

## Broadening Horizons

For our study of History to have real meaning, we endeavour to give students an experience of the subject that goes beyond the classroom. Where possible students are offered opportunities to enrich their learning through first hand experiences, whether this be a visit to places such as France, Belgium or Auschwitz, an experience or the ability to hear a first-hand witness testimony to allow them to see that History is real, is all around us and has a direct impact on how we live our lives today. Allowing our students to see that History is a subject which opens up doors to many career opportunities is also an integral part of our students' preparation for life beyond school.

## Careers

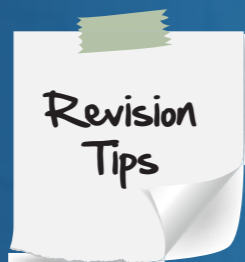
History gives students the skills they need to enter most professions and go on to further and higher education. They have the skills to evidence their points, create well supported arguments and analysis of evidence. These skills help with careers in Law, Policing, the Armed Forces, Civil Service etc.

## Immerse Yourself



*BBC Bitesize History*

Use online revision tools like BBC Bitesize at home to improve your history knowledge even more.



*Revision Workshops*

Revision and exam technique workshops are offered throughout the year and are highly recommended.

## Praise and Reward

Our rewards system can be broadly split into four categories: classroom level, subject level, school level and privilege rewards. We'll focus on classroom and subject rewards here - for more information about our rewards schemes, please see our website.

### CLASSROOM LEVEL REWARDS

**Awarded for:** working hard, taking risks and rising to a challenge, making mistakes and learning from them, helping others, and taking pride in the school community.

**Rewarded by:** praise postcards, positive phone calls to parents/carers, positive text messages home, and lesson based prizes.

### SUBJECT LEVEL REWARDS

**Reward scheme:** star of the week, curriculum awards (Subject/School Way, participation, working with pride, embracing the whole curriculum), high flyer, extra mile, most improved.

**Rewarded by:** names displayed on reward boards, certificates, social media posts.

## Contact



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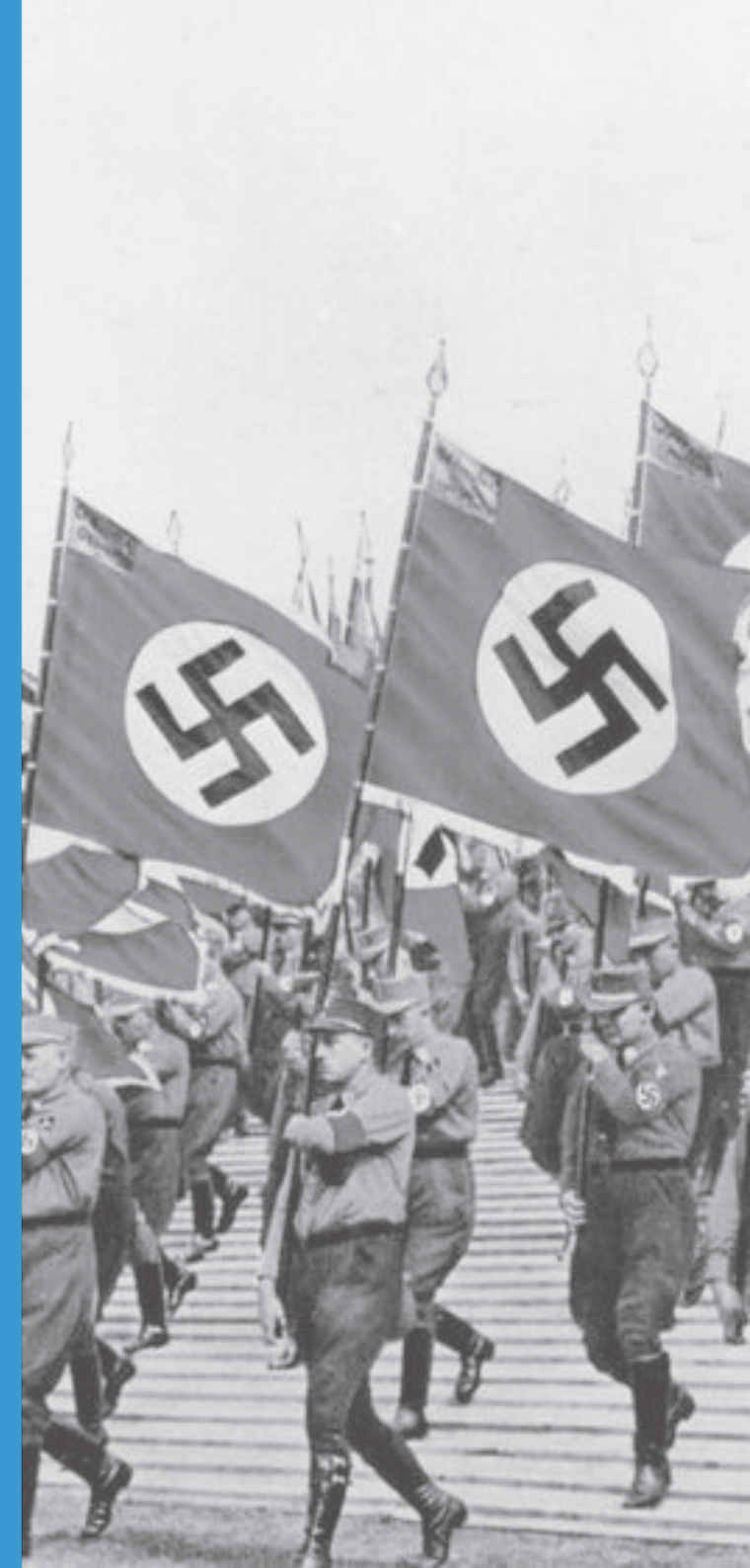


Edition 1  
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# HISTORY

Curriculum Newsletter

## YEAR 10



# Curriculum Intent

“How we got to now” is the overriding aim of the History secondary curriculum at Wickersley Partnership Trust (WPT). Through a shared understanding and knowledge of our past history, we aim to give our students the ability to understand who they are and their place in the world. We aim to inspire a love of learning and the ability to ask questions.

Our History curriculum allows our students to ask and develop perceptive questions to help them understand the past and the present. In an ever-changing world, History allows our students to look to past examples, learn from them and ensure that as citizens we do not make the same mistakes that those before us may have done.

The History curriculum aims to give pupils a coherent knowledge and understanding of Britain’s past and that of the wider world. It inspires students’ curiosity to know more about the past.

Teaching equips pupils to ask enquiring questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



## Have your say!

At WPT we’re always looking for feedback. If you have any thoughts/opinions on this Curriculum Newsletter, its content or the curriculum in general, please scan the QR code to fill out a short feedback form.



## Year 10 Curriculum

History is delivered via two 80 minute lessons per week. In Year 10, we look at the following topics:

### Crime and Punishment

Students will study this theme over 1000 years, looking at the changes over time to law and order and punishment. They will develop an understanding of the fight for authority between the monarchs and the church and the development of laws linked to the changes of society right up to present policing and laws today.

### Whitechapel

This is the environmental section of the course focusing on the London district of Whitechapel as a case study for crime and new policing tactics.

### Anglo-Saxon & Norman England

The course looks at Anglo Saxon society in 1060, including law and order, government and everyday life. Students learn why there was a succession crisis in 1066 when Edward the Confessor died and the three

battles in that year, culminating in the Battle of Hastings. The course then looks at the Normans and the Normanisation of England following William of Normandy’s victory.

### The American West

This unit of study makes students aware of the struggles between the Indigenous people of America - the Native Americans, and the White European settlers that started to populate America in vast numbers in the 1800s. Students will learn about the Native American culture, the first white European settlers in the East, the wars that followed and the clash of cultures.

### The USA

This topic looks at the struggles that Black Americans faced years after the Slave trade had ended. The focus is predominantly in the Southern states but follows Martin Luther King’s protests into the North. We also look at key events in the Civil Rights Movement. The second section of the study looks at the involvement of the USA in the war in Vietnam - Students look at the key events of the war as well as the tactics used by both sides.

## Assessment Points

In Year 10, students are assessed each half term in class, using exam techniques for essay writing and source analysis. Year 10 Mock Exams take place during the Spring and consist of exam style questions from the units they have been studying throughout Y10.

## Year 9 Flashback

Last year, students learned about Between the wars, World War II, American Civil Rights and the Vietnam War. To refresh your child’s memory, why not ask them about what they learned?

*Can you explain how the persecution of the Jews led to the Final Solution?*

*Why did the USA get involved in the Vietnam war?*

## The History Way

The History Way is followed in all of our lessons. It is designed to help students become young subject specialists and has two main purposes: to teach students the vital skills needed to achieve their full potential, and to demonstrate how History relates to the wider world.

## THE HISTORY WAY



We use historical examples to support our points

**We always try to look at the historical context of events**

**WE UNDERSTAND HOW THE PAST CONTRIBUTES TO OUR FUTURE**

We strive to incorporate history structures in our written work

**WE ALWAYS TRY TO USE KEY HISTORY WORDS IN CLASS DISCUSSION**

We are willing to develop our historical learning **beyond the classroom**

We are motivated to investigate the past & **become young historians**

We use analytical steps when investigating historical evidence



WICKERSLEY PARTNERSHIP TRUST

SUBJECT WAYS