

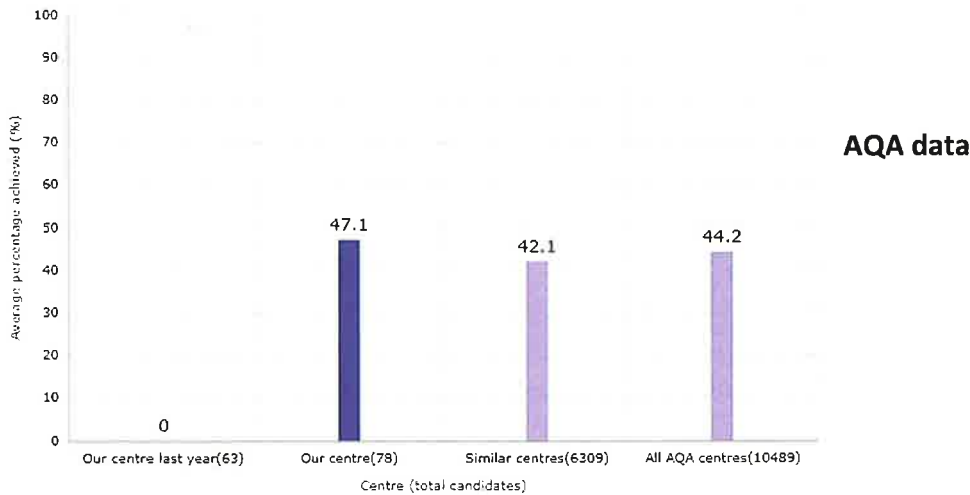
### 4.1 How well do all pupils learn and achieve in history in comparison to their relative starting points?

All pupils learning history are challenged and inspired to achieve their best, and evidence shows that they are consistently making outstanding progress relative to starting points. History performs at an outstanding level in national examinations both nationally and in school.

GCSE results have consistently improved since 2017 and are performing at the outstanding national level +0.51 progress in 2022. (according to our data system – based on a wide range of schools in England)

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - WT %	9 - U %	9 - X %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
(Not in Class)	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	1	3=	3.00	-0.50	0.46
11A/H/1	5.6	23.3	50.0	65.7	84.4	94.4	94.4	94.4	100.0	100.0	100.0	100.0	100.0	16	6+	6.33	0.66	1.24
11B/H/1	4.3	21.7	30.4	60.9	60.9	65.2	78.3	95.7	100.0	100.0	100.0	100.0	100.0	23	5+	5.17	0.32	0.13
11C/H/1	5.0	5.0	20.0	60.0	80.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	20	6-	5.70	0.59	0.80
11D/H/1	0.0	0.0	17.6	29.4	47.1	76.5	88.2	88.2	88.2	85.2	100.0	100.0	100.0	17	4+	4.35	-0.05	0.17
Summary	3.7	14.8	28.4	53.1	67.9	81.5	88.9	93.8	97.5	97.5	100.0	100.0	100.0	81	5+	5.30	0.33	0.51
Summary school	3.4	9.7	26.6	37.6	55.0	73.3	84.6	91.2	95.9	95.9	99.6	100.0	100.0	1119	5-	4.76	0.00	-0.26

GCSE June 2022 814B08 HISTORY B08



A level

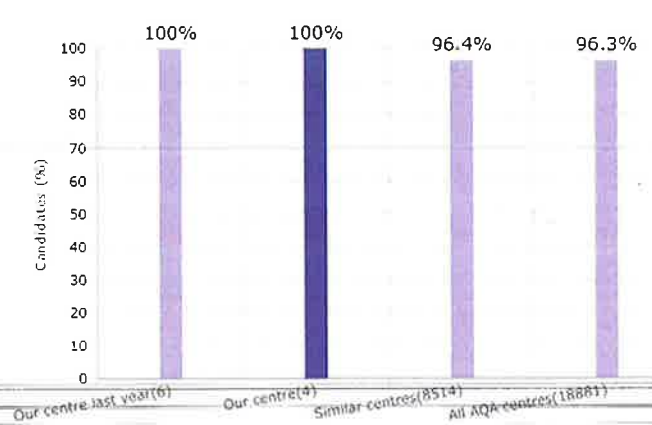
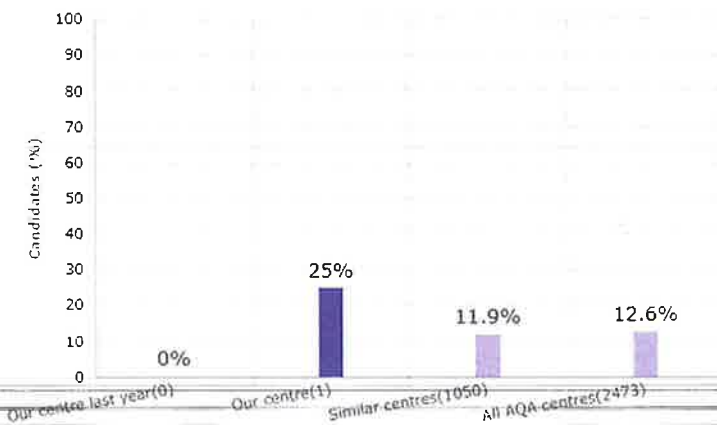
Consistently in the top departments in school and nationally

V.A. 2022

0.29

ADVANCED History - awards: grade A\*

ADVANCED History - awards: grade A\*-D





## 4.2 Mechanisms for tracking and Intervention: How effectively does the history department monitor progress to ensure that all pupils achieve their potential?

Tracking systems are used across the school to assess, record and analyse progress, identify needs and targets. The school then seeks to provide individualised learning with impact monitored.

The school uses detailed tracking data across each year group monitoring sub groups alongside class and year group progress

Name	+ %	+ - = %	+ - - %
<u>8X1/Hi</u>	17.9 ↓	78.6 ↓	100.0
Y7 Progress 2 >	53.8	96.2	100.0
Difference >	-36.0	-17.6	0.0
<u>8X2/Hi</u>	20.7 ↑	75.9 ↑	89.7 ↓
Y7 Progress 2 >	6.9	55.2	93.1
Difference >	13.8	20.7	-3.4
<u>8X3/Hi</u>	28.6 ↑	67.9 ↑	100.0 ↑

Routine meetings with SLT ensure that history data analysis is supported at the whole school level.

Year 11 - final push

To Middle Leaders

You replied to this message on 09/05/2023 08:47.

 Element Entry Listing 2022-23.pdf 305 KB	 New Laser Form KS4.docx 166 KB
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Dear all,

Apologies for the tight turn around but with only 2 weeks to go before the GCSE exams begin for all students (first exam – Science on 16<sup>th</sup> May), could you please complete the document attached for your plans over the final 2 weeks with year 11 – however, most importantly, do any particular students still concern you? Incompletion of coursework/lack of motivation/persistent absence...

I need this completing by Monday 8<sup>th</sup> May to be able to support the students for one final time before their examination window (option subjects only). I will coming around next week to discuss these points/concerns/actions with you.

Most importantly, for the final time, can you please check you exam entries attached and let me know if there any issues.

The laser form will need completing for year 10 once you receive the data analysis packs next week.

Once individualised needs are identified individualised sessions run and they are well supported by SLT.

Dear all,

Charlie and I are completing the end of year report for School Led funding. If you still need to claim expenses for either holiday or after school revision/intervention sessions, this needs to be done today.

Any questions, please speak to us.

Many thanks

Easter Timetable – Year 11 only			
Date	Time	Subject	Teacher
Monday 3 <sup>rd</sup> April	10 – 12 12.30 – 3.30	Business	BHE
Tuesday 4 <sup>th</sup> April	9 – 12	Maths (11x1 only)	MAIT
Tuesday 4 <sup>th</sup> April	9 – 12	Combined Science (Higher)	PNS
Tuesday 4 <sup>th</sup> April	9 – 12	Drama	COMMS
Friday 7 <sup>th</sup> April	9 – 1	History	BHE
Tuesday 11 <sup>th</sup> April	9 – 12	Maths	PNS

Staff take time to ensure that parents and other bodies work with the school to maximise support.

historic environment resource pack 36 font

To history@aqa.org.uk



lesson 20 - sheffield manor aqa pack.pdf  
1 MB

Hi,

I have looked but could not find a 36 font size resource pack (see attached for Sheffield Manor Lodge). Please could send me one for a partially sighted student who is struggling with the original size one even with digital expansions.

Many thanks,

Good evening,

The NEA is in three parts. 1 part answering the question, which is step 1. Next he needs to find 2 historical interpretations (on teams) that he can include within his essay – justifying his view and one that says there is another reason. The third part is to find 3 sources that he can use as evidence to back up his essay.

Kind regards,  
Dr Rowe

**From:**  
**Sent:** 1  
**To:** Dr  
**Subject:** Re: history achieving success

Good evening Dr. Rowe.

Joshua has been mentioning how you wanted him to split up his NEA essay into sections and send them off to you individually but he sounds unsure. Is this the case? If so, please can you tell me in more detail, how you would like him to do this so I can understand Joshua has been mentioning how you wanted him to split up his NEA essay into sections but he sounds unsure. Is this the case? If so, please can you tell me in more detail, how you would like him to do this so I can understand what he is trying to explain to me.



Mentoring sessions by 6<sup>th</sup> formers for year 11 students

## The impact of these individualised learning plans are evidenced by 2022 results

### EAL

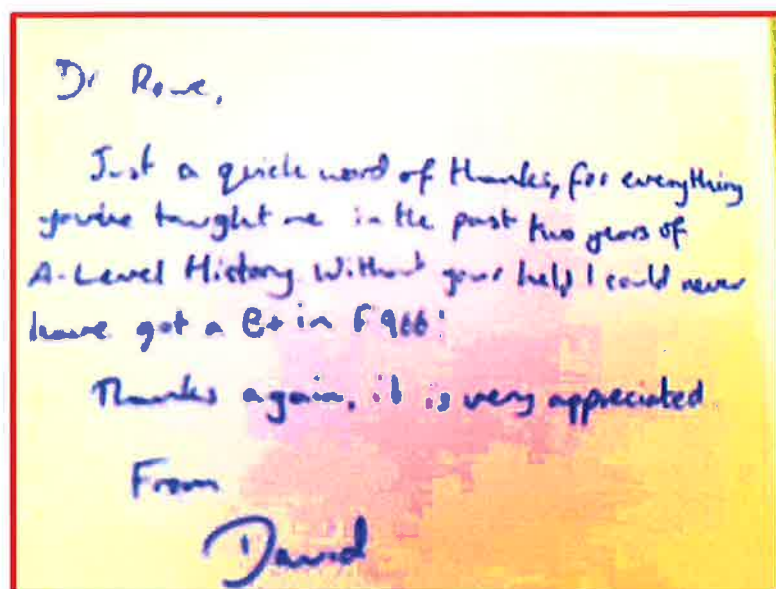
GCSE History +=-	0.0	17.6	47.1	76.5	82.4	94.1	94.1	94.1	94.1	94.1	100.0	100.0	100.0	17	6=	6.00	0.32	1.27
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### WBRI

GCSE History +=-	3.2	14.5	22.6	46.8	62.9	77.4	87.1	93.5	98.4	98.4	100.0	100.0	100.0	62	5=	5.06	0.30	0.34
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### SEND

GCSE History +=-	0.0	22.2	33.3	44.4	55.6	55.6	77.8	77.8	88.9	88.9	100.0	100.0	100.0	9	4+	4.56	0.48	0.12
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Students value the support given.

### 4.3 Progression: How well do pupils achieve overall in history across all key stages? What is the impact of specific strategies on achievement?

We seek to use specific strategies support the progression of the key historical knowledge, concepts and processes to go beyond their MEGs. We expect books to demonstrate a learning journey.

Rigorous pedagogical methods are used to generate progress.

- The road story compartmentalises and chunks sections of history for students.
- Core vocab is highlighted.
- Low stakes retrieval tasks are employed to recap recent and long term knowledge.
- Dual coding is employed to embed knowledge.
- Scaffolding is used to build student confidence.
- Literacy is prioritised
- Students are actively taught how to revise and given metacognition strategies. Students are expected to self-evaluate and to redraft in order to improve extended writing.

**Feudal Pyramid of Power**

**What mattered to people?**  
**Christianity** was the thing that mattered most to Medieval people. The Roman **Catholic church** was the religion of Christians in Western Europe. Head of the Church was the **Pope** in Rome. He ran his own tiny country.

Under him Cardinals, Arch-bishops and Bishops. They ran the church across Europe.  
 Under them were the **parish priests**. They taught peasants how to behave and believe.  
 This **hierarchy** made the Church powerful, well organised and educated. Unlike most people, they could speak the ancient international Roman language of Latin and could read and write giving them power over people who did not have the same knowledge.  
 The Church informed people that when they died, their souls went to Heaven or to Hell and you would either suffer or be happy for the rest of eternity.

**Guided reading tasks**

How to revise...

**Gather**  
10% of your time  
Read through and become familiar with information you need to know.  
Not revision

**Filter**  
30% of your time  
Reduce the amount of information you have to the essential information.  
Make summary sheets/your own knowledge organisers

**Learn**  
40% of your time  
Look, cover, write, check.  
Read and repeat info.  
Flashcards

**Test**  
20% of your time  
Easy: quick quizzes  
Longer: style exam questions  
Silent, no support

### Teaching metacognition strategies

### Retrieval tasks at KS3

- Which is the correct order
  - Medieval period, Romans, Renaissance, Industrial revolution
  - Romans, Medieval period, Renaissance, Industrial revolution
  - Renaissance, Industrial revolution, Medieval, Romans
  - Medieval, renaissance, Industrial revolution, Romans
- Which of these did not happen during the Renaissance?
  - 3D art
  - Printing press
  - Discovery of gravity
  - Telephones



### Core Vocab

**Anaesthetic –**

Before he had an operation, he had to take an **anaesthetic**



**Antiseptics –**

You need to clean that cut with an **antiseptic**





### Big Question

To what extent did standards of living in towns and the countryside improve for peasants in the years 1894 to 1917?

Do Now...

1. 4 reasons for the emancipation of the serfs?
2. When was the emancipation of the serfs?
3. Who controlled the peasants after 1861?
4. How long were redemption payments for?
5. Did the ex serfs get more or less land than before 1861?
6. Did the serfs pay a fair price?
7. Did the nobles gain from the emancipation?
8. Was the emancipation a success or failure according to historians?
9. Name 3 further areas of reform
10. Name 1 fact from each of these areas
11. When did liberalisation end?
12. How was the church involved with education?
13. What happened to media?
14. Name 2 measures introduced by Statute of State Security
15. What was the name of the new secret police
16. What was the name of the people who now controlled peasants

1. Moral, Crimea, economic, revolution
2. 1861
3. Mir
4. 49
5. Less
6. No 20-80% over
7. Many bankrupt, land ownership fell 2/3
8. Christian - yes  
peace Pipes - no too little
9. Local govt, judicial, military, education
10. details
11. 1866
12. Controlled primary education
13. Far more censorship
14. Special courts, unis
15. Okhrana
16. Land Captains

**Road Story Curriculum focus**

- Where does power lie?
- What is life like for people?

**Key words**

- Stolypin

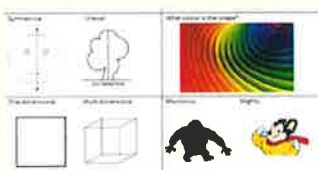
**Core Knowledge and concepts**

- Societal change

Retrieval tasks KS5

### Assess task

How did life change for Jews between 1930 and 1938?



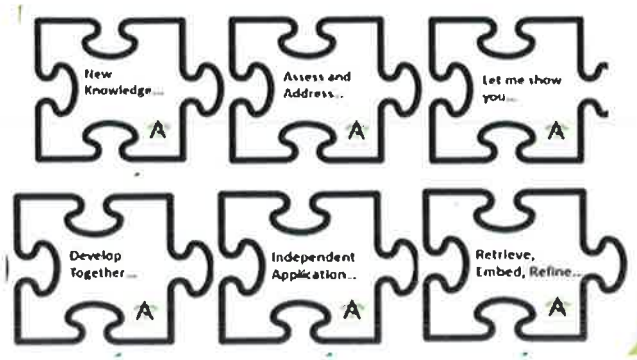
- Level 1 - you will have made some general points
- Level 2 - you will have used specific facts about things that happened to Jews
- Level 3 - you will have really answered the question and show either economic, civil rights and physical changes to Jewish lives,
- Level 4 - you will have really answered the question and show at least two of the economic, civil rights and physical changes to Jewish lives. You will also have mentioned about different groups such as children's experiences or those married to non-Jews.

- Think about how change happened. Take inspiration from the pictures.
- Starter sentences:
- The first way life changed for the Jews was ...
- A second huge change for the Jews was ....
- Overall life changed for the Jews because ....

### Scaffolding assess tasks to build confidence

### Scaffolded modelling to improve where there have been misconceptions

### Use of learning segments in all lessons



Message of the cartoon (write this AFTER completing DSC process)

The message is that Europeans are exploiting and stealing from the world and imperialism is wrong.

Describe the main features of the cartoon. It shows

- Britain, Germany and Russia grabbing parts of the world, such as Africa.
- They are filling huge bags full of the world's resources to take for themselves.

Explain what each of these features means / represents

- This is referring to imperialism. These countries are taking over the world.
- The scramble for Africa gave European powers most of the continent.
- G.B. got South Africa and Rhodesia and the gold and diamonds found there.

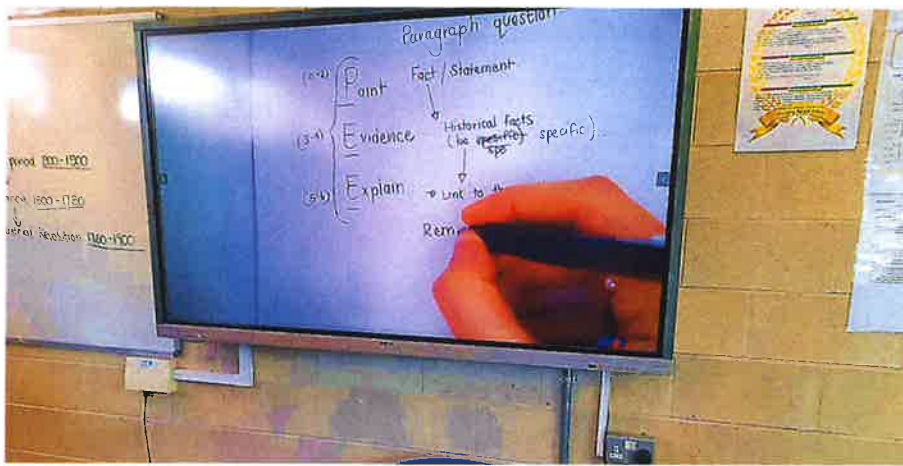
Context: what historical event is this cartoon about?

The cartoon's date 1885 is showing what happened in the Berlin conference when Africa became owned by Europe.

Reliable or Not? (Circle a score below)

This is accurate about imperialism

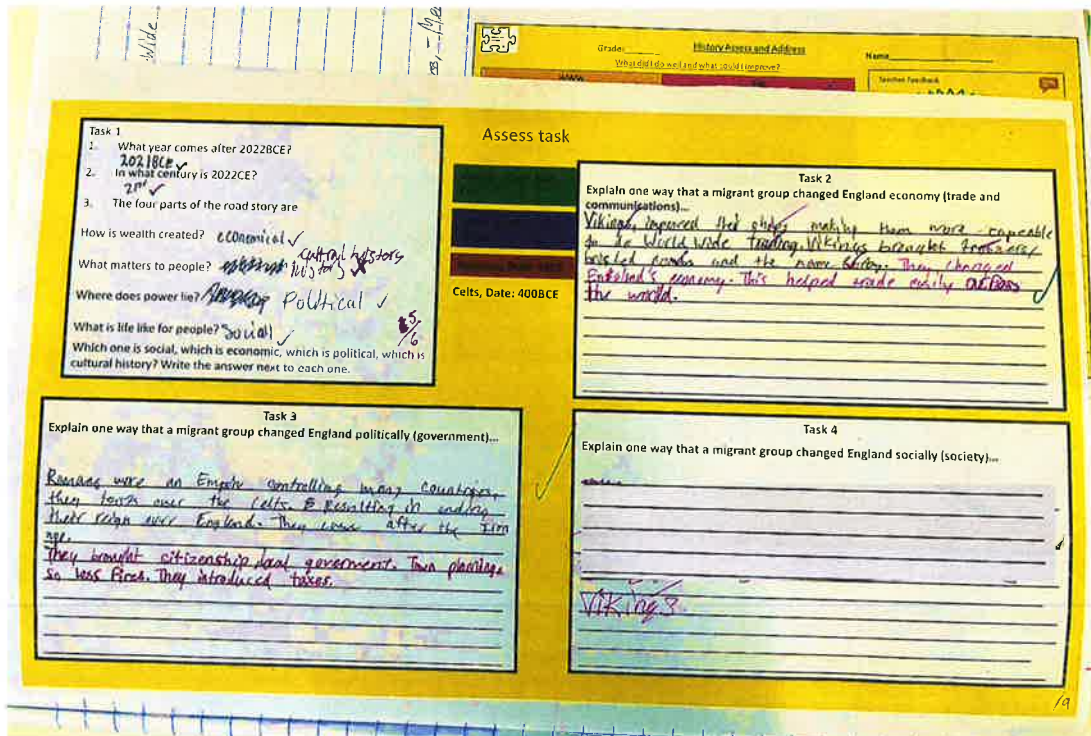
Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable



Using visualisers to maximise modelling.

Self and peer reflection build understanding of how to improve

	WWW		EBI
	You have answered the question	You have made two points in two separate paragraphs	You must answer the question
	You have supported your view with facts e.g. children church and kitchen	You have written about the 1920s and the 1930s	You need to use facts
	You have mentioned why things change	You have really explained why life changed. Eg. Wore less restrictive clothes, so more comfortable	You need to mention why things change
	You have shown not everyone changed in the same way	You show that some women were positive about and some negative about changes	You need to explain how changes affected women
			You need to use two paragraphs
			You need to cover the whole time period
			You need to show that not all changes affected everyone
			You need to show some changes were seen as good and some as bad



All students of all levels are encouraged to purple pen and improve following class feedback



Some students have been particularly impacted by covid and have lost self confidence and skills. We have targeted these students to maximise achievement.

Assessment

1. Von Bismarck

2. 1871

3. Europe

4. Germany

5.

6.

7. Britain

8.

9. GS, FRANCE, ~~RUSSIA~~

10.

11.

12.

13.

14. ~~1914~~

15.

16. The murder of Franz Ferdinand was the most trigger cause of war, however other factors such as

This is the progress made by an EAL student, who lacked self confidence and so thought they were bad at history.

Start of the year

By term 5, having improved substantive and disciplinary skills

Assessment

Life for Jews change drastically between 1930 and 1938. Since they had to face increasing persecution and discrimination under Hitler's rules in Germany. In 1930, Jews still had a few legal rights/protection and were able to be part of German society but they did face social and economic discrimination. However, by 1938, Jews were getting their citizenship taken away and they were subjected to violence, forced labor, and deportation to death concentration camps. The Kristallnacht program in November 1938 was a turning point, as many Jewish homes, businesses & synagogues were demolished/destroyed and the lives of thousands of Jews were arrested and sent to concentration camps.

(they started being racist to Jews) (anti-semitism) (to make it clear) (Law Professor) (Nuremberg laws)

Overall life changed for Jews. During those times, the measures against Jews consisted of stuff like Jewish passports being marked with a 'J'. Jewish men must have the middle name 'Israel', women must have the middle name 'Sara' and then Jewish children were expelled from all state schools. There was slowly a segregation program going on since they didn't let Jews have businesses either. In addition, when children were sent to concentration camps/death camps, there had celebrations when they killed 10,000 children.

Many Jews were killed in the end year with off energy, holidays and home was down.

Monday 13<sup>th</sup> March 2023

## B.O. Assessment

During the era of segregation, African Americans had to use things that was only for them and weren't aloud to use the white's this shows that they were only split up because of there colour which is very wrong but the south ~~and~~ white people thought was okay to have slavery. The Southern white americans had a civil war with Northern white Americans to get rid of slavery and the Northern white Americans won the war and made three new laws there were the 13 amendment = free the enslaved people 14 = they became a citizen in Africa and 15 = <sup>African</sup> Americans were aloud to vote and the sothern had to follow these rules even though they didn't like it but they found away by making Black codes. One of the black codes were you had to pass a literacy test before you could vote. Southern white Americans also made the KKK which was people that would go out of there day just to kill African Americans so they thought they were higher up then them. Most of the people in the KKK were judges and police offers which shows how racist the government were to people like that to ~~judge~~ judge.

## Purple pen assessment

The whites had a bigger water fountain than the coloured and the whites looks cleaner which isn't fair for the African Americans. If African Americans were unemployed they would get in trouble by the police and would have to do free labour which means not payed. This wasn't the only segregation they also did this with toilets, bussess, health care, dentist every thing at this time.

9 - 4  
%

100.0 ↑

94.4

5.6

95.8 ↑

65.2

30.6

100.0

100.0

0.0

82.4 ↑

76.5

5.9

95.0 ↑

83.3

11.7

(see 1.1, 4.1, 4.2 evidence)

GCSE and A level exam results show that our strategies enable pupils to achieve or go beyond their targets.

GCSE data against MEGs

History

9 x 1

personal target: 6

We encourage SEND and PP students to have high aspirations and not to limit their ambition. Students set their own personal targets

### 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.



This dyslexia, PP student has a school target of 4, but set themselves a personal target of grade 6

## How did life change for Jews between 1930-1938?

The first way life changed for the Jews was in 1933 when Hitler became the chancellor of Germany. It changed because Hitler fired Jewish <sup>from</sup> government and stopped them from working on newspapers. He done this <sup>so</sup> ~~because~~ Jews couldn't fight back because he pulled away their power. Another drastic change was in 1935 when marriage <sup>between</sup> Jews and Aryans (pure Germans) was banned so they couldn't make impure ~~blood~~ <sup>Germans</sup>. Hitler only wanted pure Germans because he hated the Jews.

Jews lives were changed socially by Hitler in 1938 because that's when he got violent with segregation. This was the year when the Night of breaking glass happened. This was where nearly 300 synagogues were destroyed by Nazis and the Jews had to pay a 2 billion fine to clean up the Nazis mess. Also this is the year when 20,000 Jewish men were sent to concentration camps. I only said men because Hitler didn't class women and kids as <sup>dangerous</sup> people they were just house wives.

Before the Nazis came to power in 1933, the Jewish community were as well-integrated ethnic group living as citizens in Germany.

This student in Year 9 is now showing the potential to work at a GCSE Level 3 meaning they should significantly exceed target in Year 11.

They are also showing strong substantive knowledge

78/88

Wesley Superior Achievement



Top marks so far in 3 classes!!!



#### 4.4 Achievement is celebrated: How well is achievement celebrated within the school?

We try to value personal achievement for all pupils at all levels and celebrated with the school wide and the wider community.

History student achievement celebrated on school's twitter platform and website



In the department students are awarded certificates for effort and achievement – thanks to Faccito, Amazon.



## The school uses ICT to celebrate success



[redacted] is another student who made exceptional progress. He said; "I feel great. I really didn't expect to get these results. I want to thank Mr Brooks with Maths and Dr Rowe for teaching me History. I was so awful at history - I never would have done that well."

## The department celebrates student work by using it in displays





## Student names are given so their success can be celebrated in assemblies

Dear colleagues,

Could you please spare a few minutes to give me your stars in your eyes from Yr11? I will include it in **assembly** this weekend for Monday delivery.

As per usual just a name or **names** with a short comment would suffice. Thank you for helping reinforce positive behaviour among Year 11. Those messages are very important and have a big impact on a lot of students in the year. I appreciate you taking some time to help with that.

Thanks you and have a lovely weekend (eventually)