

Year 10 Curriculum Implementation Plan History Department

History				
Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to GCSE Content
<ul style="list-style-type: none"> Evaluate the most significant causes of key events and investigate and articulate the most significant consequences. For example, the reasons why WWI ended and the reasons Germany developed into a totalitarian state Highlight examples of change and continuity across different historical periods, especially with reference to changes in warfare brought about by the technological advances made during WWI and the changing role of women in Nazi Germany Expand on their understanding of Primary and Secondary 	<p>Reading</p> <ul style="list-style-type: none"> the department implements the school policy of incorporating reading time into the start of the lesson, this is sometimes subject specific and used as part of the starter activities <p>Yr 10 homework can take the form of extra reading to introduce, extend or consolidate topics covered in lessons as and when suitable, for example, as an introduction to how life changed for children in Nazi Germany work could be set comparing diary extracts for different years to gain a clear comparison</p> <p>The use of suitable sources in lessons will stretch and challenge students and will</p>	<p>Questioning in lessons</p> <p>Whole class feedback during lessons</p> <p>Low stakes quizzing/low stakes writing, e.g. writing down their interpretations ready for feedback</p> <p>Student debates on causation and consequences and the skill of forming an opinion. For example ‘Why did the Schlieffen Plan fail?’</p> <p>Peer and self- assessment of written work, teacher assessment of classwork and homework</p> <p>Experience of exam style questions with guidance on structure/format</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops</p> <p>These assessments will have a strong focus on exam style questions</p> <p>As the students develop their written communication skills develop, the increased challenge of the exam format questions will help to push their understanding and skills further. For example, by developing the skill of reaching their own interpretations/opinions, not just stating facts</p> <p>End of unit/topic exam style questions to ensure regular practice</p>	<p>The questions set in summative assessments are GCSE style</p> <p>A range of activities used to develop good written communication skills to prepare students for the high literacy demands of GCSE History</p> <p>Feedback sessions used after assessments to scaffold further development</p> <p>Mock exams in exam conditions</p>

<p>Sources and be able to analyse them in more detail in order to form conclusions and opinions and understand that interpretations are formed using these source. There will be an increased focus on utility of sources in line with the demands of the GCSE course. For example, students will be able to compare two sources and then be able to explain how they differ, why they differ and which one is most useful</p> <ul style="list-style-type: none"> • Begin to effectively embed structures for written answers based around their own knowledge and the use of source material • Begin to embed the use of more complex forms of written communication; for example using second order concepts such as significance, cause, consequence, similarity and difference 	<p>improve reading ability and comprehension</p> <p>Numeracy</p> <ul style="list-style-type: none"> • the use of timelines and placing events in the correct chronological order, such as the last few months of WWI and the steps taken to convert Germany from a democracy into a dictatorship <p>Using statistics, such as the birth rate in Nazi Germany when investigating policies aimed at women and families will aid numeracy</p> <p>Oracy</p> <p>The use of key words</p> <p>Discussions/debates in class, like what was the most significant piece of technology in WWI? Or, how did the use of propaganda help the Nazis?</p> <p>Student led presentations</p> <p>Directed questioning of students with encouragement to give further explanations</p>		<p>Mock exams that mimic the real exams, set in accordance with the school assessment calendar</p>	
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<ul style="list-style-type: none">• Continue to develop debating, discussion and listening skills and show empathy with other students and people from the past				
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