

# HISTORY DEPARTMENT HANDBOOK



*"A place where students always come first"*

## Our Vision

As a history department is to ensure pupils have developed their character as individuals and are given the best opportunity to achieve the best academic results so that they are confident to succeed in life. Our range of history offers the opportunity to explore different people's perspective on issues and events and think critically about the world in which they live. The aim is to immerse students in a range of issues and engenders an enquiring and critical outlook on Britain and the world, with skills that can be applied in other subjects and in their future endeavours.

### Curriculum Intent

*Students at Rockwood will be provided with a rich and balanced History curriculum that allows them to harness and explore skills and knowledge, immersing students in a range of cultures and key themes enabling them to analyse the world around them. Understanding key concepts within History, such as significance, causation, and consequences, this will open the door for students to ask leading questions, analysis information and convey their views in a methodical and structured way.*

## CORE Values

### Collaboration

Students are given many opportunities in the department to collaborate within the classroom. For instance, students are given the chance to share their ideas and explore history together. Not only does this make History more engaging but it also allows students to develop their confidence and resilience when trying to justify and explain their points of view. The history department also provides students with the chance to be involved in special initiatives where they also collaborate and develop not only their historical skill set, but also become more rounded individuals. For example, students have been part of the Echo Eternal project where they have been able to meet Mady Gerrard a Holocaust survivor and echo the significance of the Holocaust by using Mady Gerrard's story. They also have been involved in the Black History Month exhibition where they have been given the opportunity to work together and explore the importance of the rich culture of black individuals and how they have contributed to society. This more important than ever given the recent Black Lives Matter agenda and supporting and promoting the equality of all communities.

### Opportunity

Within the History department students are provided with many opportunities to develop their historical skills and become immersed in the historical world around them. Students will go to trips for example to Warwick castle and the Black country museum where they are given the opportunity to explore what Britain was like and how it developed over time. This also enables them to become inquisitive historians where they can motivate themselves to explore history in more depth.

### Respect

Within the History department students can explore key themes like democracy, tolerance and respect. Through the topics they learn like slavery, the feminist movement in America and the Holocaust, students can critically explore the significance of living in a multi-cultural society and the role they will play in promoting fundamental British values.

### Excellence

At Rockwood we strive for students to always display excellence. Our whole school policies like our: uniform, homework, and behaviour policies to name reflect the importance and high expectations we set our students.

## Curriculum overview

History provides pupils with an understanding of different people, cultures and the events that have helped to shape the world as it is today. History covers a wide range of time periods, societies and concepts. Pupils will learn to deal confidently with chronology, change and continuity across time, and the idea of historical significance. They will develop critical analysis skills, learning to assess sources and infer meaning.

History provides our pupils with the skills that are needed to distinguish between fact and opinion, the ability to structure an argument, and knowledge of how to present their ideas in different formats. Understanding past events and people and their significance gives pupils a better insight into the world around them.

Our history curriculum also aligns closely with the CORE Trust Curriculum Framework.

		Weekly Foci														
		Yr. 7			Yr. 8			Yr. 9			Yr. 10			Yr. 11		
		Unstructured Activities	GC Assessments	Extra-Curricular Opportunity	Unstructured Activities	GC Assessments	Extra-Curricular Opportunity	Unstructured Activities	GC Assessments	Extra-Curricular Opportunity	Unstructured Activities	GC Assessments	Extra-Curricular Opportunity	Unstructured Activities	GC Assessments	Extra-Curricular Opportunity
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### Key Stage 3 Overview:

**Year 7: How did church, state and society change England 1066-1603?**  
 (Aligned with the Trust Core Academies September 2022)

**Year 7 Intent:** Through the use of narratives pupils gain a thematic understanding of the development of Britain through the lens of religion, state and society during the medieval period and Reformation. Pupils know how Britain evolved from a Catholic state to a Protestant one, and the existence of multiple forms of Protestantism. Pupils know how key events in Britain connected to the wider world, as well as having a chronological timeline, and the long-term impacts that resonate today bringing the past into the present.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Introduction to History	Medieval World	Tudor Britain Henry VII and the reformation	Tudor Britain	Tudor Britain- Elizabeth I and her reign	Elizabeth I
The Norman Conquest					

## Y8: How did ideas, political power, industry and empire shape Britain and the Wider world 1492-1928?

**Year 8 intent** – Through the use of narratives pupils gain a thematic understanding of the development of Britain through the lens of political power, industry, empire and society during the Early Modern Era and the Modern Era. Pupils know how Britain developed from an absolute monarchy to a Republic and onto a constitutional monarchy. Pupils know the origins of the British Empire, and the impact of colonisation on the conquered and the conquerors, as well as the impact of industrialisation on Britain. More explicitly, pupils should take away knowledge of how ideas such as suffrage led to tangible changes.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Exploration of the New World and Slavery	Legacy of Slavery/The British Empire How have interpretations of the British Empire Changed?	The Industrial Revolution	The Welfare Reforms	The First World War	The First World War

## Y9: How did challenges faced during the Twentieth Century shape the modern world?

**Year 9 intent** – Through the use of narratives pupils gain a thematic understanding of the development of Britain through ideas, political power, trade and empire in the Modern Era. Pupils gain a thematic understanding of the challenges for Britain, Europe and the wider world in the Modern Era. Pupils know the significance of both world wars in shaping our present day, therefore bringing the past into the present. It considers revolutionary movements during this time. Pupils will know the impact of key individuals and groups on international relations.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
The Impact of World War one to the world  The Rise of extremism	The Second World War	The Holocaust	The Post -45 World	Post 1945 world- The American Civil rights	Post 1945 World-The Cold War

### Key Stage 4 overview

**(Aligned with the Trust Core Academies September 2022)**

The GCSE History course is designed to ensure a broad, comparable and coherent student experience, with each paper constructed around distinct principles which are carried through to assessment. The breadth ensures a substantial study of history as its structure embeds the requirement to study history across three eras, three-time scales and three geographical contexts and incorporates each of the five specified elements.

Students will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation. In each topic students will engage with a variety of perspectives, such as political, social and economic, and investigate the contributions of key individuals and groups. In this way students will be able to draw parallels and make links between the distinct areas of study.

**AQA Curriculum course of study into two papers:**

***Paper 1: Understanding the modern world***

- Section A: Period Studies
- Section B: Wider World depth studies

***Paper 2: Shaping the nation***

- Section A: Thematic Studies
- Section B: British depth studies with historic environment

**Paper 1:** Understanding the modern world helps students to understand key developments and events in modern world history.

**Paper 2:** Shaping the nation enables students to understand key developments and events in the history of Britain. The content engages students and stimulates their interest in history, whilst maintaining high levels of comparability. It allows the KS4 curriculum not only integrity, but also sits within a coherent curriculum linking Key Stage 3.

**Year 10**

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Section A -paper 2: Thematic studies</b> 1. Medicine stands still 2. The beginnings of change	<b>Section A -paper 2: Thematic studies</b> 3. A revolution in medicine	<b>Section A -paper 2: Thematic studies</b> 4. Modern medicine	<b>Section B- paper 1- Wider world depth studies- Conflict and Tension</b>	<b>Section B- paper 1- Wider world depth studies- Conflict and Tension</b>	<b>Section B- paper 1- Wider world depth studies- Conflict and tension/ Democracy and Dictatorship</b>

**Year 11**

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Section A -paper 1- Period studies – Germany, 1890-1945: Democracy</b>	<b>Section A -paper 1- Period studies – Germany, 1890-1945: Democracy</b>	<b>Section B- paper 2: Shaping the nation – British Depth studies including the historic environment- Elizabeth</b>	<b>Section B- paper 2: Shaping the nation – British Depth studies including the historic environment- Elizabeth</b>	Exam	Exam

The students will undertake 2 written exam papers for the course each paper will be a duration of 2 hours awarded with 84 marks (Including 4 marks for spelling, punctuation, and grammar) 50% of GCSE for each paper.

**Assessment & Feedback**

Students in all year groups are assessed on the content they have studied. This gives the teacher an opportunity to assess the skills and contextual knowledge students have learnt and a time to reflect if new skills can be acquired by students or if knowledge/skills need to be revised again. (*summative assessments*)

Regular progress checks between tasks are taken in History to assess the learning of students within lessons. For example, regular progress checks include open questions, quizzes and games. (*formative assessments*)

**Aligned Cohorts: The Y7 & Y10 cohorts are aligned with the Trust schools, so will be assessed cumulatively at the end of each schema building unit, via a centrally agreed assessment. These will be marked internally, and QLA's will be input on the departmental spreadsheet.**

All year groups in Key Stages 3 and 4 will complete an assessment in all six of the half terms in a year. Two of the six assessments will be completed as timed, closed book assessments in exam conditions in student books, where students are told what and how to revise the content of the paper in preparation for the assessment. The remaining four assessments are rolling, where questions will be completed in a half term, within lesson time, in exam conditions. Staff should plan for the assessment questions which are outlined in the Schemes of Work and the Department Big Pictures. All data, from either formal or rolling assessments, is recorded on the department data sheets to monitor student progress.

#### Marking and Feedback policy

The history department uses verbal feedback as well as regular marking and feedback to empower students to independently assess themselves and their learning. Dialogue between student and pupils is clear and pupils are aware of target grades and what they need to do to achieve better results. The following process is undertaken during marking and feedback of students work:

Class	Year 8	Date
Topic: Slavery		
WWRW:		Marking for literacy
<input type="checkbox"/> Use key words. <input type="checkbox"/> Provide reasons for your answers. <input type="checkbox"/> Explain your reasons <input type="checkbox"/> Refer to historical knowledge. <input type="checkbox"/> Evaluate the historical events. <input type="checkbox"/> Add and explain historical evidence.		<input type="checkbox"/> Sp Spelling (write the correct spelling in margins) <input type="checkbox"/> T Task incomplete (complete the task in full using red pen) <input type="checkbox"/> C Capitals (Use capital letters where appropriate) <input type="checkbox"/> D Date (Add the date to your work) <input type="checkbox"/> U Underline (Underline date and title) <input type="checkbox"/> ^ missing word (Reread your work and add the missing word)
EBI:		Misconceptions/errors
<input type="checkbox"/> Define key words. <input type="checkbox"/> Make a clear inference from the source. <input type="checkbox"/> Provide two features with support. <input type="checkbox"/> Explain two reasons for why the slave trade was abolished. <input type="checkbox"/> Added some analytical explanations for one of the factors you have identified.		<input type="checkbox"/> Confusion around the slave trade triangle (what went where). <input type="checkbox"/> Confusion for what the Middle Passage was. <input type="checkbox"/> Confusion between 'Describe' and 'Explain'  Key vocabulary focus: (these are words you need to develop your knowledge in: Slavery, Slave trade triangle, Middle Passage, Olaudah Equiano, Abolish
Next Steps in Learning (ANSWER INDEPENDENTLY, IN SILENCE & USING RED PEN)		
<input type="checkbox"/> Define key words. <input type="checkbox"/> Make a clear inference from the source. <input type="checkbox"/> Provide two features with support. <input type="checkbox"/> Explain two reasons for why the slave trade was abolished. <input type="checkbox"/> Added some analytical explanations for one of the factors you have identified.		

1. Assessment feedback must be given using the department feedback sheets and printed on yellow paper and in a two-week window.
2. Peer marking and self-assessment can be utilised throughout topics to provide the pupils with feedback on their practice questions ahead of their assessment.
3. Marking of assessment questions must be depth marked, using annotations throughout.
4. Pupils are given a numerical mark for each question and an overall mark and yellow feedback sheets must be used to assist in marking and highlighted to show students areas of strength and areas to improve.
5. Time must be allocated in the next appropriate lesson for the pupils to complete a **DIRT** task. This can be a section of the question they need to improve on, a new question using the same question stem, or a related task given.

**Other guidance for teachers to follow when marking:**

- Books should be checked, work acknowledged and corrected, and literacy marked by the class teacher every two weeks, with one piece of homework being depth marked every Half Term.
- Appropriate rewards should be issued by the teacher; outstanding work or effort should be given a sticker or stamp, with an Achievement Point recorded on Class charts.
- If work is substandard or incomplete, a sanction must be given in line with the Rockwood Behaviour Policy and the work then completed to a suitable standard.

**Homework**

- What type of homework?
- What platform?
- How often?
- How is it monitored?

**Literacy in History policy**

**Why is literacy important in History?**

Developing literacy in history involves integrating the teaching of speaking, listening and critical thinking with reading and writing. In order to communicate historically, pupils need to be introduced to the academic register of the historian. This will assist in improving children and young people’s literacy in history and narrowing the gap in attainment for high and low social backgrounds.

**What is disciplinary literacy?**

Disciplinary literacy in history focuses on developing students’ ability to read, write and communicate effectively in history.

**“Disciplinary Literacy: A Shift that Makes Sense” by Releah Lent**



### How do we incorporate literacy into our history curriculum at Rockwood Academy?

Within the history department, we aim to embed literacy in several ways:

- Provide targeted vocabulary
- Develop students' ability to read complex academic text
- Break down complex tasks
- Combine writing instructions with reading in history
- Provide opportunities for structured tasks
- Provide high quality literacy interventions for struggling students.
- Developing oracy in history

To achieve this, we have embedded this pedagogy approach in our departmental practice and approaches to ensure all students are given explicit opportunities to develop in history. Lesson sequences will be customised by the classroom teacher to ensure students are receiving purposeful and meaningful activities to promote their literacy in History.


1. **Lesson:** All lessons resources/PowerPoint material, will feature a keyword bank for the lesson. These are carefully selected words which will be taught or reviewed over the course of the lesson. History teaching lessons will have a **three-tier vocabulary model** which consists of high frequency, medium frequency and low frequency words.

These words will be referred to during the lessons & where appropriate Do Now & lesson activities will be linked to these keywords.

**2. Medium term plan [MTP]:** All students will be given a learning journey that has been devised on the medium-term plan. The medium-term plan will identify historical keywords that will be covered over the course of the topic. This is a useful starting point for classroom support assistants to pre-teach required vocabulary & for students to refer to as they progress through the topic.

**3. Purposeful activities with a literacy focus:** Teachers will design lessons sequences to incorporate explicit opportunities to focus on embedding & enhancing literacy in History, both in a written and oral format for example:

**Recognition**



**Recognition** – how is the word spelt? The ability to use phonics to decode new vocabulary and then to be able to reproduce the spelling makes a big difference.

**Pronunciation** – how is the word said? Making pupils say it aloud increases the likelihood they'll remember it.

**Definition** – what does the word mean? It might sound obvious, but if you know the meaning of a word, you're much more likely to remember it and use it in different contexts.

**Definition**      **Pronunciation**

**Building specific history vocabulary**

4. **Introducing Historic terminology:** Using a **four-square vocabulary** in history lessons where students are being given key words and needing to learn their definitions.



Pupils take paper and fold into 4 squares  <ol style="list-style-type: none"> <li><b>Top left:</b> teacher describes the word and models in context</li> <li><b>Top right:</b> pupils discuss &amp; give examples</li> <li><b>Bottom right:</b> pupils think of synonyms or draw an image/diagram</li> <li><b>Bottom left:</b> pupils use word in a sentence</li> </ol>	<b>define</b>	To describe exactly the nature, scope, or meaning of something  To mark out the boundaries or limits
	By August 1934, Hitler could be <b>defined</b> as a dictator (the führer of Germany) as he had total control over the German government and army. He was accountable to no one.	<b>detail</b>  <b>delineate</b>  <b>determine</b>

In KS3 there is a clear focus on acquiring & understanding new scientific terminology which students will continue to use during the rest of their time studying Science. In KS4 students will be building upon the literacy foundations constructed in KS3. During their GCSE course, students will be able to understand what is meant by the command words used in exam style questions, use tier two & three vocabulary in the correct context and be able to decode unfamiliar vocabulary using their prior knowledge.

*To effectively embed the new terminology in history all students will be:*

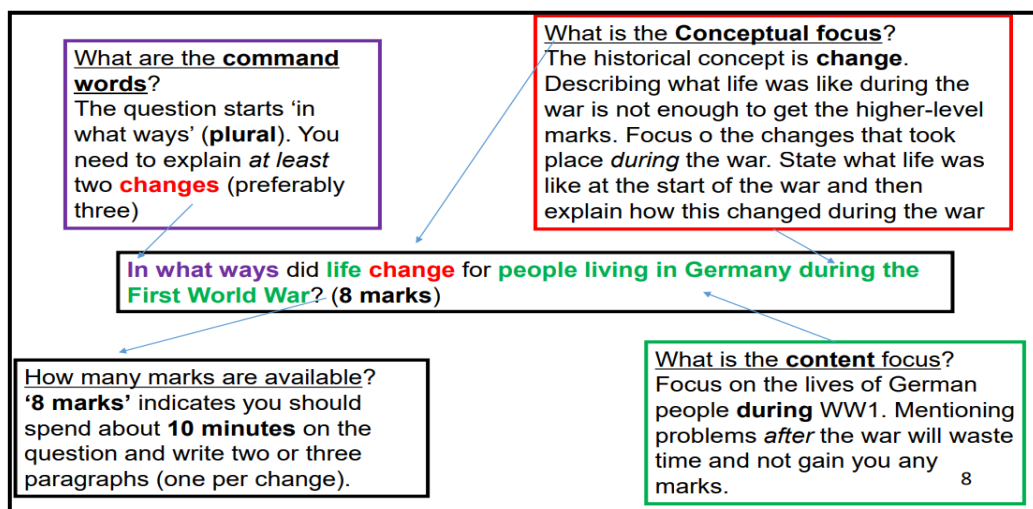
- *Read*
- *Write*
- *Think*

1. Think sequentially and identify bias
2. Compare and contrast events, accounts, documents and visuals Determine meaning of words within context.
3. Understanding complex historic vocabulary [tier 3 words] through reading historic articles/passages for meaning and interpret primary and secondary sources.
4. To use active reading strategies e.g. completing appropriate **DART** [Directed Activities Related to Text] activities to demonstrate understanding through use and modification of the text.
5. Write the key words in the glossary page for each topic through the use of Knowledge organisers for each topic [KS3 only].
6. As part of students AfL checks & Do Now Activities will be differentiated according to the needs and ability of students.
7. Create extended pieces of writing based on argumentative principle.
8. Create timelines with accompanying narratives.
9. Synthesise information and evidence from multiple sources for students to write coherently and organize their ideas. Students will be guided to write up answers for essays and questions through modeling and structured writing frames.
10. Focus on sentences as these are the building blocks of writing. By learning to produce complex sentences, students are forced to think at a higher level and will produce more sophisticated responses. Sentences can be used to get students to review material, explore nuance and think critically helping students to become better readers as they can manage complex syntax
11. Create narratives relying on valid primary and secondary sources to guide students thinking.

12. Compare and contrast or ponder on causes and effects considering big ideas and inquiries across long periods of time.
13. Students to develop their academic writing skills using advanced discourse markers for linking ideas, Use of the passive voice and Nominalisation.

**When new terminology is introduced to students, the staff member/teacher will:**

1. Identify & explicitly teach the relevant tier two and three vocabularies as part of the lesson. [Tier two words are commonly found in an academic book or exam paper, whereas tier three words are subject specific].
2. Take time to decode the terminology and enable students to make sense of the word in a historic context context especially at KS4 for example:



3. Use mini whiteboards to check spelling & understanding of keywords.
4. Embed choral responses to check for pronunciation & definitions.
5. Design purposeful literacy focused tasks to incorporate new terminology [concept car structure strips, comprehension tasks, use of words banks & extended writing tasks, DNA tasks].
6. Provide students with a **Vocabulary Collocations** when answering questions this will support the acquisition and embedding of history terminology required for students to answer the questions.

History: Vocabulary Collocations	
<b>account</b>	brief account, comprehensive account, historical account
<b>affect</b>	affect (the) development (of), affect (the) outcome, adversely affect, directly affect, severely affect, significantly affect, (be) directly affected
<b>analyse</b>	careful analysis, comparative analysis, conduct (an) analysis, critical analysis, detailed analysis, economic analysis, final analysis, full analysis, further analysis, historical analysis, qualitative analysis, quantitative analysis, statistical analysis, subsequent analysis, systematic analysis, textual analysis, thematic analysis, theoretical analysis, use (the) analysis, analytical approach, analytical tool
<b>argument</b>	compelling argument, counter argument, develop (an) argument, general argument, logical argument, main argument, make (an) argument, present (an) argument, similar argument, support (an) argument, valid argument
<b>assess</b>	assess (the) impact (of), assessment process, accurate assessment, make (an) assessment, risk assessment
<b>brief</b>	brief account, brief description, brief discussion, brief history, brief introduction, brief overview, brief period, brief review, brief summary, brief time, briefly describe, briefly discuss
<b>capitalism</b>	global capitalism, industrial capitalism, capitalist country, capitalist economy, capitalist society, capitalist system, capitalist world
<b>causal</b>	causal link, causal relation, causal relationship
<b>cause</b>	cause consequences, cause stress, major cause, underlying cause
<b>change</b>	change (an) attitude, change constantly, change dramatically, change rapidly, climate change, cultural change, demographic change, dramatic change, economic change, fundamental change, historical change, major change, minor change, radical change, significant change, structural change, technological change, environmental changes, changing attitudes, changing circumstances, changing nature, changing needs, changing pattern, changing world, ever changing, rapidly changing, remain unchanged

- Use the visualiser to model expectations for literacy tasks & provide feedback on student responses.
- Provide timely feedback on spelling, grammar and writing structure.
- Ensuring students are writing in history and able to explain through three key elements: **Purpose, Audience and Text Type** for example:

Writing to explain in history		
<b>PURPOSE</b>	to explain the factors or reasons that contributed to a particular outcome to explain the effects or consequences of a situation	
<b>AUDIENCE</b>	teacher, examiner, other students	
<b>TEXT TYPE</b>	explanation	
<b>Opening sentence describing the outcome or event (response to the question). May include the time frame.</b>	<b>Example</b> After the Battle of Hastings in 1066, William had to take control of England.	<b>Language features</b> Past tense
<b>Followed by a sentence indicating how the explanation will be organised and introducing the first reason or effect.</b>	There are differing explanations as to how this was achieved. One explanation is that... OR There were several factors that enabled him to do this. Firstly...	Tier 2 words to create formal tone: <b>control, achieved, factor</b>
<b>Each reason or effect is supported by evidence or examples.</b>	...William marched to London, burning the nearby countryside to intimidate people. As a result, the	Discourse markers signalling cause & effect: <b>as a result, consequently</b>

- Provide students with close reading in order to support them in their write up with the use of CUBE for example:

**C Circle** the command word(s)

**U Underline** key words (words that can be 'pinched' for the response such as Tier 2 words)

**B Box** any tricky or subject-specific vocabulary (Tier 3 words)

**E Eliminate** the excess (the words you don't need to focus on)

## How do we support SEND/EAL learners within history lessons?

The history teachers will need to adapt the curriculum for pupils with SEND by:

- Secure mental timeline using physical timelines.
- Use broad features of a period first.
- Repeat encounters.
- Use diagrams and models to support historical analysis.
- Provide stories and rich hinterland.

### Monitoring and Evaluating this Policy:

The policy will be monitored through fortnightly developmental drop in's, lesson observations & through showcasing good departmental practice. Pupils' exercise books will be monitored by the SLT, TLR holders & the Head of Department during fortnightly QA visits and planned book scrutinies; with written and verbal feedback given to individual members of staff. Student feedback & views on embedding Literacy in Science will be sought during the annual student voice questionnaires.

### Teaching Model:

What does a 'typical' lesson look like in your subject:

Teaching and Learning in History:

Classroom environment is an important part for students learning to establish routine and culture in the lessons. Setting out expectations must be through a class pledge where it is clear and understandable.

The expectation is to have students write a class pledge or a class promise to share expectations for how they treat each other. This helps to create responsibility for the classroom, respect for self and others, and an understanding of the culture of the learner. It is a way to reinforce student responsibility in the classroom and a way to secure student buy-in. A class pledge or promise further increases how students are expected to treat each other and further enhances understanding of the class expectations.

Example of what a history lesson would look like at Rockwood:

Students settle into a silent **DO NOW** activity at the beginning of the lesson which assess prior knowledge or involves consolidation:

31 October, 2022

EXPLANATION  
PROBING & PARSING  
I DO IT

SHARED INSTRUCTION  
WE DO IT

DELIBERATE PRACTICE AND FEEDBACK  
YOU DO IT

Lesson Title: Anti-Semitism in Nazi Germany

**DO NOW:**

Recall	Retrieval	Retention
What were Jews blamed for in history?	Which examples can you give of Jews being persecuted?	Which countries led the persecution of Jews and why?

**KEY WORDS**  
Discrimination, Anti-Semitic, Indoctrination, Propaganda, Aryan

Why might German Jews be worried when Hitler came to power in 1933?

My views about the Jews...

1. The Jews are to blame for Germany losing the war.
2. Jews have all the money in Germany.
3. Jews have all the jobs in Germany.
4. Jews have the best German food.
5. The Jews are murderers.
6. The Jews steal from German people.
7. I will make all Jews leave Germany.
8. I will kill all Jews who do not leave Germany.

The Holocaust

Mein Kampf  
Adolf Hitler

Students transition into an **“I DO/ WE DO”** part to the lesson where the teacher delivers new instruction/theory or ideas. This may be in different forms carried by key questions followed by a discussion and Q & A:

YEAR 7: Power and Control, 1000-Present  
 UNIT 3: Interpretations of King John

### I DO/ WE DO: Tudor and Victorian Interpretations of King John

Key Question	Tudors	Victorians
Would they have approved of John's quarrel with the Church?		
Would they have approved of John chasing after the wives and daughters of the barons?		
Would they have had sympathy for John when he lost his land in France?		
John rarely asked the barons for advice. He thought that the King should make all the important decisions. Would they have thought that this was the right way to run the country?		


*Read through the information about the Tudor and Victorian views of King John and answer the questions in your grid.*

**EQ:** How did people's opinions of John change over time?  
**LO:** To KNOW features of Tudor and Victorian England in order to UNDERSTAND how interpretations of King John have changed over time.  
**TIF:** To what extent do you agree with the Tudor interpretation of King John?

Students will then apply the skills they have acquired to a **“YOU DO”** activity progress task/assessment for learning (AfL) task either independently (if instructed) or with their work partner. Feedback is provided where pupils will then self/peer assess in red pen.

DELIBERATE PRACTICE AND FEEDBACK YOU DO IT!

### Tasks



- Describe what you see in the picture (1 min)
- What is important about their positions? (1 min)
- Explain why they are looking in different directions and what they might be thinking? (2 minutes)
- What do the skies and dove mean? (1 min)

Finally, students will end the lesson with a **Plenary task** which allows them to test their learned skills from the lesson. This will help further to strengthen and develop knowledge, understanding and application.

### Plenary

What is the link between each row?

1				
2				
3				

All lesson should be planned on the Rockwood lesson planning template, utilising the same format & incorporating teaching model icons as appropriate.

## References

### Content specific websites:

BBC Bitesize – <https://www.bbc.com/education>  
<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

### KS4:

<https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>  
<https://www.aqa.org.uk/subjects/history/gcse>  
<https://www.youtube.com/c/HISTORY/playlists>  
<http://johndclare.net/>  
<https://spartacus-educational.com/>

Resources are divided by Exam (Paper One/Paper Two) and by Section.

There are school-produced revision guides for the America and Conflict and Tension units.

There are revision check sheets for all units.

There are a variety of revision activities to access. These are modified and added to on a regular basis.

### Printed materials:

KS4: Revision guides – Available in school but also on-line

AQA CGP GCSE Revision guide

KS3: CGP KS3 Revision guide

## Roles and responsibilities

**Mrs S. Ghani**- Head of Department

**Mr G. Singh**- Head of Year

**Mr S. Malik**- Assistant Head Teacher

**Mr A. Shafiq**- Teacher of Humanities

**Miss F. Zahra**- Teacher of Humanities

**Mr S. Hussain** Teacher of Humanities

