

History roadmap

Knowledge and understanding

The history curriculum at Limehurst follows the national curriculum for history and aims to ensure that all students know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation; and how Britain has influenced and been influenced by the wider world.

Students should:

- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Why study history?

A high-quality history education will help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Just a few of the famous people, with a history degree.

https://www.activehistory.co.uk/Miscellaneous/menus/Year_9/gcse_options/graduates.htm

Students at Limehurst follow the EDUQAS exam board at KS4




https://www.eduqas.co.uk/qualifications/history-gcse/#tab_overview

Why take GCSE history?

Limehurst history specifications in history support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen

their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live and provide them with the basis for further wider learning and study.

History roadmap

Year 11	Paper 3 Crime and punishment	Entrenching exam skills across the four papers	Revision
Year 10	Paper 1 USA 1910 - 29	Paper 2 Elizabethan age	Paper 4 Germany 1919 -91
Year 9 	What happened after slavery ended?	The treatment of criminals from the Saxons to the present day	After the reformation
Year 8 	WW1 and WW2	The fight for equality in the last 200 years	
Year 7 	Key skills and Medieval England 1066-1485	Religious and political changes in the 16 th and 17 th centuries	

Topic 1: Medieval Britain 1066-1485

This first topic aims to build on work undertaken at primary school. We start to develop the skills needed to become a good historian and one of the main aims is to develop an enjoyment of studying history. To help students to further understand this topic, we organise a trip to Warwick Castle.

Intent:

Knowledge acquired:

Develop knowledge and understanding of the Norman Conquest and its impact on early medieval England from 1066-1485. To understand the key individuals and events of the period.

Understand historical concepts such as continuity and change, cause and consequence of a foreign invasion. To be able to explain similarities and differences to the lives of the English people after 1066.

Skills developed

Students will build on the key skills that they started to learn in KS2. For example, chronological understanding and analysing contemporary sources and historical interpretations.

Links to previous study (where applicable):

Students may have used some of the skills in KS2

Links to future study / the wider world (where applicable):

Developing teamwork skills and an understanding of change and continuity

Implementation:

Sequence of lessons

- 1-Intro 'Lighting fires'
- 2-Chronology
- 3-Reliability of sources
- 4- Dates and centuries
- 5- Chronology assessment
- 6- Contenders to the throne
- 7-Battle of Hastings
- 8- How did Harold Godwinson die?
- 9- 10- Battle of Hastings assessment

11- 12 – Castles
13-15 – Castle enterprise
16 – Doomsday book
17- Medieval village
18- Medieval life
19- Medieval Church
20- Crime and punishment
21- Medieval punishments
22- Trials
23 – Black Death
24- Women and Jews
25,26 – Board game summary

Main resources

Teacher developed PowerPoints
Teacher information and work sheets
Understanding history-KS 3 Hodder
Renaissance, Revolution and Reformation-Wilkes book

Methods of assessment

Chronology and basic historical terms test
Battle of Hastings extended writing assessment
Castles building assessment

Topic 2: Religious and political changes in the 16th and 17th century

This topic goes into further detail into a specific time period in history. It enables the students to use and develop their newfound history skills, to understand a period of great change in British and European history. To help students understand this topic further we undertake a trip to Bosworth battlefield.

Intent.

Knowledge acquired

To develop knowledge of the key individuals and events of the Tudor and Stuart periods. To understand the effects of religious change throughout the time period.

To be able to link the changes in religion to conflict at home and in Europe. To understand the changes in people's lives during the period.

Skills developed

To be able to analyse sources and interpretations to form judgements on specific events throughout the period. To understand the causes and consequences of events from the medieval period studied in the previous topic.

Links to previous learning

Will build on students understanding of how to interpret contemporary sources and different historical interpretations.

Links to future study / the wider world (where applicable):

Teamwork, some links to GCSE history

Implementation:

Sequence of lessons

1-Elizabeth's appearance

2- Shakespeare

3 – Elizabeth's suitors

4 Spanish Armada

5 – Introduction to James I

6 and 7 – Gunpowder plot

8,9,10,11 – Civil War

12,13 - Oliver Cromwell

14 – Great Fire of London

15,16,17,18 – Tudor children in need

Main resources

Teacher developed PowerPoint

Teacher information and work sheets

Understanding history-KS 3 Hodder

Renaissance, Revolution and Reformation-Wilkes book

The Elizabethan age – Hodder

Computers for castle research

Year 8

Topic 1: WW1 and WW2:

The aim of this topic is to build on students' historical skills developed in year 7. This topic focuses on 20th Century history and the study of the two World Wars. This enables students to see the links between historical events and how their own lives are still shaped by these events. This topic also encourages the students to research any family members who may have been involved in the wars.

Intent

Knowledge acquired:

- Develop knowledge and understanding of the causes, events and consequences of WW1 leading to the causes and then events of WW2 focussing particularly on the effects on life in Nazi Germany.

Skills developed:

- Ability to explain and evaluate the historical events studied.
- Ability to analyse, evaluate and use sources (including those contemporary to the period) to make judgements and make judgements about interpretations. *For example, How far do you agree with the statement in the source that "The Munich Putsch was a complete disaster"?*

Links to previous study (where applicable):

- Build on KS2 skills developed to "*understand how our knowledge of the past is constructed from a range of sources*". For example, to learn about conditions in the trenches, students use a range of sources including books, pictures, film and audio clips.
- In addition, build on the KS2 skill to "*Address historically valid questions*". For example, to answer the question "What was the most significant cause of WW1?".

Links to future study / the wider world (where applicable):

- Links to the GCSE topic "The Development of Germany 1919 – 1991".
- Developing employability skills for example presentation skills in the "*Broadcast of the events in Sarajevo*". In addition, problem solving skills when analysing data to reach conclusions "Use the data set to make connections about how and why religious individuals and groups opposed the Nazis". Helps students to develop empathy with others and teamwork which is valued by employers

Implementation:

Number of lessons: 21

1. Alliances
- 2 - 4. Cause of WW1 (includes introduction, ICT and presentation lessons)
5. Causes Assessment
6. Recruitment
7. & 8. Life in the trenches
9. Peace- The Treaty of Versailles
10. German Reaction to the Treaty
11. Rise of Hitler
12. & 13. Munich Putsch and Assessment
14. Steps to War
15. Young People in Nazi Germany
16. Women in Nazi Germany
17. Religion in Nazi Germany
18. Jews in Nazi Germany
19. The Final Solution
20. & 21. The German Home Front

Main Resources:

- *"The First World War with Imperial War Museums"* by Sarah Webb
- *"Germany in Transition 1919-1939"* WJEC GCSE History book
- Teacher-prepared Power Point activities for each lesson
- Teacher-prepared worksheets

Methods of Assessment:

- Two longer essay answer questions:
 - i) "What was the most significant cause of WW1?" Evaluating data sets to address the historical question to draw a conclusion.
 - ii) *How far do you agree with the statement in the source that "The Munich Putsch was a complete disaster"?* Using skills to analyse, evaluate and use sources to make a judgement.

Use of Assessment Results:

- Used to identify areas of strength (WWW) and weakness (EBI) in terms of knowledge and skills. Students use the EBI feedback they receive to improve their subsequent work.

Year Eight

Topic 2: The fight for equality in the last 200 years

This topic introduces students to events that happened in history but are still evolving and relevant today. Students are able to link the sacrifices made by people in the past, which directly affect the lives of themselves and their family and friends.

Intent.

Knowledge acquired

To develop knowledge of the key individuals, events and how black people were treated in the 18th, 19th and 20th century in the Americas. To understand the effects of attitude and change throughout the time period. To understand the need for a women's suffrage movement in the UK at the start of the 20th century

To be able to link the changes in the lives of black people to the struggle for equal rights in the early part of the 20th century. To understand the opposition by some people to the black people getting their civil rights. To link the key individuals and events of the Suffragettes to women getting the vote.

Skills developed

To be able to analyse sources and interpretations to form judgements on specific events throughout the period. To understand the causes and consequences of events over a longer time period

Links to previous learning

Will build on students understanding of how to interpret contemporary sources and different historical interpretations. Will further their knowledge of why civil wars happen, developing on from their year 7 topic.

Links to future study / the wider world (where applicable):

This unit helps students to understand how attitudes towards people are always changing. Students will be able to make links between the different struggles for civil rights. It helps to show students that prejudice can be challenged successfully. In their future employment it will help to show them how important it is to develop empathy with their fellow workers.

Implementation

Sequence of lessons

- 1 – Kidnap
- 2 – Triangular trade route
- 3- Slave auctions
- 4 – Slaves jobs/roles
- 5 – Slave punishments
- 6 – Sorrow songs
- 7– Resistance and rebellion
- 8 – Slavery assessment

9 – The work of the Abolitionists'
10 – The Civil War
11 and 12 Assessment feedback and the great slave debate(optional)
13 – After the civil war
14 – The KKK
15 and 16 – The work of the UNIA and NAACP
17 - The fight for women's suffrage
18- Black Friday and the Epsom Derby
19 – The cat and mouse act
20 and 21 – Suffragette film
22 and 23 – Extended writing tasks, source based, needs doing

Main Resources:

- Black peoples of Americas textbook
- Teacher-prepared Power Point activities for each lesson
- Teacher-prepared worksheets
- The film 'Glory'
- National Archives documents detailing women's experiences on Black Friday and source grid
- Suffragette film

Methods of Assessment:

- One longer essay on the worst aspects of slavery
- Written argument and presentation during 'The great slave debate'
- Suffragette source-based assessment

Use of Assessment Results:

- Used to identify areas of strength (WWW) and weakness (EBI) in terms of knowledge and skills. Students use the EBI feedback they receive to improve their subsequent work.

Year 9

Topic 1: What happened after slavery ended?

This topic looks at how black people in America still had to fight for equal rights after slavery ended and provides some context to the events happening in America today. We also study the rise of America during the period and the impact on black and Native Americans

Intent:

Knowledge acquired:

- Develop knowledge and understanding of the causes, events and consequences of America becoming the most powerful country in the world.
- Understand the impact of WW1 and the impact on the Suffragist movement in Britain.

Skills developed:

- Ability to explain and evaluate the historical events studied in relation to the previous topic on *Black People of the Americas* studied in year 8. To understand the importance of key individuals in the Suffragette movement
- Ability to analyse, evaluate and use sources (including those contemporary to the period) to make judgements and make judgements about interpretations. Links to slavery and the fight for civil rights in the USA in the 20th Century. To be able to evaluate the suffrage movement

Links to previous study (where applicable):

This follows on from the year 8 topic on slavery in the 18th and 19th centuries and leads on to how America changed after the Emancipation Declaration and the American Civil War. It looks at the similarities between the experiences of immigrants to America, the African Americans and the Native Americans.

Links to future study / the wider world (where applicable):

Gives some background on some of the key themes that will be studied in GCSE history. Enables students to understand how America became a world superpower. Shows that events are linked throughout different countries

Implementation

Sequence of Lessons

Lesson 1 – Immigration

Lesson 2 – The immigrant experience

Lesson 3 – Religious intolerance

Lesson 4 – Volstead Act

Lesson 5 – Did prohibition work?

Lesson 6 – Al Capone

Lesson 7 – How did America become so rich?

Lesson 8 – What is the assembly line?

Lesson 9 – Assessment

Lesson 10 – Movies

Lesson 11 – Popular entertainment

Lesson 12- 13 Wall Street Crash

Lesson 14 – 15 Extended writing task

Lesson 16 – New Deal

Main resources

Teacher prepared PowerPoint

America 1910 – 49 textbook

Various YouTube clips

Method of assessment

An interpretation based extended piece of writing

Year 9

Topic 2: The treatment of criminals from the Saxons to the present day

This topic looks at over 1500 years of history and looks at continuity and change over a long period of history. It focuses on the changing aspect of crime but also looks at how similar circumstances throughout history were responsible for criminal activity.

Intent:

Knowledge acquired:

- Develop knowledge and understanding of the treatment of criminals over time
- To be able to evaluate how the political and religious changes impact on the treatment of criminals

Skills developed

- Ability to analyse, evaluate and use sources (including those contemporary to the period) to make judgements
- Make judgements about interpretations. To be able to reach reasoned conclusions on the changes from retribution to reform

Links to previous study (where applicable):

Has some links to the medieval period studied in yr. 7 and the treatment of slaves in the previous topic

Links to future study / the wider world (where applicable):

Develops a student's awareness of change during different periods of history.

Implementation:

Sequence of lessons

Lesson 1 – Different cause of crime

Lesson 2 – Saxon punishments

Lesson 3 – Norman punishments

Lesson 4 – Tudor punishments

Lesson 5 – The treatment of vagabonds

Lesson 6 – Witchcraft

Lesson 7 – Highwaymen

Lesson 8 – Transportation

Lesson 9 – Botany Bay (convicts)

Lesson 10 – 1900 to the present day

Lesson 11 – Death penalty

Lesson 12 – Modern day policing

Lesson 13 – 15 Jack the Ripper

Main resources

Teacher prepared PowerPoint and worksheets

Crime and punishment textbook

Elizabethan age textbook

Main assessment

An essay on transportation

Year 9

Topic 3: After the Reformation

This topic focuses on the changes to England, Britain and the wider world caused by the reformation. We study some of the key figures from this period and identify how this period shaped the modern world we live in today.

Intent

Knowledge acquired:

- Develop knowledge and understanding of the changes to England caused by the reformation

Skills developed:

- Ability to explain and evaluate the historical events studied. For example, the starting point of the Empire
- ability to analyse, evaluate and use sources (including those contemporary to the period) to make judgements and make judgements about interpretations. *For example, was Drake a hero or villain?*

Links to previous study (where applicable):

Build on a student's knowledge about the changes to societies after a **turning point** in history. Norman invasion, reformation, slavery, industrial revolution, Suffragist movement and the new inventions of the 20th century

- Build on KS2 skills developed about the life of Henry the 8th and his children. Links to yr. 7 and the Battle of Bosworth visit and the study of Henry 7th

Links to future study / the wider world (where applicable):

- Gives an understanding for some of the key topics in the Elizabeth and crime and punishments lessons.
- Enables students to understand how different ideas and concepts throughout history can change events in their lives

Implementation

Sequence of lessons

Lesson 1 - Henry VII and Leicester

Lesson 2 – Problems faced by Elizabeth I

Lesson 3 – The importance of image

Lesson 4 – Importance of religion

Lesson 5 – Plots against the state

Lesson 6 – Scottish threat

Lesson 7 – War with Spain

Lesson 8 – The Armada arrives

Lesson 9 – Victory for England

Lesson 10 and 11 – End of unit assessment

Main resources

Teacher prepared PowerPoint and worksheets

Medieval age textbook

Elizabeth the Golden age film clips

EDUQAS Tudor textbook

Year 10

Topic 1: USA 1910-1929 – Paper 1 (1 hour)

https://www.edugas.co.uk/qualifications/history-gcse/#tab_overview

Intent

Knowledge acquired:

Develop knowledge and understanding of the changes in American society during the period.

To be able to analyse sources and interpretations, to be able to understand the causes and consequences of various events

Skills developed

Students will build on the key skills that they started to learn in KS3.

They will be able to reach a judgement on why great change took place during this period. To fully understand and answer GCSE history questions.

Links to future study / the wider world (where applicable):

Passing their GCSEs to enable them to access further education or the field of work. The issues studied in this topic are still very current to today.

Implementation

Sequence of lessons

Lesson 1 - Immigration

Lesson 2 - Opposition to immigration

Lesson 3 - Sacco and Vanzetti

Lesson 4 - Religious intolerance

Lesson 5 – Racial intolerance

Lesson 6 - Racial intolerance

Lesson 7 - Racial intolerance

Lesson 8 - Prohibition

Lesson 9 - Why did prohibition fail

Lesson 10 - Al Capone

Lesson 11 - Government corruption

Lesson 12 - Government corruption

Lesson 13 - Economic boom

Lesson 14 - Economic Boom

Lesson 15 – Henry Ford

Lesson 16 – Wall st Crash

Lesson 17 – Other reasons for the crash

Lesson 18 - Cinema

Lesson 19 - Music

Lesson 20 - Radio

Lesson 21 - Speakeasies

Lesson 22 - Flappers

Lesson 23 – Mock revision

Lesson 24 – mock exam

Lesson 25 - Feedback lesson

Main resources

Teacher prepared PowerPoint and worksheets

America 1910-29 textbook

Eduqas American history textbooks

Contemporary source material

Method of assessment

This is on-going throughout the topic, with exam questions most lessons. There is then a mock exam paper at the end

Year 10

Topic 2: Elizabethan Age Paper 2

This topic allows students to build on their knowledge of the Tudors, developed in KS3. We focus on Elizabeth I, but students will understand how all of the Tudors decisions impacted Elizabeth's reign. Students will see how this period in history was linked to our other topics, such as the slave trade and the colonisation of the USA

Intent

Knowledge acquired:

Develop knowledge and understanding of the changes and turmoil caused during the Tudor period.

To understand the problems faced by a female monarch

To be able to analyse sources and interpretations, to be able to understand the causes and consequences of various events throughout the time period.

Skills developed:

Students will build on the key skills that they started to learn in KS3.

Links to previous study (where applicable):

They will be able to reach a judgement on why great change to place during this period. To fully understand and answer GCSE history questions.

Links to future study / the wider world (where applicable):

Passing their GCSEs to enable them to excess further education or the field of work.

Implementation

Sequence of lessons

Lesson 1 - Problems faced by Elizabeth

Lesson 2 – Elizabeth's image

Lesson 3 - Government

Lesson 4 - Changing role of Parliament

Lesson 5 - Poverty

Lesson 6 - Vagabonds

Lesson 7 - Exam practice

Lesson 8 - Tudor fashions

Lesson 9 – Elizabethan theatre

Lesson 10 - Intro to religion

Lesson 11 - Religious settlement

Lesson 12 - Mary Queen of Scots
Lesson 13 - Catholic threat
Lesson 14 - Puritans
Lesson 15 - Puritan threat
Lesson 16 - Puritans response
Lesson 17 - Foreign affairs
Lesson 18 - English seadogs
Lesson 19 - Spanish Armada
Lesson 20 - Spanish Armada
Lesson 21 - Results and aftermath of the Armada
Lesson 22 - Mock exam revision
Lesson 23 - Mock exam
Lesson 24 – Revision

Main resources

Teacher prepared PowerPoint and worksheets

Eduqas Elizabethan age

Teacher prepared revision guides

Various documentaries

Main method of assessment

This is on-going throughout the topic, with exam questions most lessons. There is then a mock exam paper at the end

Germany paper 4 – 1919 -1990 (45 minutes)

This topic allows students to develop their knowledge of the Weimar Republic and the Nazis that they studied in year 8. The topic also covers the Cold war, Berlin Wall and German reunification and enables students to better understand the formation of the Europe that they live in today.

Intent:

Knowledge acquired:

AO1

Develop knowledge and understanding of the challenges Germany faced during the 20th century. To understand the divisions in Europe after the second world war

AO2

To be able to understand the causes and consequences of various events throughout the time period. To be able to link different periods of German history together

Skills developed

AO3

Students will build on the key skills that they started to learn in KS3.

They will be able to reach a judgement on why great change to place during this period. To fully understand and answer GCSE history questions.

Links to future study / the wider world (where applicable):

To be able to understand how the actions of certain individuals can have a massive impact on millions of people's lives. To enable students to pass their GCSEs and enter further education or the field of work.

Total number of lessons 31

Lesson 1 – Germany 1919

Lesson 2 - Treaty of Versailles

Lesson 3 - Effects of Versailles

Lesson 4 - Invasion of the Ruhr

Lesson 5 - Rise of the Nazis

Lesson 6 – Munich Putsch

Lesson 7 - Stresemann

Lesson 8 – Wall st crash

Lesson 9 - Political scheming

Lesson 10 - Nazi election success

Lesson 11 – Reichstag fire

Lesson 12 - Night of the long knives

Lesson 13 - Hitler's rise to power

Lesson 14 – Life under the Nazis

Lesson 15 – Women

Lesson 16 – Young people

Lesson 17 - Nazi control

Lesson 18 – Jewish policy

Lesson 19 - Church

Lesson 20 - Home front in WW2

Lesson 21 - The Jews after 1938

Lesson 22 - Opposition to the Nazis

Lesson 23 - The impact of defeat

Lesson 24 – Division of Germany

Lesson 25 - Berlin blockade and airlift

Lesson 26 - West and East Germany

Lesson 27 - Widening differences

Lesson 28 - Berlin wall

Lesson 29 - The end of the Cold War

Lesson 30 - Revision

Lesson 31 - Mock exam

Main resources

Teacher prepared PowerPoint and worksheets

Germany 1919-45 Eduqas textbook

Various film clips/documentaries

Main method of assessment

This is on-going throughout the topic, with exam questions most lessons. There is then a mock exam paper at the end

Crime and punishment 500 - present day: paper 3. One hour and fifteen minutes exam paper

This paper covers an extended period of history and focuses on change and continuity on crime, detection and the punishment of offenders.

It allows students to see how the lives and events of people many centuries ago were often similar to the lives of people today. They study the development of the Judicial system we have today.

content:

Knowledge acquired:

AO1

Develop knowledge and understanding of the changes and similarities of crime and punishment during the period

AO2

To be able to analyse sources and interpretations, to be able to understand the causes and consequences of various events and be able to link them together

Skills developed

AO3

Students will build on the key skills that they started to learn in KS3. Links to previous study (where applicable):

They will be able to reach a judgement on why great change took place during this period. They will also be able to analyse that there are many similarities in today's judicial system.

Fully understand and answer GCSE history questions including examples from 1500 yrs. of history

Total number of lessons 35

Lesson 1 – Medieval crime

Lesson 2 - Medieval protests

Lesson 3 - Vagrants in Tudor times

Lesson 4 - Heresy

Lesson 5 – Gunpowder plot

Lesson 6 - Highway robbery

Lesson 7 - Poaching and smuggling

Lesson 8 – Crime in the Industrial revolution

Lesson 9 - Riots and protests

Lesson 10 - Modern day crime

Lesson 11 - Computer crime

Lesson 12 – Punishments 500 - 1500

Lesson 13 - Tudor punishments

Lesson 14 - Tudor punishments

Lesson 15 - Treason

Lesson 16 - Bloody code

Lesson 17 - Transportation

Lesson 18 - The end of the bloody code

Lesson 19 - Prison reform

Lesson 20 - Prison reform children

Lesson 21 - End of capital punishment

Lesson 22 - 20th century punishment

Lesson 23 - Medieval policing

Lesson 24 - Tudor policing

Lesson 25 - Bow st runners

Lesson 26 - Development of the MET

Lesson 27 – East End of Londo

Lesson 28 - East end of London

Lesson 29 - Changes in the East end

Lesson 30 - Changes in the East end

Lesson 31 - Botany Bay

Lesson 32 - Police in the 20th century

Lesson 33 –Mock exam revision

Lesson 34- Mock exam

Lesson 35 – Mock exam

Main resources

Teacher prepared PowerPoint and worksheets

Crime and punishment textbook

Various official documents

Teacher prepared revision guides

Elizabethan age textbook

Main method of assessment

This is on-going throughout the topic, with exam questions most lessons. There is then a mock exam paper at the end

Links to future study / the wider world (where applicable):

Passing their GCSEs to enable them to excess further education or the field of work. To help students develop their understanding of the issues around crime in their everyday lives.

Revision and entrenching exam skills

This unit is the final part of the GCSE course. Work will be focused on ensuring that students understand the requirements of the different type of exam questions and any knowledge gaps identified and worked upon

Intent

To prepare students for the four public examinations that take place in May and June of Year 11. To develop the student's confidence that they have all of the knowledge and skills required to reach their full potential in their upcoming exams

Implementation

The history department will identify through looking at the data and previous mock exams any areas of the topics that may need additional revision. This is supplemented by lunchtime and after school revision clubs, that can be focused on class and individual needs. Department prepared revision guides are given to all students, which contain sample exam questions and answers, to aid the student's revision.