

Welcome to the History Department

Subject Leader

Mr W Gowers

Teachers

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Subject Overview

Key Stage 3: Years 7 – 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 local, British, European and World History from 1066 to the present. The Key Stage 3 curriculum follows the National Curriculum.

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. In Year 9 students build the foundations to enable them to 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. These skills are developed with greater complexity in Year 10 and Year 11. Students also develop 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.

Sixth Form

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 Non-Examined Assessment. 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, significance, interpretations, using evidence.

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

History also encourages 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. 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 & 8:

- Britain 1066-1509 – from the Norman Conquest to the Tudors
- Britain 1509-1745 – Crown, Parliament and People
- Britain 1745-1900 – Industry, Empire and Slavery
- First and Second World Wars, including the Holocaust
- 20th Century world history, including the Cold War and US Civil Rights
- The end of the British Empire and post-war immigration

Key Stage 4

Year 9:

- Crime and Punishment c.1000-Present
- Study of an Historical Site – Whitechapel in the 19th Century

Year 10:

- Elizabethan England 1558-1588
- American West 1835-1895

Year 11:

- Weimar and Nazi Germany 1918-1939 (not in 2018-19)

Sixth Form

Year 12:

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

Year 13:

- NEA write-up
- Civil Rights in the USA 1865-1992 (Native Americans, Women and Unions)

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):

<http://spartacus-education.com>

www.bbc.co.uk/history

www.historyplace.com

www.nationalarchives.gov.uk/

Extra-Curricular Opportunities

In History, we organise a range of visits across the Key Stages. In Key Stage 3, we explore the history of Middleton Cheney, and visit the Black Country Museum and National Army Museum. Year 8 students also have the opportunity to visit the First World War battlefields in Flanders and the Somme. In Key Stage 4, students take part in revision theatre performances, which help consolidate their knowledge of Elizabethan England and Nazi Germany. In Key Stage 5, we visit local sites connected to the English Civil War. Additionally, students have the opportunity to visit Rome as part of their studies into Fascist Italy.

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 assessed against age-related expectations and 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 Satchel one quizzes.

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 the Pixl revision app. Students 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 class tests. Students will ultimately combine their coursework mark with three final exams at the end of Year 13.

Examinations

GCSE

Edexcel GCSE History (9-1) ([1HI0](#))

Students take **three** examinations:

Paper 1	(1 Hr 15 Mins)
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	(1 Hr 45 Mins)
Option 25 1558-	The American West, c1835-1895 and Early Elizabethan England, 1588 (40% of the GCSE)
Paper 3	(1 Hr 20 Mins)
Option 31	Weimar and Nazi Germany, 1918-1939 (30% of the GCSE)

A Level

OCR History A ([H505](#))

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

Paper 1	(1 Hr 30 Mins)
Y108	The Early Stuarts and the Origins of the Civil War 1603-1660 (25% of the A Level)
Paper 2	(1 Hr)
Y220	Italy 1896-1943 (15% of the A Level)

Paper 3	(2 Hr 30 Mins)
Y319	Civil Rights in the USA 1865-1992 (40% of the A Level)
Coursework	
Y100	Topic based essay of 3000 – 4000 words (20% of the A Level)