

History



Department Intent: We want to see students gain confidence in understanding key historical events that have shaped our history and understand how to critically consider information to reach a clear judgement.

Intention Overview: To deepen the students' historical understanding to better consider impact and significance. Students will also learn skills in critically receiving information and learn how to question different interpretations of history.

Curriculum Knowledge	
<p>Year 10: Students begin with Germany (1918-39) for HT1-2, then Cold War (1941-90) HT3-4 and finish with Elizabeth (1558-1588) for HT5-6. We changed this order because of lockdown, and have begun 2020 with Crime and Punishment, and will move onto Germany. We will cover the Cold War and Elizabeth in Year 11.</p> <p>Year 11: Students begin by completing Elizabeth KQ3, and then spend HT1-3 studying Crime and Punishment. We begin with formal revision lessons following February HT. Due to the GCSE changes because of lockdown, we dropped Paper 1 (C&P), and have spent HT1 on Elizabeth, HT2 on Cold War, and will spend HT3-4 preparing Germany. All topics have been taught in Y10, so Y 11 has effectively been detailed revision.</p>	
Skill Development	
<p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Knowledge and understanding of the events studied. • Understanding of how to analyse sources. • Ability to test the veracity of interpretations. 	<p>Wider Academic Skills / Attributes:</p> <ul style="list-style-type: none"> • Constructing a coherent argument. • Planning extended answers that demonstrate both K&U but also focus on the question.
Personal Development - SMSC and Cultural Capital (opportunities/experiences)	
<ul style="list-style-type: none"> • Y11 have a 3-day trip to Berlin, which covers Weimar Germany, Nazi Germany and the Cold War. • Studying Nazi Germany provides opportunities to discuss persecution and tolerance in society. This allows us to compare past to present to make links about how views can become more extreme over time. • Crime and punishment looks at broader factors influencing history ensuring students are familiar with different systems of government (ie monarch and later, parliament), impact of urbanisation on towns and crime rates, and the impact that poverty has on crime. • Elizabeth's reign established a new era in English history, with the beginnings of global exploration, tolerance around religion and a growth in international trade (which would go on to underpin the development of the British Empire). • Superpower relations is especially relevant at the moment, but allows an opportunity to look at the impact that ideology can have, and why personal freedoms are a key part of our values in Britain today. 	

Implementation:

- The lessons are centrally planned and consistent with the demands of our schemes of learning. The lessons include regular exam-style assessment to support student progress.
- Students complete each unit of work in a separate exercise book (blue – Cold War, Orange - Elizabeth, Yellow – C&P and green for Germany). These are unmarked. Their assessed work is kept in a separate orange folder.
- An assessment calendar is in place for KS4, and is reviewed annually.
- Revision guides and cards are available in school.
- We use google classroom to provide links to our lesson resources, useful youtube clips, quizlet and seneca to support revision of prior learning.

Measuring Impact:

- Our SPI score has risen since the introduction of the 9-1. This reflects our work in redeveloping our KS3 and increasing its rigour, as well as having central good quality spines of lessons which teachers can adapt depending on the needs of their learners.
- Assessment folders provide students with exam-style assessments and feedback to support their revision.
- HOD conducts learning walks and work scrutiny to check for consistency across the Department.