

# Sproleston High School

## History Department Handbook

# **INTRODUCTION**

**1.1** History is taught as a separate subject area to all pupils in Key Stage 3. At Key Stage 4 pupils may opt to study history. All pupils follow a course of study that adheres to the statutory requirements of the National Curriculum. In Key Stage 4, the course offered, leads to a GCSE qualification.

**1.2 All students are taught in mixed ability classes.**

**1.3** Pupils learning experiences in history are designed to contribute positively to the school's aims;  
History's contribution to the school curriculum is based on the Key Concepts and Key Processes outlined in the National Curriculum. **By enquiring into the past the pupils will develop the skills which allow them to understand the present in the context of the past.**

**1.4** The purpose of this policy statement is to:

**outline the curricular aspects which history** in the school is expected to deliver and to which the pupils will have an entitlement;

**summarise the procedures** by which these curricular aspects are to be implemented;  
outline the ways in which the achievements of the history department can be measured;  
show the workings of the department.

## **THE NATURE OF HISTORY**

1.) Children studying history in the school should focus on men, women and children in different societies, religions, cultures and countries. They should examine how they developed and interacted over a period of time. Pupils should understand that history is our actual record of what happened and why. Through historical enquiry, children should be given the opportunity to gather information, analyse and take into account the often uncertain nature of history before interpreting this record.

2.) The rationale for history is to:

**stimulate** pupils' curiosity

**engage** with the past

**develop** a sense of identity (individually and collectively)

**appreciate** diversity and values inheritance

**clarify** life choices

**see how the past influences the present**

**develop** distinctive, disciplined problem-solving methods, critical enquiry skills, thinking skills and communication skills.

## The Aims and purposes of Teaching History at Sprowston

History offers opportunities for pupils to:

**learn about the past** in Britain and the wider world

**consider how the past influences the present**

**find out about what past societies** were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions

**develop a chronological framework**

**see the diversity of human experience and understand more about themselves** as individuals and members of society

**reflect** on their personal choices, attitudes and values

**use evidence**, weigh it up and reach their own conclusions

**research**, sift through evidence and argue a point of view

**It is the principle aim of the History Department at Sprowston to stimulate interest and enthusiasm for History and to do so in as enjoyable a manner as possible.** We aim to help students of all abilities to develop both general and specific skills.

## **GENERAL SKILLS**

**To prepare pupils for Adult Life**

**To enrich other areas of the Curriculum**

**Research** - students should be able to find and locate a variety of evidence using libraries, the internet, television and film. They should be selective in their use and deployment of the material they find

**Numeracy** - read Numeracy Policy

**Literacy** - read Literacy Policy

**Information and Communications Technology**

**Art/Graphical Deduction** - students will be exposed to a wide variety of stimuli such as written and pictorial source material, television and film, computer programs, artefacts and historical sites. They should be helped to draw their own conclusions from them and to use them as evidence to support their arguments.

**Recording** - since students are exposed to a wide variety of stimuli, they should be taught different ways of recording the evidence. This could be in the form of written narrative or notes; sketching or taking photographs; drawing graphs or tables; use of ICT (word-processing, databases and spreadsheets).

**Train the mind by means of disciplined study**

## **The Key concepts are:**

**Chronological Understanding**

**Cultural, ethnic & religious diversity**

**Change & Continuity**

**Cause & consequence**

**Significance**

**Interpretation**

## **The Key Processes are:**

**Historical Enquiry**

**Using Evidence**

**Communicating about the past**

## **ENTITLEMENT**

All pupils will be entitled to a course of study which fulfils the statutory requirements of the National Curriculum and the syllabus requirements of GCSE, AS and A2.

In Key Stage 3 this will involve;  
the content requirements laid down in the programmes of study for core and supplementary units. All core units will be taught to all pupils:

- Britain 1066-1500**
- Britain 1500-1750**
- Britain 1750-1900**
- A World study after 1900**

The following optional 'Areas of Study' will be taught to all pupils:

- A European study before 1914 (The French Revolution)**
- A World study before 1900 (Black Peoples of the Americas)**

**In Key Stage 4**, pupils follow the Schools History Project Syllabus B GCSE syllabus offered by Edexcel. Students will study '**Medicine Through Time**' and '**Germany 1918-45**' as the core content. They will also study '**The Vietnam war**' which will form their Controlled Assessment.

In Key Stages 4, this will involve the:

- need to teach history from a variety of perspectives - political, economic, technological and scientific, social, religious, cultural and aesthetic.
- teaching about the chronology of the main events and the developments in the programmes of study.
- need to assess the significance of the main events and developments, to develop overviews and have opportunities to extend knowledge by learning about aspects in depth and through a local context.
- opportunity for pupils to describe events and analyse the nature and relative significance of reasons for and the results of events, developments and changes.
- teaching of specific terms and concepts identified in the Key elements with opportunities to select and deploy them accurately and with increasing independence.
- emphasis on the social, cultural, religious and ethnic diversity of society.

- teaching of different interpretations and why and how events have been interpreted differently and how they have been used with opportunities to analyse and evaluate these interpretations.
- opportunity to use a range of sources including documents and printed sources, artefacts, oral evidence, pictures, photographs, historic buildings/sites and computer based materials.
- opportunity for pupils to investigate topics on their own including independence in asking questions, identifying sources of investigation, collecting and recording information, selecting and organising historical information and presenting the results orally, visually and in writing using a range of techniques, including extended writing.
- opportunity for pupils to take part in fieldwork/site visits is continually being developed.

## **TEACHING AND LEARNING**

We attempt to use a variety of approaches to Teaching in order to stimulate pupils because we realise that different pupils have different styles of learning . The National Curriculum also stresses five Thinking Skills which are:

Information-Processing skills  
Reasoning skills  
Enquiry skills  
Creative thinking skills  
Evaluation skills

We aim to deliver history in a way that is:

**interesting** and enjoyable

**relevant and challenging**

**investigative** and enquiry based

## How do we ensure that pupils progress?

We try to ensure that pupils make progress by taking into account all the points above when marking pupils work. It is important to put Next Step comments in student's books that will help them to improve. We use the **Attainment Target** to measure how pupils progress in Key stage 3.

We have created a pupil version of the attainment target which we use with pupils so they can also measure their own progress. As well as normal classwork and homework there is a termly formal assessments which are completed by all students across the Year Group. For each assessment at **Key Stage 3** there is a **Criteria For Success** Level sheet which should be discussed and shared with pupils before, during and after the completion of the assessment. This can be used to help maximise their attainment by making the success criteria transparent and also to facilitate self-assessment and peer marking. Their **National Curriculum Level** achieved for each assessment should be **made clear to the pupil, comparisons with Target Levels set by the school and Next Steps suggested.**

At **Key Stage 4** pupils should have major pieces of work marked with **comments and Next Steps**. GCSE Grades should be used to make comparisons with their **Target Grades** set by the school. Staff can incorporate their own **Stretch Targets** if they see fit.

**All assessment data should be recorded on SIMS** along with Attitude to Learning figures to better inform our Long Reports.

## **HISTORY AND LITERACY**

History is very important in the teaching of Literacy. The History Department at Sprowston follows the advice given in *'The Teacher's Guide to The History scheme of work for key stage 3'* pages 33-35 published by QCA.

We believe it is very important for pupils to improve their skills in:

**Reading**

**Writing**

**Speaking and Listening**

**Vocabulary and Spelling**

## **LEARNING THROUGH WRITING**

In history, pupils produce many different types of text.

They may be asked to write:

Analytical and Discursive writing

Captions

Chronologies

Diary extracts

Essays (Extended writing exercises)

Film scripts / Dialogue

Letters

Mind Maps

Poems

Postcards

Plays

Speeches

Stories

Timelines

Web Pages

Wills

## **(LEARNING THROUGH TALK) SPEAKING AND LISTENING**

Pupils will be taught to use language precisely and cogently. They will be taught to listen to others, and respond and build on their ideas and views constructively. They will be given opportunities to:

Read aloud

Respond to questions verbally giving extended answers

Refine and discuss their ideas/answers

Act out plays

Listen to others arguments and respond supporting their own arguments with specific evidence

Give presentations and public speeches

Listen to documentaries, film excerpts, poems, songs etc...

Ask questions

## **HISTORY AND NUMERACY**

According to *'The Teacher's Guide to The History scheme of work for key stage 3'* page 13 published by QCA, "Being numerate is a product of success in learning mathematics and pupils' numeracy will benefit from the opportunity to apply their mathematics in history. The use of number can also add precision to historical evidence. Some of the characteristics of mathematics, eg problem solving, sequence, patterns and relationship, causation, hypotheses, can be developed through history and opportunities for this occur in many of the units. Many of the units also provide the opportunity for pupils to develop their mathematical skills."

Pupils in History at Sprowston will be taught to:

**collect data**

**record data**

**present data**

**interpret data**

Where appropriate, pupils' will also use **percentages, add, subtract, divide and multiply**. We will also teach them to:

improve accuracy, particularly in calculation, measurement and graphical work

improve interpretation and presentation of graphs, charts and diagrams

improve reasoning and problem solving.

# **SPIRITUAL DEVELOPMENT**

## **Introduction**

In History pupils are taught a lot about the religious and spiritual beliefs, and the customs, of different societies. They learn about how important those beliefs are to the different people. They also study the importance of different beliefs and how they have helped shape society today. Pupils are taught about persecution and the importance of tolerance. There may be discussion and the chance to share opinions. They will reflect upon what they learn and be encouraged to share their own beliefs. This may also include some aspects of moral, social and cultural dimensions.

### Key Stage 3

When pupils study '**Britain 1066-1500**' in **Year 7**, they learn about just how religious people were in the Middle Ages and what they believed. Also they learn about the role of racism in their study of 'Black Peoples of the Americas'.

**In Year 8** pupils study the reasons why Henry VIII broke away from the Roman Catholic Church. They learn about the differences and similarities between the Catholic and Protestant religions. They find out about the importance of religion throughout the period 1500-1750. When learning about the French Revolution they will compare and contrast the different course taken by European nations in their historical and political development.

**In Year 9** when pupils study 'The Twentieth Century World', they learn about the causes, course and consequences of Hitler's anti-Semitism. This may also involve talking about ethnic and religious persecution in the world today. When pupils study Britain 1750-1900 they will explore the economic and social tensions inherent in rapid industrialisation.

## **Key Stage 4**

**In Year 10** those students who opt to take History at GCSE learn about the 'Development of Medicine Through Time'. While studying this they learn about how the spiritual and religious beliefs of different societies have helped or hindered the development of medicine. They will examine the relatively recent scientific approach to medicine that started to emerge in the Renaissance. At the end of Year 10 they study the role of protest in bringing about the end of the Vietnam War.

**In Year 11** they explore the fragility of democracy and the face of political and economic crisis and the ability of extremists to scapegoat religious and ethnic groups.

We believe that a successful learning and teaching environment is shaped by the teacher through an intelligent and reflective approach to lesson structure and design. Lessons should follow the 3 part lesson framework, incorporating a Starter, Main Activity and a reflective Plenary. Activities should be stimulating and engaging. They should incorporate academic rigour and challenge and also involve a range of activities that follow an Incline of Difficulty to suit the range of abilities within the mixed ability classroom.

A friendly but firm manner should be adopted at all times. Clear warnings given and if needed the member of staff should resort to the school discipline procedure:

- Clear verbal warning
- Pupil should be moved or given a maximum 5 minute cooling off time outside the classroom.
- Pupil sent to Faculty Referral.
- In exceptional circumstances, the pupil can be sent to the Inclusion Unit. A Bad News Slip must accompany the pupil.
- Staff can set an After-School Humanities Detention for failure to complete HW or persistent disruption.

