

# History Curriculum Map

Year 7	Year 8
<p>African Kingdoms            Norman England            Medieval Monarchs            The Reformation and Tudor England            The English Civil War            Empire— Africa and India            Enslavement            The Industrial Revolution</p> <p>Further Studies—Migration</p>	<p>World War One            Votes for Women            Dictators in Europe            World War Two            The Holocaust            The Fight for Rights</p>

Year 9	Year 10	Year 11
<p><b><u>Britain: Health and the People</u></b>            Medieval medicine            Renaissance and early modern medicine            19<sup>th</sup> century medicine            20<sup>th</sup> century and modern medicine</p>	<p><b><u>Restoration England—1660-1685</u></b>            Crown and Parliament            Life in Restoration England            Land, trade and war</p> <p><b><u>Germany: Democracy and Dictatorship, 1890-1945</u></b>            Kaiser Wilhelm II            The Weimar Republic            Nazi Germany</p>	<p><b><u>Conflict and Tension between East and West 1945-72</u></b>            What was the 'Cold War'?            Origins of the Cold War: The 1940s            The Development of the Cold War:            The 1950s            The 'Thaw' in the Cold War: The 1960s</p>

Year 12/13
<p>The Tudors, England 1485—1603</p> <p>Russia: Revolution and Dictatorship, 1917-1953</p> <p>History Non examined assessment: The origins and development of the Arab-Israeli Conflict 1896-2017.</p>



# History

## Assessment Guidance

### **Overview**

Feedback is intended to allow students to understand where they are performing well, to reward those whose approach is diligent and enthusiastic and crucially highlight the ways in which they can develop and improve. This may be evidenced in the following ways:

### **Feedback:**

Individual verbal feedback - feedback will predominantly be given in all lessons and Key Stages through direct and immediate interaction with individual students. For instance, questioning or responses to questions are likely to be developmental and used to encourage deeper thinking or the linking of knowledge, concepts and skills, and teachers will offer comment on work as it is being produced during lessons. This type of feedback can be considered the mainstay of the feedback received by students and the immediacy of the interaction also makes this the most valuable form.

Adaptive teaching – teachers will, where appropriate, deviate from planned activities to reinforce or develop an idea based on an evaluation drawn from their perceptions of student progress and understanding.

Whole class verbal feedback – teachers may choose to share areas where progress has been made as a class or address common errors in whole class feedback. This may take the form of individualised target setting, consideration of exemplar material or tasks designed to model good practice.

### **Marking (Written Feedback):**

The expectation is that teachers will mark and give written feedback on **one assessed piece of written work per module per class in all Key Stages**.

Teachers are at liberty to offer written feedback more frequently and on tasks other than those below. For instance, they may use a multiple choice exercise as the basis for feedback or offer more limited written comments on a piece of homework. This is at the discretion of individual teachers.

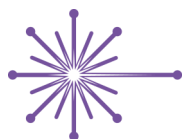
Assessments will take a variety of forms but will generally involve:

KS3 – a Knowledge/Skills check and a written task comprised of 1-2 PEEL paragraphs.

KS4 – a Knowledge/Skills check and a written task which will usually be an exam question response written using the PEEL model.

KS5 – an essay or source question response of either 20 or 30 marks depending on the question type.

The department assessment calendar outlines what assessment will be carried out and when whilst shared assessment resources will be used consistently by all.



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### **Format of Written Feedback at KS3 and KS4:**

Each significant piece of work will have a marking sheet appropriate to the type of task (PEEL at KS3/ Examination question at KS4)

The specific skill being assessed will be given a mark appropriate to the Key Stage (WTS, EXS (F), EXS (E.) and GDS at KS3 and a numerical mark for the examination question at KS4.

An ATL grade will also be given for the quality of the work (Presentation, Detail and Homework)

Descriptors of the various skills at each level will be provided and stuck into students' exercise books.

Students will then be given up to three targets. These can be common targets for the skill being assessed, ATL targets (again the codes for these are on a sheet stuck into each exercise book) or specifically tailored to the class and shared with them by the teacher.

Students then fill in their own targets and are encouraged to focus on these in future learning

### **Format of Written Feedback at KS5:**

Essays/source questions should be clearly and thoroughly marked.

As work is of an extended nature, some comments are to be expected throughout the body of the essay/ source question (e.g. spelling, grammar, factual errors, effective analysis/evaluation etc.).

A summative assessment should be made that indicates the quality of the work in relation to examination mark schemes. This should be numerical and teachers may wish to write the grade this may equate to but must specify which grade boundaries are used for this.

Formative comments should also be used that indicate areas of strength and areas for improvement.

Feedback may use a cover sheet or be free-written.

Folder checks will be conducted and feedback provided either verbally or in writing every term (every other module).

