

ST RICHARD'S CATHOLIC COLLEGE

HISTORY DEPARTMENT

HANDBOOK



Creative work by Year 7 historians

Welcome to the History Department

Our Mission

The History department at St Richard's is exciting, busy and energetic, run by historians who are passionate about their subject. It is our aim to enthuse our pupils with their own love of history in the hope that it will become a lifelong interest for them. We believe the study of History is vital in developing the minds of our young people, equipping them with vital life long skills. All pupils should have a fundamental knowledge and understanding of the past, both within the United Kingdom and the wider world, understanding how the world today has been shaped by events of the past. The study of History helps pupils to develop key skills for life such as thinking, evaluating, analysing, empathising and communicating, and it is our aim to ensure that our lessons and resources provide our pupils with the opportunity to develop in all of these areas.

Our Team

	Mrs R Campbell: Subject Leader for History, BA(Hon) History, PGCE, MA (Ed)
	Mr R Doherty: History Specialist, Pastoral Leader for Year 11 and Acting Assistant Principal, HA(Hon) History, PGCE, NPQSL, SLE
	Mrs L Avery: History Specialist, Classics and Latin Coordinator, BA(Hon) History, PGCE
	Mrs S Fegan: History Specialist, More-Able Coordinator for History, BA(Hon) History, PGCE, MA (Ed)
	Mrs N Campbell: Teaching Assistant for History/Geography, STALIS Level 3

Our team has a wealth of educational experience and subject specific knowledge, with each of us specialising in particular areas of the Key Stage 3 and GCSE curriculum. We work collaboratively on planning and resourcing lessons for both Key Stages and make use of department meetings and inset days to review, revise and improve our lessons and resources. We are based in two teaching rooms which have access to an Interactive whiteboard and are excited to be gaining a third teaching room from September 2018. All members of the department take part in extra-curricular activities and trips for History including a residential trip to Berlin and day trips to Ypres, London and Pevensey. We believe that learning history outside of the classroom is one of the best ways to ignite a love of our subject in our young people.

Teaching and Learning

Key Stage 3

Pupils are taught in mixed ability groups in Years 7-9. In Year 7, there are also two nurture groups for pupils with additional needs to help ease their transition into college life. The curriculum follows the National Curriculum for History and is taught chronologically across the three years. Classical Civilisations is also taught to all year groups via one unit of work which also links to the History curriculum.

Year 7 receive 3 x 50 minute lessons each week

Year 8 receive 3 x 50 minute lessons each week

Year 9, during terms 1-4, receive 2 x 50 minutes each week; during terms 5-6 they receive 4 x 50 minutes each week.

In term 5 Year 9 pupils begin their chosen Humanities GCSE subject (Geography or History).

Delivery and Assessment

The Key Stage 3 curriculum for History covers fascinating and diverse historical units that build on the skills required at GCSE level. Each unit is focussed around an overarching question and is tailored to ensure all learning styles are fully catered for. Pupils' knowledge and understanding is continually assessed throughout, culminating in an end of unit assessment which will focus on either source skills, enquiry skills or extended writing. All pupils are supported throughout each unit and intervention is put in place to ensure that all are able to make the expected progress throughout the year.

Topics Outline

Year 7: Unit 1: How was Saxon England conquered? A unit focused on the changing nature of Britain from the end of the Roman Empire to the rule of William the Conqueror.

Unit 2: Why were medieval peasants always angry? A unit focused on the lives of peasants during the Middle Ages.

Unit 3: Why did religion cause so many deaths? A unit focused on the religious changes during the Tudor period.

Year 8: Unit 1: Why kill a King? A unit focussed on the English Civil Wars, looking at causes, consequences and impact on the people of Britain

Unit 2: What caused a reign of Terror in France? A unit focused on the events of the French revolution

Unit 3: How did we get so advanced? A unit focused on the Industrial Revolution, charting the changes and impact on society

Year 9: Unit 1: Did we rule the world? A unit focused on the rise and fall of the British Empire

Unit 2: USA: land of the free? A unit charting the treatment of Black people in America spanning life before slavery and culminating in the Civil Rights Movement

Unit 3: Why is Pompeii so significant? An introduction to Classical Civilisations looking particularly at evidence found at Pompeii

Unit 4: How close did we come to Nuclear War? A unit focused on 20th Century conflict covering the two world wars and exploring the Cold War that followed

Unit 5: The Holocaust: why remember? A unit focused on the events of the Holocaust ensuring that the atrocities are never forgotten

Additional Stand-Alone Lessons

The department also ensures current issues and events are marked through additional stand-alone lessons. These include:

Black History Month

Anti-Slavery day

Armistice Day

Holocaust Memorial Day

Organisation of Pupils' Classwork and Homework

All pupils are provided with an exercise book which is covered with a protective plastic cover. All classwork is expected to be completed in the exercise book and should be brought to every lesson. Homework is set on a weekly basis and aims to build on classroom learning through a variety of additional tasks. Increasingly both class and homework tasks can be found on the school's website to support those who have missed lessons or are falling behind. All lessons are planned by the department and constantly reviewed and improved, in line with National Curriculum changes. We aim to ensure that we cater for all learning styles and abilities through our differentiated and creative lesson planning.

Marking Policy

In KS3, all pupils are set an aspirational target level that is based on their KS2 average point score and other relevant data. Pupils are expected to achieve this grade and will be supported to do so.

At Key Stage 3, books are 'deep marked' termly with WWW (what went well) and EBI (even better if) developmental comments. Pupils also complete termly assessments which are formally assessed and receive overall scores, which are used to track progress across each year. All assessment questions are based on the Edexcel exam question styles and are marked according to the exam board mark schemes. Pupils are also expected to complete both peer and self-assessments termly with the aim of increasing pupils' understanding of how to make progression.

History aims to address all learning styles and preferences. Learners complete a varied selection of tasks, including project and group work, independent research and pupil presentations.

Key Stage 4

In Years 10 and 11, pupils continue to be taught in mixed ability classes and pupils with additional needs are supported by our TA and the class teacher. The History GCSE option at St Richard's is a popular choice, usually seeing over half of the cohort opting for it in Year 9. We follow the Pearson Edexcel 2016 syllabus, delivering the following units:

Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches

A choice of Anglo-Saxon and Norman England, c1060-88 or Elizabethan England 1568-1603

The American West, 1835-1895

Weimar and Nazi Germany, 1918-39

In Years 10 and 11 pupils receive 3 x 50 minute lessons each week.

Organisation of Pupils' Classwork and Homework

All pupils receive an exercise book which is protected with a plastic cover which is used for all class and homework activities. Homework is set once a week and is designed to provide pupils with an opportunity to complete pre-learning activities or embed the skills they have learnt during their lessons. The department takes pride in the outstanding lessons that they provide and plan collaboratively inline with the Pearson Edexcel schemes of work and textbooks that have been created for each unit of study.

Marking Policy

Exercise books are 'deep marked' twice a term, with WWW and EBI developmental comments. Pupils also complete formative assessments which reflect the exam skills and requirements for each unit. These are marked formally by the class teacher and are used to develop an overall picture of the progress each pupil is making. Pupils make use of self and peer assessment to help develop and strengthen their understanding of the GCSE assessment requirements.

GCSE Examination and Target Grades

History is a one tier entry paper. We expect all pupils who take the subject to enter for the final examination.

Grades span from 9-1. Target grades are given in Year 7 and are adapted as progress is made throughout their learning at St Richard's. Pupils are grouped in mixed ability classes and support is provided through the departmental Teaching Assistant for pupils with Special Educational Needs.

History GCSE Results

2017: 88% A*-C, 39% A*-A

2016: 88% A*-C, 45%A*-A

2015: 80% A*-C, 42%A*-A

2014: 81% A*-C, 37% A*-A

2013: 91% A*-C, 48% A*-A

2012: 78% A*-C, 37% A*-A

According to Ofsted data 2017 the Humanities department at St Richard's is achieving amongst the top 2% of schools in the country. This is an achievement that we are hugely proud of and hope to retain for future years.

Monitoring Pupil Progress and Reporting to Parents

Formal assessment data is used to track pupil progress across all year groups and is entered centrally using Sims. There are 4 data capture points during the year for Key Stage 4 and 3 for Key Stage 3. At this time, teachers enter assessment data to Sims for their classes and a colour coded progress statement is generated based on the pupils' target scores (below expected progress, expected progress, above expected progress). If a "below expected progress" is generated, then an intervention code must be included in order to close the progress gap. The intervention is implemented and assessed by the teacher/department before the next formal assessment and data capture point. The attainment ranges for year groups are: Year 7: 1-5, Year 8: 2-6, Year 9: 3-7, Year 10: 4-8 and Year 11: 4-9. Parents/carers receive these reports via SchoolComms and are invited to contact the subject teacher should they have any concerns.

Summative reports are also completed for all year groups at different stages across the school year. These reports reflect the progress of each pupil in History and are completed on Sims using a bank of comments that have been created by the department. Usually, after the reports have been received by parents/carers a Consultation evening is held, where issues and achievements are discussed. Year Seven also receive an additional 'Settling In' Report and Consultation Evening to help ensure their transition to secondary school has been a smooth one. Any important issues that arise for pupils in-between these times are referred to the Subject Leader and should also be communicated to the form tutor/Pastoral Leader. Appropriate home-school communication should follow and be recorded.

Departmental Monitoring

A system of monitoring the department's work is followed by the Subject Leader in conjunction with the department's Line Manager, Miss Cronin. The department is also thoroughly monitored every year through the process of self-review. This is the responsibility of R Campbell, with support from the department.

Rewards and Sanctions

The History department make regular use of the rewards system of the school by issuing achievement points to pupils in lessons. These can be received for class and homework as well a range of other aspects including excellent effort, contributions and kindness to others. With this, the department sends postcards home, uses reward stickers in books and celebrates work and achievements through displays around the college. When necessary, sanctions are also issued to pupils, again following the whole school sanctions system. Sanctions are issued based on a scale beginning with behaviour points and then moving on to lunch detentions, after school detentions, departmental reports and Saturday morning detentions. Where appropriate, the Subject Leader will issue departmental detentions or refer the issue on to a Pastoral Leader or member of LMT.

Extra-curricular

At St Richard's we believe that History should come to life, and therefore we aim to provide our pupils with a range of opportunities to visit historical sights and gain hands on experiences of life during different periods. One such opportunity is the infamous Berlin Trip which runs annually for Years 9 and 10. Pupils studying Nazi Germany travel to Berlin for a residential trip to investigate life in Nazi Germany. The trip is hugely popular and gives a fascinating insight into what it would have been like to live in Germany under Hitler's regime. Key sights that we visit include: Sachsenhausen Concentration Camp, the Olympic Stadium and the Reichstag. GCSE pupils are also taken to London for a day trip to visit the Old Operating Theatre. Linking to the medicine unit this helps to consolidate pupils' understanding of the development of surgical skills.

The department offers a selection of extra-curricular day trips to all years. Visits to Belgium, London and Hastings are just some of the trips we run. Extra-curricular trips are part and parcel of the historical experience we provide at St Richard's and we are always looking for new ideas and new places to visit, often acting on the suggestions and wishes of the college community.



Additionally, in school we also run a range of clubs including Latin, Classics, History and History Film Clubs. All members of the department support the running of these extra-curricular opportunities.

