

Key Stage 3 History **Programme of Study**

History Curriculum KS3 Rationale

The History Curriculum at Copleston aims to give all students an appreciation of the world they live in through understanding some of the events and people that have shaped the modern world. Key themes are explored across the curriculum to underpin student understanding of Citizenship and to recognise diversity in society. Key themes addressed are;- Migration, Diversity, Power, Democracy, Rule of Law, Conflict, Religion and Ideology. Each year has an overarching enquiry question that provides a focus for enquiry and is revisited throughout the course against a wider historical context. The course is designed to be taught in a chronological order to reinforce student understanding of where and when events took place and the order of societal change making each year a breadth study of the specific enquiries. Students will be taught about local historical sites to view wider world events through.

In Year 7 ‘Shaping the Nation’ looks at the impacts on, within and from Britain in the world. Students explore this by looking at wider world influence on Britain such as migration through the Saxons, the impact of the Crusades and the controversy over Empire. The enquiry question asks ‘Where does power lie in British society?’ this is addressed by looking at the power struggles between the church and the state, claims to the throne, the feudal system and the emergence of the middle and working class in the Industrial Revolution. Key history skills are developed and assessed across the course and these can be found in the ‘Key Skills Document’.

In Year 8 the focus shifts to ‘Understanding the Modern World’ wherein students explore the ideological differences and growth of extreme political ideas that emerge as a result of the Industrial Revolution and conflict in the 20th century. Students will look at the impact of war on society both locally and internationally, the interwar years and protest movements. Students will examine the concepts of liberty, freedom, democracy, tyranny and dictatorship. The key enquiry asks How free were people in the 20th Century? This is explored through investigations into the suffragette movement, communism in Russia, Mussolini’s Italy and the Civil Rights Movement amongst others.

Year 7: Shaping the Nation. Where does power lie in British society? Year seven offers an opportunity to see how ‘power’ was exercised across the span from the Middle Ages to the start of the 20th century.						
	Term 1		Term 2		Term 3	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence? The course is set out chronologically and allows students to identify how various themes changed across the period. Issues like immigration; the institutions that governed society; society’s relationship with their governed institutions; and what events helped shape and redefine this relationship	7.1 The Norman Conquest Migration: - Britain in 1066 Opportunity to explore the idea of xenophobia. Contextual setting, exploring attitudes today, and having a greater understanding why these might be misplaced in light of our history Causes of Hastings Edward’s Death Conflicting claims to the throne The year of three battles and three kings What factors determine the outcome of a medieval battle? Fulford, Stamford Bridge Battle of Hastings Consequences of the Battle How did William maintain control? Feudal System, Harrowing of the North	7.2 Medieval England Life in Medieval towns Religion - church vs state case study Thomas Becket Opportunity to explore how British society works today – benefit of the clergy provides opportunity to explore rights of citizenship today Crusades; Eleanor of Aquitaine Explore Sexism – patriarchal society; the situation today? Where do English/British Rights come from? Magna Carta; King John Case study Revisit citizenship	7.3 The Tudors The Renaissance: overview of how a spirit of enquiry shaped a new attitude to authority and how the world was defined and shaped. Opportunity to explore the importance of being able to influence change; take risks and ask questions. Nature of Kingship and power of the monarch and consider how this developed from the medieval period; The end of the War of the Roses and the Battle of Bosworth Examine the Power of the church and how this changed in this period – Martin Luther and the English Reformation Opportunity how different monarchs treated their citizens in relation to their faith (equality and diversity) The Break from Rome under Henry VIII and the struggle of Catholic v Protestant in winning over the hearts and minds of the English people.	7.4 The Stuarts The Gunpowder Plot – strains of power and the legacy of the Protestant Reformation Roots of Democracy in England; King v Parliament and the English Civil War Opportunity to explore the changing dynamics in were power lay in England – ‘People power’? Cromwell’s England – Rule without a King. Impact of the Civil War in England The Restoration Witchcraft Opportunity to explore diversity and equality; why were women targeted and burnt in Stuart England? The Act of Union and the Jacobite Rebellion Explore national identity and how this how developed since the reign of Henry VIII and the Break from Rome – Britishness and what this also means today as Scotland	7.5 Empire and The Slave Trade Causes of the slave trade and Britain’s role in it Democracy in action: Challenging the Slave trade and slave resistance; examine what the reasons were for it coming to an end. Abolition of the Slave Trade Equiano, Toussain Examine the role of Ipswich in the slave trade, providing a local history opportunity. What was the Empire and how did Britain benefit? Assessment of the legacy of Empire and how history has viewed it Opportunity to examine the issue of equality and diversity What legacy did the Empire leave on its colonies and Britain?	7.6 The Impact of the Industrial Revolution This aspect of the course will look at why there was an industrial revolution and what impact this had on the lives of Britons. Examine the innovations and developments of the period that transformed Britain. Case study on Isambard Kingdom Brunel Opportunity to explore equality and diversity by examining the structure of society and how this changed In particular focus on the changing landscape of Britain and the impact of urban living on Britain’s working classes. Changing living and working conditions, a new kind of poverty and how this, in turn, impacted on wider changes in society. Opportunity provided to review and revisit themes studied across the year and how, in turn, society and Britain had changed

			Mary's Bloody reputation and in contrast the glory of Elizabeth – the roots of Empire	increasingly looks like it will leave the union that has bound the nations for last 300 years.		
Skills-what will be developed?	<p>The year provides the opportunity for students to develop a range of skills; those explicitly relevant to the study of history and also those that allow students to flourish in the wider academic sense.</p> <p>Oracy skills: Lessons are designed to promote students to think for themselves and be able to articulate themselves effectively during class discussions</p> <p>Literacy skills: Lessons, and in particular the assessment process, are designed to develop student's ability to write critically and in the manner of a historian. Students are taught how to write analytically and understand how to present an effective response. There is a focus on the <i>language of history</i> and the importance of evidence in supporting their point of view.</p> <p>Thinking skills: Students are encouraged to think objectively; understanding why history itself may have a distorted view of certain figures and key events. For example, in 7.1 understanding why the 'Dark Ages' were perceived so negatively; and why the churches' view of King John has helped distort history's perception of him 7.2. In 7.5 and 7.6 students explore how recent historians have started to revise our view of the Empire and Industrial Revolution.</p>					
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p> <p>The course is built around key overriding themes and within this framework, the big questions are key to cementing student understanding; promoting students to think like a historian; encouraging students to write more effectively and develop their confidence and understanding of our history and what has shaped us and our world.</p>	<p><i>To what extent, did the Dark Ages deserve its negative reputation?</i></p> <p><i>How important was the issue of succession (Case Study – the death of Edward the Confessor)?</i></p> <p><i>What determines the outcome of a medieval battle?</i></p>	<p><i>Does John deserve his reputation as a failed king?</i></p> <p><i>What does Becket's death tell us about the relationship between church and crown?</i></p> <p><u>What makes an effective medieval king?</u></p> <p>Note the choice of the word effective and not good.</p>	<p><i>How did the Renaissance reshape our world?</i></p> <p><i>Why did Henry win the Battle of Bosworth and what does this tell us about his power in 1485?</i></p> <p><i>Why did Henry break from Rome?</i></p> <p><i>Did Mary deserve her 'bloody' reputation?</i></p> <p><i>Is it fair to say that Elizabeth's reign was a Golden Age for England?</i></p> <p><i>How did power change by the end of the Tudor period?</i></p>	<p><i>Why did Guy Fawkes try to blow up the Houses of Parliament?</i></p> <p><i>Why did Charles lose his head?</i></p> <p><i>Why did Cromwell win the Civil War?</i></p> <p><i>Why was there a Restoration?</i></p> <p><i>Why was there an Act of Union in 1707?</i></p> <p><i>Why was witchcraft so 'popular' in Renaissance and Tudor England?</i></p> <p><i>How had England changed by the end of the Stuarts?</i></p>	<p><i>What were the origins of the slave trade and what role did England/Britain play in it?</i></p> <p><i>What was life like for a slave?</i></p> <p><i>Why was slavery abolished in Britain in 1833?</i></p> <p><i>How did Britain come to rule a third of the world's population?</i></p> <p><i>How has history shaped our view of Empire?</i></p>	<p><i>What do you understand by the term revolution?</i></p> <p><i>Does Isambard Kingdom Brunel deserve his reputation as a 'Great' Briton?</i></p> <p><i>How did the industrial revolution transform how people worked and lived in Britain?</i></p> <p><i>To what extent was the political and social landscape of Britain transformed by the industrial revolution?</i></p> <p><i>Should we celebrate the Industrial Revolution?</i></p> <p><i>Where did power lie in Britain by 1900?</i></p> <p>Opportunity to review the year</p>
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress. Seating plans cater for the individual needs of students and are adapted as and when is necessary.</p> <p>Staff are aware of all their student's individual needs and will use class time to support and encourage them as appropriate, including one-to-one time; use of praise and focused questioning using the cold-calling method.</p> <p>Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; providing a safe and sure foundation upon which to build more complex thinking.</p> <p>The use of imagery is particularly key in allowing students to access the history and understand concepts and ideas. The very visual nature of the subject is an asset and a way in for many students who might find it difficult.</p> <p>Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student's understanding and confidence. Rewrite tasks are now a key component of every assessment and allow students to immediately build on their assessment results.</p> <p>A more finetuned focus on literacy is now being implemented, making use of scaffolding and walking students precisely through how they write and the language they use.</p>					

<p>Assessment- What? Why?</p> <p>The purpose of the assessment programme is to develop the students’ skills as a historian. The emphasis in Year 7 therefore is developing their ability to write critically; objectively; analytically and with confidence.</p>	<p>Assessment:</p> <p><u>Informal knowledge tests every lesson</u></p> <p>Formal Assessment 1</p> <p>Write an account of how Edward the Confessor’s death affected England</p> <p>Write an account of why William won the Battle of Hastings</p> <p>Improvement task:</p> <p>Write an account of how William was able to keep control of England after the battle of Hastings</p> <p>Focus here is on developing their proficiency in writing – focusing on the language of history</p>	<p>Assessment:</p> <p>• <u>Informal knowledge tests every lesson</u></p> <p>Formal Assessment 2</p> <p>Write an account of what Thomas Becket’s murder tells us about the relationship between Church and Crown</p> <p>Write an account on whether King John deserves his negative reputation as a failed king</p> <p>Improvement task:</p> <p>Write an account of what makes an effective medieval king</p>	<p>Assessment:</p> <p>• <u>Informal knowledge tests every lesson</u></p> <p>Formal Assessment 3</p> <p>Write an account of why Henry VIII broke from Rome</p> <p>To what extent did Mary deserve her bloody reputation?</p> <p>Improvement task:</p> <p>To what extent does Elizabeth’s reign deserve to be known as a Golden Age for England?</p>	<p>Assessment:</p> <p>• <u>Informal knowledge tests every lesson</u></p> <p>Formal Assessment 4</p> <p>Write an account of why Cromwell won the Civil War</p> <p>Write an account of what life was like in Puritan England</p> <p>Improvement task:</p> <p>To what extent did witch trials suggest that English society had changed little since the Middle Ages?</p>	<p>Assessment:</p> <p>• <u>Informal knowledge tests every lesson</u></p> <p>Formal Assessment 5</p> <p>Write an account of why the slave trade came about.</p> <p>Write an account of how the slave trade was abolished in England</p> <p>Improvement Task:</p> <p>To what extent should the British Empire be viewed as a force for good?</p>	<p>Assessment:</p> <p>• <u>Informal knowledge tests every lesson</u></p> <p>Formal Assessment 6</p> <p>Write an account of the works of Isambard Kingdom Brunel</p> <p>Write an account of how the industrial revolution changed how we lived and worked</p> <p>Improvement Task:</p> <p>To what extent should we celebrate the industrial revolution?</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Each lesson starts with retrieval quiz, which draw on the history of the previous lesson and also on their wider learning over the year. This provides useful opportunity to revisit reoccurring themes allowing students to build that deeper level of understanding.</p> <p>Homework quizzes reinforce this practice, while staff use their expertise to interweave retrieval exercise in, as and when, appropriate. For example, studying kingship in the time of the Tudors allows a perfect opportunity to revisit their understanding of kingship in the medieval period; allowing students to assess whether things have changed or not.</p> <p>Modelling is used regularly to support and enhance students learning and confidence.</p>					
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p><u>Literacy is now a focal point in all lessons</u></p> <p>Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p>Reading opportunities – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of sources as students develop those skills to look at a given figure or event and start to assess it both objectively and critically; opportunities are provided for students to read aloud, again building their confidence with the material, while extended pieces are provided to allow students to immerse themselves in more detailed text. Again, these are chunked to ensure access to all students.</p> <p>Writing opportunities –intrinsic to the very nature of the course and moulding students into young historians. There are six formal assessments as opposed to three, with the purpose in Year 7 of developing student’s ability to write effectively and with confidence. The nature of the assessments is for students to answer two questions – shorter than the previous formal assessments but asking them to think more critically about what they are writing. SHOCK and AWE! Each assessment is then supported by a follow up session, using model answers provided from student responses, that, in turn, provides the foundation for students to tackle a third question with the idea of improving on their assessment grade. In every lesson there is a focus on the <i>LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses to key questions as the course progresses. Here, the opportunity is now taken to break down the whole process of writing, allowing students to further reinforce their skills to write critically, objectively and like a historian.</i></p>					

Numeracy/computing skills	<p>Statistics and figures provide a crucial means for understanding the contextual setting of our history, and a means of unlocking our understanding of the past. Numeracy, for example, defines our understanding of the Norman Conquest; how 2,000 Normans controlled a population of 1.5 million Anglo-Saxons. Understanding the landscape of medieval England is again defined by numbers; what does a population of 1.5 million living in 243,610 km² look like? Understanding that medieval London had a population no greater than Ipswich today; while appreciating the impact of the Black Death in wiping half our population, by projecting the statistics of the time and what it would mean for our society today.</p> <p>Numeracy allows students to get to grips with the impact of the industrial revolution; the revolution is indeed a numerical one as the urban population of Britain increased from 15% to 85% in the space the 150 years. Students need numeracy to appreciate the impact of industrialization on the country. Isambard Kingdom Brunel's Great Western Railway for example, redefined what 117 miles meant (the distance between London and Bristol). Numeracy is crucial to our ability to understand the past; how 18 deaths at St Peter's Field in 1819 helped pave the way for democracy a century later, while understanding the dimensions of the 'Brookes' slave ship truly defines the horror of our role in the transatlantic slave trade.</p>
Character development	The course provides a range of opportunities for students to develop their character. The environment is one that promotes high standards and therefore aspiration. Students are challenged by the work, which is deliberately demanding. Students are therefore encouraged to be both resilient and resourceful. The course provides opportunities for students to gain a sense of empathy for those they study; to reevaluate their prejudices and be more compassionate. For example, there is always the preconception of a weak and ignorant population in the Middle Ages, controlled through religion and superstition; the course is deliberately designed to challenge these preconceptions. The nature of assessments too feeds into developing character; encouraging students to be resilient and aspirational in their goals and achieving them. Summer extended projects allow students to become more resourceful and develop a degree of independence in pursuing their own investigation.
Equality and diversity	<p>The course is designed to allow students to explore equality and diversity. The initial studies on the Dark Ages allow students to gain an insight into immigration and how England/Britain has always been a 'multi-cultural' society.</p> <p>Life in medieval England allows students to explore themes like 'equality'; understanding the implications of the feudal system and what this meant for the ordinary people of England. Students consider the significance of the role of religion as a means of control and how events like the Black Death; the Magna Carta and the Peasant's revolt allowed the peasants of England an opportunity to express their voice within the rigid framework of medieval society. Students will study the notion of a patriarchal society and who this influenced attitudes to women. The reigns of Bloody Mary and her half-sister Elizabeth provide a useful insight to how women could be condemned in this world while others were able to challenge its strictures.</p>
<u>Homework</u>	<p><u>Homework:</u></p> <p>Satchel quizzes are used to reinforce student's knowledge of the history they are studying and used also as an opportunity for retrieval when wider specific themes are being revisited</p> <p><u>Summer term research project:</u></p> <p>This will allow students to pursue a structured investigation into an aspect of the history we have already studied. Students will then produce a thousand-word response, which will help them develop their research skills; critical thinking; ability to assess the value of evidence and write effectively.</p>
CIAG coverage/links	<p>The course provides a range of opportunities for students to explore career opportunities in history. An examination of the treasure of Sutton Hoo provides an insight into the world of archaeology; clips from Thomas Penn's <i>The Winter King</i> and Dan Snow's <i>Filthy Cities</i>, provide students with an insight of what it is like to be an historian, examining historical documents dating back to 1485 and beyond. The world of the white gloves! Lessons provide a range of opportunities for students to appreciate the relevance of history as an academic pursuit.</p> <p>The course also provides an insight into other careers; the industrial revolution provides scope for students to see the impact of satirical illustrations, published in Punch – while we also case study Isambard Kingdom Brunel in order to understand Britain's industrial past. The idea of trade, business, and commerce is also explored through the industrial revolution topic, which allows students to understand how Britain's Middle Class emerged.</p>

Year 8: The making of the modern UK. Where does power lie in British society? Students in Year 8 are able to build on the understanding/foundation set down in Year 7; exploring more precisely Britain's role in the wider world and how this and other factors have shaped the world we live in today.						
	Term 1		Term 2		Term 3	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence? The course is set out chronologically and allows students to identify how various themes changed across the period.	8.1 The First World War This aspect of the course will build on the foundation established at the end of Year 7. Students will explore how the legacy of Empire (colonial rivalry) and industrialization, rather than pave the way for progress, culminated in war; The Great War	8.2 Legacy of War This aspect of the course will examine the impact of the war on the political fabric of Europe, as those nations that found themselves on the losing side turned to more radical and extremist forms of government in order to rebuild their societies.	8.3 The Second World War This aspect of the course will examine the causes and course of WW II. It will develop themes like Total War, introduced during the WW I aspect of the course and examine how this impact on the people of Britain. Students will explore how the nature of war	8.4 The Legacy of WW II – focal point the Holocaust This aspect of the course will look at how the war impacted on our society and the wider global community. The unit will allow students to explore whether the lessons of the war have been learnt and what the significance of events like the Holocaust have had and how they continue to shape our society.	8.5 The Legacy of WW II - The Making of Modern Britain This aspect of the course will allow students to build again on the legacy of WW II with a focus on understanding the evolution of British society today.	8.6 The Legacy of WW II - Civil Rights This aspect of the course will allow students to examine in more depth the origins of Britain's multi-cultural society, using the Windrush generation as a starting point. Students will also study the impact of WW II on US civil rights and

<p>The legacy of empire and the emergence of multi-cultural Britain. The course will explore the impact of global conflict in shaping our modern society and how Britain conducted herself on the world stage. Students will continue to build on the themes studied in Year7 and gain a greater appreciation of how their world; its political institutions, social fabric and freedoms emerged from the seismic events of the 20th century.</p>	<p><u>Students will examine the causes of the war and who was ultimately responsible.</u></p> <p>Students will then carry out a depth study of the conflict, focusing on the nature of the war and the conditions the soldiers fought in. Students will study the Somme; the definitive battle of the war and why the allies eventually won.</p> <p>This unit provides an opportunity to explore the impact of empire and Britain’s multi-cultural roots - as soldiers from across the Empire fought and died for Britain.</p>	<p>Lessons will explore the rise and fall of fascism in Italy and Nazi Germany as well as communism in the USSR.</p> <p>This unit provides an opportunity to understand and explore what they understand by politics; defining what we understand by left and right-wing; what we understand by political extremism and the relevance of these issues still in our society today.</p>	<p>changed between the conflicts and what defined a World War in 1914 was very different to the conflict that emerged in 1939.</p> <p>Students will explore the global dimension of the conflict and what factors led to an allied victory in 1945, in particular the significance of the fighting on the Eastern Front.</p> <p>This unit provides the opportunity to explore the morality of war in a modern day society, in particular, the ethical debate around the dropping of the atomic bombs on Hiroshima and Nagasaki.</p>	<p>Students will consider what shaped the Holocaust to happen in the first place and how it evolved.</p> <p>Students will consider how the Holocaust continues to shape the post-war world; the creation of the UN; the establishment of the state of Israel; the Palestinian question and the ongoing issue of antisemitism in society.</p> <p>Students will then explore the wider legacy and the failings of the post-war world to prevent genocide in Rwanda and Srebrenica.</p> <p>This unit will allow students to explore themes of diversity and discrimination.</p>	<p>Students will explore the legacy of conflict and how this shaped equality in society today. The changing role of women, for example, from the suffragettes through to their commitment to the war effort in both of the major global conflicts. Students will explore the impact of the Labour government of ‘45 in creating the NHS and the Welfare State. They will study the impact of the ‘swinging 60s’ in creating a more liberal society and the ‘apparent’ backlash to this as a result of the Thatcher government of the 1980s.</p> <p>This unit will provide students with the opportunity to explore the growth of feminism and the quest for equality; it will allow students to explore the origins and growth of Britain’s LGBTQ+ community.</p>	<p>examine how it developed in both post-war societies. Students will consider the role that a range of factors played in advancing civil rights in the United States, notably how MLK exploited the media in a post-war world to help him advance their cause. Students will , in turn, examine how the Bristol Bus Boycott modelled itself on events on the US to advance civil rights here. There is also an opportunity for students to examine the civil rights movement in Northern Ireland in the late 1960s and early 1970s and Nelson Mandela’s role in ending apartheid in South Africa</p> <p>This unit will provide students with the opportunity to explore racism in both a domestic and international setting, and the significance of people power in shaping their own destiny.</p>
<p>Skills-what will be developed?</p>	<p>The year provides the opportunity for students to develop a range of skills; those explicitly relevant to the study of history and also those that allow students to flourish in the wider academic sense.</p> <p>Oracy skills: Lessons are designed to promote students to think for themselves and be able to articulate themselves effectively during class discussions</p> <p>Literacy skills: Lessons, and in particular the assessment process, are designed to develop student’s ability to write critically and in the manner of a historian, with a particular focus on the use of primary evidence. Students are taught how to write analytically and understand how to present an effective response. There is a focus on the <i>language of history</i> and the importance of evidence in supporting their point of view. Students will build on their understanding of what they studied in Year 7 and will critically assess how history has changed, or indeed, stayed the same. Students will be able to articulate what factors have, in turn, influenced that change.</p> <p>Thinking skills: Students are encouraged to think objectively; understanding why history itself, examining key events and periods in more depth, and arriving at their own judgments and conclusions about, for example:</p> <ul style="list-style-type: none"> • <i>Who was responsible for starting WW I 8.1</i> • <i>How WW II has shaped the world we live in today 8.4</i> • <i>The significance of people power and how minority groups have shaped their own destiny, contrary to conventional historical thinking 8.6</i> 					
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Lessons are designed around supporting all students; ensuring the history is accessible and all students are able to make progress. Seating plans cater for the individual needs of students and are adapted as and when is necessary.</p> <p>Staff are aware of all their student’s individual needs and will use class time to support and encourage them as appropriate, including one-to-one time; use of praise and focused questioning using the cold-calling method.</p> <p>Work is challenging, with the purpose of encouraging all students to achieve their best, but tasks are adapted to make them accessible. Chunking of extended reading pieces, closed questions to encourage and develop confidence; providing a safe and sure foundation upon which to build more complex thinking.</p> <p>The use of imagery is particularly key in allowing students to access the history and understand concepts and ideas. The very visual nature of the subject is an asset and a way in for many students who might find it difficult.</p> <p>Retrieval quizzes and opportunities are utilised to help develop confidence and understanding, while modelling in a range of guises it used to support and develop student’s understanding and confidence. Rewrite tasks are now a key component of every assessment and allow students to immediately build on their assessment results.</p> <p>A more finetuned focus on literacy is now being implemented, making use of scaffolding and walking students precisely through how they write and the language they use.</p>					

<p>Assessment- What? Why?</p> <p>The purpose of the assessment programme is to develop the students’ skills as a historian. The emphasis in Year 8 therefore is developing their ability to write critically; objectively; analytically and with confidence.</p>	<p>Assessment: Informal knowledge tests every lesson</p> <p>Formal Assessment 1 How useful is Source A/B to an historian studying the Western Front?</p>	<p>Assessment: • Informal knowledge tests every lesson</p> <p>Formal Assessment 2 How useful is Source A to an historian studying the causes of the Russian Revolution?</p>	<p>Assessment: • Informal knowledge tests every lesson</p> <p>Formal Assessment 3 How useful is Source A to an historian studying why the allies won in WW II?</p> <p>To what extent can WW II be known as a ‘People’s War’?</p>	<p>Assessment: • Informal knowledge tests every lesson</p> <p>Formal Assessment 4 How useful is the source to an historian studying the treatment of Jews in Nazi Germany?</p> <p>To what extent was the Holocaust planned?</p>	<p>Assessment: • Informal knowledge tests every lesson</p> <p>Formal Assessment 5 How useful is Source A to a historian studying the changing role of women?</p> <p>To what extent was there a <i>Thatcher Revolution</i> between 1979 and 1990?</p>	<p>Assessment: • Informal knowledge tests every lesson</p> <p>Formal Assessment 6 How useful is Source A to a historian studying the Civil Rights?</p> <p>To what extent was MLK the main reason why civil rights advanced in the 1960s?</p>
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Each lesson starts with retrieval quiz, which draw on the history of the previous lesson and also on their wider learning over the year. This provides useful opportunity to revisit reoccurring themes allowing students to build that deeper level of understanding.</p> <p>Homework quizzes reinforce this practice, while staff use their expertise to interweave retrieval exercise in, as and when, appropriate. For example, studying World War II allows us to revisit our understanding of total war in 1939 and how this was different between 1914 and 1918; studying Blitzkrieg allows students to revisit the trenches and consider how the nature of warfare has changed, while examining the impact of WW II on women in society, again, allows us to revisit their experience in WW I.</p> <p>Modelling is used regularly to support and enhance students learning and confidence.</p>					
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p><u>Literacy is now a focal point in all lessons</u></p> <p>Oracy opportunities – all lessons provide a range of opportunities to enhance student’s oracy skills, including lively discussion and debate around the key questions that shape the course.</p> <p>Reading opportunities – a range of strategies are used to embed reading into lessons, developing students understanding of the history and their confidence with the material. This includes critical examination of sources as students develop those skills to look at a given figure or event and start to assess it both objectively and critically; opportunities are provided for students to read aloud, again building their confidence with the material, while extended pieces are provided to allow students to immerse themselves in more detailed text. Again, these are chunked to ensure access to all students.</p> <p>Writing opportunities – intrinsic to the very nature of the course and moulding students into young historians. There are six formal assessments as opposed to three, with the purpose of developing on the skills and confidence student’s gained in Year 7. The nature of the assessments is for students to answer two questions – shorter than the previous formal assessments but asking them to think more critically about what they are writing. SHOCK and AWE! Each assessment is then supported by a follow up session, using model answers provided from student responses, that, in turn, provides the foundation for students to tackle a third question with the idea of improving on their assessment grade. In every lesson there is a focus on the <i>LANGUAGE of HISTORY, as well as opportunities to write short, sharp extended responses to key questions as the course progresses. Here, the opportunity is now taken to break down the whole process of writing, allowing students to further reinforce their skills to write critically, objectively and like a historian.</i></p>					
<p>Numeracy/computing skills History is evidence Evidence is often numerical; it is a key component of how we ensure students understand the subject</p>	<p>Numeracy provides an opportunity for students to appreciate and develop their understanding of the history through numbers. This is crucial in understanding the militarization of Europe in the run up to WW I; it is crucial for students to understand the significance of the impact of trench warfare on the British psyche after WW I and its legacy even today. Students need to appreciate what 60,000 casualties on the first morning of the Somme actually means and how it helped shape our understanding of the history – Lions led by Donkeys. This theme is explored throughout the course; shaping our understanding of the Blitz; appreciating that WW II was won by the Russians on the Eastern Front (90% of German casualties were suffered here); understanding why the dropping of two bombs in 1945 ended a war in which millions of bombs were dropped. History is also about understanding the numeracy; ensuring there are stories and faces given to the cold statistics; for example, what 60,000 dead in Hiroshima meant on the ground.</p>					
<p>Character development</p>	<p>The course provides a range of opportunities for students to develop their character. The environment is one that promotes high standards and therefore aspiration. Students are challenged by the work, which is deliberately demanding. Students are therefore encouraged to be both resilient and resourceful. The course provides opportunities for students to gain a sense of empathy for those they study; for example the nature of life in the trenches and the experience of Britain’s civilians during the Blitz. The course encourages students to challenge their preconceived understanding of historical events and become more compassionate thinkers. The making of modern Britain and Civil Rights aspects of the course are a lesson in resilience, promoting in students the virtues of those who stand up to adversity and succeed. The course develops an understanding of our society today and consequently again undermining negative connotations that students might have of society, reinforcing a greater sense of compassion for their fellow citizens. The nature of assessments too feeds into developing character; encouraging students to be resilient and aspirational in their goals and achieving them. Summer extended projects allow students to become more resourceful and develop a degree of independence in pursuing their own investigation.</p>					

Equality and diversity Annotated above Just need to move down	As outlined in the content there are a range of opportunities throughout all aspects of the course that allow students to develop their understanding in relation to issues concerning equality and diversity. The role of empire in WW I, for example, allows students to appreciate that a range of people and ethnicities fought for Britain in the trenches of WW I; the impact of WW I allows students to understand the role played by women in securing victory, undermining the rigid framework of Britain’s patriarchal society. These themes are then developed and explored further through the chronological framework of the course; the impact of WW II; the introduction of the welfare state and the liberal reforms of the 1960s. This allows students to explore equality and diversity, through class, race, sex and the emergence of Britain’s LGBTQ+ community in the 1960s. Students will also study the ethical arguments of history; exploring the legacy of the Holocaust and the morality around the dropping of the atomic bombs.
<u>Homework</u>	<u>Homework:</u> Satchel quizzes are used to reinforce student’s knowledge of the history they are studying and used also as an opportunity for retrieval when wider specific themes are being revisited <u>Summer term research project:</u> This will allow students to pursue a structured investigation into an aspect of the history we have already studied. Students will then produce a thousand-word response, which will help them develop their research skills; critical thinking; ability to assess the value of evidence and write effectively.
CIAG coverage/links	The course provides a range of opportunities for students to explore career opportunities in history. The emphasis is on developing and refining how an historian thinks and operates; there is an emphasis on critical examination of primary evidence as well as using extracts from academic works to appreciate what a historian does. For example, John Foot’s <i>Blood and Power: The Rise and Fall of Italian Fascism</i> when studying how Mussolini becomes a dictator. The latter part of the course allows students to get an insight into the world of political activism and politics in general. Students are instructed on the skills that they develop and, in turn, what careers these are useful for; for example, opening up the world of journalism, creative and critical writing and law. The visual aspect of the course promotes a curiosity in careers like graphic design and illustration.