



CURRICULUM – HISTORY

Intent, Curriculum Map & Age-Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

Intent

- For all students to become historians and thereby, truth-seekers.

Implementation

- Sequencing of the curriculum
- Adaptive teaching (to consider what the learners know and don't know)
- Extending opportunities for extra-curricular.

Impact

- **All students will achieve their potential with altered trajectories.**

KS1 and KS2 Links and Intent

- [A full framework for KS1 history is given here.](#)
- [A full framework for KS2 history is given here.](#)
- The history curriculum at Southchurch is designed to develop knowledge students are given at KS1 and KS2. For example, we continue to look at events both within living memory and beyond to assess the significance of events and individuals. In Year 9, students are taught about 'recent history' which includes events students would have experience of.
- In Year 7, students learn about the Prittlewell Prince, a key figure from the Dark Ages whose tomb was found a mere mile away from the school. Therefore, we continue to develop students' understanding of the history of their local area.
- The Southchurch history curriculum is chronological which means that in Year 7 students build upon the knowledge they have gained at KS2 from the first term. In Year 7, we cover the Dark Ages and Middle Ages, including the Norman Conquest. This includes our local history study regarding the Prittlewell Prince.
- Local primary schools such as Greenways and Hamstel cover other historical periods for their KS2 local study, World War One and the Victorian Period. Therefore, an ancient history local study has been included at KS3 at Southchurch.
- Primary schools in the area cover Viking society as part of their KS2 curriculum and we build upon this at KS4 with our thematic topic on Migration. A key case study from this is the Viking conquest of York.
- At KS3, we develop student understanding of world history by completing schemes for learning on exploration, African Kingdoms, the British Empire, US civil rights and the Holocaust. Thus, this helps to build upon knowledge students have gained during their primary education. For example, at Temple Sutton primary school students learn about the Kingdom of Benin at KS2.
- We also cover aspects of British social history at KS3 and KS4 that will help students to develop their understanding of how our society has changed over time. In Year 7, students learn about the English Civil War, whilst in Year 10, they learn about the Notting Hill race riots.

CURRICULUM MAP

	Autumn Term	Spring Term	Summer Term		
Year 7 - Challenges for monarchs and their people.	<p>AU1: The Dark Ages and the Prittlewell Prince. <i>Exploring the Dark Ages and using the Prittlewell Prince as a local history case study.</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Chronology Using sources as historians. <p>AU2: The Norman Conquest <i>Key events of 1066 and the impacts of Norman Culture.</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Understanding significance How to use sources for enquiry. 	<p>SP1: Medieval Life <i>Social and cultural history of the medieval period post-1066.</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Similarities and differences Making judgements about history. <p>SP2: Early-Modern Europe. <i>How Early Modern Europe has shaped our world today?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Explaining change and continuity and inferences from sources. Understanding interpretations. 	<p>SU: The Stuarts and the English Civil War.</p> <ul style="list-style-type: none"> How the English monarch and people became vulnerable. How Charles II saved the English Monarch. Why was 1666 such an important year? <p>Feedforward Assessments:</p> <ol style="list-style-type: none"> Identifying causes and consequences How to assess sources. 	AP	
Year 8: Impacts of colonisation and Empire.	<p>AU1: Ages of Exploration <i>How did colonisation change the world?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Chronology of key events Understanding interpretations. <p>AU2: African Kingdoms <i>Studies of pre-colonial Africa.</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Knowledge quiz Source skills and enquiry. 	<p>SP1: The British Empire <i>Positive and Negative consequences of Empire.</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Change and continuity. Significance of events. <p>SP2: The Industrial Revolution and The Suffragettes <i>Why should the Suffragettes inspire us?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Making inferences from sources. Similarities and differences. 	<p>SU: World War One</p> <ul style="list-style-type: none"> Why did World War One start and how was it fought? Why was the armistice signed? <p>Feedforward Assessments:</p> <ol style="list-style-type: none"> Making judgements about events Source skills. 	AP	
Year 9: Conflict and change.	<p>AU: World War Two <i>Why did World War One lead to World War Two? How did the allies win World War Two?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Source skills and enquiry. Similarity and difference. Chronology How far do you agree? 	<p>SP: The Holocaust <i>How and why did the Holocaust happen? Why is it important that we study the Holocaust and give a voice to victims and survivors?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Cause and consequence Inferences. Significance of events. 	<p>SU1: Civil Rights in the USA. <i>How did African Americans secure equal rights in the USA?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Interpretations <p>SU2: Recent History <i>What will we be remembered for?</i> Feedforward Assessments:</p> <ol style="list-style-type: none"> Change and continuity. 	AP	
Yr10	<p>AU: Migration through time. <i>Medieval, early modern, 18th and 19th century and modern migration to Britain.</i> Feedforward Assessments</p> <ol style="list-style-type: none"> How far do you agree? Explain why. Similarity and Difference 	<p>AP</p> <p>SP1: Notting Hill c.1948-c.1970. Feedforward Assessments</p> <ol style="list-style-type: none"> Two features Source usefulness and enquiry. <p>SP2: Early Elizabethan England <i>Challenges to Elizabeth's reign and the culture of her subjects.</i> Feedforward Assessments</p> <ol style="list-style-type: none"> Explain why How far do you agree? 	<p>SU: Cold War <i>Cold War origins and crises.</i> Feedforward Assessments.</p> <ol style="list-style-type: none"> Consequences Narrative Account 	Revision	End of Year Examination Rehearsal
Yr11	<p>AU1: Cold War <i>End of the Cold War</i> Feedforward Assessments</p> <ol style="list-style-type: none"> Importance <p>AU2: Weimar and Nazi Germany <i>Weimar Republic 1918-1933 Hitler's rise to power 1919-1933</i> Feedforward Assessment</p> <ol style="list-style-type: none"> Explain why Source Skills Inference and Source Usefulness <p>Examination Rehearsal 1 - (December)</p>	<p>SP1: Weimar and Nazi Germany <i>Nazi control and dictatorship 1933-39 Life in Nazi Germany 1933-39</i> Feedforward Assessments</p> <ol style="list-style-type: none"> Understanding interpretations. Analysis interpretations. <p>SP2: Revision and preparation for mocks.</p>	<p>Revision and prep for final exams Question level analysis from the mocks used to target weak areas.</p>	Exams	

KS3 Links and Intent

- [A full framework for KS3 History is given here.](#)
- The KS3 history curriculum at Southchurch is designed to enhance students understanding of both British and world history. Moreover, we make a conscious effort as a department for students to learn how the two are interconnected. For example, one of our Year 8 schemes for learning concentrates on the British Empire and its impact on commonwealth countries. This includes content on how these past colonies are still affected by the British Empire's actions today.
- At the start of Year 7, students learn about the Dark Ages and the Medieval Period to help keep their learning succinct from KS2. We want students to feel confident about what they already know. Our local history study also focuses on this period – the Prittlewell Prince.
- During Year 7, students focus on challenges to monarchs and their people. We teach units that cover the Reformation and the English Civil War as part of this, focusing specifically on how these impacted the British state and people. These help students to recognise challenges monarchs faced during the period, which is beneficial in preparing students for our Early Elizabethan unit at GCSE, which focuses on challenges faced by Elizabeth I at the start of her reign.
- At the end of Year 7, we also look at cultural and social history in Early-Modern Europe to ensure students understand what history is taking place in other countries and how this impacts Britain.
- In Year 8, students develop understanding of the world and its history, not only through our British Empire scheme, but through schemes for learning focusing on West African Kingdoms, exploration and World War One. These units prepare students for KS4 as it gives them contextual knowledge, they require to understand our Migration in Britain unit.
- By Year 9, students should have a clear understanding of how colonisation and empire has shaped the world. However, to further embed this, in Year 9 our schemes for learning focus on conflict and change that results from it. Students start by studying World War Two, then the Holocaust, followed by US Civil Rights and finally recent history. These schemes for learning also provide essential contextual knowledge students require to understand key concepts and themes in the Weimar and Nazi Germany and Cold War GCSE units at KS4.
- We want students to understand that change that takes place because of history can be positive, negative and ongoing. For example, during the Holocaust scheme for learning we look at other examples of genocide that have taken place since World War Two. Furthermore, with our recent history scheme we show students how history is ongoing, thus encouraging them to seek truth and understanding from current events. Subsequently, even if they do not decide to carry on their history studies at KS4, our curriculum ensures they have the skills and understanding to be able to do so in adulthood.
- Our formative assessment at KS3 is written specifically to develop students' historical skills which prepare them for GCSE exam questions.

KS4 Links and Intent

- [Full guidance is given here by the government regarding expectations of the KS4 history curriculum.](#)
- Southchurch uses Edexcel as it's exam board for history and the units we have chosen to study are as follows:
Paper 1: Thematic study and historic environment.
Migrants in Britain c.800-present and Notting Hill c.1948-1970.

Paper 2: Period study and British depth study.
Early Elizabethan England, 1558-88
Superpower relations and the Cold War 1941-91.

Paper 3: Modern depth study.
Weimar and Nazi Germany 1918-39.
- Our KS3 curriculum helps to prepare students for these units by giving them key contextual knowledge of the events, people and themes that are included. For example, we learn about WW1 and WW2 in detail to ensure students understand the circumstances surrounding the Nazis coming to power in Germany and the causes of the Cold War.
- Our formative assessment at KS3 is written specifically to develop students' historical skills (see age related expectations) which help to prepare them for GCSE exam questions. As a result, students should have some understanding of what these skills entail and what is expected at the start of KS4. The historical skills we focus on are: Identifying causes and consequences of events, understanding importance of events, assessing similarities and differences and changes and continuities between events or periods, making judgements about events and people from history, evaluating sources and interpretations, understanding the chronology of events and most importantly, being able to recall knowledge learnt.
- At KS4, these skills are embedded further to ensure that students are prepared for their exams. We refer to the skills in lessons and ask students to practice using them during key tasks. Similarly, practice exam questions are set as part of our formative assessment process and students are given feedback on their answers and asked to re-draft them. Therefore, students are improving their skills constantly during their KS4 history studies which prepares them for their exams.

KS5 Links and Intent

- [Full guidance is given here by the government regarding expectations of the KS5 history curriculum.](#)
- KS5 history is not offered at Southchurch however, we do our best to prepare students for their further study should they wish to take history as a subject at A-Level.
- The historical topics students' study at KS5 largely depends on what exam board their sixth form uses, but some examples from the local area are:

Chase High School Sixth Form:

Britain, 1625-1701: Conflict Revolution and Settlement

France in Revolution 1774-99

Britain: Losing and gaining an Empire 1763-1914.

Shoebury High School Sixth Form:

The Tudors: England 1485-1603

The American Dream: Reality and Illusion 1945-80.

Coursework on Indian Independence.

Southend High School for Girls Sixth Form:

England 1547-1603: The Late Tudors

The French Revolution and the rule of Napoleon 1774-1815

Coursework on Russia and its Rulers 1855-1964.

- The topics chosen for the KS3 and KS4 curriculums at Southchurch allow students to study a wide variety of different histories which will make links with their KS5 curriculum. These include examples of gender history, such as the Suffragettes, political history such as Elizabeth I's early reign and the Cold War, social history, such as American Civil Rights, military history such as WW1 and WW2 and world history such as ages of empires and exploration.
- Students develop their historical skills through activities and assessments, in lessons and exams, throughout KS3 and KS4. By the time students reach KS5, they should have a clear understanding of these skills and how to demonstrate them in their academic writing. Thus, all KS4 history students from Southchurch should be able to meet the government's expectations and specifications for KS5 history study upon their departure from the school.

AGE RELATED EXPECTATIONS

YEAR 7

		Causation and Consequences of Events	Comparing Periods of Time	Understanding Significance	Source Skills
4	EXPERT	<p>I can fully recall and explain the key causes and consequences of an event.</p> <p>I can fully explain these causes and consequences in a written answer using the writing structure provided.</p> <p>My answer contains detailed information based on the topics we are studying.</p> <p>My writing is largely error free.</p>	<p>I can accurately compare two periods of time identifying a range of similarities, differences, changes and continuities.</p> <p>I can express these similarities, differences, changes and continuities in a written answer using the writing structure provided.</p> <p>My answer contains detailed information based on the topics we are studying.</p> <p>My writing is largely error free.</p>	<p>I can fully explain why a historical event or figure was important for the period that I am studying and beyond.</p> <p>I can justify this significance in a written answer using a writing structure provided.</p> <p>My answer contains detailed information and reasoning to justify importance based on the topics we are studying.</p> <p>My writing is largely error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying.</p> <p>I can make accurate inferences and supporting details from sources. I can advise why I think a source is useful or limited.</p> <p>I can understand the viewpoint of an interpretation and write this in my own words.</p> <p>I can advise whether I agree or disagree with an interpretation and explain why.</p> <p>My writing is largely error free.</p>
3	ADVANCED	<p>I can recall some causes and consequences of an event.</p> <p>I can explain these in a written answer using a writing structure provided.</p> <p>My writing is mostly error free.</p>	<p>I can compare two periods of time to identify similarities, differences, changes and continuities.</p> <p>I can write these as a written answer using a writing structure provided.</p> <p>My answer contains relevant information based on topics we are studying</p> <p>My writing is mostly error free.</p>	<p>I can explain in some detail why a historical event or figure was important for the period that I am studying.</p> <p>I can justify this significance in a written answer using a writing structure provided.</p> <p>My answer contains information and reasoning to justify importance based on the topics we are studying.</p> <p>My writing is mostly error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying.</p> <p>I can make some inferences and supporting details from sources. I understand that some sources are more useful than others.</p> <p>I can understand the viewpoint of an interpretation and advise whether I agree or disagree with it.</p> <p>My writing is mostly error free.</p>
2	DEVELOPING	<p>I can recall some causes and consequences of an event.</p> <p>I can explain these in a written answer using some of the structure provided.</p> <p>My writing may have some errors.</p>	<p>I can compare two periods of time to identify a few similarities, differences, changes and continuities.</p> <p>I can write these as a written answer using some of the writing structure provided.</p> <p>My answer contains some relevant information.</p> <p>My writing may have some errors.</p>	<p>I can explain why a historical event or figure was important for the period that I am studying.</p> <p>I can justify this significance in a written answer, using some of the writing structure provided.</p> <p>My writing may have some errors.</p>	<p>I can use some interpretations and sources to develop my knowledge of the period I am studying.</p> <p>I can advise what I learn from a source or interpretation in a written answer. I understand that interpretations provide opinions on history and sources provide information about history.</p> <p>My writing may have some errors.</p>
1	POTENTIAL	<p>I can recall a few causes and consequences of an event.</p> <p>I can write a simple written answer to identify one of these.</p>	<p>I can compare two periods of time to identify some similarities, differences, changes and continuities.</p> <p>I can write a simple answer to identify one of these.</p>	<p>I can suggest why a historical event or figure was important for the period that I am studying.</p> <p>I can justify this significance in a simple written answer.</p>	<p>Sometimes I am able to use sources and interpretations to develop my historical knowledge.</p> <p>I can advise what I learn from a source or interpretation in a simple written answer.</p>

YEAR 8

		Causation and Consequences of Events	Comparing Periods of Time	Understanding Significance	Source Skills
4	EXPERT	<p>I can fully recall and explain the key causes and consequences of an event. I can describe why these causes and consequences link to other events.</p> <p>I can fully explain these causes and consequences in a written answer using the writing structure that is expected, independently. My answer contains detailed information based on the topics we are studying. I can provide accurate reasoning as to why an event caused another.</p> <p>My writing is largely error free.</p>	<p>I can accurately compare two periods of time identifying a range of similarities, differences, changes and continuities.</p> <p>I can explain these similarities, differences, changes and continuities in a written answer using the expected writing structure.</p> <p>My answer contains detailed information based on the topics we are studying. I can give evidence from both time periods I am comparing.</p> <p>My writing is largely error free.</p>	<p>I can fully explain why a historical event or figure was important for the period that I am studying and beyond.</p> <p>I can justify this in a written answer using the expected writing structure.</p> <p>My answer contains detailed information and reasoning to justify importance based on the topics we are studying. I give clear reasoning as to why a figure or event is important using knowledge I have learnt.</p> <p>My writing is largely error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying. I can make accurate inferences and supporting details from sources. I can advise why I think a source is useful or limited and put this in writing.</p> <p>I can understand the viewpoint of an interpretation and write this in my own words. I can advise whether I agree or disagree with an interpretation and explain why using knowledge I have gained in lessons.</p> <p>My writing is largely error free.</p>
3	ADVANCED	<p>I can fully recall and explain the key causes and consequences of an event.</p> <p>I can fully explain these causes and consequences in a written answer using the writing structure provided.</p> <p>My answer contains detailed information based on the topics we are studying.</p> <p>My writing is largely error free.</p>	<p>I can accurately compare two periods of time identifying a range of similarities, differences, changes and continuities.</p> <p>I can express these similarities, differences, changes and continuities in a written answer using the writing structure provided.</p> <p>My answer contains detailed information based on the topics we are studying.</p> <p>My writing is largely error free.</p>	<p>I can fully explain why a historical event or figure was important for the period that I am studying and beyond.</p> <p>I can justify this significance in a written answer using the expected writing structure.</p> <p>My answer contains detailed information and reasoning to justify importance based on the topics we are studying.</p> <p>My writing is mostly error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying. I can make accurate inferences and supporting details from sources. I can advise why I think a source is useful or limited.</p> <p>I can understand the viewpoint of an interpretation and write this in my own words. I can advise whether I agree or disagree with an interpretation and explain why.</p> <p>My writing is mostly error free.</p>
2	DEVELOPING	<p>I can recall some causes and consequences of an event.</p> <p>I can explain these in a written answer using the written structure provided with some reasoning as to why an event caused another.</p> <p>My writing may have some errors.</p>	<p>I can compare two periods of time to identify a few similarities, differences, changes and continuities.</p> <p>I can write these as a written answer using a writing structure provided.</p> <p>My answer contains some relevant information from the time periods I am comparing.</p> <p>My writing may have some errors.</p>	<p>I can explain in some detail why a historical event or figure was important for the period that I am studying.</p> <p>I can justify this significance in a written answer using a writing structure provided.</p> <p>My answer contains information and reasoning to justify importance based on the topics we are studying.</p> <p>My writing is mostly error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying.</p> <p>I can make some inferences and supporting details from sources. I understand that some sources are more useful than others. I can understand the viewpoint of an interpretation and advise whether I agree or disagree with it.</p> <p>My writing is mostly error free.</p>
1	POTENTIAL	<p>I can recall a few causes and consequences of an event.</p> <p>I can describe these in a written answer using the writing structure provided.</p> <p>My writing may have some errors.</p>	<p>I can compare two periods of time to identify some similarities, differences, changes and continuities.</p> <p>I can write a simple answer to explain one of these using the structure provided.</p> <p>My writing may have some errors.</p>	<p>I can explain why a historical event or figure was important for the period that I am studying.</p> <p>I can justify this significance in a written answer, using some of the writing structure provided.</p> <p>My writing may have some errors.</p>	<p>I can use some interpretations and sources to develop my knowledge of the period I am studying. I can advise what I learn from a source or interpretation in a written answer. I understand that interpretations provide opinions on history and sources provide information about history.</p> <p>My writing may have some errors.</p>

YEAR 9

		Causation and Consequences of Events	Comparing Periods of Time	Understanding Significance	Source Skills
4	EXPERT	<p>I can fully recall and explain the key causes and consequences of an event. I can describe why these causes and consequences link to other events. I can fully explain these causes and consequences in a written answer using the writing structure that is expected, independently. My answer contains detailed information based on the topics we are studying. I can provide accurate reasoning as to why an event caused another. I understand what impacts causes and consequences have on the wider world referring to a range of different historical topics.</p> <p>My writing is largely error free.</p>	<p>I can accurately compare two periods of time identifying a range of similarities, differences, changes and continuities.</p> <p>I can explain these similarities, differences, changes and continuities in a written answer using the expected writing structure. My answer contains detailed information based on the topics we are studying. I can give evidence from both time periods I am comparing. I can compare a broad range of time periods across different topics.</p> <p>My writing is largely error free.</p>	<p>I can fully explain why a historical event or figure was important for the period that I am studying and beyond. I can justify this significance in a written answer using the expected writing structure independently. My answer contains detailed information and reasoning to justify importance based on the topics we are studying. I give clear reasoning as to why a figure or event is important using knowledge I have learnt. I understand why this significance is important for the legacy of an individual or event. I am able to articulate this and make links to the wider world.</p> <p>My writing is largely error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying. I can make accurate inferences and supporting details from sources. I can advise why I think a source is useful or limited and put this in writing referring to the sources content, nature, origin and purpose. I can understand the viewpoint of an interpretation and write this in my own words. I can advise whether I agree or disagree with an interpretation and explain why using knowledge I have gained in lessons. I can give a counter argument to this to say why someone might disagree with me.</p> <p>My writing is largely error free.</p>
3	ADVANCED	<p>I can fully recall and explain the key causes and consequences of an event. I can describe why these causes and consequences link to other events. I can fully explain these causes and consequences in a written answer using the writing structure that is expected, independently. My answer contains detailed information based on the topics we are studying. I can provide accurate reasoning as to why an event caused another.</p> <p>My writing is largely error free.</p>	<p>I can accurately compare two periods of time identifying a range of similarities, differences, changes and continuities. I can explain these similarities, differences, changes and continuities in a written answer using the expected writing structure. My answer contains detailed information based on the topics we are studying. I can give evidence from both time periods I am comparing.</p> <p>My writing is largely error free.</p>	<p>I can fully explain why a historical event or figure was important for the period that I am studying and beyond. I can justify this in a written answer using the expected writing structure. My answer contains detailed information and reasoning to justify importance based on the topics we are studying. I give clear reasoning as to why a figure or event is important using knowledge I have learnt.</p> <p>My writing is largely error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying. I can make accurate inferences and supporting details from sources. I can advise why I think a source is useful or limited and put this in writing. I can understand the viewpoint of an interpretation and write this in my own words. I can advise whether I agree or disagree with an interpretation and explain why using knowledge I have gained in lessons.</p> <p>My writing is largely error free.</p>
2	DEVELOPING	<p>I can recall most causes and consequences of an event.</p> <p>I can explain these in a written answer using the expected writing structure. My answer contains information based on the topics we are studying. I can provide accurate reasoning as to why an event caused another.</p> <p>My writing is mostly error free.</p>	<p>I can compare two periods of time to identify similarities, differences, changes and continuities. I can write these as a written answer using the expected writing structure.</p> <p>I am able to give evidence from both time periods I am comparing.</p> <p>My writing is mostly error free.</p>	<p>I can fully explain why a historical event or figure was important for the period that I am studying and beyond. I can justify this significance in a written answer using the expected writing structure. My answer contains detailed information and reasoning to justify importance based on the topics we are studying.</p> <p>My writing is mostly error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying. I can make accurate inferences and supporting details from sources. I can advise why I think a source is useful or limited. I can understand the viewpoint of an interpretation and write this in my own words. I can advise whether I agree or disagree with an interpretation and explain why.</p> <p>My writing is mostly error free.</p>
1	POTENTIAL	<p>I can recall some causes and consequences of an event.</p> <p>I can explain these in a written answer using the written structure provided with some reasoning as to why an event caused another.</p> <p>My writing is mostly error free.</p>	<p>I can compare two periods of time to identify a few similarities, differences, changes and continuities.</p> <p>I can write these as a written answer using a writing structure provided.</p> <p>My answer contains some relevant information from the time periods I am comparing.</p> <p>My writing is mostly error free.</p>	<p>I can explain in some detail why a historical event or figure was important for the period that I am studying.</p> <p>I can justify this significance in a written answer using a writing structure provided.</p> <p>My answer contains information and reasoning to justify importance based on the topics we are studying.</p> <p>My writing is mostly error free.</p>	<p>I can use interpretations and sources to develop my knowledge of the period I am studying.</p> <p>I can make some inferences and supporting details from sources. I understand that some sources are more useful than others. I can understand the viewpoint of an interpretation and advise whether I agree or disagree with it.</p> <p>My writing is mostly error free.</p>

END OF COURSE EXPECTATIONS

Aims

The aims and objectives of the Edexcel History GCSE qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Assessment Objectives

AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 - Explain and analyse historical events and periods studied using secondorder1 historical concepts.

AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

DEPARTMENT FEEDBACK POLICY

Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

NATIONAL CURRICULUM LINKS

Purpose of study at KS3

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims of study at KS3

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- 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 History – key stage 3 2.
- 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.

KS3
History

[A full framework for KS3 History is given here.](#)

Pupils should be taught about:

- **The development of the Church, state and society in Medieval Britain 1066-1509 which could include the Norman Conquest, the Magna Carta, the Wars of the Roses and the struggle between Church and crown.**
- **The development of the Church, state and society in Britain 1509-1745 which could include the first colony in America and first contact with India and Renaissance and Reformation in Europe.**
- **Ideas, political power, industry and empire: Britain 1745-1901. This could include Darwin's Origins of Species, the French Revolutionary wars and Britain's transatlantic slave trade.**
- **Challenges for Britain, Europe and the wider world 1901 to present day. In addition to studying the Holocaust this could include: Women's suffrage, the creation of the Welfare State and Britain's place in the world since 1945.**
- **A local history study.**
- **The study of an aspect or theme in British history that consolidates and extends pupil's chronological knowledge from before 1066.**
- **At least one significant society or issue in world history and its interconnections with other world developments.**

Purpose of Study at KS4

GCSE specifications in history should support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.

Aims of Study at KS4

GCSE specifications in history should enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

KS4 History

[Full guidance is given here by the government regarding expectations of the KS4 history curriculum.](#)

GCSE specifications should include history:

- From three eras: Medieval (500-1500), Early-Modern (1450-1750) and Modern (1700-present day)
- On three-time scales: Short (depth study), medium (period study) and long (thematic study).
- On three geographical contexts: A locality (the historic environment), British; and European / wider world settings.

GCSE specifications in history should require students to study:

- At least one British depth study chosen from the historical eras defined above.
- At least one European or wider world depth study chosen from the historical eras defined above. This should focus on the history of a nation or group of peoples or on international relations between several nations. It must not merely study British overseas involvements.

GCSE specifications should, through these studies, require students to develop and demonstrate:

- Knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content.
- Understanding and appropriate use in context of historical terms including first order historical concepts such as 'constitution', 'nation', 'revolution', 'society'
- The ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate

- Understanding of the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations.
- Understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short- and long-term timescales.
- The ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims.
- Understanding of how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.

Computer Science National Curriculum Links

[Computing National Curriculum](#)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In history students are taught to:

- Use computing to complete purposeful research for historical topics. Students are encouraged to use trusted websites that provide accurate historical information, such as from the British Library or British Museum.
- Complete recall and revision activities online using whole-school platforms such as Carousel Learning and Seneca.

Religious Education National Curriculum Links

[Agreed Syllabus for Religious Education](#)

[Religious Education in English Schools: Non-Statutory Guidance](#)

- Within the history curriculum we focus on developing an understanding of ‘worldwide’ views through discussion around religious, cultural and ethical design influences.
- We cover a range of historical topics which discuss religious history such as the religious reformation in Europe, anti-Semitism and the Holocaust, and Islamophobia as a result of 9/11 and Bush’s ‘War on Terror’. We hope students studying these religious divisions in history give them the opportunity to address their own misconceptions and become accepting and respectful of religious faiths.
- The demographic of our students influences how we develop our students’ understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions.
- All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

Aims

The history curriculum is designed to support and promote the vision of Southchurch High School, "A community of Opportunity, Learning and Aspiration". The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of history through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

Equality & Diversity: The history curriculum aims to help students develop an appreciation and understanding of how people of different faiths, convictions, ability, gender, heritage and ethnicity have impacted our world. Some key examples are:

- The impact of the religious reformation in Britain.
- The impacts of exploration, colonisation and the British Empire on different ethnic groups across the world.
- The influence and contribution of minorities and women during World War One and World War Two.
- The consequences of the Holocaust and their wider impacts.
- The Civil Rights Movement in the USA and the creation of the Civil Rights Act.
- Events covered in our 'recent history' scheme such as Brexit, Black Lives Matter and the Russian invasion of Ukraine.
- The Cold War and its influence on international relations today.
- How Migration has shaped Britain from the Medieval period up to now.

Wellbeing & Community – The history curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

- Students are encouraged to reflect on their own history work and enjoy the process of improving it. Students who show resilience and make efforts to improve are celebrated as being successful.
- We advise students that assessments and learning are a process that is never mastered. All progress is illustrious, no matter how small.
- Kindness is demonstrated and celebrated. Pupils are expected to care for each other and themselves.
- Teachers provide KCSS (kind, courteous, smart, successful) cards to students to praise them for demonstrating the above attributes.

Cultural Capital – The history curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

Trips & Visits:

- **Year 7: Dover Castle and the Tower of London.**
- **Year 8: Greenwich Maritime Museum & The Cutty Sark and visit to IWM Duxford.**
- **Year 9: Visit to the IWM to take part in their Holocaust workshop.**
- **Year 10: Hampton Court Palace**

Extra-Curricular:

British Values:

- **Individual Liberty:** Students are encouraged to express themselves and form opinions in history lessons. Moreover, we ask students to reflect and evaluate misconceptions they may have about historical topics.
- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students. Students respect the authority and knowledge of their classroom teacher.
- **The Rule of Law:** The classroom rules enable all students to develop their historical skills in an environment where everyone is respected. The classroom rules ensure students are all responsible for their own learning environment.
- **Tolerance:** Students are tolerant of the opinions and ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs discussed within the topics we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own historical knowledge and skills.

Careers & Employability – The history curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the history curriculum, our students are supported to develop the following skills;

- Communication and oracy skills.
- Promoting high self-esteem.
- Teamwork and leadership.
- Listening and responding.
- Critical thinking and problem solving.
- Research.
- Academic writing.
- Meeting deadlines and managing workload.

Events

- Drop-down day organised with Personal Development for Black History Month.

SMSC CURRICULUM LINKS

Spiritual development

Through the topics we study, students learn about a variety of different faiths and their belief systems. We evaluate conflict that results from disagreement regarding religious and cultural practises. Students are encouraged to respect others beliefs and cultures regardless of difference.

Moral development

Pupils are provided with moral juxtapositions throughout the history curriculum. Students are encouraged to understand why actions of figures in history are considered to be wrong and why they have faced consequences as a result of their actions.

Social development

Pupils are asked to share their thoughts and feelings with others in history lessons. Students are also asked to share these with the rest of the class to form the basis for discussions and debate in the classroom. This promotes oracy skills and builds students' confidence to express themselves.

Cultural development

Pupils are taught that their history work and opinions should be sensitive to needs and beliefs of others to ensure they do not cause offence. Pupils must consider how their actions and opinions can impact the world around them. Students are encouraged to understand that culture encompasses different aspects of peoples lives and that diversity should be celebrated where applicable.

Equality, Diversity and Inclusivity Links

Aims

Within the different topics on the history curriculum, we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. This is embedded throughout the curriculum and we have included topics within our curriculum to ensure all students feel included in the history that we study.

During lessons, we ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.