

ST RICHARD'S CATHOLIC COLLEGE

HISTORY DEPARTMENT








Creative work by Year 7 historians

Welcome to the History Department

Our Mission

The History department at St Richard's is exciting, busy and energetic, run by historians who are passionate about their subject. It is our aim to enthuse our pupils with their own love of history in the hope that it will become a lifelong interest for them. We believe the study of History is vital in developing the minds of our young people, equipping them with vital life long skills. All pupils should have a fundamental knowledge and understanding of the past, both within the United Kingdom and the wider world, understanding how the world today has been shaped by events of the past. The study of History helps pupils to develop key skills for life such as thinking, evaluating, analysing, empathising and communicating, and it is our aim to ensure that our lessons and resources provide our pupils with the opportunity to develop in all of these areas.

Our Team

	Mrs R Campbell: Subject Leader for History, BA(Hon) History, PGCE, MA (Ed)
	Mr R Doherty: History Specialist, Pastoral Leader for Year 10 and Assistant Principal, BA(Hon) History, PGCE, NPQSL, SLE
	Mrs L Avery: History Specialist, BA(Hon) History, PGCE
	Mrs S Fegan: History Specialist, More-Able Coordinator for History, BA(Hon) History, PGCE, MA (Ed)
	Mrs N Campbell: Senior Teaching Assistant Co-ordinator – SEND Transition, Teaching Assistant for History/Geography, STALIS Level 3

Our team has a wealth of educational experience and subject specific knowledge, with each of us specialising in particular areas of the Key Stage 3 and GCSE curriculum. We work collaboratively on planning and resourcing lessons for both Key Stages and make use of department meetings and inset days to review, revise and improve our lessons and resources. We are based in three teaching rooms, which have laptops for all pupils, and an Interactive whiteboard. All members of the department take part in extra-curricular activities and trips for History including a residential trip to Berlin and day trips to Ypres, London and Detling. We believe that learning history outside of the classroom is one of the best ways to ignite a love of our subject in our young people.

Teaching and Learning

Key Stage 3

Pupils are taught in mixed ability groups in Years 7-9. In Year 7, there are also two nurture groups for pupils with additional needs to help ease their transition into school life. The curriculum follows the National Curriculum for History and is taught chronologically across the three years. Classical Civilisations is also taught to all year groups via one unit of work which also links to the History curriculum.

Year 7 receive 3 x 50 minute lessons each week

Year 8 receive 3 x 50 minute lessons each week

Year 9, during terms 1-4, receive 2 x 50 minutes each week; during terms 5-6 they receive 4 x 50 minutes each week.

In term 5 Year 9 pupils begin their chosen Humanities GCSE subject (Geography or History).

Delivery and Assessment

The Key Stage 3 curriculum for History covers fascinating and diverse historical units that build on the skills required at GCSE level. Each unit is focused around an overarching question and is tailored to ensure all learning styles are fully catered for. Pupils' knowledge and understanding is continually assessed throughout, culminating in an end of unit assessment which will focus on either source skills, enquiry skills or extended writing. All pupils are supported throughout each unit and intervention is put in place to ensure that all are able to make the expected progress throughout the year.

Topics Outline

Year 7: Unit 1: How was Saxon England conquered? A unit focused on the changing nature of Britain from the end of the Roman Empire to the rule of William the Conqueror.

Unit 2: How powerful were Medieval monarchs? A unit exploring medieval monarchy and the challenges faced during the middle ages.

Unit 3: Why was Tudor England such a rollercoaster ride? A unit focused on the religious changes during the Tudor period.

Year 8: Unit 1: How did the Mughals compare to the Stuarts? A unit that compares the Mughal Empire to the Stuarts.

Unit 2: What was the legacy of the British Empire? A unit that explores the growth of the empire and its subsequent impact around the world.

Unit 3: How did we get so advanced? A unit focused on the Industrial Revolution, charting the changes and impact on society

Year 9: Unit 1: Did we rule the world? A unit focused on the rise and fall of the British Empire

Unit 2: USA: land of the free? A unit charting the treatment of Black people in America spanning life before slavery and culminating in the Civil Rights Movement

Unit 3: How close did we come to Nuclear War? A unit focused on 20th Century conflict covering the two World Wars and exploring the Cold War that followed

Unit 4: The Holocaust: why remember? A unit focused on the events of the Holocaust ensuring that the atrocities are never forgotten

Additional Stand-Alone Lessons

The department also ensures current issues and events are marked through additional stand-alone lessons. These include:

Black History Month

LGBTQ+ History Month

Women's History Month

Anti-Slavery day

Armistice Day

Holocaust Memorial Day

VE Day

Organisation of Pupils' Classwork and Homework

All pupils are provided with an exercise book which is covered with a protective plastic cover. All classwork is expected to be completed in the exercise book and should be brought to every lesson. Homework is set on a weekly basis and aims to build on classroom learning through a variety of additional tasks. Increasingly, both class and homework tasks can be found on the school's website to support those who have missed lessons or are falling behind. All lessons are planned by the department and constantly reviewed and improved, in line with National Curriculum changes. We aim to ensure that we cater for all learning styles and abilities through our differentiated and creative lesson planning.

Marking Policy

At Key Stage 3, books are 'deep marked' termly with WWW (what went well) and EBI (even better if) developmental comments. Pupils also complete termly assessments which are formally assessed and receive overall scores, which are used to track progress across each year. All assessment questions are based on the Edexcel exam question styles and are marked according to the exam board mark schemes. Pupils are also expected to complete both peer and self-assessments termly with the aim of increasing pupils' understanding of how to make progression.

History aims to address all learning styles and preferences. Learners complete a varied selection of tasks, including project and group work, independent research and pupil presentations.

Key Stage 4

In Years 10 and 11, pupils continue to be taught in mixed ability classes and pupils with additional needs are supported by our TA and the class teacher. The History GCSE option at St Richard's is a popular choice, usually seeing over half of the cohort opting for it in Year 9. We follow the Pearson Edexcel 2016 syllabus, delivering the following units:

Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches

A choice of Anglo-Saxon and Norman England, c1060-88 or Elizabethan England 1568-1603

The American West, 1835-1895

Weimar and Nazi Germany, 1918-39

In Years 10 and 11 pupils receive 3 x 50 minute lessons each week.

Organisation of Pupils' Classwork and Homework

As with KS3 all pupils receive an exercise book which is protected with a plastic cover which is used for all class and homework activities. Homework is set once a week and is designed to provide pupils with an opportunity to complete pre-learning activities or embed the skills they have learnt during their lessons. The department takes pride in the outstanding lessons that they provide and plan collaboratively in line with the Pearson Edexcel schemes of work and textbooks that have been created for each unit of study.

Marking Policy

At KS4 exercise books are 'deep marked' twice a term, with WWW and EBI developmental comments. Pupils also complete formative assessments which reflect the exam skills and requirements for each unit. These are marked formally by the class teacher and are used to develop an overall picture of the progress each pupil is making. Pupils make use of self and peer assessment to help develop and strengthen their understanding of the GCSE assessment requirements.

In Year 10, pupils complete mock exams in term 5 for History which provide a good insight into progress and areas for development in Year 11.

In Year 11, pupils complete mock exams in October and February to help ensure specific, targeted intervention can be provided for all pupils. All department members contribute to revision sessions after school and during school holidays.

GCSE Examination and Target Grades

History is a one tier entry paper. We expect all pupils who take the subject to enter for the final examination.

Grades span from 9-1. Pupils are grouped in mixed ability classes and support is provided through the departmental Teaching Assistant for pupils with Special Educational Needs.

History GCSE Results

The History department continue to achieve well above the national average at GCSE level, as outlined below.

2023: 90% 4-9, 83% 5-9, 52% 7+, APS 6.3

2022: 94% 4-9, 85% 5-9, 59% 7+, APS 6.7

2021: 90% 4-9, 80% 5-9, 42% 7+, APS 6.1.

2020: 92% 4-9, 80% 5-9, 50% 7+, APS 6.3.

2019: 84% 4-9, 68% 5-9, 36% 7+, APS 5.7.

Departmental Monitoring

A system of monitoring the department's work is followed by the Subject Leader in conjunction with the department's Line Manager, Mr Tadros. The department is also thoroughly monitored every year through the process of self-review. This is the responsibility of R Campbell, with support from the department.

Rewards and Consequences

The History department make regular use of the whole-school rewards system of the school by issuing Achievement Points to pupils in lessons. These can be received for class and homework as well a range of other aspects including excellent effort, contributions and kindness to others. With this, the department sends postcards home, uses reward stickers in books and celebrates work and achievements through displays around the school. When necessary, consequences are also issued to pupils, again following the whole school consequences system. Consequences are issued based on a scale beginning with behaviour points and then moving on to lunch detentions, after school detentions, departmental reports and Saturday morning detentions. Where appropriate, the Subject Leader will issue departmental detentions or refer the issue on to a Pastoral Leader or member of LMT.

Extra-Curricular

At St Richard's we believe that History should come to life, and therefore we aim to provide our pupils with a range of opportunities to visit historical sights and gain hands on experiences of life during different periods. One such opportunity is the popular Berlin Trip which runs for pupils in Years 9 and 10. Pupils studying Nazi Germany travel to Berlin for a residential trip to investigate life in Nazi Germany. The trip is hugely popular and gives a fascinating insight into what it would have been like to live in Germany under Hitler's regime. Key sights that we visit include: Sachsenhausen Concentration Camp, the Olympic Stadium and the Reichstag.



All GCSE pupils also visit the Kent County Showground to explore the replica World War 1 trenches and take part in workshops focused on Medicine during the First World War. We also offer pupils in Key Stage 3 and 4 the opportunity to travel to Ypres to experience first-hand the conditions of the trenches and better appreciate the magnitude of the Great War.

Extra-curricular trips are part and parcel of the historical experience we provide at St Richard's and we are always looking for new ideas and new places to visit, often acting on the suggestions and wishes of the school community.

Additionally, in school we also run a range of extra-curricular clubs including History club at lunchtime, History prep support club after school and History Film Club, termly. All members of the department support the running of these extra-curricular opportunities.



