



# HOMEWORK

HISTORY

BRAMHALL HIGH SCHOOL

### **Aim:**

To enrich and extend the learning that has taken place in class. What we aim to achieve is for students to have time to reflect on what has been learnt in class, research any aspect that has taken their interest and then write extended pieces of writing at their own pace which help support them by consolidating their learning and stretching through further research. This is also the case at GCSE, however, we are more focused at this point at preparing students for the academic rigour of their end of year 11 examinations. From the start of year 10, all homework is based on past paper and specimen paper questions and are marked against examination criteria. Student complete approximately two hours of homework a week including their revision for upcoming assessments.

### **Types of regular homework at KS3:**

1. Extended pieces of writing such as diary account of significant individuals, newspaper articles covering significant events and advertisements of new inventions
2. Revision for knowledge tests
3. Revision for end of year assessments

### **Types of Regular homework at GCSE:**

1. Past exam questions.
2. Revision for knowledge tests.

### **Marking and feedback:**

1. All extended pieces of writing and past exam questions are marked, and graded by the teacher. Students also support one another through the use of peer assessment where student's work is improved in the subsequent lesson using green pen. Students then have an opportunity to reflect on their peer's work and the feedback they receive before improving their own work – CPR work is marked by the teacher to ensure peer assessment is accurate and fair.
2. Revision homework will not be marked, but the expectation is that students create their own revision resources as evidence of this. At GCSE, students are provided with a revision pack that help them structure their revision and ensures they are organised. The revision packs are regularly monitored and graded by teachers. Parents are contacted if there are any issues with regards to quality of work

### **Recommended wider reading:**

1. A time traveller's guide to Medieval England – Ian Mortimer: Great way of stretching the understanding of year 7's learning for the work we cover in the autumn and spring term
2. The Invisible Wall – Harry Bernstein – Offers students a social history of Stockport near the end of the industrial revolution at the turn of the twentieth century
3. The Five – Hallie Rubenhold – Gives students an insight into the terrible lives of Jack the Ripper's 'conical five' victims and what the slums of Victorian England were like.
4. Twelve Years a Slave – Solomon Northup – Provides an incredibly rare first-hand account of suffering slaves endured in the southern states of America

5. Ann Frank Diary – Really well pitched for year 8 and 9 students who cover anti-Semitism and the Holocaust.
6. The Last Post – Max Arthur – Memorising and inspirational stories of the last remaining soldiers who survived the First World War. Each chapter tells the life story of a soldier who fought on the western front including how they were called up, where they fought, what difficulties they faced and what happened to them after the war came to an end. Really useful for GCSE students studying the First World War
7. D-day Through German eyes – the hidden story of June 6th 1944 – Holger Eckhertz – not for the feint hearted. Although focused mainly on the military, it gives a wonderful insight into how Nazi propaganda and the war had both indoctrinated and damaged the German soldiers in Normandy
8. A time traveller's guide to Elizabethan England – Ian Mortimer: Offers GCSE students a fantastic social history of living under the reign of Elizabeth. Excellent at supporting students understanding of poverty, the workhouses and Elizabeth's royal court.