



Burford School History Department Year 9 Student & Parent Information Booklet



Dear Parents and Students

This booklet has been put together to help you understand more about what students study in History across KS3, how students are assessed and what the History Department at Burford does to help all students achieve their potential in this subject. By working together – teachers, students and parents – there is a greater chance that students will succeed.

We would ask parents to read this booklet with their child, and then both to sign below. This booklet will then be fastened in the front of the exercise book, for reference. If you have any questions about the information in the booklet, please contact your History teacher in the first instance.

Thank you,

Mrs E. Thomas (Head of Department)

..... (Parent's signature)

..... (Student's signature)

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What will I study in History?

Year 7

What is History?

An introduction to some of the key ideas and concepts in History; the nature of History, why and how historians use sources to gain an understanding of the past, developing chronological understanding and the key terms associated with it.

Britain 1066-1500

You will study the Battle of Hastings and the consequences of the Norman Conquest, the changing power of medieval kings and queens, life in the middle ages and the Peasants' Revolt.

Year 8

The making of the UK, 1500-1750

You will study life in the Tudor and Stuart period, from the problems and challenges faced by Elizabeth I to the English Civil War and the making of the U.K.

Britain 1750-1900

You will study the impact of the Industrial Revolution in Britain, political changes that occurred on the road to democracy, the impact of and the abolition of the trade in enslaved African people through to the Civil Rights Movement and the rise and fall of the British Empire.

Year 9

20th Century

You will study an overview of significant events of the 20th century, life in Edwardian society at the turn of the century, the causes and consequences of the First World War and the diversity of soldiers' experiences, the inter-war period, the impact of the Second World War and the Holocaust, the end of the British empire and an overview of your learning across Key Stage 3.

History Department Expectations

- Each piece of work should have a **title** and **date**. These should be **underlined** with a ruler.
- Write in blue or black ink (unless your teacher tells you otherwise).
- Use a pencil for drawing.
- Keep your work as **neat** as you can.
- **Respond** to any feedback given by your teacher – this may be answering questions, completing a given task or finishing a piece of work. It is expected that you will do this before your teacher next marks your book.
- Listen in **silence** when someone is talking. **Respect** everyone's opinion.
- Put your hand up rather than calling out.
- Join in with lessons by asking and answering questions. Do the best you can do.
- Make sure you clearly label classwork (c/wk) and homework (h/wk).
- Ensure homework is completed on time and to the best of your ability.

How will I be assessed in History?

The History descriptors on page 8 identify and outline the expectations that we have of Year 9 students studying History at Burford School and aim to give students and parents a better understanding of what it means to 'get better at' and make progress in History.

Each of the descriptors focuses on the following aspects which are *all* integral to students improving and making progress in History:

- **Substantive knowledge** refers to the substance of history: names, dates, places, events and concepts with a particular focus on **chronology** (the time order in which events happen).
- **Substantive concepts** are the concepts that we encounter in history, for example kingship, society, revolution, liberty, and feudalism.
- **Second order concepts** are concepts that help us organise the process of studying history. These include:
 - **Causation & Consequence:** understanding the reasons why events occur, being able to categorise those reasons, link them together and weigh up their relative importance.
 - **Change & Continuity:** understanding the extent, nature, type, direction and speed of changes which have taken place in History and being able to explain how far things change/stay the same.
 - **Similarity & Difference:** understanding and explaining diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.
 - **Use of Evidence:** recognise that historians use a range of historical sources to find out about the past, using those sources to make inferences and being able to analyse the nature, origin and purpose of sources to assess their reliability and utility.
 - **Interpretations:** understanding that different versions of the past may exist and being able to explain how and why contrasting arguments and interpretations of the past have been constructed.
 - **Historical Enquiry:** asking questions about the past and understanding how different types of sources are used to make historical claims.

The descriptors also focus on students' ability to organise structure and communicate their ideas clearly.

It is important that we recognised that progress is not linear in nature; students may be better or worse in different assessed tasks across the year depending on the focus of the assessment.

Assessments

The focus of assessed tasks in the History Department is on helping pupils know exactly what to do to get better at history.

There will be three assessment 'modes' across the academic year in Key Stage 3:

- **Every Three Weeks:** Students will have short tests consisting of 10 questions based on factual knowledge (names, dates and events). Substantive knowledge is crucial to ensure students' progress in History; these regular tests will ensure that students are building this knowledge in the long-term and will enable teachers to assess students' learning and grasp of chronology, knowledge and key concepts. Scores from these tests will be recorded in the front of students' books on their 'Progress Trackers'.
- **Every Half Term:** In the History Department lesson sequences are based around enquiry questions such as 'Why did William win the Battle of Hastings?' or 'Why did the King and Parliament go to war in 1642?' These enquiries culminate in outcome tasks, which include essays, spoken presentations, television documentaries, group projects and historical narratives. **There will be three Common Assessment Points** across the year, which will feed into reviews (See table below).
- **Annually:** Students will complete their end of year assessment drawing together the work that they have completed in their History lessons throughout the year.

What assessments will I complete?

The table below outlines the four Key Pieces of Work that students in Years 7, 8 and 9 will complete each year.

	YEAR 7	YEAR 8	YEAR 9
KPW 1	Skeletons Mystery Conclusion	How turbulent was Tudor society?	20 th Century Significance Timeline Significance
KPW 2	<i>Why</i> did William win the Battle of Hastings? Causation	How did Miranda Kauffman uncover the hidden lives of Black Tudors? Diversity & Use of Evidence	Diversity of Soldiers' Experiences in the First World War. Diversity
KPW 3	How far did the power of medieval monarchs change? Annotated Living Graph Change & Continuity	Burford Levellers Local History	Year 9 Exam
KPW 4	West African Kingdoms Diversity	How did the meaning of 'government' change for the people of Britain c1600-c1900? Speech Change & Continuity	What's the story of 'Votes for Women' in Oxfordshire? Diversity & Local History
KPW 5	Silk Roads Change & Continuity	Abolition of the Trade in Enslaved African People Interpretations	What was the Holocaust? Diversity & Causation
KPW 6	Year 7 Exam	Year 8 Exam	Why did sun set on the British Empire? Cause & Consequence

BAND	In Year 9 History I can...
7-9	<ul style="list-style-type: none"> Understand and use a wide range of chronological terms like era, dynasty and reign with confidence. Independently and confidently, use my chronological understanding to place historical periods in context. Confidently use a wide range of historical terms. Identify and categorise causes for why events have taken place, explain links between them and judge their relative importance. Identify, explain and judge the impact of consequences of events that have taken place. Identify, explain, and judge types of historical change and continuity, such as social, political or economic. Use sources to make clear inferences about the past and question their usefulness. Recognise that historians have different views of the past and judge the relative merits of each interpretation.
5-6	<ul style="list-style-type: none"> Understand and use a wide range of chronological terms like era, dynasty and reign with confidence. Use my chronological understanding to place historical periods in context. Remember and confidently use a wide range of historical terms. Identify and categorise causes for why events have taken place, explain some links between them and judge their importance. Identify and explain the impact of consequences of events that have taken place. Identify and explain types of historical change, such as social or political change. Use sources to make reasoned inferences about the past and question their usefulness. Recognise that historians have different views of the past and explain why their views differ. Make a judgment about which interpretation is the most valid.
4	<ul style="list-style-type: none"> Understand and appropriately use a wide range of chronological terms like era, dynasty and reign. Independently construct a detailed timeline of periods that I have studied. Remember and appropriately use a wide range of historical terms. Identify and categorise causes for why events have taken place, begin to explain some links between them and consider their importance. Identify and categorise consequences of events that have taken place. Identify and explain historical changes. Use sources to make simple inferences about the past and question their usefulness. Recognise that historians have different interpretations of the past and suggest why their views differ. Make a judgment about which interpretation is the best.
1-3	<ul style="list-style-type: none"> Understand and use a range of chronological terms like decade or century. Construct timeline of periods that I have studied. Remember and appropriately use a range of key historical terms such as Holocaust, dictator and empire. Construct an organised narrative about the past, which is supported by a range of evidence. Identify and begin to categorise causes for why events have taken place. Identify and begin to categorise consequences of events that have taken place. Identify and explain some historical changes. Understand and question the usefulness of the range of sources that historians use to learn about the past. Recognise that historians have different interpretations of the past and begin to suggest why their interpretations differ.
<1	<ul style="list-style-type: none"> Understand and use terms like decade or century. Construct a simple timeline of periods that I have studied. Remember and use key historical terms such as Holocaust, dictator and empire. Construct an organised narrative about the past, which is supported by some evidence. Identify and suggest simple causes for why events have taken place. Identify and suggest simple consequences of events that have taken place. Identify and describe some historical changes. Understand and start to question the usefulness of the range of sources that historians use to learn about the past.

How will my work be marked?

You will complete several other outcome tasks during the year both in class and at home. On each outcome task and Key Piece of Work, you will be given **formative feedback**. This feedback will include specific comments about what you have done well, identify any errors and misconceptions and provide you with specific targets for improvement. You will then be given opportunities within your lessons to respond to feedback and improve their work.

The department will use the following mark scheme for marking homework and two Key Pieces of Work. The other two Key Pieces of Work will be marked using the Key Stage 3 Band Descriptors. Students will be given their band and a number score 4-1 (Exceeding – Concern) to indicate progress as well as detailed feedback with specific targets for improvement.

The department will use whole class feedback strategies for both homework and classwork.

Quality of Work	Quality of Work – Explanation
A	Excellent presentation, evidence of further research or investigation, answers are explained and described very well. Excellent use of targeted skills.
B	Very good presentation, some evidence of further research or investigation, answers are explained and described quite well. Very good use of targeted skills.
C	Good presentation, little evidence of further research or investigation, answers are explained and described in a relevant way to the task. Good use of targeted skills.
D	Fair presentation, no evidence of further research or investigation, some answers are incomplete and show signs that the student has not listened to instructions carefully enough. Fair use of targeted skills.
E	Poor presentation, no evidence of further research or investigation, answers are incomplete and shows signs that the student has not listened to instructions carefully enough. Work appears rushed. You may be asked to repeat the work. Poor use of targeted skills.
Effort	Effort -- Explanation
4	<i>Exceeding:</i> An excellent level of effort, and the student responds well to advice on how to improve and makes changes or corrections.
3	<i>Expected:</i> A good effort is made, and the student pays some attention to advice on how to improve.
2	<i>Emerging:</i> Limited effort with little attention made by the student to advice on how to improve.
1	<i>Concern:</i> Poor effort with no attention made by the student to advice on how to improve. The student may be told to repeat the piece of work.

Literacy is a vital aspect of studying History. The following is a guide to the marking symbols that will be used on some of your work. Please note: you will not find every mistake corrected. This is because it is important for you to check your work for yourself.

Symbol	What it means
S in margin	Underline incorrect spelling and write the correct one above.
P in margin	Punctuation error – write in the missing punctuation or correct what is wrong (e.g. comma instead of a full stop).
SS	Poor sentence structure.
WW	Wrong word (e.g. two, to and too).
EXP	Poor expression – this may mean that you have used slang or that what you have written does not make sense.
//	New paragraph needed.

What can I do outside of my History lessons?

Outside of your History lessons there are a number of things you can do to help your learning including participating in extracurricular activities and house competitions, reading around the subject and visiting local historical sights. Below is a list of books that are relevant to the topics you will study in Year 9 as well as some local sites that are definitely worth a visit!

Year 9 Books

- My Story: Suffragette by Carol Drinkwater
- Roll of Thunder Hear My Cry by Mildred D Taylor
- Over the Line by Tom Palmer
- Private Peaceful by Michael Morpurgo
- War Horse by Michael Morpurgo
- A World between Us by Lydia Syson
- Carrie's War by Nina Bawden
- Goodnight Mr Tom by Michelle Magorian
- Back Home by Michelle Magorian
- A Cuckoo in the Nest by Michelle Magorian
- A spoonful of Jam by Michelle Magorian
- When Hitler Stole Pink Rabbit by Judith Kerr
- Bombs on Aunt Dainty by Judith Kerr
- A Small Person Far Away by Judith Kerr
- Diary of Anne Frank
- Code Name Verity by Elizabeth Wein
- The Earth is Singing Vanessa Curtis
- The Boy in the Striped Pyjamas by John Boyne
- The Book Thief by Marcus Zusak
- Salt to the Sea by Ruta Sepetys

Historical Sites & Activities

- Ashmolean Museum, Oxford
- Blenheim Palace
- Bletchley Park
- Imperial War Museum
- Soldiers of Oxfordshire Museum Woodstock

You can find links to relevant books, articles and podcasts on the Padlet below. The link is also on the school website under Curriculum: History:

<https://padlet.com/ethomas147/ped8dkvn9dve43vm>

Year 9 Glossary

Edwardian Society:

Boer War: Conflict in South Africa from 1898-1901. The British were fighting the Boers over British influence in South Africa.

Charles Booth: Charles James Booth was an English social researcher and reformer known for his innovative work in documenting working class life in London at the end of the 19th century.

Home Rule: the government of a colony, dependent country, or region by its own citizens. Many wanted this in Ireland from 1870–1914.

Liberal Health Reforms: Between 1906 and 1914, the Liberals introduced social reforms to assist the young, old, unemployed, sick and workers generally.

Malnutrition: Malnutrition is a serious condition that occurs when a person's diet does not contain the right amount of nutrients.

Seebohm Rowntree: was an English sociological researcher, social reformer and industrialist. He is known in particular for his three York studies of poverty conducted in 1899, 1935, and 1951.

Strike: a refusal to work organized by a body of employees as a form of protest, typically in an attempt to gain a concession or concessions from their employer.

Trade Union: an organized association of workers in a trade, group of trades, or profession, formed to protect and further their rights and interests.

Workhouse: a building where very poor people in Britain used to work, in the past, in exchange for food and shelter.

First World War:

Ammunition: Supply of weaponry i.e. munitions, bullets, shells.

Archduke Franz Ferdinand: Heir to the Austro-Hungarian Empire. He was assassinated 28th June 1914.

Armaments: Weaponry or munitions.

Attrition: Strategy of wearing down the enemy through continual attack and pressure.

Bombardment: A heavy assault or attack of artillery.

British West Indies Regiment: Volunteer regiment, founded in 1915, consisting of troops from the British colonies of the West Indies, which served on the Western Front and in the Middle East during the First World War.

Bully Beef: Slang term for tinned meat.

Cameroon: German colony in Central Africa, bordering Nigeria and French Equatorial Africa. After overcoming stout resistance, Allied forces occupied the capital Yaoundé on 1 January 1916. After the war, it became a mandate territory divided into British and French areas of control.

Cenotaph: Monument in Whitehall, London, honouring the dead of both world wars. Designed by Sir Edwin Lutyens and erected in 1920.

Commissioned Officer: a member of the armed forces who holds a position of authority.

Conflict: Struggle or battle.

Conscientious Objectors: A person who objects to fighting for political, religious or humanistic reasons.

Conscription: A system of compulsory recruitment for the armed services.

Desertion: To leave or run away from.

Dominions: Name given to the self-governing divisions of the British empire: Australia, Canada, New Zealand and South Africa.

Dreadnought: A heavily armed battleship.

Duckboards: A board, which was laid down on trench floors and flooded fields to help stop soldiers from sinking into the muddy ground.

Dug-Outs: Name given to the rough living space made in a trench.

Imperial War Graves Commission: Created by Royal Charter on 21 May 1917. Charged with marking and maintaining the graves of all the fallen members of the British Empire's armed forces and creating cemeteries and memorials in their honour. Known today as the Commonwealth War Graves Commission.

Indian Army: From a pre-war strength of 155,000, the Indian Army rose in size to 573,000 men by November 1918. Most of the 1.3 million men who served in it during the First World War were Indians, though the officer corps was largely British. They saw action in particularly large numbers on the Western Front and in Mesopotamia.

King's African Rifles: The largest force of African troops in British Africa. First formed in 1902 and commanded by British officers; saw action throughout the continent during the war, particularly in East Africa.

League of Nations: International association of states designed to safeguard world peace, the brainchild of American president Woodrow Wilson. A 'Covenant of the League of Nations' was incorporated into the terms of all of the post-war peace treaties in 1919 and 1920. The League met for the first time in November 1920, but its credibility was seriously undermined by the non-participation of the USA. It held its last meeting in April 1946, before being superseded by the United Nations.

No-man's land: The barren territory that lay between the opposing Allied and German trenches on the Western Front.

Non-commissioned Officer (NCO): a member of the armed forces who does not hold a position of authority.

Offensive: An attack or assault.

Over-the-top: Term given to the act of climbing out of a trench and going forward into battle.

Pacifism: Belief that conflict should be settled by peaceful means.

Propaganda: Information given to show something or someone in a biased way.

Ration (or rationing): A limited portion or allowance of food or goods.

Sepoy: an Indian soldier serving in the British army.

Shell shock: Medical condition caused by prolonged exposure to the distressing experiences of trench warfare.

Somme, Battle of: Major British offensive, July – November 1916. Largest number of casualties suffered by the British army in a single day.

Togoland (Togo) German colony in NW Africa. Scene of one of the earliest skirmishes of the First World War, when Allied troops forced the surrender of a small German force at Kamina on 26 August 1914. The territory was then divided into British and French spheres of control for the rest of the war.

Trench Foot: A rotting disease of the feet caused by overexposure to the cold and damp of the trenches.

Trench warfare: Form of fighting whereby two sides fight each other from opposing trenches.

Triple Alliance: Name of the defensive alliance between Germany, Austro-Hungary and Italy.

Triple Entente: Name of the French, British and Russian partnership of the First World War.

Western Front: The name given to the stretch of land in France and Belgium between the North coast and the Swiss border that saw the bulk of the action in the First World War.

Rise of Dictators:

Capitalist: economic and political system in which money and property are controlled by private individuals.

Communist: part of a political system where all property is owned by the government and people are paid by them according to their needs.

Democracy: the people of a country elect their government.

Dictatorship: a country, government or form of government in which the leader has absolute power.

Fascism: an authoritarian and nationalistic right-wing system of government.

Proletariat: a collective noun used by Marxists to describe the class of workers.

Revolution: a massive change in a country. An example would be the overthrow of a government by the people.

Soviet: an elected local, district, or national council in the former Soviet Union.

Votes for Women

Arson: The act of deliberately setting fire to property with a view to causing extensive damage.

Cat and Mouse Act: A colloquial name for the *Prisoner's Temporary Discharge of Ill Health Act*, which permitted suffragettes on hunger strike to be released but re-arrested once well again to complete their sentences.

Constitutional: A peaceful, legal way of campaigning, often using recognised 'political' methods such as petitions.

Enfranchisement: To be granted the vote or the state of having the vote.

Equal Franchise Act: In 1928, the Equal Franchise Act was passed, granting women aged 21 and over the vote.

Force Feeding: Imprisoned suffragettes on hunger strike were sometimes force fed. Being force fed involved a rubber tube being inserted into the throat or nose and liquidised food being poured in.

Hunger Strike: Some imprisoned suffragettes went on hunger strike to further raise awareness for their cause.

Militant: Aggressive and violent behaviour in pursuit of a political cause, favouring extreme or confrontational campaign methods.

NUWSS: The National Union of Women's Suffrage Societies (NUWSS) was formed in 1897 and brought together many smaller suffrage organisations. The NUWSS's method was non-confrontational and constitutional.

Pacifist: An individual who disagrees with war on principle.

Representation of the People Act: In 1918, the Representation of the People Act granted the vote to women over 30 who were also householders, the wives of householders, owners of property worth over £5 or university graduates. The Act also granted the franchise to all men over the age of 21.

Suffragette: A campaigner for women's suffrage willing to undertake militant action or to break the law.

Suffragist: A campaigner for women's suffrage who believes in constitutional methods of campaigning.

WSPU: The Women's Social and Political Union was founded in 1903 by Emmeline Pankhurst who was disillusioned with the constitutional methods of campaigning employed by the NUWSS. The WSPU preferred to raise public and media awareness of the campaign by militant action.

Holocaust:

Anti-Semitism: hostility toward or hatred of Jews as a religious or ethnic group, often accompanied by social, economic, or political discrimination.

Aryan: Term used in Nazi Germany to refer to non-Jewish and non-Gypsy Caucasians. Northern Europeans with especially "Nordic" features such as blonde hair and blue eyes were considered by so-called race scientists to be the most superior of Aryans, members of a "master race."

Auschwitz: the largest Nazi concentration camp complex, located 37 miles west of Krakow, Poland. The Auschwitz main camp (Auschwitz I) was established in 1940. In 1942, a killing centre was established at Auschwitz-Birkenau (Auschwitz II). In 1941, Auschwitz-Monowitz (Auschwitz III) was established as a forced-labour camp.

Buchenwald: a large concentration camp established in 1937 by the Nazis. It was located in north-central Germany, near the city of Weimar.

Concentration camp: Throughout German-occupied Europe, the Nazis established camps to detain and, if necessary, kill so-called enemies of the state, including Jews,

Gypsies, political and religious opponents, members of national resistance movements, homosexuals, and others.

Crematorium: a facility containing a furnace for reducing dead bodies to ashes by burning.

Einsatzgruppen: (mobile killing units) mobile units of the German Security Police and SD augmented by Order Police and Waffen-SS personnel.

Euthanasia: "euthanasia" (literally, "good death") usually refers to the inducement of a painless death for a chronically or terminally ill individual. In Nazi usage, however, "euthanasia" was a euphemistic term for a secret program which targeted for systematic killing institutionalized mentally and physically disabled patients, without the consent of themselves or their families.

Fascism: a political movement that exalts the collective nation, and often race, above the individual and that advocates: a centralized totalitarian state headed by a charismatic leader; expansion of the nation, preferably by military force; forcible suppression and sometimes physical annihilation of opponents both real and perceived.

"Final Solution": the Nazi plan to annihilate the European Jews.

Gestapo: the German Secret State Police, which was under SS control. It was responsible for investigating political crimes and opposition activities.

Ghetto: a confined area of a city in which members of a minority group are forced to live.

Gypsy: a traditional term for Roma, a nomadic people whose ancestors migrated to Europe from India. Nazi Germany and its Axis partners persecuted and killed large numbers of Roma during the era of the Holocaust.

Holocaust: The Holocaust was the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators between 1933 and 1945. Jews were the primary victims. Six million were murdered.

Kristallnacht: usually referred to as the "Night of Broken Glass." It is the name given to the violent anti-Jewish pogrom of November 9 and 10, 1938. Instigated primarily by Nazi party officials and the SA (Nazi Storm Troopers), the pogrom occurred throughout Germany, annexed Austria, and the Sudetenland region of Czechoslovakia.

"Resettlement": a Nazi euphemism for deportation and murder.

Synagogue: in Judaism, a house of worship and learning.

Yellow star: a badge featuring the Star of David (a symbol of Judaism) used by the Nazi regime during the Holocaust as a method of visibly identifying Jews.

End of Empire:

Colonisation: taking over a country and making it into a colony.

Commonwealth: organisation that maintains economic, sporting and other links between former British empire countries

Decolonisation: process where countries who were once colonies ruled by foreign powers like Britain get their independence.

Empire: group of countries under one government.

Gandhi, Mahatma (1869-1948): Indian political and religious leader, whose civil disobedience campaigns were a major part of India's struggle for independence from Britain. Supported Indian participation in the Allied war effort during the First World War.

Mau Mau: African nationalist movement that originated in the 1950s among the Kikuyu people of Kenya. The Mau Mau (origin of the name is uncertain) advocated violent resistance to British domination in Kenya.

Nehru, Jawaharlal: Indian nationalist leader and later Prime Minister of India.

Partition (India): division of India in 1947 into India and Pakistan.

Raj: name given to British rule of India in the late 1800s and early 1900s.

Additional Key Terms

