

Year 9 Curriculum Implementation Plan History Department

History				
Knowledge and skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<p>Understand and harness the key historical skills that are needed whilst exploring our chronological curriculum. Pupils study the modern years of our timeline, from roughly 1900AD-2022AD, whilst using second order concepts to understand and explain key events. In-line with the National Curriculum, we want students to begin exploring new and challenging concepts like Britain, and it's role in Europe and the wider world. Examples of this can be seen in our studies of Britain during the pre and wartime periods, as well as the Cold War, and modern contemporary issues facing society like terrorism, radicalisation, and global upheaval through events like Covid-19 and the Ukraine War. Going forward, we would like to add specific case studies to our curriculum offer – such as the pre-eminence of China as a global superpower.</p> <p>Whilst we explore substantive concepts in the form of eras and events, such as the Golden Years (<i>through a study of the Titanic Disaster, the Suffrage</i></p>	<p>History as a discipline, by its nature, is aligned closely with reading, literacy and oracy. Students read extracts regularly in lessons, and whilst this may take different forms, such as via card sorts, spot the mistake, gap fills or match-up activities, literacy and reading is fundamental to our history lessons. Students are always given the opportunity to share ideas in lessons throughout the 'Know, Do, Review' cycle – not just as a way to check understanding, but often in specific debating scenarios.</p> <p>For numeracy, the use of timelines and placing events in the correct chronological order are fundamental to our course. The use of statistics as evidence is also encouraged, such as 80% of the roads in Britain were paved by the end of the Industrial Revolution or statistics concerning the losses during the English Civil War etc.</p> <p>We also encourage the use of historical terms in increasingly sophisticated ways through our teaching, in which we model high level responses.</p>	<p>In order to identify the progress of our students, we use regular targeted questioning in lessons to quickly gauge understanding. Accordingly, whole class feedback during lessons is given and misconceptions are identified and fixed.</p> <p>Our starter activities often take the form of low stakes quizzing/low stakes writing, and often focusses on recalling topics and skills from previous lessons.</p> <p>We also use SMHW as a means of testing knowledge throughout each term. Quizzes are posted online for students to access, and teachers can monitor their scores as the course and weeks progress.</p> <p>Peer and self-assessment of written work can also be completed once per half term, and teacher assessment of classwork and homework is always conducted every 6-8 weeks.</p>	<p>Official summative assessments are conducted every 6-8 weeks that fit in with the school calendar for reporting data and data drops. This aligns with roughly one application test per half term.</p> <p>Whilst these questions used to be based on AQA's exam questions – a system in which we worked down from GCSE; we have since overhauled our assessments to match more with KS3 skills.</p> <p>For example, whereas we used to expect students in Year 7 to answer a GCSE essay in Term 1, since undertaking additional 'Literacy in History' training, we are stripping this back-to-basics and using techniques like: "2-hand essays" – which sees students plan out their essays first using 2 hands (the palm is the point, and the fingers are the evidence), and then we build up to the skills expected in GCSE by Year 10. Hopefully, not only will this support our students in not only learning the skills needed for history, but also mitigate any post-Covid disruption to their literacy learning and historical writing.</p>	<p>The questions which have been redesigned from GCSE to KS3 still assess the same skills, though they are scaffolded in a much neater (and more interactive) way befitting for younger years.</p> <p>Key substantive and procedural skills – not just eras and second order concepts, but keywords like conflict, tension, militarism, alliances, genocide etc.</p> <p>As part of our spiral curriculum, some topics are introduced here before we go into greater depth in Year 10/11. Specifically:</p> <p>Term 1A and 1B – Our KS3 topic on the Golden Years lays the foundations for a student's contextual understanding of the period, so that they are ready for a more in-depth analysis during our Year 10 study of World War I.</p> <p>Term 2A and 2B – Our KS3 topic on the Holocaust and World War II supports our students ahead of their more in-depth analysis of the Nazis in Year 11.</p>

<p><i>Movement and causes of WWI), Conflict (through WWI, the Interwar Year, the Holocaust, WWII, the Cold War and Terrorism), to the modern period (through protest movements and key events that shook the world – such as Covid and Ukraine), students are taught to engage with history through disciplinary skills – using procedural concepts like significance, source analysis, interpretations, chronology, change and continuity, cause and consequence etc.</i></p> <p>Examples include:</p> <p>What are the most significant short and long term <b>causes</b> of WWI?</p> <p>How and why do <b>interpretations</b> of General Haig differ?</p> <p>What was the key turning points in the <b>chronology</b> of the Holocaust?</p> <p>What can we <b>infer</b> about the dropping of the atomic bombs?</p> <p>What was the most <b>significant</b> protest movement of the 20<sup>th</sup> century?</p>				
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