

# Welcome to the History Department

Subject Leader: Mr R Macrory

Teachers: Mr M Barber, Mr W Gowers, Ms J Saunders, Mr C Williamson

## Subject Overview

### Key Stage 3: Years 7 and 8

In Key Stage 3 History provides a thorough grounding in a variety of important skills such as, the ability to construct a clear argument (backed with evidence), the ability to assess the reliability and usefulness of different types of documents, the ability to carry out research from a wide variety of sources and the ability to select and organise information logically. History students have to be self-starters; disciplined and organised. Students study a range of British, European and World History from 1066 to the present.

### Key Stage 4: Years 9 - 11

GCSE History enables 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 and to 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. It also develops an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them and enables students to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

### Post 16

A-level History allows students to study the history of more than one country or state in addition to the study of British history, to undertake a thematic study, covering an extended period of history of approximately 100 years and to explore a topic in history they have an interest in through the coursework element. Our aim is to create independent learners, critical thinkers and decision-makers – all personal assets that can make them stand out as they progress to higher education and/or the workplace.

## Teaching Aims and Objectives

Progression is broken into two main strands: 'Concepts & Skills' and 'Knowledge'. These are then broken down into sub-strands covering the key areas that students need to develop in preparation for GCSE examinations and beyond.

Concepts and Skills: Cause and Consequence, Change and Continuity, Evidence and Interpretations.

Knowledge: Chronological understanding and acquisition of knowledge, using historical vocabulary, structuring and organising knowledge.

History will also encourage 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. Also students undertake historical enquiry to develop as independent learners and as critical and reflective thinkers. They are

encouraged to make links to life in modern Britain and to develop their spiritual, moral, social and cultural education.

## **Course Information**

### **Key Stage 3**

Year 7 and

Year 8:

- Britain 1066-1509 – From the Norman Conquest to the Tudors
- Britain 1509-1745 – Crown, Parliament and People
- Britain 1745-1900 – Industry and Empire
- First and Second World Wars, including the Holocaust
- Slavery and Civil Rights
- Development of Democracy in Britain

### **Key Stage 4**

Year 9:

- American West 1835-1895
- Crime and Punishment c1000-Present

Year 10

- Crime and Punishment c1000-Present
- Study of an Historical Site: Whitechapel in the 19<sup>th</sup> Century
- Germany 1919-1939

Year 11:

- Early Elizabethan England 1553-1558
- Revision

### **Post 16**

Year 12:

- Civil Rights in the USA 1865-1992 (African Americans)
- Stuart England 1603-1660
- Italy 1896-1943
- Coursework Preparation

Year 13:

- Coursework Write-Up
- Civil Rights in the USA 1865-1992 (Native Americans, Women and Unions)
- Revision

## **Homework Expectations (Including ICT resources and websites)**

We aim to challenge all our learners intellectually, whatever their level of ability and we want the learning experience to be an enjoyable one. We will consistently set homework following the school policy and according to the homework timetable and provide clear instructions and deadlines for each task and to set homework at the start of the lesson wherever possible to allow time for questions. We expect students will talk to their teacher if they have any questions about their homework and attempt all work, completing it to the best of their ability. Students seek help from parents, peers or the class teacher before the deadline if additional support is needed.

Students in year 7 and 8 are expected to spend 20 – 30 minutes on each homework task. Students in years 9, 10 and 11 are expected to spend 30 minutes per homework task.

A Level students (Years 12 and 13) are expected to support their study with extra research, note making and wider reading. This is in addition to essays and fact tests set.

A wide variety of websites support the study of History (including):-

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)

[www.bbc.co.uk/history](http://www.bbc.co.uk/history)

[www.historyplace.com](http://www.historyplace.com)

[www.nationalarchives.gov.uk/](http://www.nationalarchives.gov.uk/)

## Extra-Curricular Opportunities

In History we organise a range of visits across the Key Stages. In Key Stage 3 we visit Warwick Castle and the Black Country Museum. In Key Stage 4 students take part in a theatre visit where Hitler is put on trial. In Key Stage 5 we are hoping to organize trips based on the local history of the English Civil War.

## Marking and Assessment

### Key Stage 3

Marking is usually part of the extended writing process. When students write an extended task (or several extended answers), they are given a marking sheet that gives advice on how they should mark their own work. In addition, this work is then marked by the teacher who gives specific advice on how to improve it. This work is marked using national progression advice and the “Chenderit flight path” and the students record their progress on a personal record sheet and in their exercise books. Students also complete regular checks of factual knowledge, using in class tests and SAM learning.

### Key Stage 4

Mock examination work is undertaken regularly and marked in line with GCSE (9-1) criteria. This is then measured against target data and appropriate improvement strategies are then put in place for each student. Progress is recorded both in an assessment folder and each student’s exercise book. Students also complete regular checks of factual knowledge, using in class tests and SAM learning. Students will ultimately sit three final exams at the end of Year 11.

### Sixth Form

A mixture of mock examination work (essay writing, source evaluation and historical interpretation) is combined with a 3,000-4,000 word investigation of a topic of their choice. Progress is monitored in an assessment folder. Students also complete regular checks of factual knowledge including co-constructed class tests with SAM learning. Students will ultimately combine their coursework mark with three final exams at the end of Year 13.

## Examinations

### GCSE

Edexcel GCSE History (9-1). (1HIO)

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Students take **three** examinations.

Paper 1 – (1hr 15mins) Option 10: Crime and Punishment in Britain, c1000-present and Whitechapel, c1870-1900: crime, policing and the inner city. (30% of the GCSE)

Paper 2 – (1hr 45 mins) Option 25: The American West, c1835-1895 and Early Elizabethan England, 1558-1588. (40% of the GCSE)

Paper 3 – (1hr 20 mins) Option 31: Weimar and Nazi Germany, 1918-39. (30% of the GCSE)

### **A level**

OCR History A (H505)

[www.ocr.org.uk/alevelhistorya](http://www.ocr.org.uk/alevelhistorya)

Students take **three** examinations and complete **one** piece of coursework.

Paper 1 – (1hr 30 mins) Y108: The Early Stuarts and the Origins of the Civil War 1603-1660 (25% of the A Level).

Paper 2 – (1hr) Y220 Italy 1896-1943 (15% of the A Level).

Paper 3 – (2hr 30 mins) Y319: Civil Rights in the USA 1865-1992. (40% of the A Level).

Coursework - Y100: Topic based essay of 3,000-4,000 words. (20% of the A Level).