

# History

## Subject Intent

Our mission is to create historians who have an enquiring mind, read critically, are able to appreciate how history is constructed and see history as an unfolding story which involves us all.

### What will students be studying?

**Topics/Overview** We develop the skills that you began acquiring in Year 8. You are competent at analysing historical sources and now start to look in more depth at historical interpretations, in particular considering how they differ based on time and place. Historical concepts of similarity and difference and significance will be honed during Year 9 to prepare you for your GCSE studies. We will be studying: Cycle 1: World War 1 Cycle 2: World War 2 Cycle 3 : The Cold War and 20th Century Society

### How are teaching groups organised?

Students are taught in mixed ability groups.

### Threshold Concepts

**TC1– Interpretation - Understanding that history is subjective TC2- Source analysis TC3- Cause and consequence -Understand that history is interconnected TC4- Chronology - to understand the order in which things happen TC5- Appreciate the significance of a person or event TC6- Understand factors that lead to change and continuity TC7- Similarity and difference - understand how far lives of people in one area or historical period are the same as in another**

### How is homework set?

Homework is set every week on a rotation. Homework tasks consist of written tasks, reading progress and keyword revision on Blooket.

### Useful resources, website and extra curricular links to support learning.

BBC Bitesize Quizlet Blooket.

Books Please visit the school library to see our extensive range of KS3 History books.

### How will students be assessed?

Key Learning Tasks (KLT) take place once per cycle and this will be based on a skill or extended writing task that tests students' knowledge that has been developed.

Students will be formally assessed at the end of each unit. The assessments are of a formal written nature, reflecting on both A01 (learning about religion) and A02 skills (learning from religion).

After these assessments, students will spend time reflecting on their progress to identify how they can advance further

### How will we challenge/support students learning?

- Targeted questioning to ensure high challenge for all
- Stretch and challenge
- Differentiated work
- Collaborative work