

HISTORY 2024-25

“We are not makers of history. We are made by history.” - Martin Luther King, Jr.

“Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.” Deuteronomy 32:7

Intent statement

In History, we aim to develop a love and enthusiasm of the study of History, an enquiring mind and to develop a curiosity for the past whilst creating young historians. We cover Social, Moral, Spiritual and Cultural issues as well as the diversity of societies and relationships which will give students a sense of understanding the world they live in.

As a department, our intent is to ensure that our curriculum provides students with the effective opportunities to:

- Enjoy a deep and rich knowledge-based curriculum which enables students to empathise with the past, both locally, nationally and within the wider world.
- Formulate an excellent understanding of chronology, a rich depth of knowledge of topics and an extensive skill set which are bespoke to history and transferable across the wider curriculum. This will enable students to be successful at GCSE and beyond, allowing them access to this treasure through a razor-sharp focus on reading, speaking and writing.
- Preparation time for assessments has been incorporated into the programme of study to ensure that learners are able to prepare themselves to maximise their potential.
- We will immerse our classes in the best that has been thought and said in human history about their region, their country and their world; for “those who do not know their history will be doomed to repeat it”.
- The History curriculum will enable our students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Students will 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. Students understand how and why St Helens has changed and developed over time, using their local area as a vessel to explore key historical developments.
- We endeavour to show History as the living, breathing disciplinary study of our past, making the most of the powerful cultural knowledge our subject provides to create a unique, unforgettable journey.

Research: Six key principles

1. Teach to the top, for everyone; always. (Tharby and Allison, 2015)
2. Reading and oracy strategies that ensure all students are accessing our word-rich curriculum. (Quigley, 2018)
3. Ask questions that make students think deeply about their curriculum, checking for misconceptions and building long-term schemas. (Sweller, 1987)
4. Allow students to make links between topics, their vocabulary and their other studies in school, to see the big picture. (Quigley, 2018)
5. Use our expert subject knowledge to explain and model, giving time to practise to allow students to become experts, developing their skills and accessing the best that has been said and thought in our subjects. (Tharby and Allison, 2015)
6. Teachers' expectations of presentation, accuracy and homework enable students' to develop a sense pride in their own learning. (Didau, 2015)

Christine Counsell's work on curriculum design and using powerful knowledge to broaden the schema has been used to create the history curriculum.

"A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables lower-attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain the powers of the powerful."

-Christine Counsell

Powerful knowledge *(List the powerful knowledge you expect students to know through studying your curriculum)*

- Students will develop a deep sense of chronology about the development of primarily British history from 1066- present
- Students will know and explore significant aspects of the history of the wider world.
- Students will be able to ask questions about the past, question evidence critically, weigh evidence and evaluate interpretations.
- Students will deepen their understanding about the complexities of the past and begin to understand the diversity of societies and different groups.
- Students will gain knowledge of the key changes within the period and their impact on society.
- Students will understand key concepts such as change and continuity, cause and effect and significance.
- Students will develop the skills of an historian by evaluating primary evidence and interpretations.

KS3 Curriculum Rationale and Sequencing *(Explain your curriculum rationale and for each year group explain how it is sequenced)*

Year 7

Year 7 History: Church, Monarchy and Parliament

In year 7, students begin the KS3 course with a pre-1066 depth study of the Neolithic era and the Ancient World. This unit then continues to explore the fall of the Roman Empire and the Anglo-Saxon era ensuring that students gain a firm grasp of pre-1066 chronology. Students are able to build on and consolidate some primary knowledge; deepening their chronological understanding whilst constructing a 'bigger picture' of pre-1066 history, and what the Ancient World has done for us. This unit provides the vital first strands of knowledge which are revisited throughout the KS3 curriculum, with the Mediterranean Sea acting as a spinal point throughout. Concepts such as Monarchy, religion, Government and democracy are established within the year 7 curriculum. In year 7, students travel on to study the medieval era and the struggle between Church and Crown, the Norman Conquest, the Crusades and the Magna Carta. The Magna Carta was a key turning point which impacted the world history which followed. Students must understand this in order to conquer future Revolutions. In year 7, students continue to delve into medieval society with a study of the Black Death and Edward I's conquest of Scotland and Wales. The unit of study ensures that students understand the role of the Monarchy, Church and Parliament within the Medieval world. Students explore second order historical concepts within each unit of work, creating a found foundation for the rest of KS3.

Year 8

Year 8 History: Enlightenment, Exploration and Invasion

In year 8 students continue chronologically to study how life changed between the medieval and early modern eras. The Renaissance is studied firstly, in order to understand how this event has impacted our world today. Students explore voices such as Catherine de Medici, and understand significant inventions such as the Printing Press; a vessel which enabled new ideas to spread across the Mediterranean. Within the Early modern era students study the Tudors and the Stuarts, with a firm focus on the role of Parliament and the rule of law as a Fundamental British Value. Students delve into enquiries surrounding Henry VIII and the English Reformation, and continue to study the role of Mary I and the Counter-Reformation. Students learn about the Black Tudors and the changing role of women during the Stuart era, with a relevant study of Liverpool and Civil War widows.

In year 8, students continue to dive deeper into the Early Modern era with an investigation into the English Civil War and the changing role of parliament. Students explore the Restoration of the Monarchy, and the struggles which follow and cause the Glorious Revolution. Students probe into the Enlightenment, and consider how it inspired the French Revolution. Students apply previous knowledge of the execution of Charles I and apply it to the causes of the French Revolution, and the Terror which followed. As a prequel to the French Revolution, students study the Declaration of Independence which links their learning journey onto the British Empire. The focus of this unit is the experience of the colonized and the African Americans forced into Slavery; this unit aims to empower African Americans through the study of revolts and protests. Students investigate the role of Empire, including a depth study of India, the transatlantic slave trade and its eventual abolition. Students investigate how Industrial Britain was built by slavery, with a local study of the development of St Helens during the Industrial Revolution.

Year 9

Year 9 History: Ideologies, Conflict and Progress

Students begin year 9 with a study into how the First World War provided an opportunity for women. Students explore the roles of women and the outbreak of WWI through inspirational female voices and soldiers from the Commonwealth. We continue to study in depth the First World War through the eyes of the St Helens Pals, and the subsequent Peace Settlement. The journey continues chronologically as we explore the Second World War and the rise of dictators such as Hitler. The concept of tyranny is essential here, and the students build a film construct of this meaning which is applied now and later in the curriculum. Students study the Holocaust and the origins of Anti-Semitism in Germany; understanding the danger of how discrimination and persecution can escalate to genocide when not challenged.

Students continue their journey after 1945 with a depth world study of the Cold War. Students identify fear of Communism as a significant issue in American society and world history, and consider its interconnections with other world developments and events. For example; the Nuclear Arms Race, The Cuban Missile Crisis and the Space Race. Students focus on the role of Germany within the Cold War and the key events and world leaders who led the world to the brink of Nuclear War. Students later apply their knowledge of Soviet Russia within the Global Terrorism unit in which they study how world leaders have led through the use of Terrorism. Students end their KS3 course with an enquiry into Civil Rights. Students decide if the Modern era should be known as “The Age of Acceptance” as they delve into the struggles of black people and LGBTQ+ people. Students again cast their learning back to the role and impact of slavery, and apply it to life in Jim Crow America. Students are also able to investigate the struggle for equality amongst LGBTQ+ people, with a particular focus on WWII and the significance of Alan Turing. This unit is relevant and representative of our students and also allows them to understand how historical struggles have shaped and changed modern Britain.

Key Stage 4 Rationale and Sequencing

Examination Rationale

At St Cuthbert's we have opted to follow the Eduqas exam board. This is because out of all exam boards the curriculum is the most diverse, engaging and accessible for our students. We used staff and student voice to select the units of study to ensure that the topics we opted for were relevant and appropriate to St Cuthbert's.

The four units of study are:

Component 1: Written examinations: 2 hours (comprising two papers of 1-hour duration each)
50% of qualification 100 marks (plus 6 marks for spelling, punctuation and grammar and use of specialist terms)

Depth study: America – A Nation of Contrasts 1910-1929 25%

Depth study: Elizabethan England 1558-1603 25%

Component 2: Written examinations: 2 hours (comprising two papers of 45 minutes for the Period Study and one hour fifteen minutes for the Thematic Study) 50% of qualification 100 marks (plus 4 marks for spelling, punctuation and grammar and use of specialist terms)

Thematic study: Entertainment and Leisure from c.500 to the present day 35%

Breadth study: The Development of Germany – 1919-1990 15%

This specification provides a broad and coherent course of study. The specification ensures the study of:

- History on three different timescales; short, medium and long-term
- History in three geographical contexts; local, British and European/ World
- History across three historical eras.

The structure of the specification is distinctive, giving learners the opportunity to study history in depth and in breadth. The structure of the specification allows learners to make a clear distinction between the study of history in the short term and the medium and long term. It provides, therefore, a substantial programme of study. At the same time, it actively encourages connections between different periods and eras in history, and as such represents a coherent programme of study.

A strong foundation for GCSE:

The KS3 curriculum has been structured and built to provide a strong foundation for the GCSE syllabus.

America – A Nation of Contrasts 1910-1929

A key component of the America unit is the impact of WWI on the American economy. During the KS3 Warfare unit, students explore America's role in WWI and enter GCSE with an understanding of the casualties suffered, support offered and trade links gained. This can then be applied to the American economy in the 1920's and the way in which it is capitalised on the destruction caused by WWI within Europe. In order to understand the context surrounding 1920's America, students study a Civil Rights unit in year 9 which introduces them to the abolition of slavery and the Jim Crow era within America. This context is essential when then investigating the rise of the KKK in the 21st century. Prior to this, students study the

British Empire and explore Britain and America's role within the Slave Trade. This again provides powerful context for 1920's American society.

Within the GCSE America unit, students also analyse the Red Scare and Fear of Communism. This concept is introduced within the KS3 Cold War unit. This ensures that students have a firm understanding of concepts and ideologies which are key to understanding the challenges of Immigration, Communism and Anarchism in the 1920s. The challenging concept of Anarchism is also introduced to students during the year 9 Terrorism unit; students gain an understanding of key terminology and knowledge which can later be applied to the GCSE unit.

Elizabethan England 1558-1603

In order to access the Elizabethan unit, students must understand the role of the Monarchy and the role of the Church during the Early Modern era. In year 7 students study the role and significance of the Medieval Church and how this progressed into the Tudor era. Students complete a unit of study on the Tudor family tree which provides an essential context for the GCSE study of Elizabeth I. Within the Tudor unit, students investigate Henry VIII and The Reformation. This highly significant event causes Elizabeth great turmoil during her reign; therefore, it is essential that students have this knowledge as a basis for the study. In year 7 students continue their study of the Early Modern era with an investigation into the English Civil War and the reign of the Stuarts. Students analyse the role of Oliver Cromwell as a Puritan which allows them to gain a foundation understanding of the Puritan threat which Elizabeth will face during her reign. Understanding Mary I's treatment of Protestants during her reign is also essential to understanding the Puritan threat, this knowledge is also covered during the year 7 Tudors unit. The Spanish Armada is a key threat to Elizabeth's reign, students also enter GCSE having studied this event within the Tudors unit. The issue of plague and disease is also prevalent during Elizabeth's reign, students are secure in this knowledge at the end of KS3 as it is investigated during the Medieval Realms unit, and the Medicine Through Time unit.

Entertainment and Leisure from c.500 to the present day

A key theme within this study is the historical concept of Change and Continuity. Therefore, it is essential that students have a secure grasp of chronology as they leave KS3 and embark on this study. The KS3 curriculum is structured in a chronological fashion to ensure that this concept is embedded. Within the Holidays and Entertainment sections of the course, students investigate the disruption caused by Puritans during the Early Modern era. Students again have a foundation knowledge of this due to the year 7 Civil War and Oliver Cromwell work. When students study the changing nature of Sport and Music in the Modern era, it is important that they understand the impact of the Industrial Revolution on Britain. Industrial factories created Brass Bands and sports teams in order to keep the moral of workers high. It is important that students understand the working conditions faced within factories and workhouses, and they gain this foundation knowledge in the KS3 Industrial Revolution unit.

The Development of Germany – 1919-1990

Within the GCSE Germany unit, students start the course with a study of life in Germany after WWI. KS3 knowledge is crucial here as students have previously learnt about the loss of war and the harsh terms of the Treaty of Versailles imposed upon Germany. The KS3 knowledge of Warfare Through Time provides students with a detailed foundation of Hitler's rise to power and life in Germany during the Second World War. Fear of Communism is a key concept within this unit, again students have a firm understanding of this issue from their KS3 studies. During the 1930's and the Second World War, the Holocaust is a key topic within this unit. Students have gained a deep understanding of this complex topic in year 9 and they can now apply this knowledge to Hitler's domestic and foreign policies. As the course progresses to Post-War Germany, the context of the Cold War gained in year 9 becomes essential. Students need to understand why Berlin became a point of tension during the Cold War, and why the post-war occupation of Germany was so significant.

Teaching and Learning

Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

(Professor Dylan William)

A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement”.

(Professor Rob Coe)

All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning
- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.
- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources

All Teachers will:

Understand the content they are teaching

- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching

- Be clear and precise about the knowledge and skills they want students to learn in every lesson.
What will students know, understand or be able to do by the end of the learning sequence?
- Make Key Learning explicit to students in every lesson
- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:

1. *Where are the students starting from?*
2. *Where do I want them to get to?*
3. *How will I know when they are all there?*
4. *How can I best help them all to get there?*
5. *What may be the common sticking points in this content?*

Maximise opportunities for all students to learn all of the content

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.
- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Activate hard thinking for all students through a range of high quality teaching and learning strategies

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

Structuring

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs
- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.

- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

Explaining

- Plan instruction and exposition with awareness of demands on students' cognitive load, by presenting new material in small step
- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.
- Ensure that If learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions
- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students

- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as “not there yet”, “Who still doesn’t understand?”
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door
Use positive framing to remind students of expectations and learning routines
Use meaningful praise and rewards as much as possible
- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.
- Aim to use the least invasive behaviour correction strategies such as: Non Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightening Quick Public Correction (**LQPC**)

Assessment in History

Assessment Rationale

The history department uses a variety of both formative and summative assessments to inform staff of students' understanding and progress. The key knowledge of each topic is assessed using a daily review of learning to formatively assess the understanding of the topic and allow for responsive teaching. These are common across the department to allow for consistency, and are linked to student knowledge organisers. Teachers also use review of learning to assess the completion of knowledge organiser homework. In KS3, students sit a combination of Knowledge Tests that will be marked in class by students, and key assessed tasks which are marked by the class teacher. Key assessed tasks have been carefully designed to assess key skills and knowledge over time. Source based assessments have been designed to expose students to high-quality historiography. Within each year, students also complete whole school exams which are synoptic and test the knowledge acquired over time.

KS3

Formative assessment:	Summative assessment:
<ul style="list-style-type: none"> -Daily review of learning -Review of learning tasks link to knowledge organiser homework -Questioning -Whiteboard work -Low stakes testing -Self and peer assessment 	<ul style="list-style-type: none"> -Written Key Assessed Tasks -Knowledge tests -End of year tests

KS4

Key Assessed Tasks have been designed to assess all four assessment objectives.

Assessment Objectives:

AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 - Explain and analyse historical events and periods studied using second-order historical concepts.

AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.)

All assessment tasks are exam questions/full papers using the correct question stems. Exams and Key Assessed Tasks are sat in timed exam conditions in order to build resilience and support students with time keeping during their final exams.

Assessment Strategies in History

What was the impact of WWI at home?

Task:

Find and fix – look through the information in the boxes. They all have inaccuracies – find the issue, highlight it and then annotate the grid to correct the error.

Franz Princip was assassinated in 1914	Britain were in the triple alliance with Russia and France	Conscientious objectors were all made to fight after conscription was introduced
The French weather helped the allies in the war	The battle of Cambrai began with the bloodiest day of WWI	Douglas Haig has always been well remembered as a wartime leader
The British soldiers were able to write home about everything they saw	Trench foot was easy to recover from	Gas was only used by the British during the war



Find and Fix – Review of learning example

Year 9 Knowledge organiser homework 5

- 1) WWI began in _____ and ended in _____.
- 2) Who's assassination sparked WWI? _____
- 3) Which countries made up the Triple Entente alliance?

- 4) Which countries made up the Triple Alliance?

- 5) What were 'Pal's Battalions'?

- 6) In WWI, 8 million soldiers were killed and 21 million injured. True or false?
True/False
- 7) Where did the fighting take place during WWI?

Year 9 Knowledge organiser homework 5

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Year 9 Knowledge organiser homework 5

- 1) WWI began in 1914 and ended in 1918.
- 2) Who's assassination sparked WWI? Archduke Franz Ferdinand
- 3) Which countries made up the Triple Entente alliance?
Great Britain, France, Belgium, Russia and the USA
- 4) Which countries made up the Triple Alliance?
Germany, Austria, Hungary, Bulgaria and Turkey.
- 5) What were 'Pal's Battalions'?
'Pal's Battalions' which were groups of men who were friends and who signed up together and then fought and died together.
- 6) In WWI, 8 million soldiers were killed and 21 million injured. True or false?
True
- 7) Where did the fighting take place during WWI?
On the borders of France and Belgium along the Western Front

Review of learning – Knowledge organiser homework

Key Assessed Task: Year 9 term 2A What was the purpose of source B?

My targets for this assessment are:



An Anti-Semitic caricature in a children's storybook entitled *The Poisonous Mushroom*. It was published in 1938, by author Ernst Hiemer and illustrator Phillip Rupperecht. The text at the bottom of the page reads "The god of the Jew is money", portraying them as greedy and 'poisonous' in line with Hitler's anti-Semitic ideas.

Source B

In your answer you should use your own knowledge along with the evidence below to come to a final judgement.

Year 9 Key Assessed Task example.

How important was the Treaty of Versailles in causing problems for the Weimar Republic in the 1920s? [12]

[In your answer you should discuss the importance of the Treaty of Versailles in causing problems for the Weimar Republic alongside other factors in order to reach a judgement.]

Year 10 Key Assessed Task example.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world around them.

Our history curriculum will help develop cultural capital by giving students a good knowledge of the history of our country- where we have come from and where we are going and how this has been enriched by immigration and the contribution made by the many different ethnic groups who make up our rich and diverse nation. History is the study of people; what they did, why and the consequences these actions had on society. It is a study of change and continuity, progress and development, contrasts and connections. It is a study of the rise and fall of Empires, the development of new Nations, war and peace, hope and despair. But most of all it is a study of the people who shaped our world and offers us a chance of shaping a better future. How can we hope to make sense of the present, build a future, if we have no understanding of the past?

Our history curriculum is designed to embody cultural capital, giving all students a wide range of historical skills to help them understand the world around them. We do this through the study of both British and World history from the Norman Conquest to the Cold War. It is also enhanced by extra-curricular days such as visits to historical sites, exhibitions and outside speakers on subjects such as the Holocaust. Our curriculum encourages children to think, to evaluate, argue, listen, reflect and empathise. History allows students to come to their own conclusions and have an opinion. History demands children to care, learn from the mistakes of the past and take responsibility for taking civilisation into the new Millennium.

Catholic Social Teachings

Within History, Catholic Social Teachings will be discussed in History lessons. These are:

- The Common Good
- Peace
- Creation and Environment
- The Dignity of work and participation
- Human Dignity
- The Option for the poor
- Solidarity

In our curriculum we investigate key events and people from all social classes, gender, age, and race. There are many examples of how our students are given the opportunity to connect with the past and to understand how communities have overcome challenges in order to survive. We teach about the dignity of the human person through investigating the stories of people through the ages and we consider them all being in the image and likeness of God. Through our work on the Holocaust in Year 9 we teach students to explore issues sensitively and ethically. So much of our study is concerned with conflict and tension in the past. The resolution of conflict through peace settlements allows us to consider how communities work together to end conflict. In this we look at brave individuals who have fought for the Common Good for example, Emmeline Pankhurst and Martin Luther King. We consider all those who are less fortunate than us and how this impacted their lives and how social developments have affected dignity of work for example when we look at 1920's USA. Finally, we look at how humans have interacted and used the land God created to suit their needs. An example of this could be the construction of castles.