

HISTORY DEPARTMENT

DEPARTMENT VISION:

At Pensby, the History Department's vision is to develop students' sense of identity, their understanding of their place in the world, their knowledge and understanding of how and why British society has changed and the different experiences of a variety of groups of people in the past. This will enable students to develop a sense of empathy, compassion, tolerance and a wider world view that will provide a foundation not just for their historical studies, but also for their wider lives as national and global citizens. The History department will ensure that students finish KS3 with a broad knowledge of local, national and worldwide events of historical significance and in this instance, significance is defined by Christine Counsell's 5 Rs - Resonant, Revealing, Remembered, Remarkable and Resulting in Change.

AIMS:

- To foster independence through an enquiry led approach of curriculum content
- To develop minds that question the world around them and the interpretation of events they are given
- To respond to the needs of the immediate society and illuminate recent events and current affairs
- To encourage opinions that are supported by evidence and judgements that take into account multiple perspectives
- To support the personal development of each individual student
- To praise curiosity and explore the notion of "what if ...?"

KEY STAGE 3 CURRICULUM PLAN

Key Stage 3 has an emphasis on both locational and place knowledge, as well as the human and physical processes to develop students wider knowledge. We provide foundation terms with an overview and context of the element and follow this on with a case study to apply previous learning.





	YEAR 7	YEAR 8	YEAR 9
Term 1	<u>Silk Roads</u> EQ – How did the Silk Roads connect the world 500 – 1000AD?	<u>Industrial Revolution</u> EQ – How did Britain change as a result of the industrial revolution?	<u>Russian revolution</u> EQ – How was power transformed in Russia?
Term 2	<u>1066 & Norman England</u> EQ – How much did England change during Norman Times?	<u>Empire and slavery</u> EQ – Should Britain be proud of it's empire?	<u>Vietnam War</u> EQ – Why could the USA not win the war in Vietnam?
Term 3	<u>Medieval Life</u> EQ – What was society like in Medieval England?	<u>WWI</u> EQ – How significant was WWI?	<u>USA Civil Rights</u> EQ – Was society equal in the USA?
Term 4	<u>Medieval monarchs across the world</u> EQ – Who was the most successful medieval monarch, beyond the gate?	<u>Suffragettes</u> EQ – Were the suffragettes terrorists?	<u>1960's Britain</u> EQ – To what extent was there a 1960's revolution?
Term 5	<u>Tudors</u> EQ – What changes happened under the Tudors?	<u>WWII</u> EQ – What were the key turning points of WWII?	GCSE HISTORY
Term 6	<u>English Civil War</u> EQ – Was the killing of a King Justified?	<u>WWII Civilians and Holocaust</u> EQ – What was the impact of WWII on civilians?	GCSE HISTORY

KEY STAGE 4 CURRICULUM PLAN

We follow the Edexcel History specification at GCSE. Edexcel 1HI0

The aim of our GCSE course is to engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support progression to further study of history and a wide range of other subjects. We have chosen our topics of study to provide an unfolding narrative of history, that tells a story about a period that shaped the world we live in today. As well as having a modern non British topic of study to provide a depth study in the modern era, as well as building on content and themes from Key Stage 3 studies.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9					Paper 1— Medicine Through Time Medieval & Renaissance	Paper 1—Medicine Through Time Industrial & Pre- sent Day Medicine
Year 10	Paper 1— Medicine Through Time Medicine in WWI	Paper 2—Early Elizabethan Eng- land	Paper 2—Early Elizabethan Eng- land	Paper 2—Superpower Relations		Paper 3—Weimar Germany
Year 11	Paper 3—Nazi Germany		Paper 3—Nazi Germany	Revision Plan	Revision Plan	

Key Stage 3		Key Stage 4	
Marking, assessment and feedback activities:			
Symbol	What it means...	When	
Sp.	Indicates a spelling mistake (only correct 5 spelling mistakes in one piece of work)	Exercise books Homework	
	Double ticked work indicates a strong and successful element of a pupil response. Label why it is successful.	Extended pieces of writing	
//	Indicates a new paragraph suggestion.	Exercise books Homework	
? Ex.	Indicates that something needs expanding.	Exercise books	
	Indicates something does not make sense or needs re-writing/poor expression. Pupils then have to work out and label what they must correct.	Exercise books	
	SPaG error that needs to be identified and fixed by the pupil.	Exercise books	
	Self / Peer assessment will be marked by the pupil	Exercise books	
Books will be marked once a term. The key piece of work will be stuck in to the book with detailed feedback (grade / % / score). An extended piece of hw will be set each full term (3 key pieces across the year). Where possible this will be set and submitted on Teams.			
KS3 - Link to assessment plan and whole school data collection: An extended piece of work will be marked in full and graded / marked each term There will be 3 assessment points across the year (including the end of year exam). Results recorded on a central dept. tracker. Year 7 will also have a baseline assessment in term 1.		KS4 - Link to assessment plan and whole school data collection: Assessments will be completed at the end of each module of work. This will be graded and returned for DIRT (results kept on a central dept. tracker). Any student significantly below their target, or lacking in commitment to the assessments will be asked to re do the paper for hw. Exam questions will be completed during the module of work in class and hw	

OPPORTUNITIES AND VISITS

KS3

- Throughout KS 3 pupils will have the opportunity to take part in visits linked to the curriculum they study. These include visits to the International Slavery Museum in Liverpool as well as the opportunity to listen to a Holocaust survivor as part of the Wirral wide Memorial of the Holocaust.

KS4

- As part of the GCSE paper 1, we aim to carry out a London fieldtrip focusing on how Medicine has developed through time. Which will include visits to various different museums.

INTERNATIONAL VISITS

- There is an annual GCSE Study trip to Berlin for Years 10 & 11—This links with the topics of study—Superpower Relations (Paper 2) & Weimar & Nazi Germany 1918-1939