

HISTORY

CURRICULUM 2020-21

KEY STAGE 3

The study of Key Stage 3 History at Shuttleworth College aims to extend and deepen students' knowledge and understanding of British, local, and world history, so that it provides a well-informed context for wider learning. Pupils will be taught to recognise that their historical knowledge, understanding, and skills help them to understand the present and also provide them with a basis for their role as responsible citizens.

- Year 7 topics include an historical skills and concepts unit, 'Medieval Realms', the Early Modern period (including the Reign of Elizabeth I and Cromwell), the Industrial Revolution, and the French Revolution.
- In Year 8 the course covers political power; Industry and Empire - Britain, 1745-1901; and the challenges for Britain, Europe, and the wider world from 1901 to the present day.
- Year 9 topics include events of the twentieth century: the Great War, Dictators, The Holocaust and the Vietnam War.

Students are assessed each half term to ensure progress towards expected outcomes. Alongside this, key historical skills are continually assessed to ensure that pupils are supported in their development of source evaluation and analysis. Written feedback is given after each assessment and there is time for students to make a difference to their work so that they are able to reflect on their learning needs and improve in future assessments. Self and peer assessment are also important aspects of assessment for learning practice within History. Assessing their own work or that of others can help students to develop their understanding of the learning objectives and success criteria. Research has shown that pupils make more progress when they are actively involved in their own learning and assessment. Finally, classwork and homework will be marked regularly with particular focus on spelling, punctuation, and grammar to develop literacy skills and allow students to explain and analyse historical events effectively and in an articulate manner.

Across Humanities, homework tasks are designed to stretch the learning done in class. Students may also wish to investigate History further using the links on our webpage.

HISTORY

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KEY STAGE 4

GCSE History enables pupils to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history. It encourages students to develop an awareness of why people, events, and developments have been given historical significance as well as how and why different interpretations about the past have developed.

Key Stage 4 students follow the specification for GCSE EdExcel History. They will cover four different topics during the three years, which are:

- Medicine in Britain, c1250–present & the British sector of the Western Front, 1914–18: Injuries, Treatment, and the Trenches
- Anglo-Saxon and Norman England, c1060–88
- Superpower Relations and the Cold War, 1941–91
- Weimar and Nazi Germany, 1918–39.

Throughout the two years they will be continually assessed by their teaching on GCSE practice questions which will be done in class and for homework. They will also sit regular end-of-unit exams in order to prepare them for their final GCSEs. From these assessment points, targeted interventions will be undertaken in order to support or challenge them. Self and peer assessment, just like in Key Stage 3 History will play a part in lessons, enabling students to better engage with the success criteria.

At the end of the two years, students will sit 3 exam papers:

- Paper 1: Thematic Study & Historic Environment - a written examination lasting 1 hour & 15 minutes, equating to 30% of the final grade.
- Paper 2: Period Study & British Depth Study - a written examination lasting 1 hour & 45 minutes, making up 40% of the final grade
- Paper 3: Modern Depth Study - a written examination with a duration of 1 hour & 20 minutes, being 30% of the final grade.

Students can do additional research around the subject. If pupils can add additional own knowledge into their answers or put sources in context using information not just from what they have learnt in class then the examiner, and their teachers, will be impressed. This is not just reading history books but watching films and documentaries. History teachers will be happy to give recommendations!

Additional resources can be found using the links on our webpage. However, it is not just what students know in History but how they answer the questions in an exam. It is not enough to simply know all the facts - pupils must become adept at finding information from sources and relating this back to the topic. Completing past papers and GCSE questions under timed conditions is the best way to prepare for exams. There are revision sessions after school and at lunch in order to support students in doing this.