

History is an exciting and academic discipline that nurtures curiosity, hones our thinking and promotes the development of valuable skills. The History classroom provides the environment to communicate and wrestle with historical controversy. While exploring the nature and complexity of History as something beyond that of 'the past', we are able to understand and appreciate the diverse world in which we live, where we have come from and where we may go.

- To allow ALL pupils to engage in History, by promoting enjoyment and enthusiasm for the subject.
- To provide opportunities for pupils to engage in a breadth of topics, time-periods and activities, nurturing reflective and independent learning.
- To develop understanding of the second order concepts in History across the Key Stages, giving pupils an opportunity to learn, develop and apply their historical thinking, preparing them for further study at GCSE, A-Level and beyond.
- To develop written and verbal communication skills, helping pupils to structure and communicate their thinking through a variety of written and creative tasks.

Key Stage	Key stage 3			Key Stage 4 AQA GCSE History		Key Stage 5 OCR A Level History	
Year	7	8	9	10	11	12	13
	<p>Feedback at KS3: Detailed feedback will be given following summative assessments, with next steps evident.</p> <p>Homework will be marked with effort and next steps.</p> <p>Books will be checked half-termly to reward effort and address concerns.</p> <p>Pupils will receive verbal, peer and self-assessment within lessons.</p>			<p>Feedback at KS4: Books will be checked fortnightly to reward effort and address concerns.</p> <p>Exam practice answers marked with written feedback given.</p> <p>Pupils will receive verbal, peer and self-assessment in lessons.</p>		<p>Feedback at KS5: Folders will be checked half-termly for organisation and quality of work.</p> <p>Exam answers marked with written feedback given.</p> <p>Projects and presentations peer and self-assessed.</p>	
	<p>Assessments: Pupils at KS3 will be assessed formatively through mini-quizzes, verbal, peer and self-assessment.</p> <p>Pupils will complete summative assessments on their knowledge and skills at the end of each enquiry. These assessments will take the form of extended written answers, source analysis and short answer questions.</p>			<p>Assessments: Knowledge will be assessed through quick check in tests.</p> <p>Exam practice will take the form of timed answers and mini mocks.</p> <p>Summative assessments will take the form of mock exams.</p>		<p>Assessments: Knowledge will be assessed through quick check in tests.</p> <p>Exam practice will take the form of timed answers and mini mocks.</p> <p>Summative assessments will take the form of mock exams.</p>	
Knowledge	<p>Focus: The road out of the Dark Ages- How bad was it really?</p> <ol style="list-style-type: none"> 1. What is History? 'Our' island story-migration in the Ancient World 2. Why did William win the Battle of Hastings? 	<p>Focus: The Early Modern Period-monstrous monarchs or marvellous modernisation?</p> <ol style="list-style-type: none"> 1. Did Elizabeth deserve her 'Golden' reputation? 2. Was James I right to be suspicious? 3. Why did the English Civil War break out? 	<p>Focus: 20th Century-a story of conflict and chaos or peace and progress?</p> <ol style="list-style-type: none"> 1. Why did WWI break out? 2. How GREAT was the Great War? 3. Why did WWII break out? 	<p>Paper 2 Part A: Britain- Health and the people c1000 to the present-day</p>	<p>Paper 2 Part B: Elizabethan England c1568 - 1603</p>	<p>Unit 1 England 1485-1558: The early Tudors</p>	<p>Unit 2 The Cold War in Europe 1941-1995</p>
					<p>Paper 1 Part A: Germany, 1890–1945: Democracy and dictatorship</p>	<p>Paper 1 Part B: Conflict and tension, 1918–1939</p>	<p>Unit 3 From Colonialism to Independence: The British Empire 1857-1965</p>

	<p>3. The Normans-tweakers or total game changers?</p> <p>4. Who were the Rule Makers and Rule Breakers of the Middle Ages?</p> <p>5. Why were wars fought in the Middle Ages?</p> <p>6. What was the reformation and why does it matter?</p> <p>7. Were the Tudors really that terrible?</p>	<p>4. What was the impact of the Civil War on England?</p> <p>5. How far did peoples' lives change during the Industrial Revolution?</p> <p>6. Should we be proud of the British Empire?</p> <p>7. What was life like for aslave in antebellum USA?</p> <p>8. Who were the hidden voices of the Renaissance?</p>	<p>4. How far did warfare change by WWII?</p> <p>5. What was life like on the Home Front?</p> <p>6. Can a war be fought with words?</p> <p>7. Why should we study the Holocaust?</p> <p>8. Is the Civil Rights Movement over?</p> <p>9. Who were the hidden voices of the 20th Century?</p>				
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Conceptual Understanding

Diversity: Developing an awareness of the role and impact of diverse cultures and peoples throughout History.

Chronological Understanding: Building a chronological framework of periods to be able to place new knowledge in historical context.

Cause and Consequence: Understanding, explaining and evaluating the causes and impact of events and individuals in the past.

Change and Continuity: Understanding the nature, extent and speed of change through time, and accounting for this change and continuity.

Historical Significance: Recognising why events and people in the past are considered 'significant' and using criteria to test these opinions.

Skills- Doing History

Enquiry and research: Formulating questions, testing hypotheses and carrying out independent research in order to follow lines of enquiry.

Working with sources: Analysing and evaluating sources in context to be able to use them with purpose in historical enquiries.

Interpretations: Analysing interpretations and understanding why people provide different attitudes and views of the past. Evaluating these interpretations and using them as part of a historical enquiry.

Communication: Organising and communicating thinking in a clear and convincing way, both verbally and through structured written work.

