



**ST CLEMENT'S
HIGH SCHOOL**



History Dept. Parent Handbook



2020-2021

Department Vision & Intention:

The vision for our department is to ensure all students are successful in school (results, knowledge acquisition and skills) and equipped for life after school (confident, resilient, tolerant and with an inquisitive & enquiring mind). As well as this, we intend to develop a knowledge base, love, intrigue and passion for History that lasts a lifetime. We believe we have a duty to ensure students can make sense of the present both at home and abroad. We believe that through History, our students can be inspired by individuals as role models, particularly in addressing areas they feel passionate about. We have chosen a curriculum that we feel will offer our students the best understanding of why we are where we are in the current world from a global-centric view as well as how world events have impacted on Britain. Our curriculum has common themes throughout which will allow our students to relate and compare, this will then ultimately allow them to make judgements.

We will implement this by making sure ALL students:

- Acquire the knowledge that will allow them to understand the context & events of the modern world
- Build confidence as learners that will allow them to challenge themselves and others
- Build a skills base that will ensure all students can be effective and analytical historians, particularly the ability to explore the past through a variety of perspectives and interpretations, but also skills that can be transferred across the curriculum and beyond eg: Interpretation, inference, communication, literacy and analysis etc...
- Develop a local understanding / context
- Are resilient and reflective through strong feedback and improvements

Teaching & Learning:

All teaching and learning will be based around a core focus of Knowledge and Skills within an enquiry question.

Knowledge:

- We will deliver a broad, deep and balanced knowledge base of historical events, features and people matching the National Curriculum
- Knowledge will be sequenced in a chronological order with frequent and explicit links to prior and future learning
- Our curriculum will span 1066-Modern World with a focus on British History both at home and abroad
- We will take opportunities to discuss what was happening elsewhere in the world at key times

Skills:

- Chronology, Significance, Change & Continuity, Causation, Consequence, inference and using evidence effectively (sources, interpretations) – These skills will be identified in our curriculum map. We have also attributed difficulty levels to these skills being placed carefully across KS3 (easier to harder)
- Historical skills will be taught in every lesson - introducing, practising, reinforcing & mastering
- Students will be able to use these skills across a range of topics, activities and other subjects within school
- Analysis of interpretations and perspectives as well as their value to historians

Resources & Activities:

- Our department has a wide range and variety of resources to support the learning within the classroom and beyond eg: World War I artefacts
- Activities will be well planned to support all learners meet the aim of all lessons. These activities will be varied from teacher exposition, independent reading, role play where appropriate
- We will use text books, workbooks, articles and PowerPoints supported by a large library of video clips & sources
- We expect students to be resilient and independent learners and will encourage this through problem solving tasks and managing each other with team working opportunities
- There are supporting resource booklets to particularly support our SEN students

Vocabulary / Literacy:

- We understand the importance of literacy and Vocabulary in History and will therefore introduce the students to a bank of key vocabulary for every topic and ensure understanding is secured through quizzing
- We actively engage in 'closing the gap' in literacy, reading the latest in #researchEd
- Students will have many opportunities to read (to themselves and out loud)
- We understand also that Literacy is not just reading and writing but also verbal communication, reasoning and listening

Assessment (KS3):

Assessment is designed to inform planning and ensure students have acquired the knowledge / skills required

In every lesson:

- Students will be assessed through questioning, interpretation and skills competency tasks
- Students will do a 5-10 mark quiz at the start of every lesson based on the last lesson / previous topics (Previous topics ranging from all past units)

Formal Assessment:

- Students will be assessed formally 2 times a year in KS3 (Trust common assessment) feeding into the trust data collection. These will range from extended essay answers; source based enquiries and interpretations as well as knowledge recall.

Informal Assessment:

- Students will be given opportunities to practise the key historical skills throughout the year as well as extended writing through essays, homework, independent projects

Reflection:

- Students will be given feedback individually on their assessments but also as a whole group where they will be given time to reflect, discuss and improve their work

Testing (low stakes):

- Students will be tested on spellings and definitions regularly using ShowMyHomework and starter / plenary tasks

Long Term Learning:

- We will adopt a 'spaced learning' approach in the main to ensure there is long term learning. We will teach and check learning in the lesson, reinforce / reflect and explicitly link it to prior learning. Within a week of the topic there will be time allocated to return to a previous topic's discussion, its impact and significance through a starter activity, quiz, homework. Students will then be further tested on it up to 3 weeks later

Informing planning:

- Discussions and questioning in lessons and the long term learning strategies will inform the following lesson('s) planning / reflection from teachers based on clear misconceptions or a strength shown by the class
- We will use the quiz / testing and spelling facilities within ShowMyHomework to test, log and report areas of strength / weakness for every student

Assessment (KS4):

Assessment is designed to inform planning and ensure students have acquired the knowledge / skills required

In every lesson:

- Students will be assessed through questioning, interpretation and skills competency tasks

Formal Assessment:

- Students will be assessed formally within each exam unit / topic. These assessments will range from extended essay answers, source based enquiries and interpretations and exam questions

Informal Assessment:

- Students will be given opportunities to practise the key historical skills throughout the year as well as extended writing through essays, homework, independent projects
- Students will be given opportunity to debate key events / people within smaller groups and whole class debates
- Online testing platforms such as Seneca, historyhomework.com

Reflection:

- Students will be given feedback individually on their assessments but also as a whole group where they will be given time to reflect, discuss and improve their work

Testing (low stakes):

- Students will be tested on spellings and definitions regularly using ShowMyHomework and starter / plenary tasks
- Students will complete 'Topic Tests' following each topic with the key facts / knowledge required.
- Students will do a 5-10 mark quiz at the start of every lesson based on the last lesson / previous topics (Previous topics from all KS4 content)

**** Using ShowMyHomework, students will complete an online topic test up to 3 times before the classroom based paper test. They will do the first online test straight away, then a few days later, then a week later. They will then complete the classroom based test. A month later students will be given 3 more online attempts at the test with the expectation that the knowledge will have been practised and embedded.**

**** Long Term Learning:**

- We will adopt a 'spaced learning' approach in the main to ensure there is long term learning. We will teach and check learning in the lesson, reinforce / reflect and explicitly link it to prior learning. Within a week of the topic there will be time allocated to return to a previous topic, its impact and significance through a starter activity, quiz, homework or questioning.

Informing planning:

- Discussions and questioning in lessons and the long-term learning strategies will inform the following lesson('s) planning / reflection from teachers based on clear misconceptions or a strength shown by the class
- We will use the quiz / testing and spelling facilities within ShowMyHomework to test, log and report areas of strength / weakness for every student

Homework:

- Homework will primarily be through ShowMyHomework quizzing and preparation for upcoming assessments.
- We expect students to complete all HW set and communicate quickly and effectively if there are any issues

Planning

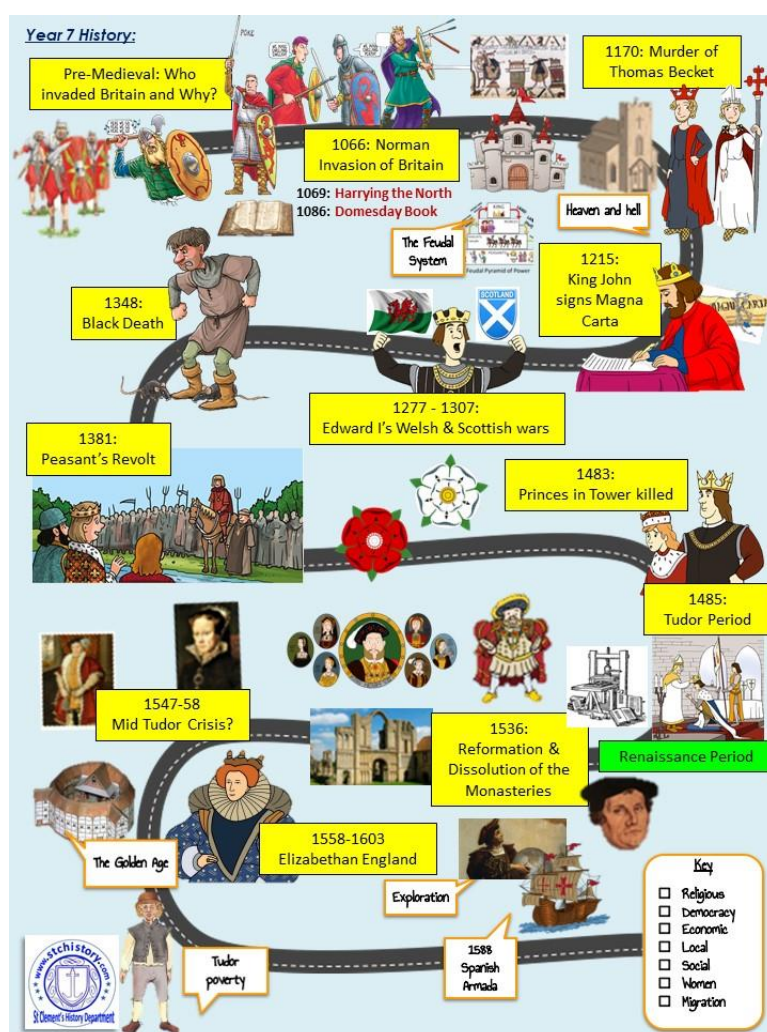
Intent, implement, impact

Curriculum Map:

- Our whole curriculum is designed to connect and link to its bigger picture and a link to its future and past relation eg Protest in the 20th Century linked and compared to the Peasant's revolt in the Middle Ages, seeking similarities and differences or core themes like religion or government
- Progression is planned in the considered key knowledge of the 'Big Picture' chronology of History – getting from A to Z (Yr7 to Yr11), what, where, when, how and why including enhancing and mastering the key skills required to achieve this goal (through in class tasks)
- Key words / vocab for every topic will be practised regularly, students should endeavour to practice their new vocab regularly
- All topics will be planned in a **chronological** linked order allowing for reflection on causes and consequences and to allow for an explicit reflection on future and past events
- Relating to local studies, our content will explicitly take any opportunities to link to King's Lynn and the surrounding areas, eg King John's treasure.
- Each unit will follow an enquiry theme and / or lightly reflect a depth study / thematic study
- Each topic will also have the historical skill attributed to it
- Teachers within the department can teach the topic however they deem appropriate for their groups, the only proviso is that the agreed content / vocab is delivered and understood.

Student books:

- Student books will **not** * go home (except for 2 opportunities a year to be signed by parents / carers
* *During COVID, students will keep books with them*)
- Students will have a booklet of Knowledge Organisers each term, for each subject – (Trust agreed content)
- KS3 books will have a topic overview / big picture log on the first page to be reflected on throughout the teaching of that year to ensure students understand links and location as they travel through History.
- KS4 students will be given a Topic Map checklist of key content for each exam unit, this should be annotated regularly with self-grading of confidence in each sub topic



Targets:

- Students will **not** be given their target grades but staff will be aware and prepare teaching appropriately to support all levels of ability

Differentiation:

- Each history class is 'mixed ability' meaning appropriate planning is expected (including the highest expectations of **all** learners). Tasks within lessons will be appropriately differentiated by the teacher / TA. All students should have access to the same content.
- KS4 lessons will be similarly differentiated, the main challenge having 1-9 grade students in a class and mostly larger classes – teachers will ensure TA's are well informed and prepared to contribute effectively and tasks are well managed whilst ensuring all students understand the requirements for the exams



Assessment / Progress:

- We will use the curriculum as our key indicator of progress (ie. students know more than they did before) and this will be established through the attainment of scores from knowledge testing. Students will be given scores and % with the expectation they will get higher scores as the year goes on whilst testing more content each time including previous content.

Class profile:

- All teachers will keep a 'class profile' with the key data (PPI, FSM, SEN) etc.
- This will also provide an opportunity to make some notes on managing student's behaviour, what their specific SEN is, what works well, what doesn't work well etc to ensure all students make progress.
- There is an expectation that the 'class profile' will be passed on to the next teacher this class gets (KS3) but also provide some access to a new GCSE teacher who might want to discuss a particular student and successful techniques

Eg:

 ST CLEMENT'S HIGH SCHOOL HISTORY DEPARTMENT  Class Profile:							
Teacher:	AMA	Class:	081	Students:	29	SEN:	2
PPI:	4	FSM:	1	Boys:	13	Girls:	16
Class context:		Set 1 of 5, quite a range of abilities for a set 1, some behavioural challenges relating to shouting out, silliness.					
Prior Attainment	Range:	MPA - HPA		Average:			
Target Attainment	Range:	GCSE 6-8		Average:	6.79		
<i>Student target grades/levels, progress, membership of vulnerable groups... is detailed on the seating plan/s</i>							
INTERVENTION / SUPPORT							
Student (PP Bold / TMG)	Reason for intervention		Strategies (Impact)			Test Scores %	
						70	
	Can appear apathetic,		Encourage X to contribute, ask him questions			70	
						89	
						68	
						68	
	Some social anxiety, appears to panic at times		Warn X that you will ask her a question so she can think of an answer / prepare			-	
	Very clever		Push X on her answers, draw out deeper answers			78	
						57	
			Positive communication, encourage to share worries and problems			51	
						76	
	PP					81	
						86	

Outside support / learning:

- Our department operates a drop in if required service for help with Homework, assessment and revision
- Formal revision / intervention sessions are set up at the appropriate times throughout the year
- Our entire GCSE course is online at our website www.stchistory.com allowing students who have missed lessons, or not fully understood to go online and catch up
- KS3's new Knowledge Rich Curriculum is also online at www.stchistory.com. As with GCSE this should be used to catch up, consolidate or enhance the learning in class and support homework tasks as books are not going home.
- We offer several trips including:
 - Berlin / Poland (Auschwitz)
 - Battlefields of Northern France / Belgium
 - Day trips

Dept. Marking

Minimum requirements:

- 2 x **Formal** (Trust agreed History common assessments) per year (KS3) – See previous section on assessment.
- KS3 & KS4 – Regular topic essays and reading comprehension testing and reflecting (articles / interpretations / scholarship)
- Regular / range of formal assessment (KS4) – See Assessment Log

Teacher:

- Mark assessment identifying areas for improvement, indicated by a (T) or a “question” eg – Why was this important? Could he have done x without y?’ – We expect students to reflect on these questions posed by their teacher
- Summarise assessment with WWW / EBI – **Historical content / skill related**

Possible suggestions >>

History Department Specific Targets:

- Remember to **PEEL** when **explaining** (Point, Evidence, Explain, Link to Q)
- Use more **connectives** – Due to, therefore, however, on the other hand
- Give your opinion / judgement clearly in reference to the question
- Include **specific** evidence / knowledge from the topic to back up your point
- Compare your examples to each other saying why one is more important
- Sources: Make sure you have picked out the source’s **content**
- Sources: **Evaluate** how the NOP of a source affects its usefulness
- Sources: Link a source to different sources / prior own knowledge

- Give an ATL and % score (for KS4 where appropriate convert to a band using agreed boundaries)
- Provide a whole class feedback session for the assessment

Student: (purple pen)

- Students will reflect on their assessment / essay and reflect / fix / answer their (T)’s or ‘questions’
- Fix spellings
- Consider the teacher’s whole class feedback when looking at their own assessments

Distance Marking

Regular checking on understanding and performance to inform planning and fixing student's misconceptions

How we envisage it working (not prescriptive):

- c. x2 Distance marks per half term
- Common sense approach if formal assessments completed within this period teachers may only distance mark once
- 1 Proforma per marking session completed as we go (See below)

Teacher:

- Distance mark class work / notes / tasks using the proforma
- General WWW/EBI/Spellings/Misconceptions
- Compile notes on the strengths and weaknesses of the group & use these to fix these areas of weaknesses with the group
- Photocopy page 1 for each student on A4 **Green paper** and stuck into student's books during feedback session
- Present a c.10 minute 'Feedback' session covering the main findings in the distance mark

Student:

- Students should reflect on the targets, choosing their own based on recent work
- During 'Feedback' session, look through their work for these errors, opportunity to improve a sentence, or paragraph etc
- Students write the spelling words x 3 times in their books whether they got them right or wrong
- Students should complete their reflection and pride box (choosing up to 3 areas) giving themselves an ATL on their recent work
- If students have been given stickers / achievement points in your marking, they should tick the special achievement box on their copy of feedback

Class: 11A	Date: 3/10/2019	Special Achievement: Yes No
Topic: Early Elizabethan England – Problems and Society		
WWW: What Went Well		EBI: Even Better if
<ul style="list-style-type: none"> • Good understanding of the key features of government – Parliament, Privy Council etc • Very good understanding of the key people in our course already, this will prove invaluable as we go forward. • A clear understanding of the differences between Catholics and Protestants • Good understanding of society 		<ul style="list-style-type: none"> • Putting all of this together as a big picture course and how everything relates and links. It is an episodic course in a lot of ways so remembering what has happened before will help understand what happens next. • If you miss a lesson you have to check website
Common Spelling Mistakes:		Common Historical Mistakes:
Gover <u>N</u> ment Parli <u>A</u> ment Monarch <u>E</u> lizabeth <u>D</u> udley, <u>C</u> ecil, <u>E</u> ngland, <u>S</u> cotland, <u>F</u> rance		<ul style="list-style-type: none"> • Lords Lieutenants were in charge of the local militia – training the forces / private armies not JPs • JP's made sure the Queen's policies were carried out, the Lords Lieutenants maybe enforced they were with a bit more aggression • Not all Privy Councillors supported Elizabeth, of the 19, about half were Catholic and Mary's councillors, some were Protestant and some (Cecil and Dudley) were extreme protestant (Puritan) this made decision making difficult • Mary of Guise was Mary, Queen of Scots' mum, she was looking after Scotland for her daughter as she was married to the king of France
Presentation:		History Targets:
<input type="checkbox"/> Underline dates & titles <input type="checkbox"/> Improve handwriting <input type="checkbox"/> Stick sheets in properly <input type="checkbox"/> Finish tasks <input type="checkbox"/> Write in paragraphs <input type="checkbox"/> Write in full sentences <input type="checkbox"/> Cap. letters for names (people/places) <input type="checkbox"/> Other:		<input type="checkbox"/> Use more connectives <input type="checkbox"/> Use specific knowledge / evidence <input type="checkbox"/> Link back to the question more <input type="checkbox"/> Include subtitles to organise your work <input type="checkbox"/> Link to previous knowledge / ideas <input type="checkbox"/> Link to the source's content <input type="checkbox"/> Evaluate the source's NOP <input type="checkbox"/> Other:
My <u>own</u> thoughts on my recent work (www and EBI):		
My ATL:	Would I be proud to show my book off at the moment? Yes No	

Exemplar

Department Staff

Head of Department: A. Modica

History Teachers:

- Mr Modica
- Mrs Norton
- Miss Ballard

Open Door Policy:

- Our department has an open-door policy
- Should you or your child need anything, please don't hesitate to contact us

Social Media:

- Dept. Website: www.stchistory.com
- [Facebook.com/stchistory](https://www.facebook.com/stchistory)
- [Twitter.com/stchistory](https://twitter.com/stchistory)
- [Instagram.com/stchistory](https://www.instagram.com/stchistory)
- Youtube -
https://www.youtube.com/channel/UC6sj_a3f7qA9_Pb7fJkLuLA/featured