



HISTORY CURRICULUM @ COLNE VALLEY SCHOOL

MEETING THE BESPOKE NEEDS OF OUR STUDENTS AND SECURING OPPORTUNITY FOR ALL

“At Colne Valley High School we believe passionately in the power of knowledge in helping young people to lead healthy, happy, successful lives. Our curriculum aims to offer our students a rich, deep, knowledge base which will allow all of our young people to feel confident when accessing all aspects of society”

Core Values

Our curriculum is underpinned by our core values of: **Respect, Integrity, Teamwork, Aspiration (RITA)**

School Intent

Knowledge is taught to be remembered, not merely encountered. Our knowledge-rich curriculum at Colne Valley High School embraces concepts from cognitive science about memory, forgetting and the power of retrieval practice.

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INTENT

"The farther backward you can look, the farther forward you are likely to see." Winston Churchill

Curriculum Intent

The History curriculum equips students with a strong command of explicit knowledge on British History and aspects of Europe and International History to seeks to embed an appreciation for our rich and varied heritage. Chronologically, students gain fluency on how the people of Britain have shaped this nation and the impact of Britain's role in the wider world. This is in line with the national curriculum that also has a clear focus on the wider world. This process will also enable them to demonstrate critical thinking and reasoning skills, which will allow our students to be culturally aware. Throughout the curriculum, there are opportunities for students to explore important topics linked to their wider world such as British values and healthy lifestyles. The ability to be reflective about their beliefs, religious or otherwise is a theme visited throughout the curriculum. Students are challenged to investigate debate and consider a range of different viewpoints on topics that develop their critical thinking. Diversity is celebrated throughout the curriculum with a focus on key individuals who have changed the world for the better

- Our curriculum model is a skilfully sequenced, broad and coherent knowledge pathway, which leads students to success at GCSE. This sequence begins when students enter the academy in Year 7 and all students begin a spiral pathway through to Year 11. The aim of our History curriculum is to provide learners with a core foundation of knowledge that enriches their understanding of their world.
- All units link through the development of skills from sequenced prior learning.
- In addition, we aim to use regular assessment for and of learning to ensure that students retain the key personalities, dates and events that have shaped the world that they live in. In practice, this amounts to:
 - Regular retrieval practice of tier 3 vocabulary, whether through activates or multiple-choice knowledge organiser quizzes.
 - Termly assessed written work with clear feedback to develop students' understanding of the historical events studied as well as assessing the development of key skills within the History curriculum.
 - Termly synoptic tests, which include exam-style questions from a range of topics, to ensure accurate reporting of student data, to challenge student understanding and to identify key misconceptions or areas of exam technique to be developed.

KS3 History at Colne Valley High School:

At Key Stage 3 we aim to provide students with a basic understanding of the events that have shaped Britain and the world between 1066 and 1989. The design of the curriculum is chronological but each enquiry focuses on a different historical skill and area of change such as social, political, economic or international. This ensures that students received a broad exposure to historical events that widen their understanding of the world around them.

To achieve our aims, we have broken our scheme of work down to ensure we include:

- Topics which chronologically cover areas of History both British and international and ensure that overviews and depth studies are utilised to ensure that pupils are able to develop their understanding.
- Clear links to historical skill in focus.
- Modelling of extending writing to ensure students can formulate their own opinions on the past.

KS4 History at Colne Valley High School:

At Key Stage 4 the GCSE History course is aligned to the Pearson examination board.

Paper 1: Crime & Punishment

The key focus of the first paper is the thematic study of Crime and Punishment 1000 A.D. to present. This paper examines the changing nature of crimes, law enforcement and punishments across 4 time periods whilst addressing also addressing continuations in practices. The historic environmental study of Whitechapel allows pupils to utilise their knowledge and apply it to a depth study.

Paper 2: American West and Anglo-Saxon and Norman England

In part A of Paper 2 pupils investigate **the** American West 1835-1895 which shows the development of the Frontier in America. We also teach this topic area thematically addressing the 4 key areas; settlement & migration, the development of the cattle industry; law & order and the impact these developments and government policy had on the Indigenous People of the Great Plains.

Anglo-Saxon & Norman England 1066-1088 is part B of Paper 2. We begin by exploring issues of power and society in Anglo- Saxon England with the key events that led up to and including one of the most memorable dates in British History, the Battle of Hastings. We then investigate how William I established control over the English people and his Norman followers. Following on from that, we study William's consolidation of power and how his policies on government, society and the church made a profound impact of Britain with long lasting implications.

Paper 3: Weimar and Nazi Germany 1918 – 1939

After Germany's defeat at the end of the First World War, we study how the new democratic Weimar Republic and the challenges it faced including the rise of communism and fascism. Pupils will then study the development of the Nazi party and how Hitler was able to secure the role of Chancellor of Germany in January 1933. We then go on to explore how the Nazis took Germany from democracy to dictatorship by 1934 before focusing on what life was like for the German people living under Nazi rule.

IMPLEMENTATION

We are implementing this in the following way:

- The curriculum map identifies key concepts and historical skills that build year on year and over the key stages.
- Departmental CPD addresses knowledge and pedagogical gaps for staff of all specialisms/backgrounds to teach up to GCSE confidently, drawing on research and expertise/experience in the department. Staff have training on techniques for effective retrieval practice for retention over time.
- Schemes of learning for each year group identify success criteria for each topic, which then informs the planning of a sequence of lessons and supports the production of specific, explicit knowledge. These are printed for each KS3 and KS4 topic. KS4 knowledge organizers are also provided for pupils on completion of each topic through Teams for reference and revision.
- Further shared, high quality resources are used across the department, including visual aids, high-quality/high-challenge texts, low-stakes multiple-choice quizzes, hinge questions and exit tickets.
- This frees up time for teacher planning to focus on differentiating individual students and assessment for learning in the lesson (including targeted questioning, cold calling, and Show Me activities).
- The knowledge rich texts are used in lesson to promote reading for learning and oracy. All students are expected to read aloud and respond to cold-calling questions about the text, using whole school routines like 'Control the Game' (Doug Lemov). Staff bounce questions around the room to develop all learners oracy and confidence with key vocabulary.
- Home learning allows students to commit knowledge to memory using the knowledge organisers, memory sheets and quick quizzes, which are then quizzed on in lesson (through spelling and vocabulary tests, and knowledge recall) and self-assessed by students.
- Each lesson commences with an Activate that revisits prior knowledge or historical skill. Immediate, direct and quick feedback is provided by the teacher to address misconceptions, with students further self-assessing and correcting their work.
- Students are regularly set extended writing tasks which require a deeper understanding of knowledge over time and use of scientific vocabulary. These are marked by teachers for diagnostic feedback and identification of gaps/misconceptions, or using peer/self-assessment to develop metacognition when appropriate.
- During a lesson, staff use whole school routines to ensure a consistent, high expectations experience. This starts on the corridor until dismissal from the corridors. This is supported by leaders in the department with roles that focus on 'Behaviour and Culture', as well as 'Teaching and Learning'.
- Assessments in KS3 are based on a three part structure; knowledge based questions in multiple choice/ written format; source/interpretation analysis and extended writing. The historical skills are developed across KS3 embedding and building on existing skills learned. Formative assessments and activities within each topic allow for exposure and practice prior to the summative assessments. At KS4 assessments are structured in two parts; knowledge based questions and extended writing through previous exams questions. Pupils will be exposed to all the different types of exam questions during each Paper and formative assessments allow pupils the opportunity to practice the specific styles required for the end of topic summative assessments.

TOPICS AND KNOWLEDGE BY YEAR GROUP

To develop the units for each year group, a **broad range of content** was looked at, using the National Curriculum and Programmes of Study at Key Stage 3 and 4 as set out by the Department for Education (here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum - History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf)), and the Pearson/Edexcel GCSE specification (here: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/history-2016.html>) This was further enriched by knowledge and expertise in the department.

The details below outlines each unit of study and the new content that each unit introduces students to (whilst reviewing and developing historical skills).

YEAR 7

Students in Year 7 are introduced to some of the key concepts such as invasion; parliament, organised religion and society. They are also introduced to some of the second order historical concepts including chronology; historical understanding, causation, consequences and source analysis.

UNIT 1: HOW DID WILLIAM GAIN CONTROL OF ENGLAND?

Key concept: Cause and consequence

Assessment skill: Describe

1. What is History?
2. What is life like in Anglo-Saxon England?
3. Who were the claimants to the throne?
4. What happened at the Battle of Stamford Bridge?
5. What happened at the Battle of Hastings?
6. Why did William win the Battle of Hastings?
7. Skill lesson: Describe
8. How were Motte & Bailey Castles used to control England?
9. How was the Harrying of the North used as a method of control?
10. How did the Feudal System control the English people?
11. Why did William need the Domesday Book?
12. Revision
13. Summative Assessment 1
14. Feedback
15. How did William's reign end?

UNIT 2: WHAT WAS LIFE LIKE IN THE MIDDLE AGES?

Key concept: Cause and consequence

Assessment skill: Source analysis

1. What was the significance of the Medieval Church?
2. Why was the murder of Thomas Becket significant?
3. How did they practise medicine in the Middle Ages?
4. How was Islamic medicine different to European medicine?
5. Skill lesson: Source analysis
6. What was the Black Death?
7. What were the Medieval beliefs about the causes and cures of the Black Death?
8. What were the consequences of the Black Death?
9. Was the Peasants Revolt of 1381 successful?
10. Revision
11. Summative Assessment 2
12. Feedback
13. What was crime and punishment like in the Middle Ages?

UNIT 3: HOW DID THE TUDORS CHANGE BRITAIN?

Key concept: Change and continuity & significance

Assessment skill: Explain

1. What happened during the War of the Roses?
2. Was Henry VIII a good king?
3. Why are Henry VIII's wives significant?
4. How did the Reformation change religion in England?
5. What happened during the Dissolution of the Monasteries?
6. Skill lesson: Explain
7. What impact did Edward VI have on Britain?
8. Did Mary I deserve her nickname?
9. What was Elizabeth I's 'Middle Way'?
10. What happened during the Spanish Armada?
11. Was there an Elizabethan Golden Age?
12. Revision
13. Summative Assessment 3
14. Feedback
15. Who were the black Tudors?

UNIT 4: WHAT WERE THE CAUSES AND CONSEQUENCES OF THE ENGLISH CIVIL WAR?

Key concept: Cause and consequence

Assessment skill: Interpretations

1. Who were the Stuarts?
2. What was the Gunpowder Plot?
3. What were the causes of the English Civil War?
4. What happened during the English Civil War?
5. Did Charles I get what he deserved?
6. Skill lesson: Interpretations
7. Was Oliver Cromwell a hero or a villain?
8. What were the consequences of Oliver Cromwell in Ireland?
9. What happened during the Restoration?
10. Revision
11. Summative Assessment 4
12. Feedback
13. What was life like for ordinary people in Stuart England?

YEAR 8

Year 8 students revisit and develop their understanding of some of the key concepts and second order concepts, whilst encountering new knowledge which introduce international history such as the Civil Rights Movement and its links with the United Kingdom and the local history with links to the Industrial Revolution and slavery.

UNIT 6: HOW DID THE TRANSATLANTIC SLAVE TRADE CHANGE THE LIVES OF MILLIONS OF AFRICANS?

Key concept: Cause and consequence & significance

Assessment skill: Explain

1. Why were enslaved Africans sent to the Americas?
2. What happened on the Middle Passage?
3. Skill lesson: Explain
4. What were slave auctions?
5. What was life like on the plantations?
6. Revision
7. Summative Assessment 1
8. Feedback
9. How was slavery abolished in the UK?

UNIT 7: HOW FAR HAS LIFE CHANGED FOR AFRICAN AMERICANS SINCE SLAVERY?

Key concept: Change and continuity & significance

Assessment skill: Interpretations

1. How did the Jim Crow Laws affect African-Americans?
2. Who were the Ku Klux Klan?
3. What was education like for African-Americans in the 1950s?
4. How did the bus boycott help the Civil Rights Movement?
5. What methods of protest were used in the 1960s?
6. Skill lesson: How far do you agree?
7. What was the role of Martin Luther King in the Civil Rights Movement?
8. What was the role of Stokely Carmichael and Malcolm X in the Civil Rights Movement?
9. How far did life change for African-Americans after 1968?
10. Revision
11. Summative Assessment 2
12. Feedback
13. What was the Civil Rights Movement like in Britain?

UNIT 8: HOW DID THE INDUSTRIAL REVOLUTION IMPACT ON PEOPLE'S LIVES IN BRITAIN?

Key concept: Change and continuity & significance

Assessment skill: Source analysis

1. What was life like for ordinary people before the Industrial Revolution?
2. What was the impact of new inventions on the textile industry?
3. Why did Esther Price run away from Quarry Bank Mill?
4. Skill lesson: Source analysis
5. What were the Poor Laws and Workhouses?
6. What was housing like in the Industrial Revolution?
7. What was the impact of Cholera?
8. Revision
9. Summative Assessment 3
10. Feedback
11. Case Study: Quarry Bank Mill

UNIT 10: WHAT WERE THE EFFECTS OF BRITISH EXPANSION?

Key concept: Significance

Assessment skill: Explain

1. Why did the British want to build an Empire?
2. How did the British Empire change Britain at the time?
3. How and why did Britain invade India?
4. What was the impact of the British Empire on Britain and India?
5. How did India gain independence?
6. What was the partition of India?
7. How and why have views on the British Empire changed?
8. What is the legacy of the British Empire?
9. Research Task
10. Revision
11. Summative Assessment 5
12. Feedback

YEAR 9

Year 9 students continue revisit and develop their understanding of some of the key concepts and second order concepts, whilst encountering new knowledge, particularly international history looking at World War One and Two, but then moving into focusing on significance of particular 20th century events like the Holocaust and the Cold War, examining the effects of these events on our lives now.

UNIT 11: HOW DID WORLD WAR ONE AFFECT THE LIVES OF SOLDIERS?

Key concept: Cause and consequence

Assessment skill: Explain

1. How did the Alliance System lead to World War One?
2. How did Militarism and Imperialism lead to World War One?
3. What was the impact of the assassination of Archduke Franz Ferdinand?
4. Skill lesson: Explain
5. Why did people join up to fight in World War One?
6. What was the impact of new weapons on World War One?
7. What was life like in the trenches?
8. Was the Battle of the Somme a disaster?
9. Why did some people refuse to fight during World War One?
10. How did Empire soldiers contribute to WW1?
11. Revision
12. Summative Assessment 1
13. Feedback
14. How did World War One end?
15. What was the Christmas Truce of 1914?

UNIT 12: HOW DID EVENTS IN THE INTERWAR YEARS LEAD TO WW2?

Key concept: Cause and consequence

Assessment skill: Interpretation

1. What were the terms of the Treaty of Versailles?
2. How did Germany react to the Treaty of Versailles?
3. Who was Adolf Hitler?
4. How did Hitler gain control of Germany?
5. Skill lesson: Interpretations
6. How did the Rhineland start World War Two?
7. How did Austria and Czechoslovakia start World War Two?
8. Was Britain's policy of appeasement a good idea?
9. Revision
10. Summative Assessment 2
11. Feedback
12. What did the road to World War Two look like?

UNIT 13: WHAT WAS LIFE LIKE IN NAZI GERMANY?

Key concept: Cause and consequence

Assessment skill: Source analysis

1. How was propaganda used in Nazi Germany?
2. What was life like for young people in Nazi Germany?
3. What was life like for women in Nazi Germany?
4. Skill lesson: Source analysis
5. How did the Strength through Joy Program affect people in Nazi Germany?
6. What opposition did the Nazis face in Germany?
7. How and why did the Nazis create a police state in Germany?
8. What was life like for minority groups in Nazi Germany?
9. Revision
10. Summative Assessment 3
11. Feedback
12. Who were the Jewish people of Europe before the Second World War?

UNIT 14: WHY IS IT IMPORTANT TO REMEMBER THE HOLOCAUST?

Key concept: Significance

Assessment skill: Explain

1. What was the Holocaust?
2. How were Jewish people treated in Nazi Germany?
3. What happened during the November Pogrom?
4. What does Anne Frank tell us about life for Jewish people during the Holocaust?
5. What was life like in the Ghettos?
6. What was the impact of the 'Final Solution'?
7. Case Study: Auschwitz-Birkenau
8. How did the Jewish people resist Nazi rule?
9. Who was to blame for the Holocaust?
10. How is the Holocaust remembered across the world?
11. Has the world learnt its lesson from the Holocaust?
12. Summative Assessment 4

UNIT 15: WHAT IS THE SIGNIFICANCE OF THE COLD WAR?

Key concept: Significance

Assessment skill: Interpretations

1. What are the ideological differences between the USA and the USSR?
2. How did the USSR, the USA and Britain try to work together?
3. What were the effects of the atomic bomb?
4. Was the USA right to drop the atomic bomb on Japan?

5. Skill lesson: How far do you agree?
6. What was life like in East and West Berlin?
7. What was the Nuclear Arms Race?
8. What was the Space Race?
9. How close to World War Three did the Cuban Missile Crisis take us?
10. Why was America involved in the Vietnam War?
11. What brought about the collapse of Communist Europe?
12. Revision
13. Summative Assessment 5
14. Feedback

YEAR 10

During KS3 pupils have been developing their historical skills and have gained exposure to a range of exam style questions which will be utilised whilst studying their GCSEs. In Year 10 pupils begin with Paper 1 Crime and Punishment which is taught thematically to enable regular opportunities for retrieval. Students then move on to study Paper 3 Weimar & Nazi Germany which builds on prior learning in Year 9. Pupils will gain exposure to the different styles of question required for each paper and opportunities to develop their skills. End of topic assessments allow for pupils to practice their exams skills as well as providing opportunities to address misconceptions in topics and extended writing.

PAPER 1 - CRIME & PUNISHMENT THROUGH TIME, C1000-PRESENT
UNIT 1: WHITECHAPEL, 1870-1900 <ol style="list-style-type: none">1. Introduction to Whitechapel2. Context of Whitechapel3. Tensions in Whitechapel4. Skill lesson: Source analysis5. Police organisation in Whitechapel6. The Jack the Ripper investigation7. The problems of the Jack the Ripper investigation8. Assessment 19. Feedback
UNIT 2: CRIME, C1000-PRESENT <ol style="list-style-type: none">1. Crime in the Medieval period2. Religion in the Early Modern period3. Crime in the Early Modern period4. Crime in the 18th/19th Century5. Crime in the Modern period
UNIT 3: LAW ENFORCEMENT, C1000-PRESENT <ol style="list-style-type: none">1. Law enforcement in the Medieval period2. Law enforcement in the Early Modern period3. Law enforcement in the 18th/19th Century4. Law enforcement in the Modern period5. Assessment 26. Feedback
UNIT 4: PUNISHMENT, C1000-PRESENT <ol style="list-style-type: none">1. Punishment in the Medieval period2. Punishment in the Early Modern period3. Punishment in the 18th/19th Century4. Punishment in the Modern period
UNIT 5: CASE STUDIES, C1000-PRESENT <ol style="list-style-type: none">1. Influence of the Medieval Church2. Gunpowder Plot3. Witchcraft and Matthew Hopkins4. Pentonville Prison5. Robert Peel6. Tolpuddle Martyrs7. Conscientious Objectors in World War One and World War Two8. Derek Bentley9. Assessment 310. Feedback

PAPER 3 - WEIMAR & NAZI GERMANY, 1918-1939
UNIT 1: THE WEIMAR REPUBLIC, 1918-1929 <ol style="list-style-type: none">1. The legacy of World War One2. The strengths and weaknesses of the Weimar Republic3. The Treaty of Versailles and the Stab in the Back theory4. Threats from the Left: The Spartacist Uprising5. Threats from the Right: The Kapp Putsch6. Skill lesson: Interpretations7. 1923: A year of crisis in Germany8. Stresemann and domestic recovery9. Stresemann and foreign policy10. Improvement in the standard of living11. Women in Weimar Germany12. Cultural changes in Weimar Germany13. Assessment 114. Feedback

UNIT 2: HITLER'S RISE TO POWER, 1919-1933

1. Hitler's early career
2. The early growth of the Nazi Party
3. The Munich Putsch
4. The lean years of the Nazi Party
5. The impact of the Wall Street Crash and the Depression
6. Growth in Nazi support
7. How Hitler became Chancellor
8. Assessment 2
9. Feedback

UNIT 3: NAZI CONTROL AND DICTATORSHIP, 1933-1939

1. The Reichstag Fire
2. The March elections and the Enabling Act
3. The Night of the Long Knives
4. The Nazi Police State
5. Nazi Propaganda
6. Nazi culture and arts
7. Nazi control of churches
8. Opposition from the youth
9. Assessment 3
10. Feedback

UNIT 4: LIFE IN NAZI GERMANY, 1933-1939

1. Women in Nazi Germany
2. Education in Nazi Germany
3. Hitler Youth
4. Reducing unemployment
5. Changes in the standard of living
6. Minority groups
7. Jewish persecution
8. Assessment 4
9. Feedback

YEAR 11

Students in Year 11 study the content for Paper 2 which consists of two separate topics. A depth study in British History, Anglo- Saxon and Norman England as well as a period study, American West- 1835-1895. Our period study is taught thematically to allow for retrieval of key knowledge through the topics. Pupils will then have opportunities to retrieve all topics covered in Year 10 and Year 11 as well opportunities to develop the skills and exam techniques taught throughout the two years.

PAPER 2- B1 - ANGLO- SAXON & NORMAN ENGLAND, C1060-1088
UNIT 1: ANGLO-SAXON ENGLAND AND THE NORMAN CONQUEST, 1060-1066 <ol style="list-style-type: none">1. Anglo-Saxon social system2. Anglo-Saxon society3. The House of Godwin and Harold's embassy4. The rising against Tostig5. The claimants to the throne and Harold's coronation6. The Battles of Gate Fulford and Stamford Bridge7. The Battle of Hastings8. Reasons why William won the Battle of Hastings
UNIT 2: WILLIAM I IN POWER: SECURING THE KINGDOM, 1066-1087 <ol style="list-style-type: none">1. The submission of the earls and rewarding followers2. Castles and control3. The Revolts of Edwin and Morcar and Edgar the Aethling4. Harrying of the North5. Hereward the Wake and the Rebellion at Ely6. Changes in landownership7. Ways William maintained power8. The Revolt of the Earls9. Assessment 110. Feedback
UNIT 3: NORMAN ENGLAND, 1066-1087 <ol style="list-style-type: none">1. The Feudal System2. Normanisation of the church and Lanfranc's reforms3. Norman society4. Norman Government5. Norman culture and Bishop Odo6. Robert Curthose and William I death7. Assessment 28. Feedback

PAPER 2- P3 – THE AMERICAN WEST c1835-1895
UNIT 1: SETTLEMENT AND MIGRATION <ol style="list-style-type: none">1. Introduction to the American West2. Problems of the Great Plains3. The Donner Party4. Mormon migration5. Skill lesson: Narrative account6. The American Civil War, Homestead Act and Timber Culture Act7. Pacific Railroad Act and the First Transcontinental Railroad8. The development of settlement farming9. Exodusters and the Oklahoma Land Rush
UNIT 2: CATTLE INDUSTRY <ol style="list-style-type: none">1. The impact of the American Civil War, cattle trail and railroads2. Joseph McCoy and Abilene3. Goodnight-Loving trial, John Liff and ranching4. The changing role of the cowboy5. The end of the open range6. Assessment 17. Feedback
UNIT 3: LAW AND ORDER <ol style="list-style-type: none">1. Problems of lawlessness in early towns2. Government approach to lawlessness3. Problems of law and order, 1862-18764. Rivalry between ranchers and homesteaders5. Billy the Kid6. Wyatt Earp7. The Johnson County War
UNIT 4: IMPACT OF SETTLEMENT ON THE INDIGENOUS PEOPLE OF THE GREAT PLAINS <ol style="list-style-type: none">1. Survival of the indigenous people on the Great Plains2. Indigenous people's beliefs about nature and land3. US Government policy towards indigenous people, 1830-18514. Little Crows War5. Sand Creek Massacre6. Red Clouds War7. The Battle of Little Big Horn8. The Dawes Act9. The Wounded Knee Massacre10. Life for indigenous people on the reservations

11. Assessment 2
12. Feedback

IMPACT

DRIVING ASPIRATION, CLOSING THE GAP

Many young people find History an exciting and fascinating subject and it is a popular Options subject. As such this must be carefully nurtured to allow these students great success. For those who have previously underperformed, the historical skills and exam techniques have been identified as an area for development. As such the KS3 style has been redesigned to enable pupils to develop their skills and gain exposure to the more complex questions styles. The opportunities for assessment throughout KS3 & 4 both formative and summative allows for the Department to identify any areas of misconception and support pupils accordingly. This new curriculum therefore develops the confidence of our learners and historians.

THE BIG PICTURE – NATIONAL ASSESSMENT

Following GCSE reform that has recently come into place, History GCSEs is assessed on the new 9-1 scale, with more challenging content and more academic rigor expected. These are first examined for History in summer 2018.

For History GCSE, a grade 4 / 4-4 is roughly equivalent to an old grade C. Similarly, 7 / 7-7 will match to A, and 1 / 1-1 to G. This creates more differentiation at the top end, with the highest performing students scoring 9 / 9-9, considered 'above' the old A* grades. You can read more about the grading of science GCSEs here: <https://ofqual.blog.gov.uk/2018/03/23/grading-the-new-gcse-science-qualifications/>.

