



**ST CLEMENT'S
HIGH SCHOOL**



History Dept.



2019-20

Department Vision & Intention:

The vision for our department is to ensure all students are successful in school and equipped for life after school, as well as develop a love and passion for History. We believe we have a duty to ensure students can make sense of the present. We have chosen the key events that we feel will offer our students the understanding of why we are where we are in the current world.

We will do 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

Skills:

- Chronology, Significance, Change & Continuity, Causation, Consequence, inference and using evidence effectively (sources, interpretations)
- 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 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

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
- 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 agreed common assessment). 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

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

Planning

Intent, implement, impact


Schemes of Work:

- All schemes of work will include the minimum knowledge required for that lesson, a link to its bigger picture and a link to its future relation
- 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
- Key words / vocab for every topic will be clear within the scheme of work and will be utilised as previously mentioned
- 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
- There will be a local study unit included at KS3 and connections made to our locale throughout the curriculum
- Each unit will follow an enquiry theme and / or lightly reflect a depth study / thematic study
- Assessment opportunities will be clearly signposted within the schemes of work, as well as Homework opportunities
- KS3 schemes of work will have an explicit link to a GCSE unit forming a basis for future 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:

- All students will have an A4 exercise book
- 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. Eg below


Year 8: Topic Overview

	Key vocabulary:				
	Emancipation	Plantations	Slavery	Boycott	Government
	Segregation	Civil Rights	Holocaust	Suffrage	Ideology
	Revolution	Progress	Prejudice	Martyr	Liberation
Industry	Change	Discrimination	Assassination	Protest	
Empire	Continuity	Lynching	Terrorist	Attrition	


Industrial Britain



90% of people live and work in countryside





Industrial Revolution sees county industry end and people move to the new towns thanks to the invention of steam



Children in factories / mills due to boom of textile industry


1750 1760 1770 1780 1790 1800 1810 1820 1830 1840 1850 1860 1870

Slave Trade





Slave Trade: The rise of Slavery bringing cotton from the plantations of America to Britain to be used in the new factories and mills made Britain very rich. The British Empire stretched across the globe


African Americans in the 20th Century




Despite being 'Free' from slavery, African Americans were still ill treated and segregated due to 'Jim Crow Laws'



Civil Rights Movement in America sees the end of segregation in schools, transport and restaurants



Case Study: Hurricane Katrina




Barack Obama, the ultimate 'progress'?


1900 1910 1920 1930 1940 1950 1960 1970 1980 1990 2000s

Thematic Study: Change and Continuity of warfare in 20th Century


20th Century Revolution?




Suffragette Movement




Titanic Disaster – how does Titanic reflect society?




WWI




Reaction to WWI and Road to WW2




WW2: Tactics, weapons and case studies




WW2: Holocaust



Cold War: Nuclear Threat



Modern Warfare



Targets:

- Students will have their target grade (FFT) on the front of their books as per school policy

Differentiation:

- Each KS3 class is 'set' meaning appropriate planning is expected (including the highest expectations of all learners). Tasks within lessons will be appropriately differentiated by the teacher / TA
- KS4 lessons will be similarly differentiated, the main challenge having 1-9 grade students in a class and mostly larger classes – teachers should 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 Logs:

- Students will have a reflection log in their books to note down test scores / essay grades. This will simply be used to monitor improvement in scores not as the explicit monitoring of 'progress' as it would be nearly impossible to monitor 'progress' within every skill in every formal assessment.
- The assessment log will include the skill that has been assessed within that test / assessment

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.
- 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:



Teaching Class Profile:

Teacher:	AMA	Class:		Students:	26	SEN:	
PPI:		FSM:		Boys:	14	Girls:	12
Class context:		Mixed ability					
Prior Attainment	<i>Range:</i>			<i>Average:</i>			
Target Attainment	<i>Range:</i>			<i>Average:</i>			
<i>Student target grades/levels, progress, membership of vulnerable groups... is detailed on the seating plan/s</i>							
INTERVENTION / SUPPORT							
<i>Student</i>	<i>Reason for intervention</i>			<i>Strategies (Impact)</i>			
	LAC, Concentration & Behaviour, weak reading!			Regular praise, reminder of boundaries			
	Cognition and Learning			Check on understanding of tasks (RYG cards)			
	Hypermobility, Dyspraxia, understanding			Reiterate instructions, encourage to use the RYG cards to show understanding of tasks			
	Some anger / frustration issues			Regular praise and boundaries			
	<u>Behaviour</u> Issues						
	ADHD, motivation			Regular praise and check on learning, boundaries			
	Silly and inappropriate comments			Praise and encourage to take the lead as he is very good at this, but he can get silly, just remind him of boundaries			
				Very positive & enthusiastic, but needs calmed down sometimes			
	Energetic and at times loud			Encourage positive contributions and taking the lead but remind her of boundaries			
				Encourage positivity but don't dwell on conversation about her ability			

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
- 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 Scheme of Work
- KS3 & KS4 – Regular topic essays and reading comprehension testing and reflecting (articles / interps)
- 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?’
- 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 Band (See *Mark Schemes* for all assessments in History folder > Assessments)
 - 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.
- 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 back of the proforma [page2] (This **will not** be photocopied and given to students) and will inform future planning and or monitoring of student's work
- Photocopy page 1 for each student on Green paper and stuck into student's books during feedback
- Compile **1** slide with examples / improvements and present a c.10 minute 'Feedback' session

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 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:	Date:	Special Achievement: Yes <input type="checkbox"/> No <input type="checkbox"/>
WWW: What Went Well		EBI: Even Better if
Common Spelling Mistakes:		Common Historical Mistakes:
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	

Teacher's notes:

Use this space to inform future planning, something in the task(s) that didn't work [timings, engagement etc], things that did work [diagrams, enjoyable etc] or you would like to share across dept.

Special Mentions (Positive):

Special Mentions (Negative):

Books not marked:

Department Management

Head of Department: A. Modica

History Teachers:

- Mr Modica
- Mrs Norton
- Mrs Towle
- Mr Feaviour
- Miss Franklin

Open Door Policy:

- Our department has an open-door policy
- Sharing ideas and resources is common practice particularly areas of success

Department monitoring:

- Book scrutinies will be monitored by Head of Department (and SLT)
- Learning Walks (informal and formal)
- Lesson observations (of each other is most favoured). Formal obs from HoD / SLT
- Use & frequency of Homework (ShowMyHomework)
- Data Drops – Monitoring grades given
- Monitoring KS4 data – assessments / mocks leading to intervention strategies and support