



The Royal School

Wolverhampton

Curriculum 2025

History

Curriculum Concepts

Subject - History

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

History curriculum

Our vision

We want to expose our students to a wide range of British, European and World Histories that will help them to develop a curiosity about the past. It is hoped that this will allow students to emotionally engage with stories of the past. By creating a personal connection with History, we are hoping that students will develop a passion for learning and see History as an integral part of their education.

Connecting to the past can help us to shape the future

Intent

We believe that all students at the Royal are entitled to the following:

- A History curriculum which develops learning of knowledge rich and subject-specific skills.
- To increase the understanding that students have of the present world in the context of the past.
- To develop pupil interest in the past, arousing their curiosity so that they possess an intrinsic motivation to learn more about History as a discipline.
- To help students develop a sense of identity through learning about the past.

As a result, we ensure that our curriculum is coherent, well-sequenced and knowledge-rich.

This will enable pupils to fulfil the aims of the National Curriculum for History across all key stages. We aim to develop the following historical skills across their learning journey:

- 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 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 gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national, and international history

Implementation

The key to curriculum coherence is **consistency** at **all stages** of planning and implementation. The following steps are implemented to ensure this:

1. Teach powerful knowledge	<p>Curriculum planning and material (including knowledge books/revision booklets/knowledge organisers) are informed by scholarly work.</p> <p>Students view History as an academic discipline.</p>
2. Knowledge is sequenced and mapped according to recurring concepts.	<p>Curriculum maps have been reviewed so that knowledge is embedded over time. They are deliberately sequenced and structured around recurring concepts.</p> <p>To allow materials to sit in the long-term memory, links are made to topics taught through our learning journey.</p> <p>Concepts are repeated and links are made between topics. KS3 sets up the foundations that are needed for KS4/5 e.g., teaching KS3 students the story of the Tudor family so the basis is formed to study Elizabeth's reign in detail at KS4 and Tudor monarchs in depth at KS5.</p> <p>Teaching staff have all agreed on the narrative vision for the curriculum. This considers multicultural historical narrative where the diversity of our students has been considered to design a curriculum that they can all relate to. Also, local history has also been considered and has been added to various parts of our learning journey.</p> <p>Units are framed chronologically so that key concepts can be introduced and secured, which can then later be developed thematically at KS4 and KS5. Each year is designed to build on the last, with recurring concepts/themes.</p>
3. Knowledge is embedded and retrieved over time	<p>We have planned a curriculum that allows students to embed and recall knowledge over time. This is done through recall in lessons/assessments.</p> <p>This is clearly embedded in SOWs/lesson planning. We recall knowledge each lesson which is based on content from previous lessons. Medium- and long-term planning identify content to be retrieved so it is carefully planned rather than added as an afterthought.</p> <p>Previously learned content (concepts) are interleaved into the curriculum. This can be seen in our curriculum mapping. We use questioning strategies to support retention and retrieval.</p> <p>This is done via starters, knowledge bursts in lessons and homework.</p> <p>We provide students with regular opportunities for low stakes testing and plenty of repeated practice. We also set homework that is 'considered' and planned to support retention and retrieval – this is often done with knowledge quizzes that are self-marked at the start of lessons.</p>
4. Purpose is made explicit by teachers.	<p>In every History lesson, the teacher will state and explain purpose verbally and/or in writing. This may take the form of 'Learning Objectives' but should also be explicit in conveying</p>

	<p>links to the coherent principles of the History curriculum. For example:</p> <ol style="list-style-type: none"> 1. We are learning about.... today (what) 2. It is important because.... (why) 3. It will help us to ... (link relevance to today, coherence) <p>We also show students where we are in the learning journey and make links to prior learning. These learning journeys are visible to student from classroom learning displays and stuck in pupil exercise books. Pupils often refer to this and are eager to see what is next in their learning journey!</p>
5. Use of Knowledge organisers	<p>These support students' learning. We have created these for the less able too.</p> <p>They also support with students getting 'automatic knowledge,' and helps support gaps in their knowledge. Knowledge organisers will be planned and presented at the start of the unit. They will identify and present the core knowledge that students (and staff) must learn as a minimum. They are also used to support planning and lessons.</p>
6. Use of knowledge/ revision booklets	<p>Like knowledge organisers, these are designed to support <i>more able</i> students at KS4 and KS5, as well as support teachers with their planning.</p> <p>They are designed to support each unit from KS3-KS5 and help with developing detailed historical knowledge on a more scholarly level.</p>
7. Create consistent scheme of works	<p>The key purpose of SOWS/subject plans is to ensure consistency in practice amongst all staff. These will be written by focusing on the following:</p> <ol style="list-style-type: none"> a) Knowledge recall- Key knowledge will be highlighted so all staff are applying the same content to their lessons. This will ensure that knowledge recall is carefully considered rather than added ad hoc to lessons. b) All SOWs will identify the key content that needs to be covered and will point to where the planned lessons are. This is to ensure there is a consistent approach to teaching. These lessons are then adapted to ensure that staff are supporting the needs of their individual groups. c) Assessment outlines will be given so staff are aware of what skill is being assessed and how this will be done. d) Homework will be identified; this will be done by utilising the online platforms that are available but also big project work that will be showcased whole school/to parents to demonstrate outstanding achievements in the subject.
8. Assessments	<p>At least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place</p> <p>There will be informal assessments throughout the learning cycle, via hinge points to ensure that staff and students are aware of how confident they feel with the content covered so far.</p>
9. Homework	<p>Homework will be identified; this will be done by utilising the online platforms that are available but also big project work</p>

	that will be showcased whole school/to parents to demonstrate outstanding achievements in the subject.
10. Shared planning & resources	<p>Lessons will be planned centrally and planning will be shared with the department. There will be a culture of sharing planning and lessons to ensure that staff workload is shared and we are working as a team.</p> <p>All resources are shared and uploaded onto the school TEAMS page. This includes past lessons that staff can use to support with and inspire their planning.</p>

How History enables all students to thrive and achieve

How inclusive lessons have been planned
<ul style="list-style-type: none">• Learning objectives are accessible to all learners.• Differentiated tasks to match varied ability levels.• Multiple ways to engage learners (visual, auditory, kinesthetic).• Scaffolding and support provided for those who need it.• Inclusive language and content that reflects diverse backgrounds.• Opportunities for collaboration and peer support.• Assessment methods adapted to suit different learning styles- knowledge tests/source tasks/diary writing at KS3• Regular reflection to ensure all learners are participating and progressing.
How an inclusive environment has been created
<ul style="list-style-type: none">• Respectful classroom culture where diversity is valued.• Clear behaviour expectations applied consistently and fairly.• Learner voice encouraged through discussions and choices.• Visual supports and accessible resources for all abilities.• Flexible seating and layouts to meet different needs.• Celebration of different cultures, identities, and perspectives. History is particularly proud of this aspect to our curriculum• Strong teacher-learner relationships foster a sense of belonging.• Collaboration with support staff to meet individual needs.
How the curriculum has been considered for pupils with additional needs
<ul style="list-style-type: none">• Curriculum content adapted to ensure accessibility and relevance. Relevance is shared every lesson.• Learning outcomes differentiated to match individual abilities.• Support strategies (e.g., scaffolding, assistive tech) built into planning.• Practical and visual learning approaches used where appropriate.• Regular assessment for learning to inform adjustments.• Collaboration with specialists (e.g., SENCOs, TAs) for planning.• Flexible pacing to allow extra time for processing and task completion.• Inclusive topics that reflect diverse learner experiences and strengths.

Adaptive teaching strategies

How learners are supported with literacy
<ul style="list-style-type: none">• Literacy sheet at the front of every book explaining the acronyms and also the marking codes• Glossary at the back of the books with key words from every lesson• Key vocabulary taught explicitly and reinforced regularly.• Reading skills developed through scaffolding and guided questions.• Writing support via sentence starters, models, and structured planning.• Speaking/listening activities like debates and discussions to build language.• Source analysis skills taught (e.g., value and usefulness/ comparison).• Differentiated texts and visual aids used for diverse learning needs.• EAL support with vocabulary and comprehension tools.
How learners are supported to retain vocabulary
<ul style="list-style-type: none">• Through AFL activities- e.g Bingo tasks
How learners are supported with numeracy
<ul style="list-style-type: none">• Timelines, Chronology tasks, statistics of events

How learners are supported to develop conceptual understanding

- Key historical concepts (e.g., cause & effect, continuity & change) are explicitly taught.
- Timelines and chronologies help place events in context.
- Big questions and enquiry-based learning guide deeper thinking.
- Case studies are used to explore concepts in real historical contexts.
- Scaffolded activities build from concrete facts to answering longer questions
- Class discussions encourage reasoning and multiple perspectives.
- Graphic organisers (like mind maps and Venn diagrams) aid conceptual links.

How teaching is adapted for learners who struggle with attention

- Short snappy tasks which are scaffolded into the longer tasks
- Use of visuals and multimedia to support focus and understanding.
- Seating arrangements that minimize distractions.
- Check-ins and prompts to refocus learners when needed.
- Clear instructions given in steps, supported visually when possible.

How teaching is adapted for learners who struggle with change and transition

- Consistent routines to provide stability and predictability.
- Gradual introduction of new topics, tasks, or environments.
- Safe spaces or calming strategies available when needed.
- Positive reinforcement to build confidence in handling change.
- Close communication with parents and support staff.

Implementation: Curriculum maps

Year 7- These are in line with the National Curriculum

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topic	The Norman Conquest	The Late Middle Ages (c.1250-1500)	Tudors vs Stuarts	Empire and Migration	Slavery and Abolition
Content	<ul style="list-style-type: none"> • Introduction to History & concepts • Background to Battle of Hastings, Claimants and what was England like • Key events of Battle of Hastings • Why did he win? • Explain why William won? • How did William control his kingdom? • Castle designing 	<ul style="list-style-type: none"> • What was life like in Medieval England- overview of the feudal system • Church and its importance- Heaven & Hell, monasteries and society • Medieval crime & punishment/sports and leisure • Introduce Aztecs • Why did Spanish want to conquer Aztec Empire? • What were consequences of Spanish conquest of Mexico? 	<ul style="list-style-type: none"> • Henry VII- Bosworth and challenges of consolidation • Henry VIII hero vs Villain • Edward VI and Mary I • Black Tudors • James I- what was he like • Witchcraft • Charles vs Cromwell 	<ul style="list-style-type: none"> • How and why did Britain gain an empire? What countries were part of the empire? Victorian attitudes about empire and race • Case study- what was life like in India? How far did lives change? • Jallianwala Bagh & Indian independence- Gandhi, Bhagat Singh, Nehru & Jinnah • Indian Independence- Partition of India • How should we remember the British Empire- maybe add on 	<ul style="list-style-type: none"> • What was Africa like before the slave trade? • Atlantic Trade triangle & middle passage • Life on plantations & resistance • Abolition • Abolition & modern slavery • Civil rights in America

				Battle of Saragahi and war memorials	
Key skill/s	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change
Assessment	Can include: <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge
Reading & literacy	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.

Year 8 These are in line with the National Curriculum

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topic	Industrial Britain: A New Century	Modern Warfare (Part One)	Modern Warfare (Part Two)	Post-War World	American West
Content	<ul style="list-style-type: none"> • Causes of Industrial Revolution – what were the living conditions of industrial towns? • Local study – coal mining in the Black Country • Children in Industrial Britain • Britain in 1901 – How was poverty challenged? • Suffragettes vs Suffragists • History Mystery – Did Emily Davidson mean to kill herself? 	<ul style="list-style-type: none"> • Causes of WWI and signing up • What was fighting like – Trenches – Battle of Somme • Conscientious objectors • Case study- soldiers of the Empire • Henry Farr & Herbert Burden- did they deserve to be shot? • The home Front • Impact of WWI on women – the vote • Impact of WWI – Treaty of Versailles & German reaction 	<ul style="list-style-type: none"> • Causes of WWII – Hitler and expansion • Causes of WWII – Appeasement • Case study Dunkirk – victory or disaster? • Battle of Britain • Blitz – Impact of WWII on England • Hitler in Russia • Pearl Harbour • D-Day & End of WW2 • Atomic Bomb 	<ul style="list-style-type: none"> • Background to Jewish persecution- Laws • Jewish persecution –ghettos • Jewish Resistance • Final Solution and concentration camps • Israel and Palestine • Windrush & Indian Migration • Bristol Bus boycott • Stephen Lawrence and Modern England 	<ul style="list-style-type: none"> • Great Plains • Native Americans living • Gold Rush • Donner Party/ Cowboys • Conflict on the Plains • Mormons • Modern America
Key skill/s	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change
Assessment	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>

Reading & literacy	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.
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**Year 9 These are in line with the National Curriculum
They start GCSE content but still in KS3 regarding assessment criteria and development**

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topic	Forgotten Figures and Erased Events	Britain: Health and the People – Medieval and Renaissance	Britain: Health and the People – Renaissance and Industrial	Britain: Health and the People – Modern Medicine	Elizabethan England c1558-1603 Elizabeth’s court and Parliament
Content	<ul style="list-style-type: none"> Who should be remembered? Maharaja Ranjit Singh 	<ul style="list-style-type: none"> Medieval medicine: approaches including natural, supernatural, 	<ul style="list-style-type: none"> Dealing with disease: traditional and new methods of 	<ul style="list-style-type: none"> Modern treatment of disease: the development of the 	<ul style="list-style-type: none"> Elizabeth I and her court: background and character of Elizabeth I; court life,

	<ul style="list-style-type: none"> • Genghis Khan and Zheng Hi • Alan Turing • Hidden Figures • Women in Science • Joseon and Ming Dynasties 	<p>ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.</p> <ul style="list-style-type: none"> • Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. • Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. • The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change 	<p>treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.</p> <ul style="list-style-type: none"> • Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. • The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. 	<p>pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.</p> <ul style="list-style-type: none"> • The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. • Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century. 	<p>including patronage; key ministers.</p> <ul style="list-style-type: none"> • The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. • Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. • Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact.
Key skill/s	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change	Significance, cause and consequence, continuity and change
Assessment	Can include:	Can include:	Can include:	Can include:	Can include:

	<ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	<ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	<ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	<ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	<ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge
Reading & literacy	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.

Year 10

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topic	Elizabethan England c1558-1603 Life in Elizabethan Times	Elizabethan England c1558-1603 Troubles at home and abroad & Historic Environment Start Germany	Germany, 1890-1945: Democracy and dictatorship	Germany, 1890-1945: Democracy and dictatorship	Conflict and tension 1945-1972
Content	<ul style="list-style-type: none"> • English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. • Conflict with Spain: reasons; events; naval 	<ul style="list-style-type: none"> • The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. 	<ul style="list-style-type: none"> • Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the 	<ul style="list-style-type: none"> • The establishment of Hitler’s dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long 	<ul style="list-style-type: none"> • The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill,

	<p>warfare, including tactics and technology; the defeat of the Spanish Armada.</p> <ul style="list-style-type: none"> • A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. • 	<ul style="list-style-type: none"> • End of Elizabethan era & Essex rebellion • Historic environment • Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. 	<p>Ruhr and hyperinflation.</p> <ul style="list-style-type: none"> • Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. • The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. • The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. 	<p>Knives; Hitler becomes Führer.</p> <ul style="list-style-type: none"> • Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. • Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. • Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. 	<p>Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.</p> <ul style="list-style-type: none"> • The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations. • The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA. • Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo. •
Key skill/s	Significance, cause and consequence,	Significance, cause and consequence,	Significance, cause and consequence,	Significance, cause and consequence,	Significance, cause and consequence, continuity and change

	continuity and change	continuity and change	continuity and change	continuity and change	
Assessment	Can include: • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge	Can include: • Questioning • Low stakes testing/quizzes • Knowledge recall Assessment based on key skill & knowledge
Reading & literacy	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.

Year 11

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topic	Conflict and tension 1945-1972	Conflict and tension 1945-1972	Historic Environment Mastery of knowledge and skills	Mastery of knowledge and skills	Mastery of knowledge and skills

<p>Content</p>	<ul style="list-style-type: none"> • The ‘Thaw’: Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process. • Berlin Wall: reasons for its construction and Kennedy’s response. • Tensions over Cuba: Castro’s revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis. 	<ul style="list-style-type: none"> •Czechoslovakia: Dubcek and the Prague Spring movement; USSR’s response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine. Easing of tension: sources of tension, including the Soviets’ record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon. 	<ul style="list-style-type: none"> • Go over this in detail so students are prepared for this section of the paper 	<ul style="list-style-type: none"> • Knowledge recall exercises • Application of knowledge to key skills 	<ul style="list-style-type: none"> • Knowledge recall exercises • Application of knowledge to key skills
<p>Key skill/s</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>
<p>Assessment</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall 	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>

	Assessment based on key skill & knowledge				
Reading & literacy	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.	Knowledge books/KO provided. Key vocabulary discussed each lesson.

Year 12

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topics- split into two topics Tudors and Germany	Henry VII (Consolidation of the Tudor dynasty: England, 1485-1547) Weimar Republic 1918-33	Henry VII (Consolidation of the Tudor dynasty: England, 1485-1547) The Golden Age of the Weimar Republic 1924-28	Henry VIII, 1509-47 The collapse of democracy 1928-33	Henry VIII, 1509-47 The collapse of democracy 1928-33 Coursework Unit: Russia and its rulers: 1855-1964	Coursework Unit: Russia and its rulers: 1855-1964

<p>Content</p>	<p>Tudors Themes:</p> <ul style="list-style-type: none"> • The consolidation of Power • Henry VII's government • England's relation with foreign powers, 1485-1509 <p>Germany:</p> <ul style="list-style-type: none"> • Impact of war • Impact of Versailles • Economic and social problems • Political instability and extremism 	<p>Tudors Themes:</p> <ul style="list-style-type: none"> • English society at the end of the 15th century • Economic development • Society <p>Germany:</p> <ul style="list-style-type: none"> • Economic developments • Social and cultural developments in Germany • Political developments and the working of democracy • Germany's international position 	<p>Tudors Themes:</p> <ul style="list-style-type: none"> • The characters & aims of Henry VIII, 1509-47 • Government & parliament • Government in the early & middle years (1509-40) • Foreign relations and securing the succession <p>Germany:</p> <ul style="list-style-type: none"> • Impact of the depression • Appeal of Nazism and communism 	<p>Tudors Themes:</p> <ul style="list-style-type: none"> • Society under Henry VIII • Economy & Henry VIII • Religion, ideas, and reforms • Renaissance Ideas <p>Germany:</p> <ul style="list-style-type: none"> • Appointment of Hitler as chancellor • Establishment of the Nazi dictatorship <p>Key rulers of Russia</p> <ul style="list-style-type: none"> • Alexander II • Alexander III • Nicholas II 	<p>Key rulers of Russia</p> <ul style="list-style-type: none"> • Provisional Government • Lenin • Stalin • Khrushchev <p>Coursework research Evaluation of historian's interpretations Evaluation of primary sources Planning individual coursework</p>
<p>Key skill/s</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>	<p>Significance, cause and consequence, continuity and change</p>
<p>Assessment</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>
<p>Reading & literacy</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>

Year 13

	Learning Cycle 1	Learning cycle 2	Learning cycle 3	Learning cycle 4	Learning cycle 5
Topics- split into two topics Tudors and Germany	Instability & Consolidation: 'the mid-Tudor crisis,' 1547-63 Nazi Dictatorship 1933-39	Instability & Consolidation: 'the mid-Tudor crisis,' 1547-63 The Racial State 2933-41	The Triumph of Elizabeth, 1563-1603 Impact of War 1939-45	The Triumph of Elizabeth, 1563-1603	Consolidation of knowledge and skills
Content	<p>Tudors Themes:</p> <ul style="list-style-type: none"> Edward VI, Somerset & Northumberland Social impact of religious and economic changes under Edward VI Mary I and her ministers <p>Germany:</p> <ul style="list-style-type: none"> Hitler's consolidation of power The terror Economic policies Social policies 	<p>Tudors Themes:</p> <ul style="list-style-type: none"> Religious & economic change under Mary Elizabeth I: Character & aims Economic, social, and religious developments in the early years <p>Germany:</p> <ul style="list-style-type: none"> Radicalisation of the state Nazi policies towards the Jews 1933-37 The development of anti-Semitic policies Policies towards the Jews 1940-41 	<p>Tudors Themes:</p> <ul style="list-style-type: none"> Elizabeth's government, 1563-1603 Foreign affairs Society in Elizabethan England <p>Germany:</p> <ul style="list-style-type: none"> The impact of war on German society The wartime economy and the work of Speer The Final Solution Opposition and resistance in wartime 	<p>Tudors Themes:</p> <ul style="list-style-type: none"> Economic development in Elizabethan England Religious development and the 'Golden age' of Elizabethan culture The last years of Elizabeth <ul style="list-style-type: none"> Knowledge recall exercises Application of knowledge to key skills 	<ul style="list-style-type: none"> Knowledge recall exercises Application of knowledge to key skills
Key skill/s	Significance, cause and consequence,	Significance, cause and consequence,	Significance, cause and consequence,	Significance, cause and consequence,	Significance, cause and consequence, continuity and change

	continuity and change	continuity and change	continuity and change	continuity and change	
Assessment	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Questioning • Low stakes testing/quizzes • Knowledge recall <p>Assessment based on key skill & knowledge</p>
Reading & literacy	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>	<p>Knowledge books/KO provided.</p> <p>Key vocabulary discussed each lesson.</p>

History Assessment Calendar

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Learning Cycle 1	October 2025	September 2025	October 2025	October 2025	October 2025	October 2025	October 2025
Learning Cycle 2	November 2025	November 2025	November 2025	November 2025	November 2025	November 2025	November 2025
Learning Cycle 3	February 2026	January 2026	February 2026	January 2026	January 2026	January 2026	January 2026
Learning Cycle 4	April 2026	April 2026	April 2026	April 2026	April 2026	March 2026	April 2026
Learning Cycle 5	June 2026	June 2026	June 2026	June 2026	GCSE/BTEC exams	June 2026	A level/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team



KS3 History Assessment Criteria/Matrix

Year 7

Key Skills assessed in Year 7	Working Below End of Year expectations (WB)	Working Towards End of Year Expectations (WT)	Working At End of Year Expectations (WAT)	Working Above End of Year Expectations (WA)
Cause and Consequence	You make statements and include little specific own knowledge.	<p>You can identify different reasons You make accurate statements and include some specific own knowledge.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can identify and explain the different reasons and how one thing led to another</p> <p>You need to develop your explanation further using specific own knowledge.</p>	<p>You can consistently explain a range of different reasons and explain the importance of each factor.</p> <p>You use detailed, specific own knowledge to do this.</p>
Analysis- Focus on Explanation and using specific own knowledge	You make statements and include little specific own knowledge.	<p>You can identify different reasons You make accurate statements and include some specific own knowledge.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	You can identify and explain the different reasons You need to develop your explanation further using specific own knowledge.	<p>You can consistently explain a range of different reasons</p> <p>You use detailed, specific own knowledge to do this.</p>
Using evidence, forming a judgement:	You can state what you believe based upon historical evidence.	You can state what you believe based upon historical evidence, and support this with examples from your own knowledge.	You can state what you believe based upon historical evidence, support this with examples from your	You can state what you believe, support this with examples from your own knowledge, and explain consistently.

		You may attempt to offer explanation, but this is not always focused upon the question.	own knowledge, and offer some explanation	
Interpretation- Inference	You can describe what you can see in interpretations	You can make some inferences from interpretations. You will attempt to support these with details from the interpretations	You can infer from interpretations and support these with details from the interpretations	You can consistently infer from interpretations and support these with details from the interpretations
Source analysis- using evidence	You can identify what the messages of historical sources are and offer some evidence.	You can describe what the messages of historical sources are and offer evidence from the sources to support this description. You may attempt to offer explanation, but this is not always focused upon the question.	You can describe what the messages of historical sources are and offer evidence from the sources to support this description. You will also offer some explanation.	You can describe what the messages of historical sources are and offer evidence from the sources to support this description. You will also provide consistent explanation.

Year 8

Key Skills assessed in Year 8	Working Below End of Year expectations (WB)	Working Towards End of Year Expectations (WT)	Working At End of Year Expectations (WAT)	Working Above End of Year Expectations (WA)
Analysis- explanation	You make statements and include little specific own knowledge.	You can identify different reasons You make accurate statements and include	You can identify and explain the different reasons You need to develop your explanation further using specific own knowledge.	You can consistently explain a range of different reasons

		<p>some specific own knowledge.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>		<p>You use detailed, specific own knowledge to do this.</p>
Diary account- Significance, chronology	You can put events in chronological order.	You can put events in chronological order, using some specific own knowledge.	You can explicitly link events together chronologically, using specific own knowledge.	You can explicitly link events together chronologically, using detailed, specific own knowledge.
Interpretations	You can identify what the messages are in different interpretations and state what you believe.	You can identify what the messages are in different interpretations and state what you believe. You can use some own knowledge. You may attempt to offer explanation, but this is not always focused upon the question.	You can identify what the messages are in different interpretations. You offer some explanation regarding how far you agree with these interpretations based upon your specific own knowledge.	You can identify what the messages are in different interpretations. You consistently explain how far you agree with these interpretations based upon your specific own knowledge.
Sources	You can identify what the messages of historical sources describe what they help to show in relation to the question	You can identify what the messages of historical sources are, offer evidence, and describe how good these sources are in explaining the question focus	You can identify what the messages of historical sources are, offer evidence, and begin to explain how good these sources are in explaining the question focus	You can identify what the messages of historical sources are, offer evidence, and explain how good these sources are in explaining the question focus
Analysis- Significance	You make statements and include little specific own knowledge.	<p>You can identify different reasons for significance. You make accurate statements and include some specific own knowledge.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can identify and explain the different reasons for significance and explain this.</p> <p>You need to develop your explanation further using specific own knowledge.</p>	<p>You can consistently explain a range of different reasons for significance and explain the impacts of your chosen reasons.</p> <p>You use detailed, specific own knowledge to do this.</p>

Year 9

Key Skills assessed in Year 9	Working Below End of Year expectations (WB)	Working Towards End of Year Expectations (WT)	Working At End of Year Expectations (WAT)	Working Above End of Year Expectations (WA)
Analysis- Significance	You make statements and include little specific own knowledge.	You can identify different reasons for significance You make accurate statements and include some specific own knowledge. You may attempt to offer explanation, but this is not always focused upon the question.	You can identify and explain the different reasons for significance and explain this. You need to develop your explanation further using specific own knowledge.	You can consistently explain a range of different reasons for significance and explain the impacts of your chosen reasons. You use detailed, specific own knowledge to do this.
GCSE SKILLS	I can begin to list very limited knowledge.	I show basic knowledge of topics studied.	I am developing some reasonable knowledge of topics studied.	I have some clear knowledge of topics studied.
GCSE SKILLS	I offer very limited explanations of concepts	I show basic understanding of concepts and can give basic	I am developing an understanding of why events in history happen and I can	I show some clear understanding of concepts and can give clear explanations of

	which explain why something has happened.	explanations of concepts, features and processes.	place the reasons in an order of importance.	concepts I can place the reasons in an order of importance.
GCSE SKILLS	I can begin to make limited links between topics and analyse ideas with guidance. I may begin to offer a very basic opinion.	I am beginning to interpret information and offer limited explanations of opinions and make straightforward comments with some reference to evidence.	I am beginning to interpret information and begin to offer some explanation and make comments that apply some relevant knowledge and understanding to reach some limited conclusions.	I can interpret information to offer explanations and make simple judgements informed by simple reasons and simple case study evidence to reach a basic conclusion.

Implementation: Assessment

Formative Assessment (Assessment for learning)

We use the following methods to assess whether students have 'got it' before moving on:

- Questioning (mainly TLAC and Walkthru techniques) and verbal responses.
- Low stakes testing- key word and knowledge retrieval and knowledge-based questions in assessments which expect students to recall knowledge from topic assessed and past topics.
- Hinge questions.
- Knowledge-based homework (done by Forms- this is self-marked to give student instant feedback)

Summative Assessment (Assessment of learning):

1. Linked to unit

Students are assessed on the unit that they are covering, though, synoptic elements are also included e.g., through knowledge recall. This allows students to recall knowledge from past topics and, at times, make connections between topics.

2. Assessment Points

There is at least one formal assessment point in each learning cycle

Standardisation

- Where possible standardisation meetings are had within department to confirm marking and develop training in marking.

- Staff have marked for different exam topics and provided department training on marking of exam questions at KS4. This will continue into the next academic year and will be encouraged where possible.
- Individual teachers have taken part in exam board CPD at KS5 to better familiarise themselves with the needs of A level marking

Tracking

- All staff must enter students' marks into the centralised tracker.
- These tracking sheets automatically rate the progress students are making.
- These tracking sheets help to inform how intervention should be carried out by the subject teacher for the following term.

Feedback

1. The school feedback sheets are used to provide students with targeted subject specific feedback. Teachers simply tick the aspects they are doing well and highlight what they need to improve- this has sufficiently reduced mark load for teachers and provides students with meaningful feedback. This has been used quite well for students to Peer and Self mark their work
2. Follow up lessons are used to review student assessments. Students are given a particular gap task that they must complete. This is linked to the assessment that they have completed and again is targeted to the needs of each individual student e.g., whether that is knowledge recall or skill based. This is also differentiated to meet the needs of the different students.
3. Students must act on their feedback by improving the gap task that is targeted for them in the follow up lesson. This will be done in Red pen, to clearly show teacher marking.
4. Staff have the ability to live mark within the lesson and provide instant feedback.

Impact

By the end of each key stage pupils will have a chronological understanding of world history from 1066 to the modern period. They will be able to make links with topics that they have studied throughout their learning journey and understand how key events have an impact on future events. Pupils will be taught how to communicate their points using a good sophisticated standard of literacy in both their oral and written responses. Students will be introduced to a whole host of key terms and subject specific vocabulary which will enhance their ability to do this.

Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

History and future careers - History is an excellent choice for a career in management as the skills focus on evaluating lots of different information and providing a clear and concise argument. A focus is also made on judgement with a deep appreciation for all points of view but a sustained and precise judgement on the causes of an event. This skill is crucial for a career in management of leadership, the department also works hard on developing a clear and sophisticated writing style and improving public speaking.