

History

Curriculum Map

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

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

Assessment in History is comprised of 3 main assessment types—book checks, knowledge/skills checks and written responses.

Book checks will be conducted to review the quality of student work at various intervals throughout the year. These will be completed either by the teacher or by the student/their peers using the framework provided by the teacher.

Some modular assessment will take the form of a knowledge/skills check which will assess recall and retrieval of key historical detail as well as the application of key skills.

Teaching staff will mark and give written feedback on one substantial piece of written work at least 4 times throughout the year at each Key Stage, in line with the department assessment calendar. This will usually involve:

KS3—a written response to a question comprised of 1-2 PEEL paragraphs.

KS4—a written response to an exam question written using the PEEL model.

KS5—an essay or source question response of either 25 or 30 marks depending on the question type.

Teachers are at liberty to offer written feedback more frequently and on tasks other than those above.

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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Assessment Guidance

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)

Students will 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).

