

# History at Casterton

## Purpose of Study

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims

*The national curriculum for history aims to ensure that all students:*

- ✓ 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', 'parliament' and 'peasant'
- ✓ 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 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; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Hours of Study (1 lesson = 1 hour)

Year	Hours per two week cycle	Hours per year (40 weeks)	Number of students
7	4	80	All year group
8	4	80	All year group
9	4	80	All year group
10	5	100	100
11	5	100	102

*Timetabling and Setting Notes:*

- ✓ History at both KS3 and KS4 are grouped by mixed ability.
- ✓ KS3 students have four lessons of history over a two-week timetable throughout the year.
- ✓ KS4 students have five lessons of history over a two-week timetable throughout the year.

*Year 9 Options Notes:* History is offered in 3 option blocks

## KS3 Programmes of Study

<b>YEAR 7 HISTORY – MEDIEVAL</b>				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p><b>Birth of England: Should Anglo-Saxon England be known as a 'Dark Age'?</b></p> <ol style="list-style-type: none"> <li>1. The Anglo-Saxons</li> <li>2. Anglo-Saxon rule</li> <li>3. The Vikings</li> <li>4. Alfred the Great</li> <li>5. 'Golden Age' for the Anglo-Saxon</li> </ol> <p style="color: purple;">Social, belief and power</p>	<p><b>Conquest of England: Did the Normans bring a 'truckload of trouble'?</b></p> <ol style="list-style-type: none"> <li>1. Anglo, Saxon or Viking?</li> <li>2. The Battle of Hastings</li> <li>3. The Norman Conquest</li> <li>4. The Feudal system</li> <li>5. The Norman monarchs</li> </ol> <p style="color: purple;">Social and power</p>	<p><b>Power of the church: What motivated European knights to go on Crusade?</b></p> <ol style="list-style-type: none"> <li>1. The power and role of the church in Medieval Britain</li> <li>2. The Islamic world</li> <li>3. The First Crusade</li> <li>4. Crusader states</li> <li>5. Life as a crusader knight</li> <li>6. The end of the crusades</li> </ol> <p style="color: purple;">Belief and power</p>	<p><b>Power of the ruler: What qualities were required to be an effective medieval monarch?</b></p> <ol style="list-style-type: none"> <li>1. Henry II</li> <li>2. King John</li> <li>3. Edward I</li> <li>4. Henry V</li> <li>5. Medieval Queens</li> </ol> <p style="color: green;">Power</p>	<p><b>Transformation of society: What had the greatest impact on English society: the Black Death or the Wars of the Roses?</b></p> <ol style="list-style-type: none"> <li>1. The medieval village</li> <li>2. The Black Death</li> <li>3. Peasant's Revolt</li> <li>4. The Wars of the Roses</li> <li>5. Yorkist rule</li> <li>6. Battle of Bosworth</li> </ol> <p style="color: purple;">Social</p>
<p><b>Concepts</b> AD and BC, Archaeologist, Century, Dark Ages, Pagan, Latin, Empire, Religion, Golden Age, Pope</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Anarchy, Civil War, Conquest, Exile, Heir, Hereditary, Peasant, Power, Illegitimate, Monarch, Feudal system, Noble</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Heaven, Crusade, Holy Land, Anti-Semitism, Islam, Jews, Jihad, Pilgrimage</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> War, Parliament, Treason, Tax, Hanged, drawn and quartered, Magna Carta, Martyr, Treason, Tyrant</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Plague, Revolt, Poll tax, Civil War</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>
<p><b>Assessment</b></p> <p>Knowledge Checkpoint 1</p>	<p><b>Assessment</b></p> <p>Skills Checkpoint 1</p>	<p><b>Assessment</b></p> <p>Knowledge Checkpoint 2</p>	<p><b>Assessment</b></p> <p>Skills Checkpoint 2</p>	<p><b>Assessment</b></p> <p>Key Assessment – knowledge test reviewing key knowledge over year 7</p>
<p><b>Revisit/Review</b></p> <p>Link to Roman Britain studied in primary school (if applicable)</p>	<p><b>Revisit/Review</b></p> <p>Empire, Vikings, Religion, Pope</p>	<p><b>Revisit/Review</b></p> <p>Conquest, War, Religion, Pope</p>	<p><b>Revisit/Review</b></p> <p>Power, Heir, Peasant, Conquest, Anarchy, Crusade, Empire</p>	<p><b>Revisit/Review</b></p> <p>Power, Tax, Feudal system, Monarch, Peasant, Civil War</p>
<p><b>Meanwhile, elsewhere lesson</b></p> <p>Byzantine Empire</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>Early Jewish Migration</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>Genghis Khan</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>Mansa Musa</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>Disability in the Medieval world</p>

## YEAR 8 HISTORY – EARLY MODERN

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p><b>Divided England: Why was Tudor England described as a ‘religious rollercoaster’?</b></p> <ol style="list-style-type: none"> <li>The Reformation</li> <li>Henry’s Great Matter</li> <li>The English Reformation</li> <li>Edward VI</li> <li>Mary I</li> <li>Elizabeth I</li> </ol> <p>Belief and power</p>	<p><b>Local lens: What can historians learn from Burghley House and Almshouse about Elizabethan society?</b></p> <ol style="list-style-type: none"> <li>Rich and poor in Tudor England</li> <li>Burghley House</li> <li>Burghley Almshouse</li> </ol> <p>Social</p>	<p><b>Power change: Why did Parliament become more powerful in the Early Modern Era?</b></p> <ol style="list-style-type: none"> <li>English Civil War</li> <li>Charles I’s trial and execution</li> <li>Cromwell’s Commonwealth</li> <li>The Restoration</li> <li>The Glorious Revolution</li> <li>The creation of Great Britain</li> <li>Parliamentary Government</li> <li>Georgian aristocracy</li> </ol> <p>Belief and power</p>	<p><b>Birth of the British empire: How did Britain gain a global Empire by the 18th century?</b></p> <ol style="list-style-type: none"> <li>North America</li> <li>Impact of conquest</li> <li>India</li> <li>Australia</li> <li>Ruling the waves</li> <li>Wealth and trade</li> </ol> <p>Social, belief and power</p>	<p><b>Empire trade: What is the legacy of the transatlantic trade of enslaved people?</b></p> <ol style="list-style-type: none"> <li>Ideas of race</li> <li>Africa before the trade of enslaved people</li> <li>The Middle Passage</li> <li>Plantation life</li> <li>Abolition</li> <li>Legacy</li> </ol> <p>Social, belief and power</p>
<p><b>Concepts</b> Catholicism, Protestantism, Heir, Dissolution, Reformation, Counter-reformation, Martyr, Heresy</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Poverty, Vagrants, Stately homes, Almshouse</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Absolutist, Divine right of kings, Puritan, Commonwealth, Military dictatorship, Prime Minister, Act of Union, Aristocracy</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Britannia, Exports, Plantations, Factories (colonial), Indigenous, Penal colony, Consumer society</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Transatlantic trade triangle, Middle passage, Enslavement, Abolition</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>
<p><b>Assessment</b></p> <p>Knowledge Checkpoint 1</p>	<p><b>Assessment</b></p> <p>Skills Checkpoint 1</p>	<p><b>Assessment</b></p> <p>Knowledge Checkpoint 2</p>	<p><b>Assessment</b></p> <p>Skills Checkpoint 2</p>	<p><b>Assessment</b></p> <p>Key Assessment – knowledge test reviewing key knowledge over year 8</p>
<p><b>Revisit/Review</b> Power, Religion, Heir, Monasteries, Illegitimate, Pope, Martyr, Treason, Tyrant, Latin</p>	<p><b>Revisit/Review</b> Power, Noblemen, Peasant/poor</p>	<p><b>Revisit/Review</b> Catholic, Protestant, War, Civil War, Treason, Parliament, Tyrant</p>	<p><b>Revisit/Review</b> Empire, Conquest, Power</p>	<p><b>Revisit/Review</b> Plantations, Colony, British Empire</p>
<p><b>Meanwhile, elsewhere lesson</b> Black Tudors</p>	<p><b>Meanwhile, elsewhere lesson</b> Age of exploration and encounters</p>	<p><b>Meanwhile, elsewhere lesson</b> Guru Hargobind</p>	<p><b>Meanwhile, elsewhere lesson</b> LGBTQ in Georgian Britain</p>	<p><b>Meanwhile, elsewhere lesson</b> Catherine the Great</p>

## YEAR 9 HISTORY – MODERN

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<p><b>Age of Industry and Reform: Was the Industrial Revolution an age of improvement?</b></p> <ol style="list-style-type: none"> <li>The steam engine</li> <li>Cotton textiles</li> <li>Transport</li> <li>Urbanisation</li> <li>Factory life</li> <li>Social and political reforms</li> </ol> <p>Social and power</p>	<p><b>Death and devastation: Why was the First World War so terrible?</b></p> <ol style="list-style-type: none"> <li>Europe in 1914 and outbreak of war</li> <li>The Western Front</li> <li>Weapons and injuries</li> <li>Battle of the Somme</li> <li>'Forgotten' armies</li> <li>Allied victory</li> <li>Impact of WWI on women's suffrage</li> </ol> <p>Social and power</p>	<p><b>Upheaval in Europe: How did dictators dominate Europe in the 20th Century?</b></p> <ol style="list-style-type: none"> <li>Marx and Russia</li> <li>The USSR</li> <li>The rise of Hitler</li> <li>Nazi Germany</li> <li>Road to war</li> </ol> <p>Belief and power</p>	<p><b>WWII: What was the key turning point in the Second World War?</b></p> <ol style="list-style-type: none"> <li>The war in Europe</li> <li>The British home front</li> <li>The Holocaust</li> <li>The war in Asia</li> <li>The end of the war</li> </ol> <p>Belief and power</p>	<p><b>Diverse Britain: What events have shaped modern Britain?</b></p> <ol style="list-style-type: none"> <li>Windrush and migration to Britain</li> <li>British Civil Rights</li> <li>Campaign for equal rights for all</li> <li>The Troubles</li> </ol> <p>Social and belief</p>
<p><b>Concepts</b> Revolution, Industrialisation, Urbanisation, Factory, Labour, Reform, Steam engine</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> War, Alliance, Military, Empire, Territory, Heir, Assassination, Invasion, Trenches, Legacy, Suffrage, Government, Democracy, Voting</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Dictatorship, Communism, Revolution, Capitalism, Civil War, Democracy, Fascism, Depression, Appeasement, Annexation</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> War, Home Front, Evacuation, Deportation, Concentration Camps, War crimes, Allies</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Immigrants, Refugees, Multi-cultural, Race riots, Boycott, Republicans</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance</p>
<p><b>Assessment</b></p> <p>Knowledge Checkpoint 1</p>	<p><b>Assessment</b></p> <p>Skills Checkpoint 1</p>	<p><b>Assessment</b></p> <p>Key Assessment – knowledge test reviewing key knowledge covered so far in year 9</p>	<p><b>Assessment</b></p> <p>Knowledge Checkpoint 2</p>	<p><b>Assessment</b></p> <p>Skills Checkpoint 2</p>
<p><b>Revisit/Review</b></p> <p>Slave trade and work on the plantations in North America</p>	<p><b>Revisit/Review</b></p> <p>Parliament, voting, British Empire</p>	<p><b>Revisit/Review</b></p> <p>Civil War, Power, World War One, Dictatorship, Anti-Semitism</p>	<p><b>Revisit/Review</b></p> <p>Dictatorship, Fascism, War, Power, Anti-Semitism</p>	<p><b>Revisit/Review</b></p> <p>World wars, British Empire, previous work covered on LGBTQ+ and disability, Catholics, Protestants</p>
<p><b>Meanwhile, elsewhere lesson</b></p> <p>LGBTQ+ and Black experiences in Industrial Britain</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>Ireland – Easter Rising</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>British fascism – Battle of Cable Street</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>Chinese Civil War and the emergence of communist China</p>	<p><b>Meanwhile, elsewhere lesson</b></p> <p>US Civil Rights Movement</p>

# KS4 Programme of Study

<b>GCSE HISTORY</b>				
<p><b>Paper 1- Section A</b> <b>International Relations 1919-1975</b></p> <ol style="list-style-type: none"> <li>1. Paris Peace Conference</li> <li>2. League of Nations 1920s/30s</li> <li>3. Lead up to WWII</li> <li>4. Cold War origins</li> <li>5. Berlin Wall</li> <li>6. Cuban Missile Crisis</li> <li>7. Vietnam war</li> </ol>	<p><b>Paper 1- Section B</b> <b>USA 1919-1948</b></p> <ol style="list-style-type: none"> <li>1. Economic boom 1920s</li> <li>2. Racism and prejudice in the 1920s</li> <li>3. Prohibition</li> <li>4. Wall Street Crash and impact of the Depression</li> <li>5. New Deal</li> <li>6. USA and WWII – united or divided</li> </ol>	<p><b>Paper 2 - Power: Monarchy and democracy 1000-2014</b></p> <ol style="list-style-type: none"> <li>1. Anglo-Saxon England</li> <li>2. Norman Conquest</li> <li>3. Medieval challenges</li> <li>4. The Tudors</li> <li>5. English Civil War/Commonwealth</li> <li>6. Glorious Revolution</li> <li>7. Fight for the vote</li> <li>8. Government involvement in people’s lives</li> <li>9. Thatcher and Blair</li> <li>10. Voter disengagement</li> </ol>	<p><b>Paper 3 – Section A</b> <b>The English Reformation c1520-1550</b></p> <ol style="list-style-type: none"> <li>1. Power of the Church</li> <li>2. Reformation</li> <li>3. Break from Rome</li> <li>4. Dissolution of the Monasteries</li> <li>5. Reaction to the dissolution and reformation</li> </ol>	<p><b>Paper 3 – Section B</b> <b>Kenilworth Castle</b></p> <ol style="list-style-type: none"> <li>1. Castles form and function</li> <li>2. Kenilworth from 1120-modern day</li> </ol>
<p><b>Concepts</b> Internationalism, Nationalism, Disarmament, Sanctions, Reparations, Communism, Capitalism, Dictatorship, Superpowers</p> <p><b>Skill concepts</b> Chronology, Causation, Interpretation, Change/Continuity, Significance</p>	<p><b>Concepts</b> Roaring 20s, Economic boom, Depression, Red Scare, Segregation, Alphabet Agencies, Internment camps</p> <p><b>Skill concepts</b> Chronology, Causation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Dictatorship, Communism, Revolution, Capitalism, Civil War, Democracy, Fascism, Depression, Anti-Semitism, Appeasement, Annexation</p> <p><b>Skill concepts</b> Chronology, Causation, Change/Continuity, Significance</p>	<p><b>Concepts</b> Catholic, Protestant, Act of Supremacy, Reformation, Dissolution, Monasteries, Great Chain of Being, Rebellion, Heresy</p> <p><b>Skill concepts</b> Chronology, Causation, Change/Continuity, Significance, Sources and inference</p>	<p><b>Concepts</b> Motte and Bailey, Keep, Curtain walls, Concentric castles, Defences, Fortress, Great Hall, Palace</p> <p><b>Skill concepts</b> Chronology, Causation, Source, Change/Continuity</p>
<p><b>Outcomes</b> Secure knowledge of areas of study</p> <p>Students will practice all exam question types and get used to doing timed practices</p>	<p><b>Outcomes</b> Secure knowledge of areas of study</p> <p>Students will practice all exam question types and get used to doing timed practices</p>	<p><b>Outcomes</b> Secure knowledge of areas of study</p> <p>Students will practice all exam question types and get used to doing timed practices</p>	<p><b>Outcomes</b> Secure knowledge of areas of study</p> <p>Students will practice all exam question types and get used to doing timed practices</p>	<p><b>Outcomes</b> Secure knowledge of areas of study</p> <p>Students will practice all exam question types and get used to doing timed practices</p>
<p><b>Revisit/Review</b> Communism Dictatorship WWI</p>	<p><b>Revisit/Review</b> Communism Racism and prejudice</p>	<p><b>Revisit/Review</b> Government intervention War and rebellion Impact of world wars Religion</p>	<p><b>Revisit/Review</b> Religion Rebellion Power</p>	<p><b>Revisit/Review</b> Power struggles Civil War Earl of Leicester</p>

# Powerful Core Knowledge

*How we identify powerful core subject knowledge and how we sequence topics to create a logical, coherent, narrative:*

## **KS3**

The history curriculum at KS3 has been designed to give students access to what we believe constitutes the most **powerful knowledge they need in order to become active citizens and understand the main events that have formed the way we live today**. British history forms the main narrative to this powerful knowledge. It is used in combination with local, global and modern enquiries to help students explore their heritage, understand the world at an international level, as well as national, and how events still affect us today. Both knowledge and chronology are at the heart of the history curriculum. The order in which events take place and an understanding of timescale are key in developing lifelong historians. From this, our students will be able to recognise patterns in the past and link events across history. Only when students truly 'know' history can these patterns be recognised and analysed.

By the end of Year 9 we want our students to have a good sense and understanding of the curriculum we have chosen through these four questions, which underpin everything we do:

1. **How were people in the past ruled? (Power)**
2. **How did people in the past live? (Social)**
3. **What did people in the past think and believe? (Beliefs, politics and ideology)**
4. **How do we know about the past? (The mechanics of history)**

By having these questions at the centre of our minds whilst planning and delivering the curriculum, and getting students to discuss and review the powerful knowledge we give them to tackle these questions, they are able to see the 'wider picture' and purpose of enquiries explored in lessons. There are opportunities for students to revisit themes and learning during the year through 'stop gap' lessons, where these four overarching curriculum questions are applied to the powerful knowledge explored so far in the curriculum.

## **KS4**

The KS4 curriculum has been planned to enable students to have a seamless transition into their GCSE studies. At GCSE we follow the *OCR A: Explaining the Modern World* specification and cover the following topics:

Paper 1 – International Relations 1918-1975 and the USA 1919-1948

Paper 2 – Power: Monarchy and Democracy 1000-2014

Paper 3 – English Reformation c1520-1550 and Kenilworth Castle

Throughout every component we weave skills and opportunities for students to analyse, discuss and apply their knowledge to a range of sources and interpretations. This ensures the mechanics of history are constantly looked at and honed throughout the entire GCSE course rather than mainly addressed within the components where the assessment objectives for sources and interpretations are applied. Like KS3 'stop gap' moments are planned into the delivery to help students apply and focus their knowledge towards the key themes and ideas explored.

# Teaching the curriculum

*How we support the curriculum intent as a subject:*

## **KS3**

- ✓ At KS3 we use knowledge rich work booklets to aide our delivery of the curriculum, which are then complemented with a range of interpretations and sources to allow students to see the mechanics of our subject area.
- ✓ Activities completed in lessons serve threefold; to secure students' knowledge of that area of study, to give them a range of tier 3 vocabulary to familiarise themselves with/use and to develop their writing and disciplinary knowledge.
- ✓ Knowledge is front and centre of all history lessons, whether it is new knowledge being introduced, links made with past knowledge and units covered or application of knowledge to retrieval tasks, assessments and skill tasks. We ensure it is understood and embedded through the use of 'check your understanding' questions or tasks and 'check and correct' sections, which allow students to continuously check and improve the quality of their work and knowledge displayed.
- ✓ Knowledge is again at the forefront of our preps, with the knowledge test as the main focus for students to ensure learning is revisited and embedded.
- ✓ The planning of 'stop gap' lessons into the curriculum allow students to look at key content again and again through the application of the four overarching curriculum questions, as well as, the focus on the second-order concept of change and continuity also addressed in these lessons.
- ✓ All lessons are second-order concept driven and are focused on helping students to gain the knowledge and understanding needed to be able to answer the unit overall enquiry question at the completion of the unit.

## **KS4**

- ✓ At KS4 knowledge rich work booklets for each unit have been created for students to aide our delivery of the curriculum. Within these books are timelines, breakdowns of key terminology, the powerful knowledge needed, as well as practice questions and training on how to approach and think about interpretations and sources.
- ✓ Knowledge is again at the forefront of our preps, with facts tests as the main focus for students to ensure learning is revisited and embedded, alongside practice questions and other consolidation activities.
- ✓ At the end of each key area of the work booklet before students move on and to ensure the key concepts and knowledge have been grasped we have a 'stop gap' activity getting them to think about the key themes of that particular unit. For example, in the International Relations unit for all 'stop gaps' completed during the inter-war years chapters the questions centre on what issues challenged nations at this time, what examples of successful co-operation between nations are there and who were the most powerful nations at the time.

*How we teach to the top:*

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. Targeted questioning is used to check the understanding of students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary.

*How we ensure topics are introduced with direct instruction:*

For each topic we start big and go small. At the start of each new enquiry focus there is a reminder for students to see where we have been and where we are going, to help them visualise the 'wider picture'. This is done primarily through timelines (where does it fit) and cross links between themes, nations etc. At KS3 and KS4 they are have a unit introduction section within their work booklet to make this explicit and accessible for them.

Powerful core knowledge is essential to establish an overall framework for each topic in history, in other words the *most fundamental* knowledge, concepts and vocabulary. This is made explicit within the accompanying unit knowledge organiser and is throughout the unit referred to, addressed, modelled and revisited to ensure it sticks. Again, this is made explicit at KS4 within their work booklet.

## **SEND**

At Casterton College, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high quality and ambitious education regardless of need or disability. Every teacher at Casterton College is a teacher of SEND. We believe that all students should be equally valued in college and strive to provide an environment where all students can flourish and feel safe.

Through our high-quality planning, teaching and provision we:

- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning
- Provide an accessible learning environment which is tailored to the individual needs of students
- Use a needs-driven SEND model, which supports individuals based on their presentation of need rather than relying on labels or diagnoses

In a classroom a child with SEND may:

1. Receive a level of challenge suitable for their ability and needs
2. Have reasonable adjustments in place to help overcome their barriers to learning
3. Experience lessons which contain appropriate scaffolding and task modelling

*How we support our SEND students to access our curriculum and progress in history:*

- ✓ All classes are taught in mixed ability groups.

- ✓ We deliver the same tasks to all students and we teach to the top, supporting and adapting lessons and resources to ensure scaffolding is provided to SEND students where necessary. This could take the form of a print out of sentence starters or a print out of relevant notes/key knowledge with the main points, again if necessary.
- ✓ Teachers consult SEN information for the relevant students in their class to guide their planning and support of students.
- ✓ Scaffolding for all students takes place in several ways and there is always an aim to gradually reduce this over time as students become more confident and competent.
- ✓ Heavy scaffolding should only be used for a limited time e.g. when students first attempt a task or for students with severe needs (they have got very behind with their work, they are not engaging in a specific area or their SEN information indicates heavy scaffolding is needed).

## **Retention**

### *How we secure mastery (long term retention) of powerful core knowledge:*

- ✓ Each topic at KS3 is accompanied by a knowledge organiser with the powerful core knowledge and vocabulary included. These are located in a History Prep Booklet for easy access. At KS4 prep consist of a mixture of facts tests and exam practice to help secure retention.
- ✓ As the topic is taught we build in low stakes testing in the form of starter recap activities, knowledge tests and targeted questioning by the teacher.
- ✓ Twice a year at KS3 students take a Knowledge Checkpoint assessment that aims to test the knowledge students have covered so far and its application to an essay style question.
- ✓ Twice a year at KS3 students take a Skills Checkpoint assessment that aims to test student's literacy, comprehension, interpretation and source skills.
- ✓ 'Stop gap' moments are deliberately planned into the delivery of the KS3 curriculum in order to give students time to reflect on the powerful knowledge we have taught them and apply the four overarching questions to the knowledge learnt. This also provides an opportunity for students to revisit prior units and learning across the different stages of KS3 constantly not just after the unit is initially completed, so by the end of year 9, the whole of KS3 can be revisited and used to facilitate discussions across the themes and overarching questions. The 'stop gap' reflection tasks are also incorporated into the KS4 work booklets at the end of each key chapter/enquiry to draw students back to the main themes and 'big' questions that underpin that unit and exam component.
- ✓ At the start of each new enquiry focus there is also a reminder for students to see where we have been and where we are going, to again help them visualise the 'wider picture'. This is done primarily through timelines (where does it fit) and cross links between themes, nations etc. At KS3 and KS4 they are have a unit introduction section within their work booklet to make this explicit and accessible for them.
- ✓ At KS3 each year group has a key assessment where they are tested on and are reviewing the knowledge covered during that year so far.
- ✓ At KS4 there are checkpoints and key assessments assessing knowledge, understanding and skills at that stage of the GCSE course.

## Vocabulary and Spelling

*How we secure mastery of specialist academic vocabulary (T3 words):*

- ✓ The specialist academic vocabulary for each topic (tier 3 words) is given in knowledge organisers and is taught explicitly in the context of each topic and tested in the assessments.
- ✓ Teachers emphasise the importance of specialist vocabulary to writing and communicating like a historian.

*How we secure mastery of vocabulary comprehension (T3 words in context):*

- ✓ Vocabulary tables in knowledge organisers, break words down into prefixes and suffixes and explain their morphology and etymology. Examples are also given of how they can be used in actual sentences.
- ✓ Skills Checkpoints are set twice a year at KS3 to test students understanding of specialist vocabulary in context. There are focus questions deliberately testing literacy and then comprehension of an extract from the work of a historian.

*How we secure mastery of spelling (T3 words):*

- ✓ Vocabulary tables use morphology to break words down and help students to recognise patterns in their spelling. Etymology helps them to understand common roots.

## Academic Writing

*How we define writing like a historian:*

Historians in KS3 complete a piece of extended writing in test conditions twice a year during their Knowledge Checkpoint. At both key stages we teach students how to structure their extended writing and how to write like a historian through the use of specialist tier 3 terminology. Students are taught to look at both sides of the argument, form judgements and use specific powerful knowledge learnt to write a sophisticated response.

*How we teach academic writing in history:*

- ✓ Teachers often use visualisers to model the correct style of writing, jointly constructing paragraphs through discussion with students. In the academic essay, they receive marks for quality of explanation, use of terminology and accuracy, as well as knowledge and understanding.
- ✓ The format of *I, We, You* is often used to talk through and guide students on how to construct quality responses both at KS3 and KS4.

## Independent Learning (Prep)

Year	Frequency	Hours per week or term	Main form or types
7	<p>Regular knowledge organiser knowledge tests are set and completed.</p> <p>Prep is set in advance of Knowledge Checkpoints and Key Assessment.</p>	2-3 hours per 6 week term.	Revision from knowledge organisers for a knowledge test in class and preparation for a Knowledge Checkpoint.
8	<p>Regular knowledge organiser knowledge tests are set and completed.</p> <p>Prep is set in advance of Knowledge Checkpoints and Key Assessment.</p>	2-3 hours per 6 week term.	Revision from knowledge organisers for a knowledge test in class and preparation for a Knowledge Checkpoint.
9	<p>Regular knowledge organiser knowledge tests are set and completed.</p> <p>Prep is set in advance of Knowledge Checkpoints and Key Assessment.</p>	2-3 hours per 6 week term.	Revision from knowledge organisers for a knowledge test in class and preparation for a Knowledge Checkpoint.
10	Typically, 1 piece a week, though this may vary.	5-6 hours per 6 week term.	<p>Revision for tests and exams.</p> <p>Completion of reflection/revision tasks.</p>
11	Typically, 1 piece a week, though this may vary.	5-6 hours per 6 week term.	<p>Revision for tests and exams.</p> <p>Completion of reflection/revision tasks.</p>

# Assessment

## *How we assess progress at KS3:*

- ✓ Knowledge Checkpoints – these are made up of a series of questions requiring knowledge recall and also an extended writing task on an essay style question.
- ✓ Skill Checkpoints – these are a series of tasks checking students ability in the following areas; literacy, comprehension of academic text, interpretation understanding and source work.
- ✓ Key Assessment once a year – testing knowledge and understanding of everything covered that year so far.
- ✓ ‘Stop gap’ lessons and sheets – review of knowledge, current and past.
- ✓ Low stake regular knowledge quizzes – based on the knowledge organisers.
- ✓ Analysis and engagement with interpretations and sources throughout the different units in lessons.

At KS3 students are also given a SAGE grade (Scholastic Excellence, Advanced, Good, Emerging).

This information is reported to parents in progress reports and further explained at parent’s evenings.

## *How we assess progress at KS4:*

Progress is assessed by the following:

- ✓ Exams and mocks (PPEs) or checkpoints/key assessments
- ✓ Class based assignments
- ✓ Prep
- ✓ Low stakes tests
- ✓ Moderation of assessed work as a department
- ✓ Students completion of ‘stop gap’ moments throughout the course

GCSE grading is used to calculate current working grades (CWG) and projected performance grades (PPG).

# Cultural Capital

## *How we develop cultural capital:*

- ✓ A well-rounded, diverse and interconnected knowledge of Britain and the wider world is what we believe allows our students to become active citizens and therefore is considered the powerful cultural capital they need. We understand that most of our students, particularly our most disadvantaged students may lack access to this cultural capital, which may hold them back as adults.
- ✓ To enhance this cultural capital embedded into the KS3 curriculum is also a range of meanwhile, elsewhere lessons, which allow students to explore what was going on in a different part of the world or with a different key individual at the same time to gain a broader context of that period.
- ✓ We organise visits to support the acquisition of cultural capital, for example a year 9 trip to WWI battlefield sites and places of significance in France and Belgium.

## Staffing

Head of Department - Miss L Quigley

Teaching Staff (specialism where appropriate) - Mr A Perry and Miss E Smith

Senior Link - Mr C Smith