

History Entry Level Qualification



History Curriculum Intent

Fundamentally we would like all History pupils across all stages and our different settings to enjoy and engage with their learning of history, to build their confidence and develop their skills of inference, analysis, critical thinking, empathy, oracy/communication, literacy and reading. We will identify and bridge any gaps in their learning in order for them to make progress and achieve qualifications appropriate to their ability/situation/individual needs. In order to effectively support our students, we will retain flexibility, personalisation and adaptive teaching in our approach to the curriculum so we can respond quickly to the changing needs of our individual pupils and cohorts.

We offer OCR History entry level option for 1:1/ small group intervention students who enjoy history and would like to work towards an accredited qualification.

Personal Development-

The history curriculum we study focuses significantly on fostering empathy and perspective taking. Being encouraged to step into the shoes of historical figures or ordinary people from diverse backgrounds & analysing sources from multiple viewpoints helps to build emotional intelligence & social awareness in our pupils. Developing critical thinking & developing moral reasoning prompts students to evaluate historical injustices, right & wrong behaviour & consequences of human choices which helps them form their own ethical compass. Empowering active citizenship by linking historical struggles to modern human rights and current affairs helps students to feel empowered themselves and socially responsible in our diverse modern society. When our history students articulate their arguments & listen to alternative interpretations respectfully they build self-confidence, articulation & interpersonal skills. Every year the department organises a history trip. Previous places visited include the Black Country Museum, The Police museum in Birmingham, The National Holocaust Centre and The National Justice Museum. These trips help pupils to connect with real life stories & provide them with an emotional link to past human experience. They also help to broaden their perspectives in engaging with at times sensitive topics which helps them to challenge assumptions and grow more tolerant, open minded & respectful of diverse viewpoints. Navigating new environments and overcoming travel challenges boosts self-esteem, fosters personal accomplishment, resilience and self-assurance. Analysing the historical sites we visit encourages our students to evaluate how past events shape modern society, politics and global issues.

Extra support in History lessons

Students requiring extra support may include all of/any combination of the following:

- More direct 1:1 help and support from the teacher
- 1:1 TA support
- Sentence starters, scaffolding, writing frames, prompts for extended answers which (Gradually taken away/reduced as confidence increases)
- Breaking down text into smaller, manageable amounts
- Text overlays and dyslexic font
- Words provided for 'fill in the gaps'
- WAGOLL (what a good one looks like examples), modelling- 'Whitmore way'- I do, we do, you do
- More visuals – extra visuals for key words
- Option to type/ use a scribe for longer written tasks
- More 1:1 support with reading
- Keyword definition teaching with visuals- pre teaching vocabulary
- Effective, tailored and supported questioning
- Previous content covered is consistently embedded through starter recall activities & games such as history bingo!

- Key stage 3 baseline assessment available if key stage 4 one is too challenging- sentence starters/ supported version of Key stage 4 baseline available if needed.
- Colour codes/match up activities as opposed to long written tasks

Further challenge in History lessons

- Independent answers to questions without teacher support/scaffolding
- Extra challenge tasks provided every lesson for those that work quicker. Questions are designed to challenge cognitive thought at a higher level- e.g more open- ended analytical enquiry questions/ more complex historiographical debate questions
- Challenging students to make more abstract thematic connections by asking them to draw connections across time periods, analysing economic or social shifts & evaluating the weight of different historical causation factors- also encouraged to make wider links to modern day current affairs.
- Less visuals if not needed
- More challenging sources to analyse.
- True or false activities- independently correct the false answers
- No words provided for fill in the gaps.
- Effective and tailored high level questioning
- Harder questions included on recall starter activities such as History bingo

Literacy links

- The history curriculum fully addresses and embeds a wide range of high- level literacy skills. History lessons include extensive reading, writing, communication, analysis of sources, evaluation and coming up with substantiated judgements.
- Teaching historical terms and academic language so students can think and write like historians.
- Composing historical recounts, persuasive arguments & writing to structure historical explanations
- Applying reading skills such as skimming, scanning, continuous reading and close reading to unpack challenging texts with complex structures

Oracy links

- Students are offered the opportunity to read out loud every lesson
- Topics involve numerous opportunities for historical debate, discussion, communication and active and respectful listening
- In year 10 students produce an independent research oracy task on 'worst punishments in the world'- they have the chance to present to their peers where oracy strengths and targets are peer evaluated
- Students are consistently asked their own views on topics and encouraged to support their views with substantiated evidence both orally and in written work.
- Pupils use structured talk to question primary and secondary sources, pose doubts and test the reliability of historical claims
- Students build arguments using historical evidence and learn to adapt or defend their conclusions when presented with new facts

Numeracy links

- History lessons offer natural opportunities to build and reinforce foundational and applied numeracy skills through real-world contexts.

- Students learn and need to apply understanding of chronology and the order that events happened- we embed this through ordering and sequencing activities in class and working with and personalising timelines for each topic. This skill is especially importance for the narrative account GCSE question on the cold war paper.
- Students will need to learn and recall key dates – we work with timelines, date match up activities and also include dates in starter recall activities and games.
- During early skills intervention students learn how to measure time and convert years to decades and centuries as well as how we measure centuries. They also learn ancient number systems such as Roman Numerals.
- Students analyse and interpret graphs and charts to understand concepts such as demographic shifts, census, statistics, population changes, casualty figures, profit or election results. In lessons we produce 'living tension graphs' so pupils are able to visualise and gain a better understanding such as high/low points of 'tension' e.g during the Cuban Missile crisis in the Cold War.

OCR History entry level option

This is for 1:1/ small group intervention students who enjoy history and would like to work towards an accredited qualification but might find the full GCSE History too academically challenging or their personal circumstance does not enable enough time to cover the content for the GCSE qualification.

These students will cover the following below (either Crime and Punishment first or Germany first depending on the individual student – (topics can also be adapted to personal choice) The qualification also includes a project on any important historical figure in history which again can be the student's personal choice. The exam papers can be sat as part of normal lesson time when the course is complete. This is of particular benefit for pupils who might feel anxious about the formality of the GCSE exams.

OCR Entry level History content covered

Identify any skills gaps- chronology, centuries, sources & Baseline assessment for new pupils- Entry level Baseline skills/sources Assessment available

Crime and punishment through time c.1000- present day

Overview questions:

- What crimes were there in Medieval, early modern, Victorian and modern times?
- What punishments were there in Medieval, early modern, Victorian and modern times?
- What kinds of law enforcement were in place in Medieval times, Early modern, Victorian and modern times?

The above includes more targeted and specific topics on:

- Anglo Saxons/Normans
- Witchcraft
- The Bloody Code – **Oracy research/presentation task**
- Highway Robbery
- Poaching
- Smuggling
- The Police force

SKILLS PROGRESSION

- Recall and describe historical content studied
- Be able to identify and categorise different crimes and punishments
- Being able to place punishments / crimes in simple chronological order.
- Be able to identify similarities & differences between sources
- Be able to analyse and understand a source and identify whether given statements are supported or not supported by the source.
- Be able to produce a paragraph response expressing own opinion and support this by some relevant historical evidence
- Demonstrate good recollection of key content required from the Entry Level Course to answer the questions above.
- To be able to place selected events from the course in basic chronological order and memorise and match some simple key dates to events.
- To be able to explain a simple& short causation question
- To understand the difference between a 'reason' for something and a 'result' i.e a consequence of something.
- To be able to analyse a source interpretation and evaluate what it shows.

- Prisons – debate/oracy task

- The Death Penalty – debate/oracy task

Crime & Punishment Entry Level Paper

Additional assessment points- students will have numerous opportunities to undertake practice Entry Level questions throughout the course which will be STAR marked in line with the whole school marking policy.

Germany

- What position was Germany in at the end of WW1?
- What was the Treaty of Versailles and was it fair? Debate/oracy task
- What was the German reaction to the Treaty of Versailles?
- What economic crisis did the Weimar government face in 1923?
- What was Hitler's early life like?
- Why did Hitler join and become leader of the Nazi party?
- Who were the SA and what role did they carry out?
- How did Hitler end up in jail and why was it so important?
- What was the Great Depression and what impact did it have on Germany?
- How did Hitler move from Chancellor to a Dictator? Debate/oracy task
- How did Hitler keep control in Nazi Germany? (terror and propaganda)
- What was the Hitler Youth and what did young people in Nazi Germany think about it?
- Who opposed the Nazis and why?
- What was life like for women in Nazi Germany?
- Who did the Nazis persecute and why?
- How were Jewish people treated in Nazi Germany?
- What was the Holocaust and how and why did it happen?

Germany Entry Level Paper

Project on an important person in History – student's personal choice

presentation/oracy task

Revision of content

Completion of full Entry Level examination by 15th May

- To be able to describe simple historical interpretations on 'Hitler' by using different words (e.g evil, powerful etc) and to be able to explain why each word was used.
- To be able to complete independent research on given topics in order to prepare students for their future Entry Level independent research task on an important person in history
- To be able to complete independent research on a chosen historical figure and produce a short project explaining why they are so important in history.