

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.



Seneca GCSE History

Seneca's guide to GCSE History contains lots of revision resources and information to help you.

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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The Rise of the Nazis

Take a look at key events that led to the Nazi party's rise to power in Germany.



HISTORY

Curriculum Newsletter

YEAR 11



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 11 Curriculum

History is delivered via two 80 minute lessons per week. In Year 11, 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 11, students are assessed using exam techniques for essay writing and source analysis.. Year 11 Mock Exams take place during Winter, with GCSE Exams taking place during the Summer.

Exam Technique Flashbacks

Attempt an exam question using these techniques below:

Can you FDL your paragraphs?
Can you explain provenance when analysing your sources?

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.

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