



HISTORY							
	Year 7	Year 8	Year 9	Year 10	Year 11		
Autum	History Skills and Local Study:	Warfare:	20 <sup>th</sup> Century	Crime and	Exam Plan:		
n 1	, , , , , , , , , , , , , , , , , , , ,		International	Punishment:	Rotation of		
	Scarborough	WW1 and the Home	Relations:		topics and		
	<b>3</b>	Front		1000-1700	skills in		
	How do I Become a Scalby School		How		build up to		
	Historian?		different	Grand	GCSE		
	• Can you write a narrative of the	What were the	were USA	overview of	Examinatio		
	1954 lifeboat disaster?	causes of the First	and USSR by	Crime and	ns		
	How should Scarborough Castle	World War?	the 1920s?	Punishment	1 lesson per		
	be presented to the public?	• Frontline and			week is to		
	Was Thomasin Farrer the most	homefront			focus on		
	significant reason for	Why did the Allies	• A game	What factors	AO3 and		
	Scarborough's growth as a town?	win the First World	changing	are	AO4		
	What was life like in	War?	war or a di-	important in	objectives		
	Scarborough's workhouses?	, vai.	Tsar-ster	the history of	which are		
	Scarborough s workhouses:	Reactivating	waiting to	crime and	tested in		
	Reactivating concepts of local history	knowledge on	happen?	punishment?	the Weimar and Nazi		
	of Scarborough from year 6.	Scarborough	Why was	•	Germany		
	, , , , , , , , , , , , , , , , , , , ,	bombardment from	there a	Saxons	unit.		
	Scarborough as a Roman settlement	year 7 during local	revolution	Normans	2 lessons		
	and signalling station for invasions at	study. Links to prior	in Russia?	Middle Ages	per week		
	Scarborough Castle. Scarborough as a	learning of industrial	What really	Crimes, trials	are to focus		
	Viking settlement and raids on the	revolution for WW1	happened	and	on the AO1		
	north of England. How Scarborough developed into a seaside holiday	new weapons	in	punishments	and AO2 objectives		
	destination during the Victorian era.	produced at a much	Petrograd		which are		
	Reactivating knowledge on the	fast rate than ever	on 25	<ul><li>Why were</li></ul>	tested		
	industrial revolution.	before. Reactivate	October	Monarchs so	across all		
		learning in year 6	1917?	worried	three exam		
		where pupils have	• Should your	about new	units.		
		studied the home	history	crimes 1500-			
		front.	department	1700?			
			buy Lenin				
			artefacts?	<ul><li>Was the</li></ul>			
			<ul> <li>Did Joseph</li> </ul>	whole of			
			Stalin	England			
			deserve to	really			
			be the 1939	gripped by a			
			"TIME's	witch craze?			
			Man of the				
			Year?"	Bloody Code			
			Economic	Reactivating			
			Boom	knowledge			



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Autum n 2  Migration:				year 8 to		
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#### **HISTORY**



the Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

Why was England a battlefield in 1066?

What problems did Harold face in the Summer of 1066?

Was England ripe for invasion in 1066?

Who will win: Anglo Saxons or Normans?

Reactivating concepts the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

How did William take control over England?
Use of Terror and Peaceful tactics.

What did the Norman conquest change?

Reactivating Concepts -

Change and continuity – slow and rapid change
Revisit throughout Year 8 and GCSE

What were the consequences of school segregation?

of mass

production

Henry Ford

What were

consequence

American

way of life?

Consumer

industries

advertising

Background

to stock

market

boom?

Explain

activities

Why was

prohibition

introduced

organised

Why did

prohibition

Why was

there a wall

Street Crash?

Reactivating concepts

Slavery

crime

fail?

and impact of

social

s for

and

Revisit Schools Nazi Germany

Brown vs Board of Education- Why was this so important?

What happened at Little Rock?

Can you explain the importance of the actions of Rosa Parks and Martin Luther King?

Reactivating concepts Protest/ change Peasants revolt/ Civil War/ French revolution/Suffraget tes

**Revisit** Russian revolution *Case Study: Black Britain* 

**Reactivating concepts** Invaders and settlers

Invaders and settlers
Role of black people
in Tudor England

Revisit in Year 9 USA

Matthew Hopkins and the witchhunts of 1645–

47.

Reactivating Concepts witchcraft KS3 Religious change

The role of the authorities and local communities in law enforcement, including town watchmen.

contrasts
between rich
and poor
immigration
restrictions
the Ku Klux
Klan and its

Reactivating
Concepts
Anglo Saxon
and Normans
Law
enforcement

Introduction of transportation and the start of the Bloody Code.

**Reactivating Concepts** *Empire* 

Case studies Gunpowder Plotters, 1605: crimes and punishment.

Reactivating Concepts A04 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.



	USA Civil	Religious
	rights in	change 1500-
	1920s	1700
	Year 8	
	Depression	
	leading to	
	Hitler's rise	
	to power	
	10 po 11 c.	
	Revisit	
	causes and	
	impact of	
	Depression	
	Nazi	
	Germany	
	The aut-to-	
	The origins	
	of the	
	Republic,	
	1918–19	
	The legacy of	
	the First	
	World War.	
	The	
	abdication of	
	the Kaiser,	
	the armistice	
	and	
	revolution,	
	18–19	
	Reactivating	
	Concepts	
	First World	
	War /	
	Russian	
	Revolution /	
	How do	
	people enact	
	change?	
	The setting	
	up of the	
	Weimar	
	**Cirrur	



	Republic. The	
	strengths and	
	weaknesses	
	of the new	
	Constitution.	
	Constitution.	
	Donativation	
	Reactivating	
	Concepts –	
	Government	
	and	
	democracy	
	Early	
	challenges to	
	the Weimar	
	Republic,	
	1919–23	
	Unpopularity	
	of the	
	Republic,	
	including the	
	'stab in the	
	back' theory	
	and the key terms of the	
	Treaty of	
	Versailles.	
	Reactivating	
	Concepts –	
	Treaty of	
	Versailles	
	Decision	
	making	
	Challenges to	
	the Republic	
	Left and	
	Right:	
	Spartacists,	
	Freikorps,	
	the Kapp	
	Putsch.	
	rutstii.	



Reactivating
concepts
Солесры
Political
beliefs . ,
communism/
capitalism/
nationalism
The
challenges of
1923:
hyperinflatio
n; French
occupation of
the Ruhr.
The recovery
of the
Republic,
1924–29
Stresemann,
the
Rentenmark,
the Dawes
and Young
Plans and
American
loans and
investment.
Reactivating
Concepts –
USA
Economy
Boom and
Bust
Stresemann
policies
Reactivating
Concepts
International
Agreements
Agreements



Causes of
2nd World
War – Y8
Changes in
society,
1924–29
1324-23
Changes in
the standard
of living,
wages,
housing,
unemployme
nt insurance.
Changes in
the position
of women in
work, politics
and leisure.
Reactivating
Concepts –
Suffragettes/
votes for
women
Y7
Cultural
changes,
architecture,
art, literature
and the
cinema.
Reactivating
Concepts –
Culture in
1920s USA
Early
development
of the Nazi
Party, 1920—
22
Hitler's early
career: 1919-
20
20



			The Twenty- Five Point Programme. The role of the SA.  Reactivating Concepts – Campaigning for change		
Spring 1	Power Vs People:	Terror and Conflict:	Weimar and Nazi Germany:	Early Elizabethan	Exam Plan: Rotation of
1	King John	World War Two	Weimar Republic,	Queen, Government	topics and
	Magna Carta	Causes of WW2: Treaty of Versailles, League of	1918-29	and Religion 1558-69	build up to
	Reactivation point: Concept of government and political reform.	Nations and the Rise of Hitler. Appeasement.	Hitler's rise to power 1919-	Challenges to	Examinatio
	Who was King John and what did people want from the medieval King?     What was the Magna Carta and what impact did it have?	<ul> <li>Was the Treaty of Versailles Fair?</li> <li>How did Fascist ideas help to cause conflict?</li> </ul>	Nazi Control and Dictatorship, 1933-39 Prior learning	Challenges to Elizabethan Society in an age of exploration 1558-88  Prior learning to	1 lesson per week is to focus on AO3 and AO4
	Black Death  • Why should we bother learning about the Black Death?	Relations between Allied Powers. Opportunity to	to reactivate: Background to WW1: Political rivalries	reactivate: Role of government and parliament.	objectives which are tested in the Weimar
	Opportunity to link to Modern Day – Covid pandemic	reactivate knowledge of warfare and situation at the end of WW1. Dictatorship and	Kaiser and III	Issues of gender Importance of religion Hierarchy of	and Nazi Germany unit. 2 lessons
	Peasants Revolt	surrender of Germany WW1.	Concepts such as government	society in England during Tudor period.	per week are to focus on the AO1
	<ul> <li>Why were the peasants so angry in 1381?</li> </ul>	Allow students to	critical: students	Spain and the New world.	and AO2 objectives
	Reactivation point: Feudal system- hierarchy	understand the growth of Superpowers and	linking back to ideas of		which are tested
	Role of monarch and concepts of religion/ power.	the tensions.	communism/ capitalism,		across all three exam
	Henry VIII:	capitalism. Ready to revisit in Y10.	democracy, dictatorship, left/right		units.
	Was Henry VIII a tyrant? Links to C and P GCSE	<ul> <li>Why was there another World War?</li> </ul>	political views.  Opportunities		
	How the Tudors came to power.	<ul><li>World war?</li><li>What were the main</li></ul>	to reactivate knowledge:		
	Break with Rome				

#### **HISTORY**



- Dissolution of the monasteries
- Tudor society

Reactivating concepts of religion and power of the church. We are also reactivating ideas about society which links to Elizabethan England in Year 10.

- Edward VI
- Mary I
- Elizabeth I

Elizabethan exploration.

Opportunity to reactivate knowledge in at the end of the year with topic on Empire and exploration Y7.

Also links to Elizabethan England GCSE topic Y10

turning points of the Second World War?

 Was the nuclear weapons against Japan justified? Links to CW

Dunkirk, Battle of Britain, D-Day, Churchill: War hero or war criminal? Battle of the Atlantic, Pearl Harbour, VE Day, Dropping of the Atomic Bomb and end of WW2.

End of WW2 allows links to be made to the alliance system once more and comparison between the peace treaty at the end of WW1 and that signed at the end of WW2.

Gender- more rights/ freedoms for women in Germany under Weimar Republic. Weimar vs traditional German culture. Look back at culture in Tudor England. Persecution of minorities: Civil Rights, Slavery and the Holocaust.

Issues of

Creation of a Dictatorship-1933-34

Reactivate concepts of democracy and dictatorship from Y7 Power Vs People topic.

The police state:
Controlling and influencing

Prior learning to revisit: Hitler's Germany and the growth of fascism, establishing



			a police state and persecution.		
Spring	Power and the People:	Rights and	Nazi	Elizabethan	Exam Plan:
2	NAC'S also are for	Persecution:	Germany	England	Rotation of
	Witchcraft				topics and skills in
	Why did witchcraft become such a	Holocaust	Opposition and	Queen,	build up to
	serious crime in the early modern	<ul><li>To what</li></ul>	resistance.	government religion 1558-	GCSE
	period?	extent were	resistance.	69	Examinatio
	Why was there a witch hunting craze in 17th Century? James I book of	Jews	• Chur		ns
	demonology Role of the Witch-finder	persecuted	ch	Challenges to	1 lesson per
	General	before the	<ul><li>Yout</li></ul>	Elizabeth at	week is to
		Holocaust?	h	home and	focus on
	Reactivating concepts of religion and power of the church. Also reactivating			abroad 1569-	AO3 and AO4
	ideas about society – Links to	Reactivation of	Reactivate	1588	objectives
	Elizabethan Society and Crime and	concepts of religion,	prior 	Elizabethan	which are
	Punishment.	persecution of minorities. Links to	learning	society in the	tested in
	Civil Man. Francisch Boundations Courses	topic of Migration in	from resistance in	age of	the Weimar
	Civil War – English Revolution: Causes, events and consequences.	Y7.	Empire topic	exploration	and Nazi Germany
	events and consequences.		Y8 and	1558-88	unit.
	What caused the English Revolution?	<ul><li>Why were</li></ul>	Power Vs		2 lessons
	Were the English right to kill their	medieval	people Y7.	Prior learning	per week
	king?	Jews		to reactivate:	are to focus on the AO1
	Reactivating concepts of monarchy vs	Persecuted?	Life in Nazi	Role of	and AO2
	parliament.	Linka ta Mikita dhamal	Germany:	government and	objectives
		Links to Whitechapel Jews in 19 <sup>th</sup> - 20 <sup>th</sup>	Polices	parliament.	which are
	American West:	Century Europe Y10.	towards	parnament.	tested
		century Europe 110.	women,	Issues of	across all three exam
	Were migrants pushed from the	Development of	young people	gender	units.
	east, or pulled from the west?	persecution in	and		
	Mas the 'wild west' really the	Germany throughout	minorities.	Importance of	
	Was the 'wild west' really the 'mild west?	the 1930s		religion	
	How much can we learn from		Reactivate	Iliananahaf	
	George Gatlin about the plains	Life in Ghettos	knowledge	Hierarchy of society in	
	Indian way of life?	Concentration camps Lessons to be learned	from Y8 Life in Nazi	England during	
	What does the story of	from the Holocaust.	Germany and	Tudor period-	
	Sacajawea tell us about		revisit life for	links to Y7	
	interactions between the natives	Opportunity to make	women in		
	and the settlers?	links to be made	Weimar	Spain and the	
	and the sections.	treatment of Jews in	culture and	New world –	
		the Holocaust and	Britain in	links to prior	



	How damaging was the westward expansion of 1851-76 for the Plains Indian way of life (reservations/battles/extermination)	African Americans in the Jim Crow laws-End of year 8 topic.	suffragette movement Y7.  Persecution of minorities.  Revisit history of persecution of Jews from Y8 topic.  Whitechapel topic C and P.  Kristallnacht-Revisit Y8 prior learning of treatment of the Jews in Nazi Germany.	learning of Empire and exploration in Africa Y8 topic.	
Summe r 1	Empire  Development of the British Empire.  Reactivate Knowledge of exploration in the Elizabethan Period Y7  Transatlantic Slave Trade:  Conditions on the Middle Passage Life on plantations Who was to blame What was it like for slaves on a plantation? Who benefited most from the slave trade? How did slaves achieve freedom?	Africa – Kingdom of Benin  How can we find out about Africa History?  Benin 'golden Age.' During 15 <sup>th</sup> and 16 <sup>th</sup> Centuries.  Reactivate knowledge of Empire and Trade routes – Y7  Obas – Did they really rule through	Superpower Relations and the Cold War:  Origins of the Cold War 1941-58  Prior learning to reactivate - Nazi invasion of the USSR and the end of WW2 in Y8.	Elizabeth Age of exploration  Reactivate knowledge of Empire and slavery Y7 and 8.  Factors prompting exploration  The impact of new technology on ships and	Exam Plan: Rotation of topics and skills in build up to GCSE Examinatio ns  1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi



	How has the slave trade been interpreted differently?  Abolition	superstition and fear?  Reactivate knowledge of superstitious beliefswitchcraft in the Early Modern Period- Y7  Why did the Oba of Benin really participate in the slave trade?  Mahommah Gardo Baquaqua's slave narrative  Harry Rawson –Benin massacre?  Should the British museum return the Benin Bronzes?  How well connected was Early Modern Africa? Reactivate knowledge of West African links with Europe.  How and why was Africa 'invented' in	Reactivating knowledge of alliances WW2 in Y8 and Nazi Germany topic last term.  Cold War intensifies  Arms race, Warsaw Pact, Hungarian Uprising and the Soviet Invasion of Hungary.	sailing and the drive to expand trade  The reasons for and the significance of Drake's circumnavigati on of the globe  The significance of Raleigh and the attempted colonisation of Virginia  Reasons for the failure of Virginia  Reactivate knowledge of Elizabethan society and age of exploration Y7 and 8	Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.
		the 19 <sup>th</sup> Century?			
Summe r 2	Industrial Revolution:  Who benefitted most from the Industrial Revolution?	Civil Rights and Protest:  Jim Crow Laws:	crises- 1958- 70: Berlin Wall,	Revisit- Weimar and Nazi Germany:  Early	Exam Plan: Rotation of topics and skills in build up to
	What can the story of Robert Blincoe tell us about life in the industrial Revolution?	Reactivate knowledge of Protest and American Revolution Y7.	Cuban missile Crisis Czechoslovak ia	challenges to the Weimar Republic, 1919–23	GCSE Examinatio ns  1 lesson per week is to

#### **HISTORY**



Links to Whitechapel What Was life like for women 18<sup>th</sup> and 19<sup>th</sup> Century?

Reactivate knowledge of Empire and exploration.

Links to slave trade Where should the Industrial Revolution museum be?

Were the Suffragettes terrorists? Why are the suffragettes significant?

Did Emily Davison intend to kill herself?

What were the consequences of school segregation? Links to Germany Y9

Brown vs Board of Education- Why was this so important? What happened at Little Rock? Can people bring about change by peaceful protest

Reactivate: Links to earlier violent protests suffragettes and peasants revolt.

Can you explain the importance of the actions of Rosa Parks and Martin Luther King?

Reactivate knowledge of Conflict end of WW2 and Cold War Y8.

End of the Cold War-1970-91 Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.

Reactivate knowledge of Armistice, Treaty of Versailles and situation in Germany after WW1-Y8 and 9. focus on AO3 and A04 obiectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.





	HIST	TORY KEY V	/OCABULARY		
	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	History Skills and Local Study:  Chronological Order, Century B.C., Decade A.D., Periods, Millennium, Primary Source, Interpretation, Narrative, Chronological, Change, Continuity, Type of Change, Significance, Resonant, Revealing, Lasting effect, Important, Poverty, Poor Law, Idle Poor, Impotent Poor, Workhouse, Silent System, Oakum Picking	Warfare:  Alliances, Allied Powers, Armistice, Balkans, Blockade, Central Powers, Colonies, Conscript, Eastern Front, Enlist, Front line, Imperialism, Kaiser, Militarism, Nationalism, No Man's Land , Pals battalions, Propaganda, Trench warfare, Triple Entente	20th Century International Relations:  Tsar, Autocrat, Peasantry, Bolsheviks, Cheka, Civil War, Red Army, Revolution, Soviets, Soviet Union – Union of Soviet Socialist Republics, Communism, Capitalism, Roaring 20s, Economic Boom, Lenin, Stalin, Mass Production, Advertisement, Credit, Prohibition	Crime and Punishment: 1000-1700  Kings peace, Vagabonds, Collective responsibility, Hue and Cry, Reeve, King Shire Reeve, Treason, Oath, Maiming, Capital punishment, Corporal punishment, Retribution, Deterrent, Stocks, Pillory, Blood Feud, Wergild, Tithings, Trial by Ordeal, Murdrum, Kingsmund, Statute of Labourers, Forest Law, Peasant, Poaching, Brand, Clergy, Heresy, Sanctuary, Enclosure	Exam Plan: Rotation of topics and skills in build up to GCSE Examinations  1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.
Autumn 2	Migration: Migration Immigration Emmigration Settlers Viking Anglo-Saxon	Peaceful Protest  Jim Crow laws Racism Segregation Equality	Why was there a boom in 20s USA?  Tariff Mass production	Crime and Punishment 1500-1700  Religion Heresy	



Roman	Boycott	Consumer	Treason,	
Justice.	Education	industries	vagabondage	
Chronology	Nation of Islam	Advertising	witchcraft.	
Push Factor	Black power		Night watchmen,	
Pull Factor	NAACP	Stock market	Town constables,	
Motive	Minister	Ku Klux Klan	The Bloody Code,	
Iron age	Preacher	Prohibition	Witchcraft	
Archaeology		Mafia		
British Isles		Wall Street		
AD		Reactivating		
BC		Civil rights		
Chronology		Depression		
Hunter		Nazi Germany		
gatherer				
Inhabitants		Weimar and Nazi		
		Germany		
Why was				
England a		Republic		
battlefield in		Legacy		
1066?		Abdication		
Invasion		Kaiser		
Succession		Armistice		
Oath		Revolution		
Legitimate		Spartacists		
Ffyrd		Communism		
Cavalry		Nationalists		
Archers		Weimar Republic.		
Housecarl		Constitution.		
Fyrd		President		
Norman		Chancellor		
How did				
William take		Stab in the back		
control over		Dolschtoss		
England?		Treaty		
14/le e.t. altal ale e		Left and Right wing		
What did the		Putsch.		
Norman		Hyperinflation		
conquest		Occupation		
change?		Economy Loans		
Feudal System  Motte and		investment		
		mivestinent		
Bailey Domesday		Domestic		
book		Foreign		
Norman		Society		
conquest		Jociety		
Villein				
VIIICIII				



	Concentric Domesday Keep		insurance. Politics Cultural		
			Architecture Art Literature Cinema		
Spring 1	Power and the People:  Magna Carta,	Terror and Conflict: Alliances,	Weimar and Nazi Germany: Communism,	Early Elizabethan Exploration,  Empire, divine	Exam Plan:  Rotation of topics and
	Monarchy, Religion, Divine Right, Barons,	appeasement, conflict, terror, warfare, democracy and Dictatorship. Fascism, ideological, communism, capitalism, Soviet, Triple alliance, Triple Entente, sanctions, enclosure, evacuate, colony, inflation, war crimes.	capitalism, democracy, dictatorship, left/right politics.	right, colonies, illegitimate, circumnavigate, reformation, martyr, clergy, ecclesiastical.	skills in build up to GCSE Examinations
Spring 2	Power and the People: Gender,	Rights and Persecution: Untermensch,	Weimar and Nazi Germany:  Diktat, totalitarian,	Elizabethan England: transubstantiation,	Exam Plan: Rotation of topics and skills in build
	illegitimate, devil, crime,	Kristallnacht, Communism,	regime, police state,	papacy, papal bull, royal supremacy, uniformity, puritan	up to GCSE Examinations
	superstitious, familiar, torture, sleep deprivation,	Capitalism, Cold War, Segregation, Ideology.	Volksgemeinschaft, republic, propaganda, Fuhrer, oath of	recusants, succession and heretic	1 lesson per week is to focus on AO3 and AO4



	Monasteries. Social, economic, turmoil, Jesuits, Puritans, extreme, widows, Gender, demonology				Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam
Summer 1	and deterrent.  Empire	Africa – Kingdom of Benin	Superpower Relations and the Cold War:	Elizabeth Age of exploration	units.
Summer 2					Exam Plan: Rotation of topics and skills in build up to GCSE Examinations  1 lesson per week is to focus on AO3 and AO4 objectives which are tested in the Weimar and Nazi Germany unit. 2 lessons per week are to focus on the AO1 and AO2 objectives which are tested across all three exam units.

#### **HISTORY**



#### The Importance of Nurture for the Development of Wellbeing

The history curriculum is designed to teach students both political and social aspects of the past. There are several schemes of learning that develop an understanding of the importance of well being and the factors that have affected people's well-being through time. For example, during both KS3 and KS4 students will learn about social and economical development both in the UK and across the globe.

#### All Behaviour is Communication

As department we follow Scalby School's behaviour policy and C3's/C4's are recorded. This information is monitored and followed up via both the head of department and the pastoral team. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student needs additional support. Behaviours which are a cause for concern are raised with Line managers, Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

#### The Importance of Transitions in Children's Lives

The history department has a strong link with our feeder primary schools and communicates regularly with them to ensure the curriculum is effectively sequenced from KS2 to KS3.

Year 8 students are supported through the option process by slowly being introduced to critical content that will be covered at a GCSE level. Students are given the opportunity to make links between KS3 and 4 by identifying and explaining difficult historical concepts.

Transition from one set to another in history is supported through discussion with other subjects. For example, we are set with and contact is made by the English department to parents after conducting meetings with Line mangers, HOY and SENDCo.

Post 16 support is offered by making students aware of the course available at 6 form and ensuring that our GCSE content addresses key concepts required to study at a post 16 level.

#### Language is a vital form of communication

In the history department we regularly liase with the literacy coordinator and follow the whole school focus on vocab. As a department we have highlighted both key vocabulary and concepts that are necessary for students to understand critical content across all subjects. These words/ concepts are clearly identified and explained via our enquiry-based approach to teaching and learning.

#### **HISTORY**



Students are regularly formatively assessed on their ability to understand and use a wider vocabulary. The correct use of language and method of communication is modelled by all teachers across the department.

#### The classroom offers a safe base

The history department has a high level of expectation ad behaviour for all our students. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Students feel safe and know the behaviour system well and therefore can predict the consequences of their actions/ behaviour.

#### Children's Learning is understood developmentally

All members of the department have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. This information is both shared across the department to inform and shape of planning. This information also enables the department to identify the most challenging areas of our curriculum and develop an approach to teaching and learning this content that enables all students to make progress.



