Millom School Learning **Journey: History**

Students use categorisation to form coherent arguments which communicate causation of a named historical event

contemporary source to investigate, and reach a judgments, about a named historical event YEAR

Students use

Students work independently to produce an extended piece of writing which incorporates the contextual knowledge required at GCSE level

Yr10 mock examinations, importance of determination reinforced as key component of success

> Students maintained a positive attitude towards learning as consolidation and knowledge recall techniques developed in preparation for mock examinations



Collaboration project focused on the significance of a named historical event

Independent research project on an enquiry into the Holocaust, to further develop source skills and judgements of historical interpretations

Collaboration skills developed through group project on life in **Nazi Germany**

End of year assessment, importance of determination reinforced as key component of success

YEAR

YEAR

A visit to a local historical site of importance, encouraging positive engagement with the subject

Students make judgements about continuity and change, over a specified time period, students work collaboratively to produce a presentation

YEAR

Students use their own judgement, set their own criteria and communicate decisions using evidence

Options Assembly. Positive promotion of the subject awareness raised of career prospects

> **Evaluating the** usefulness of contemporary sources for an enquiry into a topic of historical debate. Developing skills of investigators

Students understand how to use their contextual knowledge to judge different interpretations of the past

Extended writing on the conditions during the First World War develops communication via literacy

Students use the skills acquired to investigate a case study

assessment provides an opportunity to monitor progress in respect to skills importance of skills. Importance of determination

reinforced as key

component of success

End of year

Students make judgements about continuity and change, focusing on the Norman Conquest. **Developing skills to** investigate themes

throughout history

YEAR

key terminology eg: chronology, sources

Students investigate Literacy mat introduced to support students in effective written communication

Students gain an understanding of the skills of a historian: working with sources, identifying bias

> KS2 and KS1

Study of pre-1066 England.

work skills

The Millom Learner

Determined

Communicator

Positive

Understanding

Independent

Collaborator

Investigator

Attend Year 6 Day in which the positive ethos of Millom School is promoted

Attend Year 5 Day in which the positive ethos of the school is promoted

Historical debate provides opportunities to develop communication and team

Millom School Learning Journey: History

Understanding

Independent

Collaborator

Investigator

Students maintained a

positive attitude

towards learning as

consolidation and

knowledge recall

techniques developed in

preparation for GCSE

examinations

Students work collaboratively to awareness of history as a infer the meaning from sources, post-18 education option. Independent and judge the usefulness of the Positive focus on the merits of **Investigation completed** sources for a historical enquiry attaining a degree for job prospects and specific careers Teach the teacher A Levels University **YEAR Complete first** draft of Independent **Apprenticeship** Investigation **Investigating** Understanding of the historical sources and requirements of the GCSE paper A-level mock examinations, extracting evidence are reinforced. Skills practiced Synopticity importance of determination for the specific question types reinforced as key component of YEAR success 12 GCSE mock examinations importance of determination reinforced as key Visit to a site of relevance to A Level curriculum, for example a World War One battlefield in France, to component of success positively promote the subject Communication skills further developed as **The Millom Learner** Reading list in order to encourage students form coherent and well-structured independent learning arguments through extended writing Determined YEAR Communicator **Positive**

Promotion of A Level

History. Positive focus

on the range of

university courses,

apprenticeships and

employment routes

incorporated.

University visit to raise

awareness of history as a

post-18 education option.

Positive focus on the merits of

attaining a degree for job

prospects and specific careers

Understanding of the

requirements of the

GCSE paper are

reinforced. Skills

practiced for the specific

question types

University visit to raise