

## Broadening Horizons

For our study of History to have real meaning, we endeavour to give students an experience of the subject that goes beyond the classroom. Where possible students are offered opportunities to enrich their learning through first hand experiences, whether this be a visit to places such as France, Belgium or Auschwitz, an experience or the ability to hear a first-hand witness testimony to allow them to see that History is real, is all around us and has a direct impact on how we live our lives today. Allowing our students to see that History is a subject which opens up doors to many career opportunities is also an integral part of our students' preparation for life beyond school.

## Careers

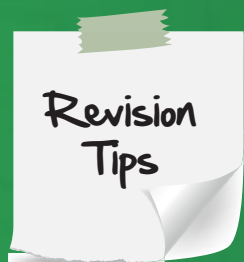
History gives students the skills they need to enter most professions and go on to further and higher education. They have the skills to evidence their points, create well supported arguments and analysis of evidence. These skills help with careers in Law, Policing, the Armed Forces, Civil Service etc.

## Immerse Yourself



*BBC Bitesize History*

Use online revision tools like BBC Bitesize at home to improve your history knowledge even more.



*Revision Workshops*

Revision and exam technique workshops are offered throughout the year and are highly recommended.

## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.

### SUBJECT LEVEL REWARDS

**Reward scheme:** star of the week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

**Rewarded by:** names displayed on reward boards, certificates, social media posts.

## Contact



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# HISTORY

Curriculum Newsletter

## YEAR 10





# Curriculum Intent

“How we got to now” is the overriding aim of the History secondary curriculum at Wickersley Partnership Trust (WPT). Through a shared understanding and knowledge of our past history, we aim to give our students the ability to understand who they are and their place in the world. We aim to inspire a love of learning and the ability to ask questions.

Our History curriculum allows our students to ask and develop perceptive questions to help them understand the past and the present. In an ever-changing world, History allows our students to look to past examples, learn from them and ensure that as citizens we do not make the same mistakes that those before us may have done.

The History curriculum aims to give pupils a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires students’ curiosity to know more about the past.

Teaching equips pupils to ask enquiring questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils 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.



## Have your say!

At WPT we’re always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



# Year 10 Curriculum

History is delivered via two 80 minute lessons per week. In Year 10, we look at the following topics:

## Germany

How did Germany go from a democracy to a dictatorship before WWII? How did the Depression support growth for the Nazis? What was life like in Nazi Germany?

## Conflict & Tension

What were the causes of the First World War? What role did Slav nationalism, Serbia, Austria and Hungary play? What military tactics were used during the war? How did the end of the war come about, and how did advancing technology affect this?

## Britain - Health and people

How has medicine advanced through

the ages? How did Christianity contribute to medical progress?What was public health like in the Middle Ages? What was the impact of the Renaissance on Britain? How was disease dealt with and prevented? How did the Germ Theory impact the treatment of disease? How did improvements in surgery and public health contribute to health reforms? What impact did war have on medicine?

## Elizabethan England

Who was Elizabeth I? What was life like in Elizabethan times? What was the effect of religion on policy? Who was Mary, Queen of Scots and how did she challenge Elizabeth? What happened during the conflict with Spain and the Spanish Armada? How did people live during this era?

# Assessment Points

In Year 10, students are assessed each half term in class, using exam techniques for essay writing and source analysis. Year 10 Mock Exams take place during the Spring and consist of exam style questions from teh units they have been studying throughout Y10.

# Year 9 Flashback

Last year, students learned about Between the wars, World War II, American Civil Rights and the Vietnam War. To refresh your child’s memory, why not ask them about what they learned?

*Can you explain how the persecution of the Jews led to the Final Solution?  
Why did the USA get involved in the Vietnam war?*

# THE HISTORY WAY



We use historical examples to support our points

**We always try to look at the historical context of events**

**WE UNDERSTAND HOW THE PAST CONTRIBUTES TO OUR FUTURE**

We strive to incorporate history structures in our written work

**WE ALWAYS TRY TO USE KEY HISTORY WORDS IN CLASS DISCUSSION**

We are willing to develop our historical learning **beyond the classroom**

We are motivated to investigate the past & **become young historians**

We use analytical steps when investigating historical evidence



**SUBJECT WAYS**

# The History Way

The History Way is followed in all of our lessons. It is designed to help students become young subject specialists and has two main purposes: to teach students the vital skills needed to achieve their full potential, and to demonstrate how History relates to the wider world.