

History Department

About us?

History Staff September 2024

Mr T.Pearson and Ms M.Hardisty -
Joint Heads of History
Mr A.Risebury
Mr B.Lane

Team History Mission Statement - *To stimulate all children's curiosity to know more about Britain's past and the wider world; to help explain the world they live in today. To enrich, enhance and build upon students' understanding of important historical individuals and events and their significance and importance to us today. To equip all of our students with the skills they need to become confident historians both in school and beyond.*

Our lessons?

All of our lessons are; planned to a high standard, presented in a consistent format (ASA Learning Cycle), conscious of the relationship between substantive and disciplinary knowledge and how students learn best over time. Teachers are proactive in providing a positive learning environment to enable **ALL** students to succeed and to be the best versions of themselves, at all times.

Areas for development?

1. *Continued improvement in - Academic Outcomes & Progress.*
2. *Cultural and subject enrichment.*
3. *Challenge for all.*

Our ambitious and inspiring curriculum for all?

KS3 - A chronological framework that follows the National Curriculum guidelines and is designed to secure, and deepen knowledge and understanding of British, local and world studies. To stimulate curiosity we focus on key people, groups and concepts and their experiences of the events studied and endeavour to encourage students to pursue historically valid enquiries and embrace a wider grasp of historical knowledge and thinking.

KS4 - Edexcel GCSE 9-1 History Paper 1: Medicine and Health 1250 to present Historic Environment: The British sector of the Western Front 1914-1918 injuries, treatments and the trenches. **Paper 2:** Early Elizabethan England 1558-1588 & Superpower relations and Cold War 1945-91. **Paper 3:** Weimar and Nazi Germany 1919-39.

2024-2025 onwards - Eduqas GCSE History Y10 - Germany in Transition, 1919-1939, The Elizabethan Age 1558-1603

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Marking and feedback?

Students will experience a variety of methods in terms of marking and feedback. Firstly, teachers will circulate around the classroom several times per lesson, checking on basic understanding and correcting any misconceptions. Additionally, students will 'peer assess' their own 'knowledge recall' task at the beginning of each lesson. In addition to this students will also receive a more in depth mark of an extended written assessment once per half term. This will be followed by a 'Feedback & DIRT' (Directed Improvement and Reflection Time) lesson to allow students to reflect on their achievements, and respond to teacher marking and comments. Finally, across both Key Stages pupils will be formally assessed in KS3 'Endpoint Assessments' and KS4 PPEs, again these are followed by 'Feedback & DIRT' lessons.

Curriculum enrichment?

The History Department are proud to offer an exciting and extensive enrichment programme:

*KS3- Hull fish trail and museums,
Thackray Medical Museum-Leeds/
Visit to London -Imperial War
Museum, Tower of London*

*KS4 - WW1 Battlefields Trip
(Belgium & France)*

Intervention?

The History Department offer a range of interventions. These include;

- Weekly SPS & 'Lesson 6' sessions.
- Half termly holiday revision sessions.
- Exam Breakfasts and Exam Masterclasses
- One to One support -'Aim High' mentoring programme

Home learning?

The History Department has high expectations in terms of homework completion.

At KS3 students are set 3x Homeworks per Half Term.

At KS4 students are expectation to complete one 'current topic' homework and one revision homework per week.

Quality assurance?

The History department is constantly evaluating the quality of teaching and learning to ensure that students make the best progress they possibly can. Regular monitoring of the quality of classroom practice to ensure it is consistent with whole school policies includes:

- Learning observations and walks
- Work scrutiny & book looks
- Pupil Voice
- Department standardisation and moderation of work/assessments