

Curriculum Implementation – History

Key Stage 3

Key Concepts Taught



- Change and continuity; cause and consequence; diversity; and significance, which inform the types of questions historians ask about past events, people, and situations.
- Chronological understanding, which provides a framework for comprehending the past.
- Interpretations of history, analysing how and why the past has been interpreted in different ways.

How You Receive Feedback



- Self-assessment revisited regularly.
- Peer assessment based on verbal and written work.
- Strategies for improvement provided through individual feedback on work produced.
- Verbal feedback in throughout lessons.





How do Lessons Link to Key Concepts



- Year 7 curriculum investigates how Britain changes from the Anglo-Saxon era up until the end of the Industrial Revolution/ Victorian era.
- Year 8 curriculum develops skills students have begun to learn in Year 7. Students will develop political knowledge and awareness throughout the academic year, whereby students will investigate World War One, Nazi Germany, World War Two, The Holocaust and the question of Empire.
- Throughout Key Stage 3, students are introduced to skills such as source analysis, developing their explanations through PEEL paragraphs and forms an awareness of chronological order.
- Themes students will explore include Religion, Politics, War, Social (such as social classes and general life throughout different eras of history).

How we get Support with our Lessons



- Scaffolding of equipment to adapt to needs.
- Groupings.
- Modelling.
- Worksheets provided to avoid split attention.





**Retrieval Practice
Opportunities /
Supporting Ways
to Help us
Remember**



- Recall low stakes quizzes linked to the theme of the lesson, to encourage students to make links between previously learned knowledge to the newly taught information in the current lesson.
- Word and image associations, (dual coding).
- Think, pair, share.

**Opportunities for
Literacy**



- Questions of understanding of key terminology.
- Reading.
- Developed writing.
- Questioning of spelling.
- Feedback and marking in books.

**Opportunities for
Numeracy**



- Working out how long each event goes on for, reflecting upon dates.
- Analysing data and graphs.





Opportunities for Oracy



- By teaching history as a process of enquiry, a process that demands the questioning and debating of evidence, we advance oracy, historical literacy and thinking skills.
- We give students opportunities to develop their oracy through:
 - Problem-solving and defending conclusions reached.
 - Large discussion-based activities to consolidate knowledge by developing students thought processes on new key terms and concepts.
 - Think, pair, share
 - Debates.

Opportunities for Character Education



- Working in groups to create presentations.
- Respecting each other's opinions and values.
- Perseverance with challenging topics and concepts.

Opportunities for SMSC



- Looking at different political and social perspectives.
- Enriching students with important concepts such as anti-discrimination, equal opportunities, and democracy.
- Developing appreciation of previous events and the impact they have on today's world.





Opportunities for Assessing Learning



- Termly summative written assessment, comprising of GCSE style exam questions and knowledge only end of unit assessments. Students will be asked to record targets for their benefit and future use.
- Recall quizzes, linking knowledge from previous lessons to the current lesson.
- Verbal questioning throughout the lesson.
- Marking
- Students will also peer assess each other's work and get to know the mark scheme well.
- Model answers are also used to help improve understanding of the mark scheme and how to improve.

Inclusion and Diversity



- The Key Stage 3 History curriculum investigates different forms of discrimination, such as the Holocaust and treatment of Jews, treatment of minorities in the army during World War One and Two, the treatment of the working class in the Industrial Revolution.
- Students will reflect upon these realities which have taken place in societies in order to gain an understanding of how people should be treated with respect.

