



Corby Business Academy

Historical Association Quality Mark Portfolio

Corby Business Academy.

Introduction to our school and its community.

The school is part of the Brooke Weston multi-academy trust. It is a non-selective, co-educational school of 1,147 and comprises year 7 to 13. The percentage of students eligible for free school meals is 21.1%. 10% of the school have SEN. 26% are EAL. The school also contains a SEN unit.

We are based in an old steel works town in the East Midlands. The school itself is built on the edge of the old factory and before that the Roman iron ore and Tile works. The community, as a legacy of its steelworks past, had only 8.5% of population with a degree, the lowest in England and 39% had no GCSE qualifications. Corby was once voted the worst place to live in England. Corby has often found itself topping lists for deprivation and associated problems. In 2022 it had the worst crime rate for weapons in Northamptonshire and at times robbery. Over the last 10 years the town has been an area of development and has seen significant improvements and investments with population growth of 2% per year. 80% of the local area identify as white British.

Our recent 2023 Good Ofsted states

Teachers have secure subject knowledge and are passionate about what they teach. Teachers present information clearly and choose activities that help pupils to learn. However, sometimes teachers do not match the work they set well enough to pupils' ability and their prior knowledge. Most teachers use assessment well, either to check that pupils remember important knowledge, or to embed knowledge. Teachers use retrieval tasks, questioning and low-stakes testing. Pupils respond well to the clear feedback given to them. Leaders now need to check that pupils' responses to this feedback are enabling them to make the progress they need. Not all pupils readily participate in discussion and debate. Leaders are aware of this and are developing strategies to promote discussion about what is being taught. Leaders prioritise reading. Staff encourage pupils to read widely. Leaders have introduced a whole-school approach to developing pupils' reading, writing and vocabulary. Pupils who need help to read more accurately or fluently get support quickly. Leaders are ambitious for pupils with SEND. They make sure that pupils with SEND can access the same ambitious curriculum as everyone else. They identify these pupils' needs and provide teachers with the detailed information they require to support them in their learning. Pupils who attend the school's specialist provision learn a personalised curriculum and are well supported. Students in the sixth form appreciate the efforts that teachers take to help them. They are proud of their school and would recommend the sixth form to others. There are opportunities for students in the sixth form to volunteer and help others. For example, they can mentor younger pupils and become reading buddies. The curriculum goes beyond the academic and is well planned and sequenced.

Introduction to the History department

The department has 5 specialist, well-qualified teachers. We are an eclectic and passionate mix of VP, Head of Year, overseas teacher, ECT and Dr. We prioritise trying to bring history into students' lives to make it relevant through connections to media interests and the local area. We take pride in trying to stay up to date with pedagogical and curriculum developments using current research. We actively seek community and Trust relationships and co-operate with other departments in school. We stimulate improvement through weekly department meetings, Trust engagement and CPD such as our ECT attending the Historical Association conference.

Our rationale has been carefully constructed and our newly appointed ECT Head of Key Stage 3 is passionate about continuing this. Our road story is based around the 4 core foci of historians. What is life like for people? How is wealth created? Where does power lie? What matters to people? We have a core knowledge curriculum that everyone teaches so that cultural capital underpins our GCSE and A level units

This is particularly necessary as some members of our community enter Year 7 without knowing words such as 'democracy' and our baseline test sometimes suggests that a 'century' is where people are buried.

Schemes of work are provided for staff with each lesson fully prepared with retrieval tasks, stimulus materials, modelling, scaffolding, hinge questions, dual coding, independent work, disciplinary and literacy tasks. Our schemes of work are all built around enquiry questions with lesson questions. Each unit of study has a compulsory www-ebi and assess task. This provides a safety net for the less experienced or extremely busy staff member. However, our SoL are not restrictive and we encourage staff to develop their own resources to meet their teaching styles within the constraints of the core knowledge and enquiry questions.

Six years ago the school was RI with poor behaviour and a constant turnover of SLT and lack of staff, the school has turned a corner and results in history have significantly improved as a result. History has always achieved highly at A level, but is now outperforming other schools at GCSE nationally.

Since some students lack academic cultural capital we are restarting our community links post-covid and arranging speakers and trips for students. This is a priority for us moving forward. Another priority is to develop student confidence in oracy, which was severely impacted by lack of group work and segregation during covid. Our third major priority is to continue to develop scaffolding and literacy tasks as students are entering in year 7 with much lower literacy than previously.

1:1 How does teaching impact upon achievement? How good is history teaching?
How effectively does teaching enable all pupils to make progress?
Teaching is no longer graded, but positively reviewed.

The school uses a generic comment WWW/EBI system for lesson observations. An older style type lesson observation, which was graded outstanding, is also included.

Please see below for your feedback regarding the recent Middle Leader Lesson Visit which was completed by:

Date: 24/03/2023

Year Group: Year 12

Lesson/Subject: history

The Strengths identified were:

Good subject knowledge is evident in content choice

Work is coherently sequenced so that pupils accumulate sufficient knowledge, understanding and skills to secure future learning

Subject matter is presented clearly, promoting appropriate discussion and response

The Development Areas identified were:

SEND T&L expectations are evident and support student success

The following additional comments were also made:

A fabulous lesson, well structured building literacy and knowledge. With questioning when students are struggling, consider using pair-share more.

As a result of this feedback, we recommend the following CPD historical association A level reading

Please see below for your feedback regarding the recent Senior Leader Lesson Visit which was completed by:

Date: 07/12/2022

Year Group: Year 10

Lesson/Subject: History

The Strengths identified were:

Teacher provides high levels of practice for all students

Practice is monitored closely to ensure high success rate

Calm and purposeful independent study conditions are established

Students are supported to achieve strong levels of independence where required

The Development Areas identified were:

The following additional comments were also made:

Students were working well independently and circulates the room, monitoring engagement and supporting students where necessary. Students can explain beautifully. Relationships between teacher and students are strong supporting a lovely learning environment. I thoroughly enjoyed my visit :)

As a result of this feedback, we recommend the following CPD: N/A

Subject: History Lesson Topic/Title: Causes of the First World War

Learning

Subject/curriculum knowledge- how does it contribute to learning? Expert command of the areas of complexity and difficulty for the children - activities and teaching and resources are well organised to help the children grapple with but control the material question in hand - a classic curriculum area.

How is the learning assessed and does questioning used contribute to learning? Questioning and discussion - used sharply to push on, plus explanation of difficult material

Evidence of differentiation? Yes- ability and need

Comments on use of data to inform planning- differentiation and challenge: Expert understanding of the class and their needs PLUS stretch for ALL with high expectations on acquiring knowledge and language to MASTER the questions

Lesson caters for Boys? V well Lesson caters for PP? V well

Lesson caters for HAPs? V well Lesson caters for SEN? V well

Lesson caters for MAPs? V well

Student survey and feedback results showing a sample of student views on making progress in lessons and quality of teaching in their opinion.

1	Do you know how you are doing in history and how to improve?	A little	some	ok	A lot	Absolutely
4	How often does this teacher give you feedback that helps you learn?	Almost never	Once in a while	Sometimes	Often	Almost always
5	How does this teacher check how you are doing in history?	Questions you	Checks your work	Asks if you are ok	Rarely checks	Never checks

Sample student feedback answers to these questions

Q1		2	8	11	3
Q4		1	8	11	3
Q5	10	9	3	1	

A summary of how students viewed progression

Pedagogical experience	<p>In both year groups students felt confident that all teachers helped them to improve. Year 9 felt especially supported with the retention of knowledge.</p> <p>To improve student experience, use memory techniques such as Loci, mnemonics across all year groups in all lessons.</p> <p>Allow students to help each other rather than working in silence.</p>
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Thank you for

Helping me feel motivated to revise as these exams are important. As well as this thank you for being a teacher who cares how well we do and pushing us to do well.

Your constant support and help in history and always sacrificing your spare time for us. I appreciate your dedication to our learning.

Telling history in great detail and raising a joke with us too.

I'm picking history (well, I have already) because when you make it fun and enjoyable, you make me excited for Fridays

I would like to thank you for being one of the greatest teachers of all time. I will definitely never forget the 9am dancing session you did over lockdown or even just three words: "SANITATION, SANITATION, SANITATION!"

Thank you for being amazing and helping me get through history

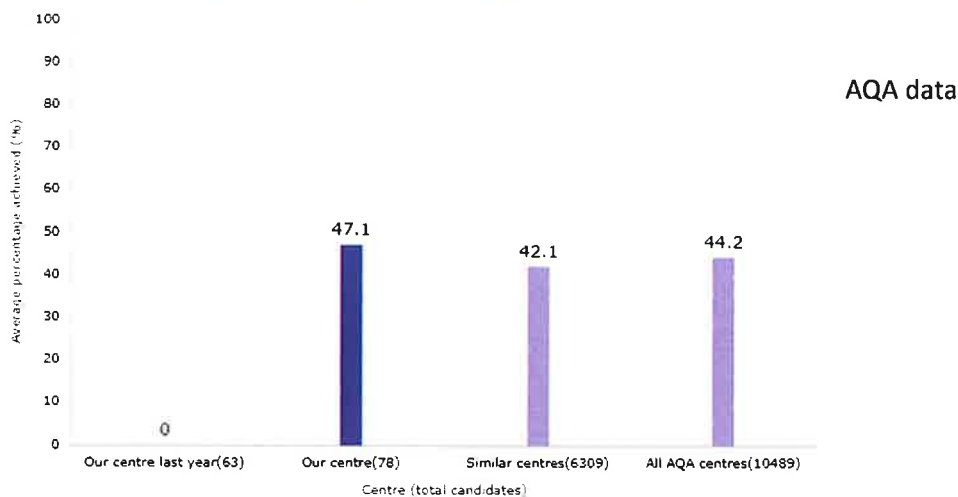
1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

Teachers try to use a wide range of strategies that are linked to clear objectives to improve progress. The whole school focus is to develop independent learning and so strategies are focused upon this. Modelling and tracking aim to ensure good progress. QA shows effective learning of knowledge, concepts and processes in lessons.

Progression is most clearly evidence by outstanding GCSE and A level results. GCSE results have improved significantly year on year since the introduction of a new principal and HoD at the school rising by 15%. Results now outperform other similar schools and compare well to other subjects in school.

sisra data 2022 for school		
Name	Residual	Subject Progress Index
GCSE History	0.33	0.51
Summary school	0	-0.26

GCSE June 2022 814B08 HISTORY B08



A level results have been consistently excellent, even though our PP and EAL students were significantly impacted by Covid, which affected wellbeing and access to resources.

Value Added in A - History 2022

Name	Total Grades	Total Entries	KS4 Prior	APS per Entry	Avg VA Expectation	VA
L3B/H11	4	4.00	5.5600	35.00	32.095	0.29



[redacted] received an A in French, A* in History and an A in Music. He will go on to study at History at his first choice; Liverpool. He says; "Thank you to all my A level teachers who pushed me to achieve the grade and my parents for making me revise."

Dr. Rowe, Head of History, who taught [redacted] said; "He has been a wonderful student and the A* is hugely well deserved."

The school has also made significant progress over the past 5 years now achieving good.

Inspection dates: 18 and 19 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

Students in the sixth form enjoy their experience. They appreciate the support and encouragement teachers give them. Students are very well prepared for the next stage of their education or employment.

Leaders have brought about significant improvement at this school. They focus on providing an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND).

There is an emphasis on staff knowing how well students are doing through rigorous whole school and departmental tracking and moderation systems across all Key Stages

Through use of overview and depth analysis

Name	+ %	+ - = %	+ - - %
8X1/Hi	17.9	78.6	100.0
8X2/Hi	20.7	75.9	89.7
8X3/Hi	28.6	67.9	100.0
8Y1/Hi	15.4	76.9	100.0
8Y2/Hi	0.0	50.0	100.0
8Y3/Hi	30.8	88.5	92.3
8Y4/Hi	16.7	83.3	100.0
Summary	18.3	73.8	97.4

LASER Analysis 2022/23 **Subject:**



Summary – Subject Headline Figures:

Overall Department Concerns / Trends	Actions (4 week plan)

Class Teacher Headline Figures:

Class	Concerns / Trends	Actions (4 week plan)


Department meetings minutes

Purple pen

Feedback techniques. Try to move students up the PEE format by showing them how to improve. Students need to try to improve their work using the feedback sheet.

Looked at examples of students work and next steps

Students are also encouraged to self evaluate their performance and work on improving.



HistoryAssess and Address How did life change for the Jews 1930-38

What did I do well and what could I improve?

Teacher Feedback

WWW	EBI
You have used many detailed facts and historical vocabulary	You need to improve your use of detailed facts and historical vocabulary
You clearly show change and continuity over time	You need to show change and continuity
You have understood why changes happened	You need to show why changes happened
You have shown how the impact of change can be seen economically, socially, politically, physically at different times and change does not happen simultaneously	You need to show that change can impact different things at different times
How could I improve?	

You will have talked about
 Life before the Nazis
 economic changes in 1933,
 Physical, political and social changes with the Nuremberg Laws of 1935
 Social and physical changes in 1938 including Kristallnacht

You will have shown that at certain times for some Jews things did not change, eg in 1933 doctors were sacked, but those running their own businesses were ok.
 Nuremberg Laws, Kristallnacht, Pogrom, synagogues, Reich etc
 You will have linked the changes to a belief in Aryan superiority, Hitler's racism, anti-Semitism, the depression

SPAG corrections:

Year 9 Target grade		Unit: How did people's lives change in war?
	Knowledge	Skills
7-9	Wide range of facts	Continuity and change is analysed with an understanding not everyone experienced the same at the same time
5-6	A range of relevant facts known	Continuity and change is analysed
3-4	Some relevant facts known	There is a sense that things changed
1-2	Some general facts known	There is little sense of change or continuity

Year 11 Mock Reflection and feedback

- Your personal target for this course: 1 2 3 4 5 6 7 8 9
- Are you prepared to revise, work hard in and out of lessons? yes no other (please specify) _____
- Overall grade for Germany/intenvar 1 2 3 4 5 6 7 8 9
- Overall grade for Elizabeth/Health 1 2 3 4 5 6 7 8 9
- How does this make you feel? _____
- What are you going to do for the next exam to improve? _____
- Do you need help in how to revise? Yes No
- What can we do as staff to improve your grades? _____

Qu no.	Mark	Grade	What went well	How can you improve	Do you now feel you can achieve better?
1					
2					
3					
4					
5					
6					
total					
1					
2					
3					
4					

Name _____

Getting the Grade

- I took the mock as seriously as the real GCSE (score out of 5, 5 being as important) _____
- I was/wasn't happy with the exam because _____
- How confident do you feel about history? very/ok/not
- If 'ok/not' to qu.3, why do you feel you are not doing well? Circle ALL that apply.
 - A. Lack of knowledge
 - B. Too much effort
 - C. History not important/interesting
 - D. Too many facts to learn
 - E. Exam skills are difficult
 - F. Other _____
- Have you bought the revision book? Y/N
- Did you know what to revise Y/N
- Did you have revision resources? Y/N, If no, why not _____
- What was best to help you revise (if you did)? _____
- Do you come to session 5s? Y/N, If no, why not? _____
- How can we help you improve? _____
- Out of the four topics, Label them most difficult 4 to least difficult 1
 - a) Medicine
 - b) Elizabeth
 - c) Germany
 - d) International relations



Target grade:

Teacher target: work on focusing fully on each question

Mindmaps/Practice essays

- How was Russia governed and how did political authority change and develop?
- Why did opposition develop and how effective was it?
- How and with what results did the economy develop and change?
- What was the extent of social and cultural change?
- How important were ideas and ideology?
- How important was the role of individuals and groups and how were they affected by developments?

Topic	completed	Date to complete
the political, social and economic condition of Russia in 1855		
and the impact of the Crimean War		
Alexander II; emancipation of the serfs		
attempts at domestic and military reform		
Alexander II and Alexander III as rulers;		
attitudes to and imposition of autocracy and how it changes		
Russification;		
treatment of ethnic minorities and Jews		
Opposition: ideas and ideologies;		
individuals; liberals and radical groups and the Tzarist reaction		
industrial developments and the land issue		
social divisions; nobles, landowners and position of the peasantry;		
the cultural influence of the Church		
Economic developments to 1914: industrial and agricultural growth and change		
Social developments to 1914: change and conditions of working and living in towns and countryside;		
social divisions;		
cultural changes		
Opposition: ideas and ideologies, liberalism, socialism;		
Marsism; individuals and radical groups		

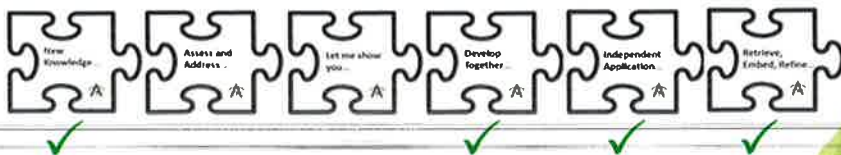
Rigorous use of pedagogical techniques such as interleaving, metacognition, road stories, dual coding and modelling at both departmental and school level ensure a range of strategies are used to increase progress.



Key Concepts: Lesson One

Big Question
What are the key concepts of?
Learning Focus
To be able to use

Road Story Curriculum Focus
✓



How to use a visualiser in the classroom



The curriculum is designed to generate progression both in disciplinary and substantive knowledge

Where does power lie?

Year 7 Absolute monarchy, conquest, feudal hierarchy, religious control, imperialism
Year 8 Beginning of representative government, parliament, democracy, capitalism and control, imperialism, civil rights
Year 9 Imperialism, militarism, rise of communism, left and right politics, women, LGBTQ and disabled rights
Year 10 Fascism and foreign policy
Year 11 End where we began absolute monarchy, parliament

How is wealth created?

Year 7 Feudal, rural economy, agriculture, trade, silk road, New World colonisation
Year 8 Development of urban economy through industrialisation, exploitation and global trade networks
Year 9 Competing ideologies: capitalism, communism, Austrian/Kynesian economics, boom and bust, consumerism
Year 10 Keynesian economics, invisible unemployment, laissez faire, welfare
Year 11 social policies

What is life like for people?

Year 7 Feudal hierarchy, subsistence existence, migration, civilisation
Year 8 urban, social problems, slavery, segregation and racism, sexism, civilisation, imperial influences
Year 9 rise of consumer society, anti-Semitism, war, employment and unemployment, welfare, benefits, NHS, leisure
Year 10 war, health problems and care, poverty
Year 11 poverty, migration

What matters to people?

Year 7 religion, absolute poverty, renaissance, imperialism, hierarchy
Year 8 civil rights, human rights, equality, democracy, science, technology, climate
Year 9 imperialism, communism, consumerism, health, leisure
Year 10 race, power, imperialism, health
Year 11 religion, hierarchy

Well defined assessments with clearly defined objectives linked to the road stories provide rapid and specific understanding of student misconceptions

Year 8 History End of Year Assessment

Section 1 – Knowledge and understanding

Name: _____ Class: _____ Mark: _____

Section A – Knowledge and Understanding. (Total: 35 marks)

Answer the Following Questions:

1. Write the letter of the definition that matches each word. (5 marks)

Word	Answer	Definitions
Dictatorship		A) A system of government where the people vote for their rulers
Parliament		B) King or Queen
Constitutional Monarchy		C) One ruler
Monarchy		D) Makes laws
Democracy		E) King or Queen has to do what the people want

2. Put the events in order. Write the letter of the earliest event by 1 and so on... (5 marks)

A. People from Europe went to Jerusalem on Crusade	1.
B. All men given the right to vote in the UK for the first time	2.
C. The first factory built in Great Britain	3.
D. Henry VIII sets up the Church of England	4.
E. All women over the age of 21 given the right to vote	5.

3. Which facts could be used to support key argument? Write the correct letter next to each. (5 marks)

A. The slave trade was ended because of the actions of enslaved Africans	B. The slave trade was ended because of the actions of white politicians
There were lots of slave rebellions, such as in Haiti.	
Politicians like William Wilberforce campaigned to end slavery	
The slave trade was ended because politicians voted to end it	
Former enslaved people wrote about their experiences in slavery showing how bad it was	
Some politicians collected evidence against the slave trade, and shared examples of abuses autobiographies	

Multiple choice questions: Choose the correct option from the questions below.

- The person who started the reformation was
 - Martin Luther
 - Marin Luther King
 - Elizabeth I
 - Henry VIII
- England during the Medieval period was very hierarchical, what was the name of this?
 - Feudal system
 - The class system
 - Great Chain of being
- In the Medieval era, the most advanced civilizations were where?
 - The Middle East
 - Europe
 - The Americas
- Which of these Englishmen circumnavigated (went around) the world?
 - Drake
 - Columbus
 - Cook
 - Magellan
- The silk road linked
 - America to Europe
 - North to South
 - The Islamic Empire and China
 - Italy and Africa

Sample of an assessment showing how progression is structured and scaffolded so that accurate assessment of student progress can be made

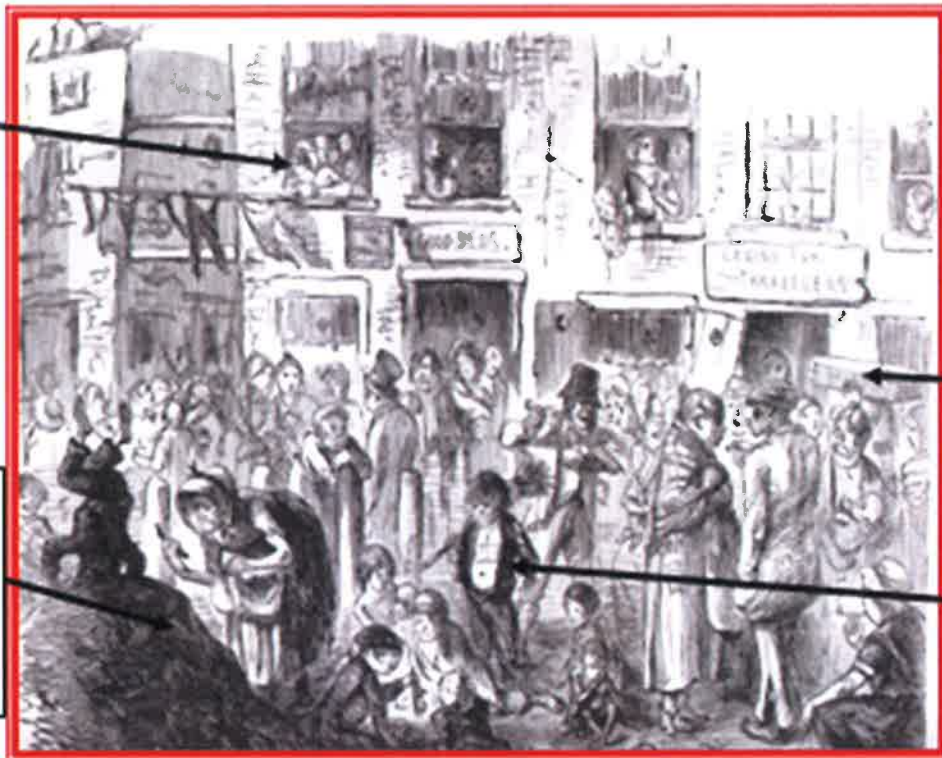
Section B – Extended Writing

1. What can a Historian learn from Source A about life during the Industrial Revolution?

i) Annotate the areas of the source labelled with what you can see (4 marks)

ii) Answer the following question:

What can a Historian learn from Source A about life during the Industrial Revolution? (8 marks)



Dirty streets with rubbish heaps, which shows streets were not cleaned

Source A: A cartoon from 'Punch' magazine depicting the conditions of industrial towns. This was published around 1852.

How to answer. Tick when you have completed each step:
<input type="checkbox"/> Describe the parts of the source that are relevant. (E.g. This source shows...)
<input type="checkbox"/> Relate this to your own knowledge (e.g. I know that...)
<input type="checkbox"/> Understand how this is useful to a historian (The source shows us that...)
<input type="checkbox"/> Explain how who wrote it is useful (E.g. This source was written by... which is useful because...)

1.3 How effectively are available resources deployed for the teaching of history?

History seeks to use a wide range of resources to deliver an innovative curriculum for pupils. We try to make the classroom environment engaging, so supporting learning and resilience. Teaching assistants are made integral to planning and delivery. We try to make ICT enhance learning in an efficient way.

The innovative and diverse curriculum meets the needs of our community using Teaching History as guide to modernise our curriculum. Weak literacy is targeted with guided reading with feedback that can be achieved by even those reluctant to write with weak literacy as can be seen in an extract from a bridging lesson between a unit on slavery and civil rights

What happened to slaves between 1833 and 1900 in the USA?

Read the following information and answer the questions in full sentences in your books.

On the eve of the civil war in 1860, four million of the 32 million Americans (13%) were enslaved black people. Many historians have said that the civil war was about states' rights, but the most important state right that people argued about was the right to own slave property and to be able to travel with that property anywhere.

On March 4, 1861, Abraham Lincoln was sworn in as president of the United States. In his inaugural address, he declared the Confederacy (Southern States who had broken away to keep their slaves) illegal. On April 12, Confederate guns opened fire. A war had begun in which more Americans would die than in any other conflict before or since.



1. Who became president of the United States in 1861?

- a. Abraham Lincoln
- b. Jefferson Davis
- c. John Wilkes Booth
- d. Ulysses S. Grant

2. When did the civil war start?

- a) March 4
- b) April 4
- c) April 12

3. Why did the civil war happen?

In the seven states that had seceded (broke away), the people tensely awaited the action of the slave states that had not started fighting. Virginia joined the confederates on April 17; Arkansas, Tennessee, and North Carolina followed quickly. No state left the Union and joined the Confederacy with greater reluctance than Virginia. It had provided the nation with five presidents. With Virginia came the famous Colonel Robert E. Lee.

5. Which state hesitated to leave the North?

- a) North Carolina
- b) Tennessee
- c) Virginia




Between the Southern Confederacy and the North lay the slave states of Delaware, Maryland, Kentucky, and Missouri, which, despite sympathy with the South, would remain loyal to the North.



6. Name the four border slaveholding states that remained loyal to the Union.

Each side entered the war with high hopes for an early victory. But the North enjoyed a decided advantage. Twenty-three states with a population of 22 million were against 11 states of nine million, including slaves. The industrial superiority of the North provided it with arms and ammunition, clothing, and other supplies. It had a greatly superior railway network.

To encourage more enjoyment in reading where possible the curriculum is targetted to appeal to the student interests. One very popular lesson is a lesson on Medieval economy based around Corby and even mentioned the famed Robin Hood (an extract below)

<p>Explain why woods were so important to making a living in Corby</p>	<p>Corby's woods The geography of Corby meant that much of the land around the village was woods. The heavy clay soil was better for growing trees than crops. Corby people used the woods for food eating nuts and mushrooms and grazing livestock such as sheep, goats and pigs. The wood was used to smelt iron ore and heat their houses. Woods were so important to life that sometimes fights broke out at Beanfield woods as Corby and Great Oakley villagers both believed that land belonged to them.</p>	
<p>What changed in the woodland economy after the Normans arrived?</p>	<p>Ownership of Corby's woods changed after 1066. The woods now belonged to the king and became part of Rockingham forest. William loved hunting and so used forests to hunt deer. The word forest is a Norman word which means 'outside of access for ordinary people'. Saxons suffered greatly because of the creation of forests. Before Norman Forest Law, Saxons could hunt animals for food. The Normans created the crime of poaching (hunting animals in the king's forests). Punishments for hunting in the King's Forest were severe: "Whoever slew a hart or hind (f/m deer) should be blinded". To stop poaching, all puppies had to have their pasterns cut so they could not run after animals.</p>	
<p>How much did the changes affect Corby people?</p>	<p>Despite these new laws, many people in Corby carried on as before. Corby was owned by the king, who rarely visited, so there was no local baron or knight to punish Corby folk. Corby people often broke the law and hid their dogs and poached hares and deer. Corby became notorious for 'the gangs of Corby' who roamed the forest. Corby even had its own Robin Hood. (Robin Hood). People migrated to Corby to make the most of its freedom. Though not everyone got away with ignoring the Normans, Robert <u>Hesthcock</u> was hanged for stealing 200 oak trees!</p>	

Katherine of Aragon V Anne Boleyn



ROYALTY NOW
 How did Katherine of Aragon lose power?
 Where does power lie?



Religion, although highly important in history, is not always enjoyed by students and so we have ensured that we bring the past into their present using ICT and internet artists' inspiration.

Highly complex disciplinary knowledge like historian's interpretations can challenge Year 7, especially LAP students, so they are integrated in ways that emotionally build enjoyment of the ideas in a simple way by using favourites of students such as independent group work.



Celtic stereotypes



Martin Dougherty, 2015

Celts: The history and legacy of one of the oldest cultures in the world.

- Victorian historians changed name of the Ancient Britons to 'Celts'. The word means '**vicious warrior**'



'The Celts are a people whose history is shrouded (covered) in misinformation (fake news).

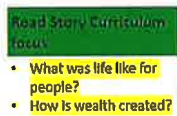
This is mostly because the Romans fought and defeated the Celts. Much of what we know is because the Victorians venerated (liked) Roman civilisation.

The Celts were not barbarians, they were great traders, workers of metal and fine clothing.'



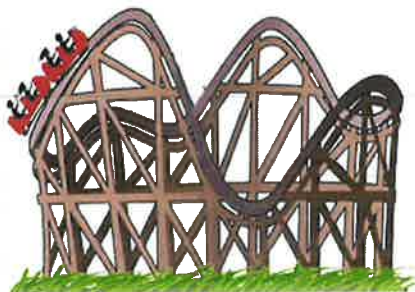
Your mission

Complete the guided reading tasks and in a group prepare evidence that supports Michael Dougherty's interpretation. You may produce either a speech or if you unsure about public speaking you may produce a poster complete for your project homework



Homework – learn about the religious rollercoaster

Creative projects, like creating 3D models of the religious rollercoaster, bring homework to life and make complex ideas less intimidating.



Learning activities from a range of home created and external sources are used to engage and build student independence and desire to discover history as shown in this example from our the New World and Native Nations unit. Thanks to Teachit History for inspiration for this lesson.

Traveller card	Traveller card	Traveller card
Their name:	Their name:	Their name:
Their reasons for going West	Their reasons for going West	Their reasons for going West
Problems they face:	Problems they face:	Problems they face:
Solutions they have found:	Solutions they have found:	Solutions they have found:
Their relationship with the Plains Indians:	Their relationship with the Plains Indians:	Their relationship with the Plains Indians:
Mark /10 for suitability as a travel partner:	Mark /10 for suitability as a travel partner:	Mark /10 for suitability as a travel partner:

Name: Jim Bridger

Age: 48

Occupation: Mountain man

Reasons for travelling West: Originally he hunted for animal furs as a beaver trapper. He went on to buy the Rocky Mountain Fur Company with the profits. Due to the downturn in the fur trade the company is not doing so well so he now fills the gaps by leading settlers across the Rocky Mountains safely for a small price.

Problems faced: Mountain terrain, terrible winds, freezing temperatures, hunger and grizzly bears. A downturn in the price of fur has led to a severe lack of money.

Solutions: Advice from helpful Native Indians, warm furs and whiskey to take away the cold! He works as a guide for extra money and supplies and has set up a fort providing lodgings, food and a store for travellers.

Looking for: A cure for his infected leg and land to set up a farm. A new Indian wife (which would be his third in a row) would make him happier.

Other information: He has travelled through Idaho, Montana, Utah and Dakota. He cannot read or write but he speaks excellent French and several Indian languages. He is blind in one eye.

Name: Alfred Taylor

Age: 64

Occupation: Mountain man

Reasons for travelling West: He was one of the earliest trailblazers of the West. Since the downturn in the price of fur has been working as a guide leading the wagon trails across the Rocky Mountains. Nobody knows the safest trails as well as Alf. During a particularly difficult trip Alfred had to resort to cannibalism.

Problems faced: Severe weather conditions and freezing temperatures. Hunger and bear attacks are common place. He is struggling to make ends meet since the fall in fur prices but makes an honest living by working as a guide. He is under constant threat from the Blackfeet tribe of Indians after a dispute over his third wife.

Solutions: Warm furs. He works as a guide to make ends meet, stays on the run and is wary of hostile Indians.

Looking for: Food, shelter and land to establish himself. Protection from Indian enemies. A cure for his alcohol addiction.

Other information: He speaks a number of Indian languages. He has written a travel journal directing travellers across the frontiers. He longs to make peace with the various Indian tribes.



SEND students receive print out of powerpoints as well as booklets of all literacy tasks which they can keep throughout the year and take home if they want to build additional knowledge.

Powerpoints – The New World Year 7

Checklist for

1. Open your book and write the big question.
2. Underline the big question.
3. Write the date and underline it.
4. Complete the 'do now' task.
 - If you do not know the answers look back through your book to find them.
 - If you are still stuck, write down the question ready to write in the answer.
5. Listen carefully to your teacher; you may take notes to help you remember.
6. Follow the instructions the teacher gives to you.
7. Complete the worksheet or activity that the teacher has given you to do.
8. Use the timer to help you pace your work.
9. Put your hand up if you are stuck.



SIGNIFICANCE ASSESS TASK

Why is the world only today remembering Eunice Foote's achievement?

Starter sentence

- Eunice Foote is remembered today because


Facts to include:

- Global warming is now becoming a major issue for the planet.
- Women scientists are now respected
- In 1856 people were not worried about Co2 emissions. Most people did not respect women as scientists.







The curriculum includes topics that includes all strata of society.

We actively teach revision strategies at KS3 to build retention of knowledge

Big Question	Read Story Curriculum Focus	
Learning Focus	<ul style="list-style-type: none"> Where does power lie? How was wealth created? What matters to people? What was life like for people? 	
Revision for End of Year Assessment		

How to revise...

This has been done for you

 <p>Gather</p> <p>10% of your time</p> <p>Read through and become familiar with information you need to know</p> <p>Not revision</p>	 <p>Filter</p> <p>30% of your time</p> <p>Reduce the amount of information you have to the essential information</p> <p>Make summary sheets/ your own knowledge organisers</p>	 <p>Learn</p> <p>40% of your time</p> <p>Look, cover, write, check</p> <p>Read and repeat info</p> <p>Flashcards</p>	 <p>Test</p> <p>20% of your time</p> <p>Easy, quick quizzes</p> <p>Longer style exam questions</p> <p>Silent, no support!</p>
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The school also prioritises CEIAG and soft skills and history contributes to developing these skills, such as a career focused independent research project, with structured tasks to build CEIAG and history skills, while showing the relevance of history in the job market. Thanks to JIST publishing for inspiration.

Essential Soft Skills for Career Success

<p>Leadership</p> <p>Guide others toward the realization of a goal. Show appreciation.</p>	<p>Effective communication</p> <p>Be positive and respectful in verbal, nonverbal, and written communications. Be a great listener. Embrace criticism. Be tactful and honest.</p>
<p>Goal setting</p> <p>Determine what to accomplish. Identify realistic short- and long-term targets.</p>	<p>Teamwork and collaboration</p> <p>Actively participate and pitch in to help. Be flexible. Treat others with respect. Demonstrate reliability.</p>
<p>Self-management</p> <p>Manage time wisely. Identify and prioritize work. Set and meet deadlines. Avoid procrastination.</p>	<p>Professional attitude</p> <p>Practice positive thinking. Understand your personality.</p>
<p>Reliability</p> <p>Be trustworthy, accountable, and consistent. Demonstrate that others can depend on you.</p>	

Jobs that you can do with these skills

- Digital Humanities research associate.
- Work in London
- £40,000 a year (average salary £28,000)
- Analyse historical data, especially historical newspapers
- Must have excellent written communication skills, working independently to make complex information easy to understand
- Campaigner – human rights.
- Work in London
- £46,000 a year
- Be able to create a campaign and presentation to make people value all people whatever age, race, religion, gender, disability.
- Must be experienced in creating projects that celebrate diversity



The Poster: What was life like for different groups in war?

- A. Women in the military
- B. Women in Britain
- C. Women abroad
- D. British women
- E. Empire women
- F. Men in the army
- G. Men who would not fight
- H. The men shot for cowardice
- I. Men in different geographical areas
- J. British men
- K. Empire men
- L. The injured
- M. The pilots
- N. The navy
- O. The healers
- P. The disabled (mental and physical)
- Q. The horses
- R. The dogs
- S. Other animals – camels, pigeons

For as many groups as possible tell us

1. Who was involved in war?
2. What was their role in war?
3. What was life like for them during the war?
4. What similarities are there between the experiences of different groups? Why?
5. What differences are there between the experiences of different groups? Why?

Mission: Create a total history of the war.

This is a research project, so use the resources given to you by your teacher, the library and the Internet.

You have lesson time plus homework to complete it

Tick off each thing as you complete it

	Planning	Knowledge	Presentation and deadlines
Bronze	Only some things completed	You have covered the more well known aspects of the war or covered only a few topics	Presentation is not professional and the work is not completed in good time
Silver	Most of the topics organised and completed Relevant facts selected from research	<ol style="list-style-type: none"> 1. You show good historical knowledge of a range of topics 2. You use excellent historical vocabulary 3. You answer the key questions <ol style="list-style-type: none"> a) Who was involved? b) What they did? c) How life was like for them in war? 	Presentation is colourful with a use of pictures and the work is completed using homework and class time in good time.
Gold	The topics are organised and completed Almost all facts are relevant and well selected from research	<ol style="list-style-type: none"> 1. You show an excellent level of historical knowledge on a range of topics 2. You use excellent historical vocabulary 3. You answer the key questions in detail <ol style="list-style-type: none"> a) Who was involved? b) What they did? c) How life was like for them in war? d) You have shown differences and similarities and why this happened 	Presentation is very professional, with few spelling mistakes, clear writing and excellent use of photographs. You have clearly put in effort for homework and deadline is met.

All the often forgotten aspects of war are researched. FYI: students may not compare animals and humans.



Progress & Feedback		Poster competition	
Target	Your grade		

Career skills		Your mark	Teacher evaluation
Bronze	You produce a simple poster containing some elements of the task. You are organised enough to have information to hand in as a group. Some in your group have worked more than others. The group did not always use their time productively and chatted rather than working. The poster could be better produced and more attractive. The group did not work outside lessons to produce pictures. The team leader did not effectively manage the task so all aspects of the tasks were completed.		
Silver	You produce a poster containing many elements of the task. You are organised enough to have information to hand in as a group, but was not fully completed. Some in the group did not always use their time productively and chatted rather than working. The poster could be better produced and more attractive. The group did not produce many pictures. The team leader did not effectively manage the task so all aspects of the tasks were completed.		
Gold	You produce a detailed poster considering all aspects of the task. The poster was fully ready to hand in. Everyone in the group worked effectively. The poster was produced to professional standards. There is clear evidence of homework. There was good team work and team leader so that the work was fully completed.		



To get a gold you will have achieved all the tier 1 and 2 soft skills needed to do research jobs and be a top class researcher

Tier 1:

- Self motivating
- Communication, broadly-defined
- Ability to stay focused on a single task for multiple months & year

Tier 2:

- Work on a team
- Creative, curious personality
- Strong writing skills

Tier 3:

- Learn from criticism
- Personable

Literacy and historical knowledge	Your evaluation	Teacher evaluation
You have used key words correctly.		
You have shown what life was like		
You have used relevant information		
You have shown similarities		
You have shown differences		
You have used good punctuation.		
You have used pictures		
You have organised the work coherently		



Your reflection: how could you have improved your teamworking, goal setting, time management and independent working

The historical environment is brought into school and students discover their homes are hiding potential Roman artefacts and fun facts about historical eras.

Archaeology Visit



The talk was led by Paddy Lambert, project officer for Oxford Archaeology's Priors Hall excavation.

The talk on the Weird and Wonderful Romans was funded by Urban & Civic who also helped make the original excavations possible.

Oxford Archaeology East's excavation of a Romano-Celtic temple-mausoleum and evidence for late Roman industrial activity has been nominated for Rescue Project of the Year in the prestigious 2022 Current Archaeology Awards. This was because at Priors Hall archaeologists found:

1. A previously unknown and nationally rare type of Romano-British temple-mausoleum.
2. This building later underwent a dramatic transformation into a large tile and pottery manufactory, when a new villa was built.
3. The level of preservation has given an unprecedented insight into the industrial processes and scale of natural resources required to build a Roman villa.
4. The finds bring to life the lives of the workers who built the villa. An iron tool used by one of the Roman potters was found outside a kiln entrance and an inscribed tile bears part of the name of one of the tilers who worked on the site.

Students were enthralled by Paddy Lambert's charismatic and entertaining tales of Roman life from Cardea, Roman goddess of door handles to the story of the Mastiff puppy who bounced over one of the tiles that was being made and left a footprint.

A whole world of hidden lives was revealed before foundations of the 21st century was laid over these forgotten peoples. Students could have listened for hours.

Even during Covid we managed to get some external speakers into school

 Reply  Reply All  Forward

Wed 29/06/2022 09:05

SA

Skinner, Andrew <Andrew.Skinner@southampton.gov.uk>

RE: Virtual Tudor Talk

Students are encouraged to engage with local history by attending community history talks



Students go out to see history in action through a range of history trips.



Local priest hole in a popular hotel and restaurant

SLT prioritises spending on educational resources. Interactive white boards provide excellent tools for learning. Virtual classrooms were used during covid and ICT continues to be utilised with a clear rationale to support student independence and learning.



Teaching 6th form virtually when a teacher was recuperating from a knee operation at home with a supply teacher organising the ICT link

Teams and Satchel 1 are used to support independent work and student learning both during and after covid

General Posts Files + Meet

1 January 2023


DR 01/01 15:27
Lesson 1 of the witch craze lessons

stuart age 1.pptx stuar age 1a.docx
stuart age 1.docx stuart age 1b.pdf

Year 9
History lesson
Occurs every Thursday @12:30
545 replies from you, Bethany, Jakub, and 23 others

Year 11
History lesson
Occurs every Thursday @08:40
467 replies from you, Honor, Bradley, and 19 others

Subject: Online link for The European Witch Hunt in World Context

 This was sent to you by Centre for Early Modern Studies at Exeter

To attend today's lecture on 'The European Witch Hunt in World Context' online, use the Zoom link below.

Join online here:

<https://Universityofexeter.zoom.us/j/93969828470?pwd=TXNEbWMxRS8yZUZHCeTUQUNuTUNpQT09>

(Meeting ID: 939 6982 8470. Password: 756009.)

You will be admitted to the meeting at 3:30pm.

Online seminars are booked for staff and students

The department is well supported by the Trust, from which a range of lesson and staff resources can be gathered.

Dear all

I hope those who are on their term break already are enjoying their time away from school and that those who still have a few days to go are surviving. Apologies for the delay in getting back to you with a date for this meeting, I had to move some bits around in my own diary as well. As expected, trying to find one date that works for all of you was always going to be difficult, so I have found a date that was a preference for 4/5 people (sorry Lewis, it was you who I couldn't work around, hopefully you can still join us). So the date we are going for is

Tuesday 8th November 2 – 4pm at CTS (this is because Jess currently has a broken wrist and can't drive)

My provisional agenda is

- 1) Introductions
- 2) Sharing our different curriculum maps/long term overview plans (Please can you bring 6 hard copies of your 7 year curriculum map to share with others)
- 3) Setting focus for future meetings in the year/next academic year

I have also added you all to the BWT History Team and you can store soft copies of your curriculum maps there if that is easier. The link is below

[Curriculum Maps 2022 - 23](#) (let me know if you have issues get into this)

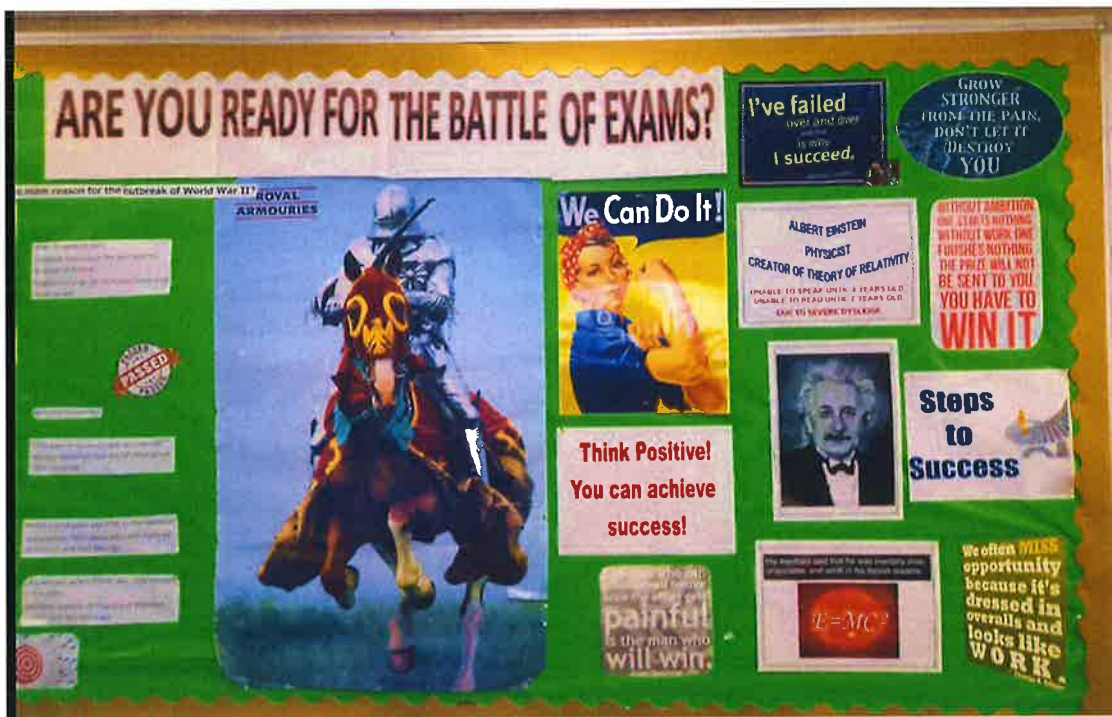
So to confirm you are down to teach year 11 Monday 9.50-10.50, Tues 9.50-10.50. Barney will be teaching them on the Thursday slot. They will have purple penned the PPEs this week. They should know basis of government, society, religion. First lesson will be the one attached. I think it will take two lessons in total to teach. Then I am going to write a couple on culture and exploration this weekend. We will then interleave by looking at Mary QofS, rebellions, plots, catholic, puritan and finally bring it together in a study of Elizabeth and parliament. Historical site will be a final interleaving of a couple of lessons. Sheffield manor lodge. We need to be finished as much as possible by the end of this term. We will focus on facts and then interleave at the start of next term by focusing on skills, which I think are worse on this paper than the others.

Thanks,

Classrooms are designed and used to support learning and resilience

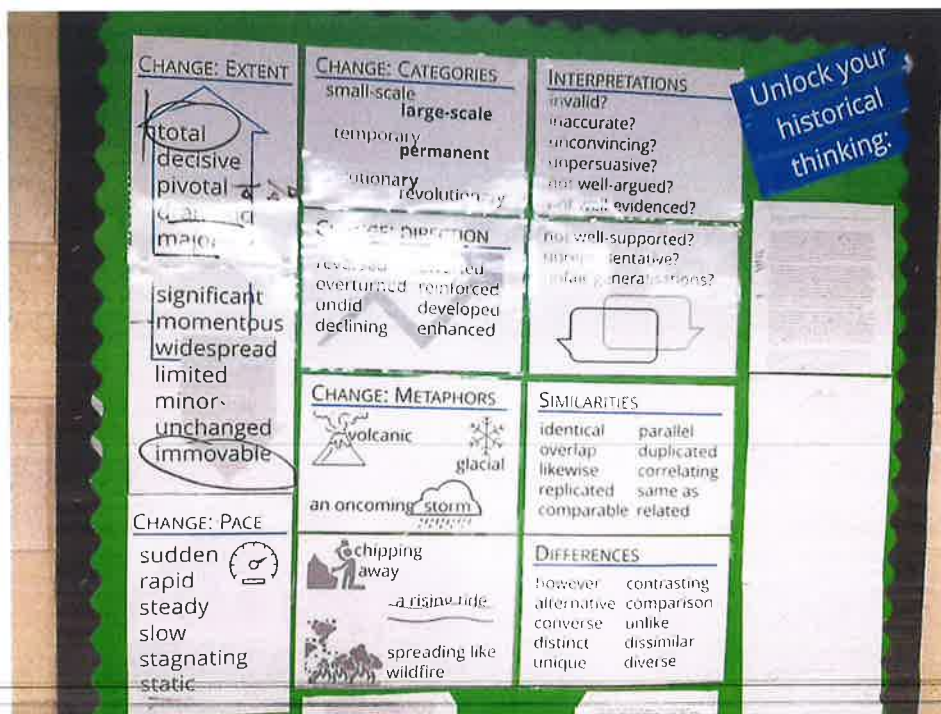


CBA Road story on display



Building resilience

Retrieval activities



Disciplinary skills

Working with Teaching Assistants to collaborate with them in planning, preparation and delivery.

Thank you Fiona, I really do appreciate your advise and support with the nurture lessons. You have made things so much easier

Kind regards
Suzanne

Nurture Meeting Minutes 01.11.2022

In attendance:

1. Catch up re. year 7 scheme of work for this term.
2. Both Mandy and Vivienne are happy with the lessons and content. More comfortable as content is familiar.
Core knowledge explained, including assessment expectations.
Islam lesson taught by Mandy and Vivienne to teach late in the week. Pleased with student engagement
3. Explanation of core knowledge from y8 sow, as Shirley now has intervention with 2 Y8 students in addition to students in year 9.
Explanation of how to facilitate engagement with longer texts.
History of Corby explained briefly – Shirley to use material to familiarise with subject knowledge

1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know? Pupil perceptions are used to inform changes in the subject. Many pupils value in history and why they are being asked to do it. High levels of motivation can be seen.

Student voice is collected at least once a year and student feedback acted upon. It is collected through whole class surveys and small groups. PP, SEND and all year groups feedback.

Summaries of some of the feedback with examples of the type of feedback we analyse about the purpose of study.

The importance of history	<p>Year 9: History was seen to be important to careers and to help humanity learn from its mistakes. No recommendations need actioning.</p> <p>Year 8: No student saw history as important in terms of careers. Many simply thought it important to learn about the past. A few mentioned about society improving. To improve student experience, highlight CEIAG and history's relevance to the present.</p>
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The curriculum sequencing	<p>retained in assessments.</p> <p>Year 9: links were seen as the development of society and the influence of history on later generations.</p> <p>Year 8: revolutions and wars seen as the thread</p> <p>To improve student experience, make sure LAP are aware of links and try to make the broader context of why history is study known to year 8.</p>
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Topic	Did you enjoy it?			
	Very much	Ok	Not much	We didn't do it
The history of the planet	Very much	Ok	Not much	We didn't do it
What is history?	Very much	Ok	Not much	We didn't do it
Why do we learn about these topics?	These topics help you learn about how Earth started existing.			
Islamic world	Very much	Ok	Not much	We didn't do it
Medieval lessons - castles, Corby	Very much	Ok	Not much	We didn't do it
Castle lessons	Very much	Ok	Not much	We didn't do it
Why do we learn about these topics?	helps us learn about Corby			
Medieval religion	Very much	Ok	Not much	We didn't do it
Why do we learn about these topics?	To learn about others' cultures.			
Henry VIII and break with Rome	Very much	Ok	Not much	We didn't do it
Why do we learn about these topics?	To learn about Protestant and Catholic churches.			
Renaissance	Very much	Ok	Not much	We didn't do it
Why do we learn about these topics?	To learn how many things were invented.			
Native Americans	Very much	Ok	Not much	We didn't do it
Why do we learn about these topics?	To learn how America changed.			

Is there anything you would like to study in history?
 Many other students will agree on this, but World War 2 is an interesting event to learn about.

Topic	Did you enjoy it?		
	Very much	Ok	Not much
Causes of world War I		<input checked="" type="radio"/>	

Why do we learn about these topics?

so that there we can understand everyone's interpretation and get a better understanding of WWI

World War I and its impact	Very much	<input checked="" type="radio"/>	Not much	We didn't do it
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Why do we learn about these topics?

because we can see / understand how ~~socially~~ things have changed through social, economy

Roaring 20s	Very much	<input checked="" type="radio"/>	Not much	We didn't do it
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Why do we learn about these topics?

so we can understand what life was like in the first

Depression 30s	Very much	<input checked="" type="radio"/>	Not much	We didn't do it
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Why do we learn about these topics?

so that we can understand the struggles and lives of people during this period and the effects of the roaring 20s

Holocaust	Very much	<input checked="" type="radio"/>	Not much	We didn't do it
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Why do we learn about these topics?

because it shows how bad WW2 was and the horrible things the Nazis did


is there anything you would like to study in history?

1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

We want pupils to engage with high quality feedback and purposefully evaluate each other's work in a variety of ways. There are regular opportunities for them to reflect through self- and peer-assessment.

The department ensures that students self/peer reflect every lesson with low stakes testing and feedback and twice a term with extended assess tasks and time dedicated to reflection and improvement. Marking and feedback is scaffolded to build independence as students move up through the school.

Diagnostic feedback includes whole class feedback, verbal one-to-one, self/peer marking, teacher and flash marking. KS3 Feedback sheets www/ebi are scaled in terms of historical skills. Core knowledge and mark scheme is provided so students can see how they are progressing.



History Assess and Address: How did life change for the Jews 1930-38

What did I do well and what could I improve?

WOWW!	EBI!
You have used many detailed facts and historical vocabulary	You need to improve your use of detailed facts and historical vocabulary
You clearly show change and continuity over time	You need to show change and continuity
You have understood why changes happened	You need to show why changes happened
You have shown how the impact of change can be seen economically, socially, politically, physically at different times and change does not happen simultaneously	You need to show that change can impact different things at different times
You will have talked about Life before the Nazis economic changes in 1933, Physical, political and social changes with the Nuremberg Laws of 1935 Social and physical changes in 1938 including Kristallnacht	How could I improve?
You will have shown that at certain times for some Jews things did not change, eg in 1933 doctors were sacked, but those running their own businesses were ok. Nuremberg Laws, Kristallnacht, Pogrom, synagogues, Reich etc You will have linked the changes to a belief in Aryan superiority, Hitler's racism, anti-Semitism, the depression	

Teacher Feedback

SPAG corrections:

Year 9 Target grade:		Unit: How did people's lives change in war?
	Knowledge	Skills
7-9	Wide range of facts	Continuity and change is analysed with an understanding not everyone experienced the same at the same time
5-6	A range of relevant facts known	Continuity and change is analysed
3-4	Some relevant facts known	There is a sense that things changed
1-2	Some general facts known	There is little sense of change or continuity

Typical KS3 feedback sheet which provides self/peer marking opportunity. Scaffolding on how to improve and an indication of their performance level

Model answers coupled to the use of visualisers in classrooms are used to show good disciplinary, literacy and substantive knowledge.

Before the Nazis came to power in 1933, the Jewish community were a well-integrated ethnic group living as citizens in Germany. They were active in Germany competing in sporting and cultural events and children went to the same school as other children. Many Jews were middle class and quite well off enjoying holidays and having nice houses.

Once the Nazis gained power they immediately started being racist to the Jews. This anti-Semitism was partly because Hitler's mum died when being looked after by a Jewish doctor, but also as culturally many Germans were suspicious of people of a different religion. At first in 1933 Jews were sacked from government jobs and made to feel inferior. By 1935 the Nuremberg Laws banned Jews from having relationships with non-Jews and being citizens of Germany. This was terrible as you were made to feel inferior to Aryans and stopped you being able to protect yourself in law and marry people you loved.

A second way life changed for Jews was the life got more dangerous. There was a risk you could be beaten up. By 1938 the violence was much more organised. In the Night of Breaking Glass nearly 300 synagogues were burnt down, 20,000 Jewish men arrested for no reason and sent to concentration camps. 100 people were killed. Life became terrifying.

Overall life got much worse for Jews over the period socially they were restricted where they could go and who they could socialise with. Economically they lost their jobs and finally they were frightened for their lives.

KS4, focus is on exam criteria, but diagnostic feedback is used in the same way.

Level 4: Complex evaluation of source with sustained judgement based on content and provenance 7-8 marks

Own knowledge

- The types of medicines e.g. SC000.
- the doctors with the hospital in the background,
- the blood letting.
- the invasive surgery.

Understand

- showing how advanced the Islamic world is

Provenance

- Islamic medicine better and influencing Europe

Answered question

Level 3: Developed evaluation of source based on content and/or provenance 5-6 marks

Own knowledge

- The types of medicines e.g. SC000.
- the doctors with the hospital in the background,
- the blood letting.
- the invasive surgery.

Understand

- showing how advanced the Islamic world is
- partly answered question

Level 2: Simple evaluation of source based on content and/or provenance 3-4 marks

Own knowledge

- The types of medicines e.g. SC000.
- the doctors with the hospital in the background,
- the blood letting.
- the invasive surgery.

Level 1: Basic analysis of source 1-2 marks

it is useful because it shows people being treated operated on and buying medicines.

This source is very useful to a historian studying the contribution of Islam to medical progress as it shows how advanced the Islamic Golden Age was compared to European medicine at the end of the dark ages.

I can see an apothecary shop with an apothecary mixing medicines. The size of the shop suggests that many people used the medicines made in this shop. Medicines like Senna (a laxative) would have been made up here.

I can also see a man being diagnosed by a doctor with a hospital in the background. There were 60 hospitals in Baghdad alone, with different wards for different conditions, a library and doctor's training. From the source it looks as if there are medical students watching the other doctor. This is very useful as in English hospitals there were few doctors and it was mostly nuns and monks who prayed for you showing how much Islam contributed to medical progress.

I can also see blood letting and a patient being added to walk. This suggests treatments were based around balancing the 4 humours and that accidents were repaired.

The message of this source is that there is plenty of medical help if you get sick.

The fact it is from Avicenna's Canon of Medicine is very important. Avicenna was the leading doctor in the Islamic world and he wrote many books which were used to train doctors in the hospitals of Baghdad. This shows that this is the best available treatment.

Therefore, this source is useful to a historian as it is showing best practice of medicine at this time and how advanced the Islamic world was.

Mini Assessment

The interpretation is convincing because most people who lived in the 1920's had lots of money and got to do fun things every week. Women had more time to do anything they wanted after they finished with house work. Most women changed how they were by cutting their short, wearing short dresses, drinking alcohol and began to start smoking this was called flappers. But because everyone was so rich, people were buying cars (ford) and because they had cars they could travel anywhere and so on do fun things. People began building sky scrapers. And buying the new technology because they had the money for it.

Peer marking, self reflection and whole class feedback allow even SEND students make excellent progress.

History Assess and Address

Name: _____

What did I do well and what could I improve?

WOW	PROVE	DO
You have shown evidence that a historian would use to construct the interpretation ✓	You need to show more evidence that a historian would use to construct the interpretation	
You have shown aspects of the 1920s that the historian chose not to mention ✓	You need to show more aspects of the 1920s that the historian chose not to mention	
You have used many detailed facts and historical vocabulary ✓	You need to improve your use of detailed facts and historical vocabulary	
You have understood the scale and type of the changes the historian has focused on ✓	You need to identify the nature of the changes more ✓	
You have used facts such as flappers, speakeasies, Harlem Renaissance, new technology ✓		

Teacher feedback:
Held a few negatives and focus on how she uses evidence.

How could I improve?
alcohol

Purple Pen Task: 1

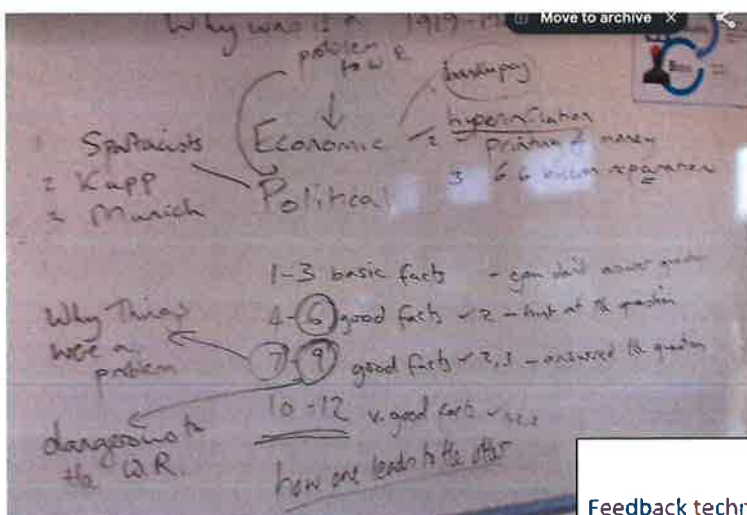
The historian chooses to focus on the changes that were definitely a part of the 1920s and an important issue present to modern society we know today. This is why the historian has looked at the X aspect that shows how we have the culture we are today in the most famous magazines behind in a beautiful resource. Indeed the fact the historian chooses the word 'speakeasies' shows that some people must have been enjoying what such behavior and did indeed reject the changes.

Much Improved

Wow!

Best one I have read!

Point (outline role played by that factor)	Evidence (at least three time periods)	Names, events, dates etc.)	Explanation & Link (Link back to the question. How is this factor actually making medicine better?)	Conclusion (Use examples previously used)
			<p>based on the symptoms and the transition to the industrial period. Louis Pasteur's 1861 work came up with the germ theory, which proved people with these diseases spread and allowed for more accurate and effective medicine to be made in the modern world. Alexander Fleming actually discovered a ^{type} bacteria that killed bacteria, the penicillin.</p> <p>1] The revolutionised medicine as people could now use antibiotics to cure most bacteria based diseases. Therefore, individuals were important in the development of medicine during all over history.</p> <p>2] They spearheaded new ideas and were able to be found keep or them. Brilliant 😊</p> <p>Science was another factor that helped in the development of medicine, because it made people look for natural medicines rather than using unnatural ones.</p> <p>3] For example, in the 19th century, smallpox was a very deadly disease. The first vaccine against smallpox was developed by Edward Jenner, who used cowpox to protect people from smallpox.</p>	<p>Wow! V. good paragraph on individuals. Thoroughly analysed, linked specifically to the factor.</p> <p>EB! Look at the area highlighted. Record this to ensure directly linked to science.</p>



Staff are trained on latest research in marking and feedback strategies in department meetings

Feedback techniques. Try to move students up the PEE format by showing them how to improve. Students need to try to improve their work using the feedback sheet.
Looked at examples of students work and next steps

At KS5, students receive personalised feedback as well as generic feedback. Thanks to Bayston88 TES for inspiration.

Folder MOT Certificate

Ensuring notes meet appropriate A-Level standard.

Name of registered owner:



A-Level History
Licensing
Agency

Date of inspection:

Year 12	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 11	Module 1	Module 2	Module 3	Module 4		

Please tick if this is a re-test of a previous failed inspection.

	Pass	Advisory	Minor Fail	Dangerous Fail
Organisation of notes	◇	◇	◇	◇
Quality of notes	◇	◇	◇	◇
Record of assessed work	◇	◇	◇	◇
Independent work and revision	◇	◇	◇	◇

Comments

Advisory - This may become an issue in the future.
Minor Fail - You have 1 week to correct this.
Dangerous Fail - You have 1 day to correct this.

Please circle the appropriate result of this test:

Folder MOT Certificate issued

Folder MOT Certificate rejected

Hi Miss, I am really struggling to get my head around all of the political and governmental stuff in history, I have tried really really hard outside of lesson and I have researched and read and made so many notes and flash cards on Stalin to try and solidify my knowledge but it seems to not be going in at all and I am worried for the exams because I am unsure as to whether I will be able to apply anything to the question, is there any revision techniques you would recommend or anything you would recommend to do, I am desperate to do good in your side of history as well, I will do an essay in a week and exam practice if that will help, what do you think??xx

I think, don't panic. The political stuff is horrible 😊! Lots of essays to come... ! Right now get to grips with the easy stuff, get all that 100% embedded and we will deal with the nasty political stuff at the end. Focus on 20% NEA marks at the moment 😊
If it makes you feel better
Just imagine how students in the future will feel about political power struggles of today!

Thank you miss for your reassurance I really do appreciate it! Thank you for understanding. I am going to try and organise my notes better like you said earlier, I am not very good at note taking in lesson but I am going to try and not write loads of things down because I get confused looking back at it and end up looking at the textbook when I know what you have given us in lesson is better than that, my own notes just don't seem to make sense. But that's no one's fault apart from mine haha I should work on that! I am going to start coming to your year 12 lessons when I have spare frees! I am going to start making good notes on all of the stuff! My old folders have good notes so I will go over them! That sounds like a plan! Thank you, you have made me feel better about it already, I will focus on reorganising my notes and getting the facts down and doing transition sheets from Lenin to Stalin, and exam questions! I will also focus on my NEA, it's brought back my passion for history already 😊xx