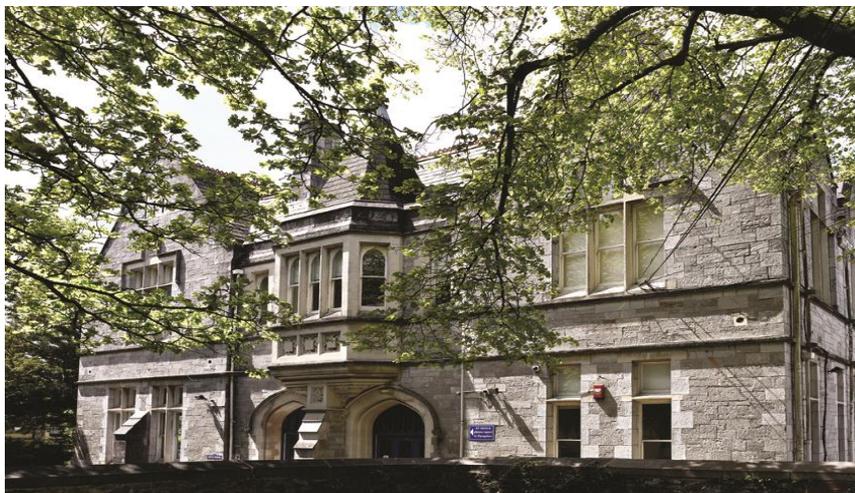


Curriculum and Progression Overview

History

Plymouth High School for Girls



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1. The Curriculum

Introduction

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our aim is to inspire students' curiosity to know more about the past. The teaching of History will aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History is critical to helping students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time

INTENT

History at Plymouth High School for Girls sets out the following intentions for all students at all Key Stages

- For students to know and understand the history of Britain as a coherent, chronological narrative from the development of the English Monarchy in the Anglo Saxon era to present day issues: it will focus on the key individuals and institutions that shaped this nation and how Britain has influenced and been influenced by the wider world
- For students to develop knowledge and understanding of significant aspects of the history of the wider world: the rise and fall of empires and the characteristics of past non-European societies: investigating both the achievements and the mistakes made by human actions
- To develop a wider vocabulary and gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- To develop independent skills which allow students to become 'thinkers' who take responsibility for their own learning and progress using learning tools that promote reflection and student-teacher dialogue on assessed work to aid improvement

IMPLEMENTATION

The curriculum in history aims to offer high quality teaching and learning at each stage of a student's development. Lessons will consistently deliver a broad range of active learning opportunities that will seek

to engage, stimulate and challenge students in a supportive and safe learning environment. Schemes of work, sharing of good practice and resources will ensure consistency in delivery across all members of the department.

Throughout their studies of History at Plymouth High School for Girls, students will have the opportunity to experience the following

- **Active learning** – students develop their critical thinking skills through a wide range of tasks requiring them to make judgements
- **Investigations and enquiries** – students develop in depth investigations and problem solving tasks
- **Use of thinking maps** – designed to encourage students.
 - to develop different strategies to process and record knowledge in a way that will help with long term memory
- **Retrieval and Reflection** – regular tasks designed to ensure students reflect on their learning and develop skills to retrieve information and more effectively store it in their long term memory
- **Collaborative learning** – students work in groups to sort and develop ideas and arguments and present findings
- **Independent learning** – students to access a range of resources in order to develop knowledge, understanding and evaluate key issues
- **The hidden curriculum and Cultural Capital** – working in groups to produce creative responses (filming, acting, role play) to show significance and impact of key historical events

The National Curriculum is taught in Year 7,8 and 9, however if there are overlaps or opportunities to stretch and challenge students by introducing elements from the GCSE specifications, these may be taken. GCSE Option subjects are chosen during Year 9.

IMPACT

Regular assessment, both formative and summative will take place to measure progress of students at all stages of development. These form the basis of the teaching and learning in the classroom and act as a guide to future planning, teaching and reporting to ensure all students are making good progress.

Assessment of progress will take place on a lesson by lesson basis through a wide range of methods and activities planned into the teaching. These will take the form of...

- Regular questioning to develop ideas, stretch the most able and test knowledge and understanding of all students
- Opportunity for student feedback and student voice to help identify strengths and weaknesses in the learning
- Reviewing of classwork and the acknowledgement and commenting on student work
- Outcomes of learning tasks (presentations, discussion etc)
- Peer and self-assessment of student work
- The modelling and marking of answers to show good practice and develop strategies to improve

More structured formal assessment opportunities will take place at intervals throughout the school year to assess progress and build on their understanding of the key skills. Detailed feedback will be given on these

assessments and students will be expected to reflect and set appropriate targets which will be worked on before the follow up assessment.

Quality assurance is regularly undertaken, book scrutiny, moderation and drop ins in order to review and evaluate the quality of teaching and learning. The department reviews their schemes of work and methods of assessment on an ongoing basis and responds as appropriate to results of student surveys. Student voice is taken into account when planning curriculum as well as forming a fundamental part of the assessment process.

The Department is ambitious for all students. Many students choose GCSE and AL History and we are pleased that several girls each year apply to top universities to continue their history studies.

Successes at Oxford and Cambridge are also something we are also very proud of.



2. CURRICULUM & ASSESSMENT OVERVIEW: HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KEY STAGE 3						
Year 7	The Making of England 850-1700 -Anglo Saxon England -1066 and the Battle of Hastings and Norman Conquests	The Making of England 850-1700 -Medieval monarchs -King John -Magna Carta and Parliament	The Making of England 850-1700 -The Black Death -Peasants Revolt -Medieval Society	The Making of England 850-1700 -Thomas Becket -The Medieval Church -Causes of the Break from Rome	The Making of England 850-1700 -The Reformation -Gunpowder Plot -Causes of the English Civil War	The Making of England 850-1700 -The English Civil War -Oliver Cromwell -The Glorious Revolution
	<i>What happened at the Battle of Hastings (A03 – Sources)</i>	<i>Was King John an evil King (A04 – Interpretation)</i>	<i>The Causes of the Peasants Revolt (A02 – Analysis)</i>	<i>The Break from Rome (A04 – Interpretations)</i>	KEY STAGE 3 EXAM	<i>The Causes of the English Civil War (A02 – Analysis)</i>
Year 8	The Impact of Empire: Britain and the Slave Trade -Africa before the slave trade -Impact of slave trade -Middle Passage -Abolition	Revolution and War – Industrial Revolution -Causes of the Industrial Revolution -Growth of towns -Social impact and spread of democracy	Revolution and War – Votes for Women -The Women’s Suffrage campaign -Suffragettes and Suffragists -Women in the First World War	Revolution and War – French Revolution -French society in 18 th C -Causes of the French Revolution -Impact of revolution -Napoleon	Revolution and War – Causes of the First World War -Causes of First World War -Trench Warfare	Revolution and War – The Impact of War -Shot at Dawn -The Battle of the Somme -Impact of the War
	<i>Why was Slavery abolished (A02 – Analysis)</i>	<i>Child Labour (A03 - Source Use)</i>	<i>Suffragettes – Help or Hinder? (A04 - Interpretation)</i>	<i>Why did the French Revolution happen? (A02 – Analysis)</i>	KEY STAGE 3 EXAM	<i>Haig – Butcher of the Somme? (A04 – Interpretation)</i>
Year 9	Democracy and Dictatorship -Post WW1 Europe -Treaty of Versailles -Collapse of Weimar Democracy and Rise of Nazis	Democracy and Dictatorship -Terror and Propaganda in Nazi Germany -Life in Nazi Germany	The Fight For Freedom -Nazi persecution of minorities -Resistance -The Holocaust	The Fight For Freedom -Life for African Americans since the end of Slavery -Civil War and Jim Crow Laws -Jesse Owens and Strange Fruits	The Fight For Freedom -The Civil Rights Movement in the USA 1951-1968 -Significance of MLK -Black Power	The Fight For Freedom -Civil Rights around the world since 1945 -The role of Gandhi and collapse of Empire -Apartheid in South Africa
	<i>Impact of the First World War (A03 – Sources)</i>	<i>Rise of Nazis (A04 – Interpretations)</i>	<i>Life under the Nazis (A02 – Analysis)</i>	<i>The Treatment of minorities (A03 – Source Use)</i>	KEY STAGE 3 EXAM	<i>Project based Assessment</i>

Key Stage 4

Year 10*	Edexcel GCSE History Paper One – Crime and Punishment 1000-present	Edexcel GCSE History Paper One – Crime and Punishment 1000-present	Edexcel GCSE History Paper One – The Historical Environment Whitechapel / Paper Two – Elizabethan England	Edexcel GCSE History Paper Two – Elizabethan England	Edexcel GCSE History Paper Three – Weimar and Nazi Germany	Edexcel GCSE History Paper Three – Weimar and Nazi Germany
Year 11*	Edexcel GCSE History Paper Two – Superpower Relations 1941-1991	Edexcel GCSE History Paper Two – Superpower Relations 1941-1991	Revision	Revision	Revision	

Key Stage 5

Year 12*	AQA – A Level History Paper One – Tsarist and Communist Russia 1865-1890 Paper Two – The Making of Modern Britain 1951-1964	AQA – A Level History Paper One – Tsarist and Communist Russia 1890-1905 Paper Two – The Making of Modern Britain 1964-1970	AQA – A Level History Paper One – Tsarist and Communist Russia 1905-1914 Paper Two – The Making of Modern Britain 1970-1974	AQA – A Level History Paper One – Tsarist and Communist Russia 1914-1917 Paper Two – The Making of Modern Britain 1974-1979	AQA – A Level History Paper One – Tsarist and Communist Russia 1917-1924 Paper Two – The Making of Modern Britain 1979-1983	AQA – A Level History NEA – Coursework Project
Year 13*	AQA – A Level History Paper One – Tsarist and Communist Russia 1924-1939 Paper Two – The Making of Modern Britain 1983-1990	AQA – A Level History Paper One – Tsarist and Communist Russia 1939-1953 Paper Two – The Making of Modern Britain 1990-2001	AQA – A Level History Paper One – Tsarist and Communist Russia 1953-1964 Paper Two – The Making of Modern Britain 2001-2007	Revision	Revision	

*Assessment and essays focusing on exam style questions takes place at regular intervals throughout GCSE and A Level



3. STUDENT PROGRESSION – EXPECTED LEVELS OF PROGRESS FOR EACH YEAR GROUP

	Students will know...	Students will be able to...
By the End of Year 7...	<p>Students will have a developing understanding of how Britain developed from the period of Anglo Saxon kingdoms to the formation of the United Kingdom.</p> <p>They will be able to understand key events that helped to shape Britain during this time such as...</p> <ul style="list-style-type: none"> - The Battle of Hastings and the Norman Conquests - The creation of the Magna Carta and growth of Parliament - The Peasants Revolt and end of feudalism - Henry VIII's Break from the Catholic Church - The Causes and impact of the English Civil War - The impact of Oliver Cromwell 	<p>Students will have increased confidence in the key skills required to be successful in History with many beginning to develop increased sophistication in the following areas</p> <ul style="list-style-type: none"> - Quality of communication – students will be expected to understand how to structure arguments and demonstrate this in their work - Analysis – students will understand key features of causation and will be able to give a range of reasons why events take place - Source use – students will be expected that they can understand why historical sources have use and can explain this in relation to at least the content - Interpretation – students will be expected to understand that historical events can be seen in different ways and can explain what these ways are
By the End of Year 8...	<p>Students will have a developing understanding of how Britain was shaped by technological and global changes during the period 1750 and 1945.</p> <p>They will be able to understand key events that helped to change and influence Britain during this time such as...</p> <ul style="list-style-type: none"> - The Industrial Revolution and growth of towns - The French Revolution and growth of democracy - The campaign for Votes for Women - The causes and impact of the First World War - The causes and impact of the Second World War 	<p>Students will have increased confidence in the key skills required to be successful in History with many demonstrating increased sophistication in the following areas</p> <ul style="list-style-type: none"> - Quality of communication – students will be confident in how to write fluent arguments using PEA structure that allow them to arrive at clear judgements - Analysis – students will be able to explain, compare and rank a range of different factors that helped cause a key event and explain significance - Source use – Students will have developed how to evaluate sources to be able to explain how the provenance of the source can impact its utility - Interpretation – students will be expected to show how different interpretation are developed and why people have different views
By the End of Year 9...	<p>Students will have a developing understanding of the key issues of the 20th Century such as the rise of extremism across Europe and the campaign for civil rights in the United States</p> <p>They will be able to understand key events that helped change attitudes and influence the way people acted such as...</p> <ul style="list-style-type: none"> - The Rise of the extremism across Europe in the Inter War Years - Life under the Nazis for Germans and minorities - The events of the Holocaust and other genocides - The impact of the Slave Trade in Britain and the USA - The campaign for African American Civil Rights in the USA 	<p>Students will have confidence in the key skills required to be successful in History with many demonstrating increased sophistication in the following areas</p> <ul style="list-style-type: none"> - Analysis – students will be able to explain, compare and rank a range of different factors that helped cause a key event and explain significance independently - Source use – Students will be able to evaluate sources and apply their own contextual knowledge to them to explain value - Interpretation – students will be able to explain why there are differences of opinion on a broad range of issues independently

<p>By the End of Year 10...</p>	<p>Students will have completed a number of key topics and have good knowledge of the following areas in readiness for their GCSE exams</p> <ul style="list-style-type: none"> - Crime and Punishment 1000 – Present - 19th Century Whitechapel – the historical environment - Early Elizabethan England - Weimar and Nazi Germany 	<p>Students will be able to adapt the skills developed at Key Stage 3 to the needs of GCSE and be able to write fluently and coherently on a range of different questions covering the key GCSE topics.</p> <ul style="list-style-type: none"> - They should be aware of the criteria and what is needed for each question type - They should be able to refer back to past learning and retrieve information independently - They should be increasingly organised in their writing with the focus on concise answers - They should be able to produce good quality work in timed conditions
<p>By the End of Year 11...</p>	<p>Students will have completed a number of key topics and have strong knowledge of the following areas in preparation for their GCSE exams</p> <ul style="list-style-type: none"> - Crime and Punishment 1000 – Present - 19th Century Whitechapel – the historical environment - Early Elizabethan England - Weimar and Nazi Germany - Superpower Relations 1941-1991 	<p>Students will have gained greater competence in the skills necessary to be successful at GCSE History. They will be able to apply these skills consistently and concisely under timed conditions. They will be increasingly independent in their organisation and in their ability to revise effectively to ensure that they maximise their potential in their GCSE exam.</p>
<p>By the End of Year 12...</p>	<p>Students will have completed a number of key topics and have advanced understanding of the subject in readiness for their A Level exams. This will include having organised and clear notes on the key topics studied on The Making of Modern Britain and Tsarist and Communist Russia.</p> <p>Students will also be carrying out independent research on a topic of their choosing in preparation for writing their NEA. They will have accessed a range of materials – both contemporary and secondary to help them develop this knowledge</p>	<p>Students will have gained a good understanding of the different demands of A Level and the skills required to be successful</p> <ul style="list-style-type: none"> - Written communication – the need to develop more substantial and well supported answers that are well structured and show depth of knowledge - Analysis – develop the need to assess rather than explain and the need to balance their analysis to arrive at a judgement - Source Use – to show greater in-depth understanding of the value of historical sources and be able to evaluate and select sources independently - Interpretation – to show greater in-depth understanding of different opinions on key events and be able to evaluate and select different interpretations independently
<p>By the End of Year 13...</p>	<p>Students will have completed the A Level course and will have strong knowledge of all the key topics and debates involved in each module. Students will also have completed their NEA showing good independent research of the key issues and having selected an evaluated a range of interpretations and sources</p>	<p>Students will have mastered all the skills needed to achieve their potential at A Level History. They will have developed into independent and resilient learners who are able to research, revise and work under pressure to achieve the best grades possible</p>



3. PROGRESSION IN HISTORY AT KS3 & KS4

Progression Ladder	AO1 – Knowledge and Understanding	AO2 – Analysis	AO3 – Sources	AO4 - Interpretation
GCSE Grade 1-3	I can give very basic detail of a topic showing understanding of its meaning	<ul style="list-style-type: none"> -I can give a very simple and generalised response to the question -there is very little organisation and structure -any development is assertion -any conclusion is based on assertion 	<ul style="list-style-type: none"> Limited understanding of the source with the majority of the answer focused on describing the source -no contextual knowledge -very basic provenance of the source included but not developed -A simple judgement is reached based on assertion 	<ul style="list-style-type: none"> -Answer offers simple comment to agree with or counter the interpretation. -Only one interpretation is shown with detail shown in form of paraphrase or direct quotation. -No contextual knowledge is used -Very simple judgement reached on the question.
GCSE Grade 4-5	I can give some accurate knowledge of the topic showing understanding of meaning	<ul style="list-style-type: none"> -I can give some explanation with some clear analysis in relation to the question -the work is well organised with good structure but lacks a developed line of reasoning -some development is supported -a conclusion is reached but justification may be asserted or insecure 	<ul style="list-style-type: none"> -I can show some understanding of the source but answer will be based largely on comprehension -Contextual knowledge will be limited or lack accuracy or relevance to the source -Provenance of the source is simple and based on comprehension few links to the question -Judgement of the source gives some value to the source but will lack justification 	<ul style="list-style-type: none"> -Answers offer some valid evaluative comment to agree with or counter the interpretation -some simple analysis is shown in selecting and including detail from both interpretations to support the answer -some limited but relevant contextual knowledge is included and lined to the evaluation -an overall judgement is given but lacks any development
GCSE Grade 6-7	I can give accurate and relevant knowledge of the topic showing good understanding of the key features of the period	<ul style="list-style-type: none"> -I can give a good explanation showing analysis which is always relevant to the question -the work is well structured showing a line of reasoning which is mainly coherent and well organised -development is relevantly supported -a conclusion is reached with some justification that is supported although this may remain implicit 	<ul style="list-style-type: none"> -I can show good understanding of the source with some supporting comments of the source usefulness -I can give generalised contextual knowledge to support comments on the usefulness of the source -I can show some understanding of the provenance of the source and this will be implicitly linked to the question -I can reach a judgement as to the value of the source which is mainly relevant and used mainly valid criteria 	<ul style="list-style-type: none"> -Answer provides some explained evaluation, agreeing or disagreeing with the interpretation -relevant analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation -relevant contextual knowledge is used and linked to the evaluation -an overall judgement is given with some justification but a line of reasoning is not always sustained
GCSE Grade 8-9	I can give a wide range of precisely selected, accurate and relevant knowledge that shows a high level of understanding of the key features of the period	<ul style="list-style-type: none"> -I can give a mainly analytical explanation that is directed with consistency at the key focus of the question -the work is logically structured and the line of reasoning is sustained throughout -the analysis is developed and well supported -a conclusion is reached with relevant justification of some of the criteria. This is applied when reaching an overall judgement 	<ul style="list-style-type: none"> -I can analyse sources to give a reasoned explanation as to their usefulness -I can apply some contextual knowledge to help interpret the sources and reach a judgement -I can show good understanding of the provenance of the source and clearly explain how it affects the usefulness of the source content -I can reach a judgement as to the value of a source with developed and well sustained reasoning 	<ul style="list-style-type: none"> -Answer provides an explained evaluation reviewing the alternative views in coming to a judgement -accurate analysis of the interpretation is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation -Relevant contextual knowledge is accurately selected to support the evaluation -An overall judgement is developed and the line of reasoning is coherent and well structured

4. Feedback and Assessment system

Below are two examples of the different feedback systems we use at KS3.

The first example is used for shorter assessed pieces and focus entirely on a specific skill. These will typically be done for each key skill in the first half of the school year. The class teacher will tick the relevant box and write comments on particular areas of strength or weakness and the student will set themselves a target as to what they need to improve for next time

The second example is used for more formal assessed pieces and act as a follow up to the skills building assessment from earlier in the year. The student is expected to reflect back on the initial assessment and focus on the target they set themselves. The areas of focus are far broader with both the skill and overall quality of writing and spelling assessed far more closely. This type of assessment is more likely to be done in test condition in the classroom

A – Skills Building Assessment

Success Criteria	Grade 1-2	Grade 3-4	Grade 5-7	Grade 8-9	Teacher Comment (where required)
A03 Criteria One -demonstrate an understanding of the meaning of the source using details and quotes from the source	<i>There is some evidence that you understand the source with comprehension of the main points but it is too descriptive</i>	<i>There is clear evidence that you understand the source and these ideas are supported by relevant detail or quotes but some ideas not fully developed</i>	<i>There is comprehensive evidence that you understand the source and these ideas are well supported by relevant detail or quotes</i>	<i>There is well thought out and developed evidence showing concise and clear understanding of the different ideas expressed in the source and these are well supported by specific details from the source</i>	
A03 Criteria Two -analysed and explained how the <u>provenance</u> of the source affects the usefulness of the source	<i>There is limited understanding or consideration of how the provenance of the source affects usefulness</i>	<i>There is some understanding or consideration of how the provenance of the source affects usefulness</i>	<i>There are some developed analysis of the provenance of the source explaining how it affects usefulness of the source</i>	<i>There is detailed consideration of different aspects of the provenance of the source to help arrive at a judgement of the sources usefulness</i>	
A03 Criteria Three Used <u>contextual knowledge</u> to support or challenge what is in the source	<i>There are generalised links to own knowledge but these are underdeveloped and offer no range or depth</i>	<i>There are at least 1 specific contextual detail used to support or challenge the view in the source</i>	<i>There are a range of contextual examples given to support or challenge the view in the source</i>	<i>There is both a good range and depth of evidence used to support and/or challenge the view in the source to help arrive at a judgement</i>	
A03 Criteria Four Used a range of <u>connectives</u> to form links in the answer	<i>There is a limited use of connectives with students using one connective to link or balance an argument</i>	<i>There are a number of examples of connectives used for at least two purposes</i>	<i>There is growing fluency in the nature of the writing with connectives being used consistently to develop and link ideas</i>	<i>There is a good fluency of writing with connectives being used appropriately and effectively to develop a fully rounded argument</i>	
Overall Level of Progression*					
WWW - Teacher comment based on performance and progress					
EBI - this skill will be tested later on in Year 7 as a formal assessment. Therefore, identify a clear target that you will aim to work on between now and then.**					

*You should record your outcome on the progress tracking sheet at the front of your book

**Write your target in the column on your progress tracking sheet as a useful reminder of what you should be working on