

# THS History Department; **KS3** Translating the Subject

## What will you see in a **KS3** History lesson?

**Knowledge:** understand and develop knowledge of the 20<sup>th</sup> Century World; working our way from the 1920s, to 9/11. Not only learning about the 20<sup>th</sup> Century from a Western perspective, but considering the 20<sup>th</sup> Century **World** History, objectively. Students will have frequent opportunity for retrieval practice, new material presented in small and engaging steps.

**Second Order Historical Concepts:** each unit of study is paired with one of the second-order historical concepts; change and continuity, similarity and difference, cause and consequences, significance and diversity (from the Historical Association.) These concepts are applied across the curriculum to allow regular application of these key concepts.

**Sources and Interpretations:** are used throughout the KS3 curriculum, with each unit underpinned by one or the other. Sources and interpretations are taught using worked examples to guide pupils.

## What formative assessment will you see in **KS3** History?

Each History lesson offers an opportunity for pupil investigation and discovery learning. Within lessons, this then provides a range of formative assessment opportunities; quizzes to check recall, questioning throughout the lesson using random selection, pose, pounce and bounce allowing for open conversations, deeper intellectual thought and promoting peer discussion.

Pupil complete 2 formal assessments in KS3 History, as well as other pieces of extended writing to test their knowledge and practice exam technique. The use of **mini whiteboards** allows low stake knowledge checking, often utilised through multiple-choice questions or games. **Retrieval practice** is embedded throughout the curriculum delivery to ensure pupils have opportunity to fully secure their knowledge and explore links all topic areas.

## What will you see in **KS3** History pupils' books?

Pupils in KS3 are encouraged to take pride and accountability for their classwork. They are provided with an exercise book at the start of the year which includes an overview of the year ahead, as well as subject Mastery Statements. The pupils course overview also includes their target grades, provided in their first History lesson.

The lessons are numbered, and follow the scheme of work, provided pupils with all the relevant information from the topic areas. In lessons pupils will be provided with key terms, concepts, sources, interpretations and wider reading. Understanding of key concepts will develop from Middle School into Year 9 at THS. Tasks are explained, modelled and scaffolded depending on the needs of the pupils. All pupils are encouraged work independently, participate in group discussion and share their ideas freely in class.

## What is the department currently reading and discussing, and why?

### **What are we currently reading?**

- Historyextra.com
- Meanwhile, Elsewhere...
- The Clever Teens Guide to...

### **Why?**

To fully understand 20<sup>th</sup> century History, it is important to have a broad understanding and make connections between events that happened in the 20<sup>th</sup> Century e.g. Korean War, and modern politics e.g. Donald Trump's historic meeting with Kim Jong Un in the Korean demilitarised zone.

# THS History Department; **KS4** Translating the Subject

## What will you see in a **KS4** History lesson?

**Knowledge AO1:** Understand and develop knowledge of both British History, and Modern World History through our chosen Edexcel GCSE units; Paper 1: Crime and Punishment in Britain c.1000 – present, Paper 2: Early Elizabethan England, 1558-88, Superpower Relations and the Cold War, 1941-91 and Paper 3: Weimar and Nazi Germany 1918-39. Students will have frequent opportunity for retrieval practice, new material presented in small and engaging steps.

**Second Order Historical Concepts AO2:** As part of the GCSE assessment objectives, second order historical concepts (change and continuity, similarity and difference, cause and consequences, significance) are worth 35% of the total GCSE, with the heaviest weighting for AO2 in Paper 2. AO2 is focussed on throughout the course, with certain units focussing on certain concepts e.g. change and continuity in paper 1. The concepts are applied across the taught curriculum to allow regular application of these key concepts.

**Sources (AO3) and Interpretations (AO4):** two of the papers focus on these historical skills. Paper 1 = AO3 and Paper 3 = AO3/AO4. Pupil will use NOP (Nature Origin Purpose) to practice analysis, and have ample opportunity in lessons to familiarise themselves with the process of analysing a source and interpretation.

## What formative assessment will you see in **KS4** History?

Each History lesson offers an opportunity for pupils to gain a deeper insight into History. Within lessons, this then provides a range of formative assessment opportunities; quizzes to check recall, questioning throughout the lesson using random selection, pose, pounce and bounce allowing for open conversations, deeper intellectual thought and promoting peer discussion.

Pupil complete 2 formal mock exams in History, as well as in class exam questions to test their knowledge and practice exam technique. The use of **mini whiteboards** allows low stake knowledge checking, often utilised through multiple-choice questions or games. **Retrieval practice** is embedded throughout the curriculum delivery to ensure pupils have opportunity to fully secure their knowledge and explore links all topic areas.

## What will you see in **KS4** History pupils' books?

Pupils in KS4 are encouraged to take pride and accountability for their classwork. They are provided with an exercise book at the start of the year which includes an overview of the year ahead with a progress checker. Pupils are encouraged to reflect on their own learning, understanding and progress and use tracker to identify any gaps in knowledge, or help they need from staff. The pupils course overview also includes their target grades, provided in their first History lesson.

The lessons are numbered, and follow the scheme of work, provided pupils with all the relevant information from the topic areas. In lessons pupils will be provided with key terms, concepts, sources, interpretations and wider reading. Tasks are explained, modelled and scaffolded depending on the needs of the pupils. All pupils are encouraged work independently, participate in group discussion and share their ideas freely in class.

## What is the department currently reading and discussing, and why?

### **What are we currently reading?**

- BBC4 Intrigue/ Dan Snow's History Hit
- BBC History Magazine
- The Five by Hallie Rubenhold

### **Why?**

*Podcasts and History magazines/ books are a great way of introducing pupils to a more academic style of reading/ writing, as well as encouraging them to look beyond the basic course content to develop their sense of the time periods being studied.*

# THS History Department; **KS5 Edexcel** Translating the Subject

## What will you see in a **KS5** History lesson?

**Knowledge AO1:** Understand and develop knowledge of both British History, and Modern World History through our chosen Edexcel A Level units; Paper 1 Britain Transformed 1918 – 1997, Paper 2 USA Challenge and Conformity 1955 - 1992 and Paper 3: The British Experience of Warfare 1790 – 1918. Students will have frequent opportunity for retrieval practice, with a variety of teacher led, flipped learning and independent activities.

**Sources (AO2) and Interpretations (AO3):** Paper 1 focuses on interpretations from the Thatcher era, asking pupils to analyse and evaluate interpretations, and Paper 2& 3 focus on contemporary sources of a specific event, battle or theme from the unit, asking pupils to analyse and evaluate the interpretation using their own contextual understanding of the issue.

Pupils also undertake **coursework** in Year 13, showcasing the knowledge and skills they have learnt across their A Level in History utilising AO1 and AO3

## What formative assessment will you see in **KS5** History?

Each History lesson offers an opportunity for pupils to gain a deeper insight into History. Within lessons, this then provides a range of formative assessment opportunities; quizzes to check recall, questioning throughout the lesson using random selection, pose, pounce and bounce allowing for open conversations, deeper intellectual thought and promoting peer discussion.

Pupil complete 2 mock exams in KS5 History, as well as in class exam questions, utilisation of model answers, examiner reports and feedback to test their knowledge and practice exam technique. The use of **mini whiteboards** allows low stake knowledge checking, often utilised through multiple-choice questions or games. **Retrieval practice** is embedded throughout the curriculum delivery to ensure pupils have opportunity to fully secure their knowledge and explore links all topic areas.

## What will you see in **KS5** History pupils' books?

Pupils in KS5 are encouraged to take pride and accountability for their own notes. They are provided with an exercise book at the start of the year which includes a specification, AOs and progress checkers. They are provided with an independent study guide, as well as weekly wider reading/ listening or watching recommendations. The pupils specification also includes their target grades, provided in their first History lesson. Pupils are encouraged to build on their notes in their free time from wider reading and additional resources provided.

Pupils are also provided with an assessment book, which is used regularly to practice exam technique. In these books you will see a range of questions, all assessment objectives with teacher, self and peer assessed work.

## What is the department currently reading and discussing, and why?

### **What are we currently reading?**

- Historical Association Podcasts – pupils all have access provided by THS History Dept.
- BBC History Magazine
- Victoria's Wars: The Rise of Empire by Saul David (or any other recommended overview of the periods being studied.)

### **Why?**

*Podcasts and History magazines/ books are a great way of introducing pupils to a more academic style of reading/ writing, as well as encouraging them to look beyond the basic course content to develop their sense of the time periods being studied.*