

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 using WWW, EBI and NS with 'yellow box' marking.</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 using WWW, EBI and NS with 'yellow box' marking.</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 using WWW, EBI and NS with 'yellow box' marking.</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? 2. Invaders and game-changers? How did the Normans really change England? 	<p>Focus: The Early Modern Period- monstrous monarchs or marvellous modernisation?</p> <ol style="list-style-type: none"> 1. Was the Elizabethan period really a 'Golden Age'? 2. How 'slimy' were the Stuarts? 	<p>Focus: 20th Century- a story of conflict and chaos or peace and progress?</p> <ol style="list-style-type: none"> 1. How GREAT was the Great War? 2. Why did Russia have a Revolution? 	<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>Unit 4 Historical Enquiry- topic based essay</p>

	<p>3. Who was responsible for the death of Thomas Becket?</p> <p>4. How fair is Disney's Interpretation of King John?</p> <p>5. Was it all muck and misery in the Middle Ages?</p> <p>6. Were the Tudors really that 'terrible'?</p>	<p>3. What was the impact of the English Civil War?</p> <p>4. How far did life change during the Industrial Revolution?</p> <p>5. Should we be proud of the British Empire?</p> <p>6. Why is it important to study slavery?</p>	<p>3. The Age of extremism – why did power shift in the 20th Century?</p> <p>4. How far did the nature of warfare change in the 20th Century?</p> <p>5. Why was the Holocaust possible?</p> <p>6. How far was equality achieved for the 'hidden voices' in the 20th Century?</p>				
Conceptual Understanding	<p>Diversity: Developing an awareness of the role and impact of diverse cultures and peoples throughout History.</p>						
	<p>Chronological Understanding: Building a chronological framework of periods to be able to place new knowledge in historical context.</p>						
	<p>Cause and Consequence: Understanding, explaining and evaluating the causes and impact of events and individuals in the past.</p>						
	<p>Change and Continuity: Understanding the nature, extent and speed of change through time, and accounting for this change and continuity.</p>						
	<p>Historical Significance: Recognising why events and people in the past are considered 'significant' and using criteria to test these opinions.</p>						
Skills- Doing History	<p>Enquiry and research: Formulating questions, testing hypotheses and carrying out independent research in order to follow lines of enquiry.</p>						
	<p>Working with sources: Analysing and evaluating sources in context to be able to use them with purpose in historical enquiries.</p>						
	<p>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.</p>						
	<p>Communication: Organising and communicating thinking in a clear and convincing way, both verbally and through structured written work.</p>						