts that have been studied, as well as to compare them to different systems. Keywords are also repeatedly explored to continue to build up breadth and depth of knowledge and understanding



Intent



Learning and Teaching

The pedagogy of this subject is focused around enquiry, source analysis, balancing arguments, engaging in dialogue, drawing links over time and critiquing interpretations. Students need to acquire knowledge and understanding in order to develop second order concept thinking, around causation, consequence, change and continuity. They also need to be able analyse and evaluate source and interpretation material. It is key that students are provided with structure to develop balanced ideas, in order to form reasoned and substantiated judgements. This can be achieved through a range of processes including document and source work, evidence based enquiries, debates and creating representations of the past



Intent



Literacy and numeracy

Literacy

- Literacy is key to creating the foundations on which to develop learning in History.
- Students need to be able to access a range of sources and we need to equip them with knowledge in key concepts and vocabulary to do this. Therefore we have identified key words that are relevant for each lesson. there is also a History handbook which identifies key words they should learn.
- We work with students to explore understanding inferences in sources as well as moving on to analyse and evaluate them
- Interpretations are a core part of the discipline of History and students need to work with interpretations to identify main and sub arguments, so that they can critically evaluate and test them
- History also encourage students to engage in discussion, this is through asking questions, hot-seating, role-play, group work and through debating

Numeracy

- To study history students require an understanding of chronology and sequence, which we explore in our chronology unit.
- They also need to interpret data (in graphs and tables) and compare statistics, for example in the GCSE Germany unit when looking at election results.



Intent



British Values

OUR HISTORY

- Our Faculty is committed to exploring different perspectives from the past. In lessons we are dedicated in working towards expand the range of examples we give through our topics to ensure that students get a truly diverse curriculum all year round.
- Students are actively encouraged to think about the diverse History of Britain. We have worked to move beyond the National Curriculum and embed 'Our History'. This is the aim of ensuring that students explore History from a diverse range of perspectives.
- This means looking at History from the perspective of people from different ethnic groups, classes, gender, sexualities, physical capabilities, religions and nations.
- In each scheme of work we have reference to 'Our History' - so we can monitor the amount we teach.
- At KS3 we have introduced lessons and enquiries to reflect this, e.g. liberalisation, post-colonialism, civil rights to the modern day, women's rights
- We have a notice board to showcase key individuals and this is on our website





Intent



Support

- Teachers will know their students and support their emerging learning needs
- Faculty training with the SENDco, including yearly updates on students we will teach
- Any SEND requirements are prepared for and accommodated
- Ideas for in class support:
 - Group work and pair work tasks to enable peer-support
 - Digital support via audio and visual input
 - Progressive tasks
 - Highlighting the use of key terms through to enable access to the learning content
 - Verbal support, one-on-one and scaffolded tasks.
 - Targeted questioning.
 - Tasks with variable outcomes to enable students flexibility and freedom of individuality.
 - On-going assessment to highlight gaps in learning.
 - Structured writing frames and starter sentences are used to enable students to visualise and support them in building their confidence so they can move forward to writing independently
 - Peer assessment and group work allow students to use their relationships to feed off each other's expertise and develop confidence
- Lessons will be structured to ensure students gain the best possible outcomes
- Teacher feedback will guide individuals to progress
- Resources, such as textbooks or financial support for trips etc. will be provided for pupil premium, as needed
- SEND books, e.g. foundation for Medicine and Germany are available



Intent



Cross Curricular Links

- English - History engages students with a range of literature, from primary sources to secondary evidence. The nature of the enquiries also means we need to work with building written skills
- Citizenship - History students are encouraged to understand the world through the eyes of a citizen, their rights and responsibilities. This is particularly important when covering units such as women's rights, civil rights and liberalisation of society and the Holocaust.
- Politics - Students are encouraged to learn about politics, through the discussion of franchise, citizens rights and the electoral systems in all our units.
- Geography - We cover some world history and so knowledge of their location is key, especially in the cold war unit



Intent



Recovery curriculum

- Essential knowledge and vocabulary has been covered throughout the year as we continued live remote learning lessons.
- In year 10 work on the Historic Environment was completed in lockdown. However we extended our teaching time in this area once we returned, meaning our plans to make a start on the third unit have been delayed. However we still have time to complete the final two units at this stage.
- Year 9 did have more time on the topics taught in lockdown, which has meant that we have dropped the medicine and teacher choice unit, however this was added in, due to our extra time on the timetable, so is not a concern.
- Skills that we would like to continue to build on are the exam practice, as we did not have as much opportunity to carry these out. However this has been undertaken since the return in March with peer assessment, feedback and subsequent essays.
- We await the exam board recommendations on which units may be reduced?
- We are disappointed that we did not get to take students on any extra-curricular excursions, however we are keen to get back involved. We have been liaising with Norwich museum as they have created a range of resources in lockdown and we hope to arrange a visit there soon.



Intent



Intended areas of History development

- Annual review of curriculum content, following student evaluations, to ensure we continue to offer the correct courses that are accessible and engaging
- Liaison with other schools that teach edexcel, to ensure we are marking scripts accurately - as we move to the new boards
- Plan and resource the America unit, look to possibly replace the Elizabeth unit
- Develop assessment systems, inline with emerging whole school guidance
- Development of more in class retrieval practice, through inset, planning and implementation.
- Offer revision support to students in yr 11 and 13 next year, early on
- Analysis of practice exams to identify and deliver intervention
- Explore resourcing in terms of IT
- Trips...



Implementation



History Implementation



Implementation



Students work

Students are to be encouraged to take pride in their work and to pay careful attention to presentation.

- Each new unit of work should be introduced by a new contents page. This can be very basic for low ability students, and more detailed for higher ability students.
- Each new piece of work should be dated on the top right of the page (e.g. 20th September 2021). There should also be a title on the next line down. Both date and title should be underlined with a ruler.
- Students should rule off underneath each piece of work.
- Pencil should always be used for drawing and blue or black pen for writing.
- Felt-tip pens should not be used in books.



Implementation



Planning

All units are resourced fully. there are schemes of work with accompanying powerpoints, resources, links etc, which are available to all members of the department via the T drive - though this is being moved to google drive.

Teachers take these and adapt and add to the collection to ensure w haveriety and lessons tailored to each class and individuals need.

Assessments are centrally produced with clear access to mark schemes.

Each year a termly plan is produced with links to the assessments and markschemes, so teachers can ensure they are working in unity

Colleagues also have access to a faculty website with links to current thinking on key areas of teaching and learning

9 KS3	14/06/2021 13:32	File folder
10 Edexcel GCSE	18/11/2020 13:08	File folder
11 AQA GCSE	02/11/2020 11:04	File folder
12 Stuarts	05/05/2021 15:50	File folder

CU History Faculty

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Home

History, Politics, Religious Studies, Beliefs & Values, Sociology and Citizenship

On this site our Faculty can share resources to assist our professional development, subject knowledge, minutes from meetings, etc...

Each month we will have a focus for development of ideas and learning activities, there will be a page created for it and we can all add and contribute. This means that we have begun to compile a worthwhile bank of resources at everyone's disposal.

Please note the Faculty Handbook is in the office and on the T-Drive and it lays out information and policies. Alternatively there is the interactive version, known as Vic.



Implementation



History and Literacy

Reading Students are presented with a range of texts that they need to analyse. Classes will often take part in whole class reading out loud as well as in partners and individually. Tasks can be focused comprehension with set questions or quizzes, etc. This is often followed by questioning students understanding of the text, what it says, what it mean,s what links can be made to the enquiry, how does this new knowledge fit with the big picture?

Vocabulary Subject specific vocabulary is highlighted in our schemes of work. Students are introduced to these in lessons - as teachers do use historical language and terminology at every opportunity. They appear in the History handbook, which students can explore as part of their homework. These are tested through quizzes and through homeworks and in year 9 the end of year exam.

Chronology

Learning Objective: To compare your experiences to those of the past

<p>Facts: Learn the key facts, they will help you carry out your research</p> <ul style="list-style-type: none"> 1965 Race Relations Act 1966 England win the world cup April 1968 Martin Luther King is assassinated 1975 Sexual Discrimination Act 1975 Referendum, UK votes to join EU 1989 Berlin Wall falls 1995 Disability Discrimination Act 2001 9-11 Terrorist Attack on twin towers 2003 Section 28 removed from law 2007 First iPhone released 2008 Barack Obama becomes president 2010 Equality Act 2016 Donald Trump becomes US president 2016 Referendum, UK votes to leave the EU 2019 Fire at Notre Dame 2020 Lockdown 	<p>Spellings: Here are some ideas of phrases/words you may wish to use. Make sure you spell them correctly in your written answer.</p> <p>Changed / Altered / Transformed / Different / Varied / Important / Whereas / However / Although / On the other hand / Significant / Importance /Conclusion</p>
<p>Practice: You should answer the question below.</p> <ul style="list-style-type: none"> • It should be between no larger than one A3 sheet • Make sure you give three clear differences of growing up before and after 2000. • Be sure to include pictures • To stretch yourself think about why things have changed • Include on your poster a judgement about which is the greatest change <p>How different was it growing up before the year 2000 compared to growing up after the year 2000? (8 marks)</p>	
<p>Research: You are going to make a poster showing changes between now and before 2000, but to do this you will need to carry out the research first. Interview a person who grew up before 2000, ask them the questions below and compare their answers to what you would write. (A grandparent may be best to get a good comparison)</p> <ol style="list-style-type: none"> a) What kind of toys did you play with? b) What were your holidays like? a) What did you know about politics when you were younger? b) What was school like? c) What did you do in your spare time? d) What were your meals like? e) How was life different to now? f) What do you think the biggest change is that you have seen? g) What do you wish you had when you were younger? h) What key events do you remember (use your key facts to offer ideas) 	

Extension Activities:

- Interview two people from different generations, so our poster can include changes over three time periods



Implementation

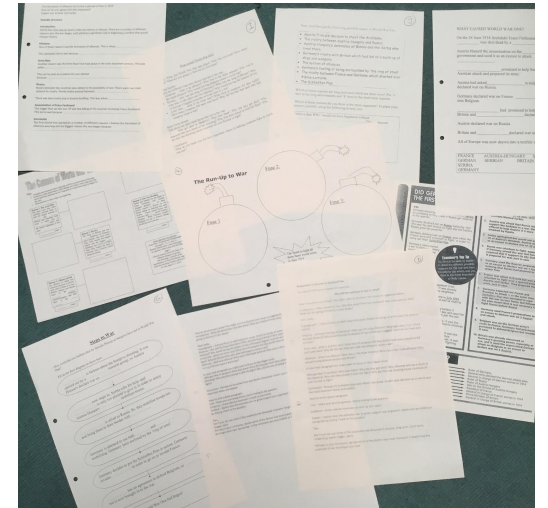


History and Literacy

Knowledge Knowledge is built up through the course with the use of retrieval practice techniques to ensure long term embedding of knowledge. This is seen in starter questioning, quizzes, end of topic tests and practice exams. Modelling of how to incorporate knowledge, and what constitutes 'evidence' is undertaken in preparation for practice and actual assessments.

Oracy When discussing their ideas and thoughts or presenting information, pupils are encouraged to become involved in the dialogue and stretched to identify key historical vocabulary and factual detail. Teachers use historical language and terminology in every lesson where possible to encourage pupil uptake.

Writing Students undertake a number of written tasks to build up their skills in not only the method of writing for an extended period of time, but also in a methodical and well organised way. Pair, group and whole class activities are used to build up core essay writing skills. Essay planning is also modelled to students and the importance of how to take notes made clear during lessons





Implementation



How are lessons tailored for different learners, including pupils with SEND?

- Teachers are knowledgeable of SEND needs of students, as we read all documentation and also have training with the SENDco
- Additional support and resources are provided in advance to meet needs
- Teachers work with LSAs to ensure the most effective support is delivered
- Scaffolding of learning to enable progression through knowledge to understanding
- Reinforcement of keywords to enable understanding and access to further knowledge and understanding
- A high level of discussion and debate in this subject allows teachers to identify progress, emerging needs and offer support
- Students who needs support constructing written work are shown sample answers, see starter sentences and engage in group work to construct 'perfect paragraphs' before undertaking independent extended writing tasks.
- HoF also monitors progress through central data to see if any additional intervention is needed



Implementation



Opportunities for more able pupils

- Lessons are tailored to provide opportunities for the more able to engage in higher level thinking and tasks, such as getting them to draw out synoptic links
- Extension tasks available to challenge, stretch and accommodate quicker-paced learners seen through CYC
- Students are encouraged to engage in extra research and follow historians through things like History Hit and History in Our Time, etc.
- Students are told they can explore their passion for History through History Society, but also through other things such as debating and politics society
- The range of resources in the library cater for the higher level students who need more challenging texts
- History Handbook for year 9-11 also provides extension activities and resources
- In sixth form students have access to a range of documents and articles



Implementation



Resources

- All history units are delivered with the use of high quality texts, visual stimulus and up to date resources
- We have a well stocked library, which has all key texts for A level and also for GCSE
- We have a shared T drive with links to documentaries and films, we also have links to video clips on line in our schemes of work and lesson powerpoints
- We also have access to costumes that we use for role play and various artefacts, including a fully stocked medieval apothecary, with various severed limbs
- Members of the faculty have access to the Historical Association, which means we can access their resources (students as well) and magazine
- We have ipads, however are looking to update these as they are soon to be retired

CU History Learning Site

b) The Weimar Republic

On this page you will find information about the creation, ups and downs of the Weimar Republic. Check out the video below about the constitution of Weimar.

The Last Days of World War One

Spring 1918	Ludendorff's Offensive - the Germans break through and gain land
June 1918	The Germans are defeated
August 1918	Armistice is signed
September 1918	Allies have regained all land - Germany is threatened. Allies offer peace - if the Kaiser abdicates - he refuses
23 October	Kaiser abdicates
26/7 October	Strikes and chaos across Germany
7 November	Social Democrats send Liebknecht to Kaiser
9 November	Kaiser's abdication announced
10 November	Ebert takes power
11 November	Armistice signed

What state was Germany in after World War One?

During the war there were food shortages as the British had blockaded German ports, preventing food imports. In the same time, due to the war effort, there was a lack of labour to bring in the harvest so young men had been drafted to the soldiers. Germany was producing only 30% of the milk it had done before the war. The supply of potatoes had run out by the summer of 1917. The only food that could act as a replacement was turnips. This led to the winter of 1918/19 known as the 'Turnip Winter'. Turnips were used as animal feedstuff and the thought of eating them repulsed many in the weeks that followed. Due to the lack of food people began to suffer from malnutrition which meant that people found it hard to fight off disease. People had little energy to fight off the disease. It took about five quarters of an million people died of a combination of the war and starvation. The people that did survive spent months, but the soldiers who had survived the war.

Welcome to GCSE History

Congratulations on choosing to embark on a two-year study of History.

Medicine Through Time 1250-Present
British Sector of the Western Front 1914-18

This booklet should provide you with a good bank of revision notes, links to resources, homework quizzes, essay questions, tips on exam technique and sample answers.

Resources for Medicine Through Time

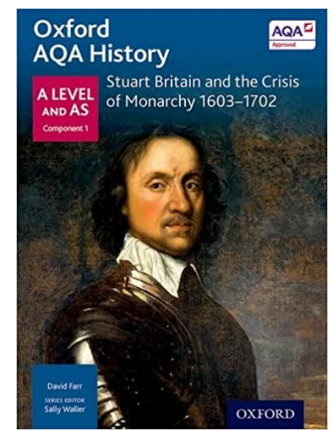
- 📖 Medicine Through Time, 1250-Present by Ian Dawson. ISBN: 978-1471861376
- 📖 Medicine Through Time, 1250-Present by Thorne and Stark. ISBN: 978-1292127378
- 📖 My Revision Notes: Edexcel GCSE (9-1) History: Medicine Through Time..., by Sam Slater. ISBN: 978-1510403215

Online

- 🔗 GCSEPOD
- 🔗 Quizlet
- 🔗 Youtube
- 🔗 BBC bitesize

Our own learning site has a range of resources, links and information: CU History Learning Site by visiting cu.history.burgedu.org and following the links.

If you have any queries email cu.history@burgedu.org





Impact



History

Impact



How do you monitor progress and achievement?

Books are the student's notes and they should have pride in them. They will be marked in line with the school policy of effort and attainment:

A = Excellent

B = Satisfactory: no problems

C = Usually satisfactory; but some problems

D = Poor; definite improvement required

Feedback in their books should focus on the detail of notes, SPaG, legibility, focus on tasks, behaviour and contributions in class.

Key Stage 3

Throughout the year pupils are assessed against the six areas of history development and graded with 0-4 indicating either: (0) no progress, (1) emerging progress, (2) improving progress, (3) secure progress or (4) exceeding expectations and progress. Compulsory assessments have accompanying mark schemes, which are mainly based on the GCSEs. All of the marked compulsory assessments should be accompanied by a clear target to assist students in understanding what they need to do to move to the next level.

Key Stage 4

Compulsory assessments will accompany each unit of work, assessing factual knowledge and practising GCSE-style questions. This is to be marked numerically based on the mark scheme.

All of the marked compulsory assessments should be accompanied by a clear target to assist students in understanding what they need to do to move to the next level.

Practice exams - There will be more formal mock exams in June of Year 10 and January of Year 11. These are to be marked according to the exam-styled mark scheme. Each exam will be followed up with a progress review.

Predicted Grades - These should be based on TMG, compulsory assessments, tests and professional judgement. They should be positive but realistic, and Teacher in Charge and Head of Faculty will be consulted before they are submitted.

Key Stage 5

Regular work is to be set, based on the style of questions in the A level exam. These are to be marked using the exam mark schemes which should also be shared with students. Students should be given a numerical mark and also clear written guidance (WWW/EBI) relating to the mark-scheme, explaining how they are to progress to the next level. Practice exams will take place in June of Year 12 and in January and March of year 13.



Impact



How do you measure the impact of history teaching?

We use a range of measures to monitor the impact of history teaching, including:

- Verbal feedback from students
- Exam results
- Perfect Paragraph
- Low stakes testing
- Assessment
- Formal observations
- Learning Walks
- Departmental discussions
- Sharing of resources, building ideas as a team
- Reviews of schemes of work
- Books
- Student Evaluations



Impact



What do you consider to be the strengths of History within the school?

- Students enjoy their history lessons
- Teachers are passionate and knowledgeable about history
- Teachers work collaboratively to develop interesting schemes, lessons and resources
- Resources and artefacts support the learning and are well organised
- Students are inspired to take the subject
- History is prominent beyond the History classroom
- Ability to provide resources for students beyond the classroom

How do you know?

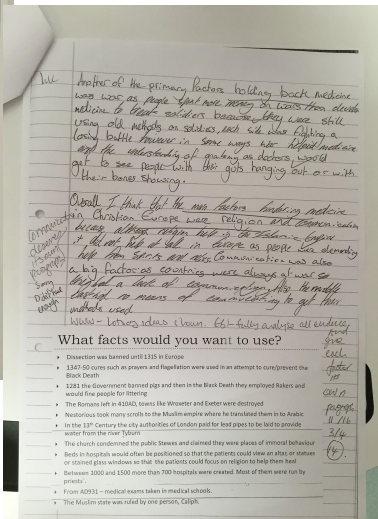
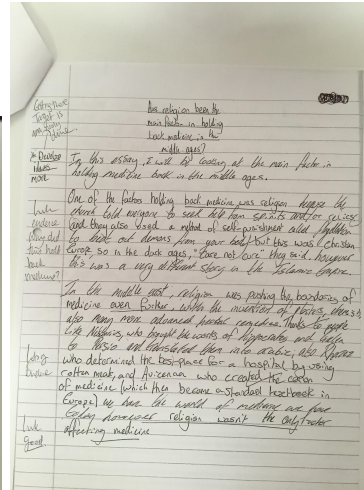
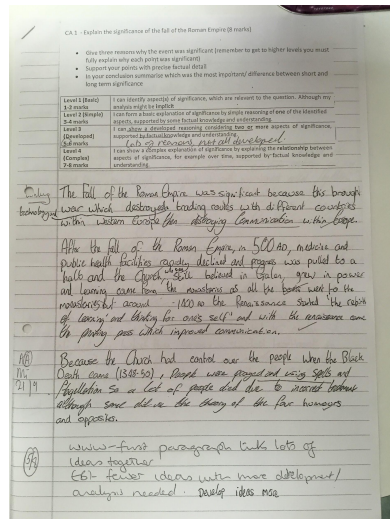
- Uptake of the subject at GCSE and A Level are always very popular
- Department meetings and teacher feedback on curriculum content
- Learning walks and formal observations
- Sampling of books
- Student evaluations
- Student and parent/carer comments
- Results are generally where we would want them to be
- Use of website



Impact



Examples of progression in History



Progression can be seen in books as we get students to reflect on www.ebi and set a target. Importantly we ask students to look again at that target before the next assessment and comment on how far they have met it. Progression can also be seen through markbooks

		Test May (30)	Knowledge Test	Test June (16)	Knowledge Test %
1					
2	G	15	50	15	93.75
3	Z	14	47	13	81.25
4	C	19	63	16	100
5	K	19	63	14	87.5
6	C	16	53	13	81.25
7					



Impact



How do we provide enrichment and expansion of students cultural capital?

The Faculty strongly believes that students deserve a rich, supportive, extra-curricular program. Over the years we have offered a variety of clubs, as they have been requested. This has ranged from a book club, a citizenship club, to a homework club to an archive and digital movie club to Warhammer club.

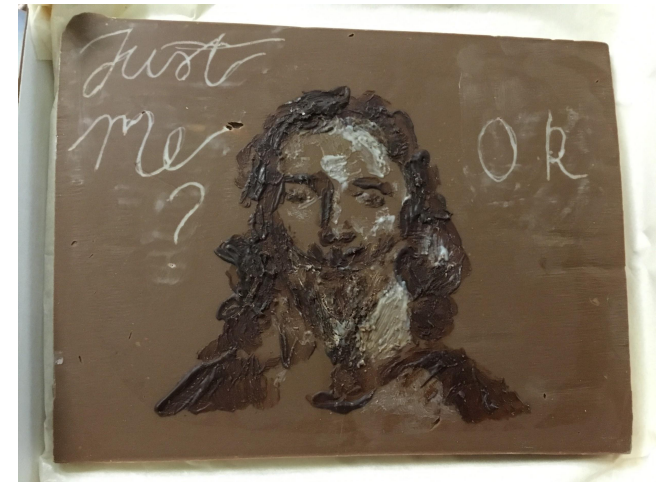
Students have the opportunity to come to the History Society, that runs on a Wednesday lunchtime in H1. Everyone is welcome and we try to ensure that the sixth formers get the opportunity to run the club. We worked with Bring Out Your Dead Productions, discovering the truths of the East Anglian Witch trials. There is a bi-annual trip to the Battlefields open to all years and this enables students to get to places they may not otherwise visit.

Every year we try to run a trip abroad, open to GCSE or 6th Form, trips have included; Paris, Granada, Rome Berlin, Munich and Washington and New York.

We also endeavour to get our sixth form students involved in the Holocaust Educational Trust visit to Auschwitz, such a valuable opportunity.

GCSE History Workshop for Year 11 and workshops from Norwich Castle, based on Medicine also run annually. The Norwich castle museum is often free, so we can really try to engage student in this activity who may not have the opportunity to visit a museum.

We also offer activities throughout the year, such as BLM, Holocaust memorial exhibitions, LGBT + History.





Impact



Careers development

In year 9 we approach careers advice in History by explaining potential careers, especially around GCSE option time. When exploring artefacts or historians interpretations we discuss the work involved in these professions

In year 10 we approach careers advice in History by encouraging students interested in the field of History to seek out work experience placements in the local records office, museums, etc.

In year 11 we approach careers advice in History by discussions with students about future choices post 16

In year 12 we approach careers advice in History by talking one on one about University options and future careers. The NEA and 'lectures' provides insight in to the style of working at University.

In year 13 we approach careers advice in History by following up on UCAS options and future careers choices.

The department career champion is Mrs Middleditch