

History

Curriculum Map

Year 7	Year 8
What is a Historian? Medieval Britain Early Modern Britain: The Tudors and Stuarts The making of modern Britain: Empire, slavery and industry	Victorian Britain Britain and the Great War The interwar period and the rise of Adolf Hitler World War II and the Holocaust

Year 9	Year 10	Year 11
Ancient medicine Medieval medicine Renaissance and early modern medicine 19 th century medicine 20 th century and modern medicine	Norman England: Conquest Norman England: How did the conquest change England? Germany 1890-1934: Kaiser Wilhelm II and the Weimar Republic Germany 1934-1945: Nazi Germany	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

Year 12/13
Tudor History: 1485—1603 Russian History: 1917—1953 History Non examined assessment: Reasons for the origins and development of the Arab-Israeli Conflict?



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 significant piece of 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.

A '**significant piece of work**' is defined as:

KS3 – a PEEL paragraph, an extended response using the PEEL model, or a piece of source analysis of one or more sources using the DICE model.

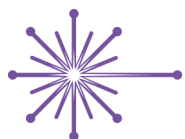
KS4 – staff will continue to assess quality of extended writing/written communication through PEEL paragraphs and refine source analysis skills using the DICE model as appropriate. Examination style questions will be introduced with increasing regularity during Year 10 and Year 11, again at the discretion of the teacher.

KS5 – an essay or source question response appropriate to the examination.

In each case the piece of work should assess material taught over a sequence of lessons, although it is up to the teacher to set the exact question and select the appropriate balance of different tasks across the year, based on knowledge of their classes and the individual students within it.

PEEL—Point Evidence Explain Link

DICE—Detail Inference context Evaluation



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Assessment Guidance

Format of Written Feedback at KS3 and KS4:

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

The specific skill being assessed will be given a mark appropriate to the Key Stage (Bronze, Silver, Gold, Platinum and Exceptional at KS3 and 'Requires Improvement', 'Satisfactory', 'Good', 'Outstanding' and 'Exceptional' at KS4)

A grade will also be given for the quality of the class 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 choose at least one of these targets to focus on and explain how they will try to achieve it before the next assessment.

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 can be numerical, a grade or both.

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.

