



Woodkirk Academy

History

How we Identify MAA in History

Students identified as more academically able in History are better able to grasp the intellectual structure and demands of the subject. These students generally develop independent learning skills at a faster pace than their peers and look to continue this outside of the classroom. They access a wider variety of information and look to develop their understanding of historical concepts and events. Students reach soundly-based evaluations and conclusions based on considered use of evidence and are prepared to support them with reasoned argument.

How we identify UA in History

A secondary school student is considered to be Upper Ability (UA) if the average level he/she achieved in his/her Key Stage 2 English and Mathematics SATs is Level 5 or above. Year 7 students who completed the new Key Stage 2 exams in 2016 have been identified using an equivalent measure.

Skills

High ability in history can take time to emerge because the nature of the subject can often require maturity and experience. However, even very young children can display a marked interest and enthusiasm for history that will develop into high performance as they mature. Learning in history depends on the development of skills in both literacy and thinking. Therefore it is important that both these areas are developed as students move through the curriculum.

As Key Stage 3 is very much about preparing the student for the next stage it is important that the students are continually developing the skills required at GCSE level. Students are encouraged to use a range of historical sources, including complex and ambiguous ones, with confidence and perception. In order to develop their conceptual understanding, awareness of the characteristics and features of different historical periods is promoted. It is also important that students show determination and perseverance in investigating topics, particularly the longer thematic enquiries.

Challenges for UA in History and how to overcome these

Challenge	Overcome
Writing sufficient details in extended writing pieces to enable student to access higher mark band.	Preparation and application of structure by using an essay plan template / table. Effective response to feedback given in practice assessments throughout the year.
Reading sufficient quantities of historical texts and applying this information to written work.	Skimming and scanning, using of highlighters, using context and index pages, recording the information in easy formats which breaks down the information. (Mindmaps, tables).

How can Parents Help?

- Opportunities to develop skills in discussion and analysis, both orally and in writing.
- Opportunities to consider issues and events from a range of perspectives.
- Exposure to and opportunities to develop higher order exploratory questioning – ‘What if . . .?’ and ‘Why?’ questions.
- Opportunities to practise evaluation, both of historical evidence and of their own and others’ work.
- Opportunities to explore relationships, sequences and causality in historical events.
- Exposure to and use of increasingly sophisticated subject vocabulary and ideas.
- Exposure to and analysis of good historical writing and thinking.
- Encourage them to read historical fiction around the area they are currently studying.
- Promote the viewing of historical documentaries and accurate historical films.
- Ensure they keep up to date with current affairs, and consider the similarities and differences between these events and the past.
- Take them to visit a museum or historical landmark in order to promote historical enquiry and engage with national or local history directly.

Please use the following websites to help support your son/daughter:

<http://www.theworks.co.uk/c/non-fiction-books/history-books>

<http://www.abebooks.com/books/find/history.shtml>

<http://www.nationalarchives.gov.uk/education/>

<http://www.bbc.co.uk/education/subjects/zj26n39>

<http://www.educationcorner.com/study-skills.html>

<http://www.channel4learning.com/apps/homeworkhigh/studyskills/history.html>

<http://www.skillsyouneed.com/learn/effective-reading.html>