

# Subject: History

**"The more you know about your past, the better you are prepared for your future"**

Theodore Roosevelt

School values: How History develops:	
Respect	Considering differing interpretations allows students to develop their awareness of different views and accepting that everyone might not agree, but show tolerance and understanding to those that disagree with themselves.
Courage	By developing their own viewpoints and having the courage to justify them. Also, by learning about courageous acts by individuals in the past can provide role models for the future.
Community	History is the study of our collective memory, therefore students develop their sense of belonging to the community of which they are a part.
Wisdom	The study of History gives us an understanding of the decisions that people have made in the past; this can make students wiser in their own choices now and in the future.

**Intention Statement:** To stimulate children's curiosity to know more about Britain's past and the wider world; to help explain the world they live in today.

**Key Stage 4 - To** enrich, enhance and build upon students' understanding of important historical individuals and events.

**Key Stage 5:** To develop historians by deepening and broadening their understanding of important British and worldwide historical events.

Curriculum Knowledge	
<p><b>KS3:</b> A chronological framework hitting all the National Curriculum key points. To stimulate curiosity we focus on key people and groups and their experiences of the events studied.</p> <p><b>KS4: Edexcel GCSE 9-1 History :</b> <u>Paper 1:</u> Medicine and Health 1250 to present Historic Environment: The British sector of the Western Front 1914-1918 injuries, treatments and the trenches. <u>Paper 2</u> Early Elizabethan England 1558-1588 &amp; Superpower relations and Cold War 1945-91. <u>Paper 3</u> Weimar and Nazi Germany 1919-39</p> <p><b>KS5: Edexcel A/AS History:</b> Russia 1917-91: From Lenin to Yeltsin, Mao's China 1949-1976, Rebellion and Disorder under the Tudors: 1485-1603. Coursework: USA Civil Rights movement. Independent research study unit of approx 4000 words</p>	
Essential Skills to Develop	
<p><b>Subject Specific Skills</b></p> <p>Source/interpretation skills - inference, provenance, reliability.</p> <p>Explanation of cause and consequence, change and continuity, similarity and difference, and significance.</p> <p>Sequencing of events</p> <p>Categorising information into factors</p> <p>Linking factors</p> <p>Developing judgements</p> <p>Evaluating the importance of people/events</p> <p>Presentation skills including SPAG.</p> <p>Chronological understanding</p> <p>Selection and organisation skills including selecting relevant examples.</p>	<p><b>Supportive Learning Skills and Attributes</b></p> <ul style="list-style-type: none"> <li>● Revision and recall skills</li> <li>● Literacy; extending writing, written and verbal communication, reading and comprehension</li> <li>● Numeracy - interpreting data, graphs etc. as evidence</li> <li>● Problem solving - history mysteries</li> <li>● Forming an argument, persuading and debating</li> <li>● Analysing trends</li> <li>● Empathy</li> <li>● Resilience</li> <li>● Independence</li> </ul>
Cultural Capital (opportunities and experiences)	
<ul style="list-style-type: none"> <li>● Studying key individuals in History provides students with role models of citizens who have contributed to the improvement of society (e.g. William Wilberforce, Florence Nightingale)</li> <li>● Learning about past events, such as the Holocaust and slavery, so students become more tolerant citizens and can help prevent future atrocities.</li> <li>● Challenging preconceived judgements encourages students to debate and form their own judgements</li> <li>● Teaching students what it means to be civilised and investigating case studies e.g., India before the British Empire</li> <li>● Teaching students that interpretations and context influence judgements; there isn't always a simplistic and clear cut 'right' and 'wrong'.</li> <li>● History supports the development of British Values and develops learners as citizens of our community: <ul style="list-style-type: none"> <li>● Democracy - Peasants' Revolt; the origins and development of Parliament; Divine Rule and the English Civil War; the fight for suffrage; differences between democracy and dictatorship; Protest and Propaganda</li> <li>● Rule of Law - Magna Carta; role of the police in Jack the Ripper Case Study.</li> <li>● Individual liberty - transatlantic Slave Trade; women's rights and suffrage; Holocaust; Life during the Cold War, Nazi Germany</li> </ul> </li> </ul>	

- Respect and tolerance - Reformation; developing this in students actions through debates and respecting different opinions. Germany , Russia & China- democracy and dictatorship, individual liberty; tolerance; rule of law in terms of the police state, terror and repression.

### **Implementation:**

- The Programme of Study is written and reviewed regularly. Resources are shared on the History Google Drive. This ensures consistency between classes and support for non-specialist teachers.
- Our Schemes of Learning include a range of learning activities structured around the TEEP model.
- KS3 - Students work in one exercise book. KS4 & 5 - Classwork notes folder/book + Exam Practise Book
- Revision is supported by Knowledge organisers and recall promoted through spaced retrieval practise every lesson, and knowledge tests at the end of every topic.
- Homework is set fortnightly KS3, weekly at KS4 & 5.
- Assessments are focused on historical skills. All classes complete the department assessments. KS4 & 5 - Assessments are in the form of exam questions. Interventions support and challenge students. Model answers and walking talking mocks are used to improve exam technique.
- Revision guides, Google Classroom and Seneca are used to support revision.

### **Measuring Impact:**

- A large number of students choose History at KS4
- Regular assessments - students are assessed on a piece of extended writing and a knowledge test for every topic. The full range of historical skills are formally assessed within each year, preparing students for GCSE exam skills. Assessments are linked to historical skill levels. These levels are mapped back to the corresponding GCSE levels. KS4 & 5 - At the end of every topic, an End of Unit Assessment is completed that replicates the layout of that particular section of the exam .
- Regular moderation, Edexcel exam training, teachers conducting marking for Pearson ensures the reliability of marking.
- Personalised and class feedback given, along with model answers, means assessments support future learning.
- Support, intervention and challenge are monitored through lesson drop-ins, book scrutinies, pupil voice and data analysis.
- Interventions support and challenge students, including SPS for Higher and Lower ability students to boost grades.
- Revision guides, Google Classroom and Seneca are used to support revision.