

## Year 13 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 A Level Content
<p>Evaluate the most significant causes of key events and evaluate and articulate the most significant consequences. For example, the reasons why the Glorious Revolution took place and how Daniel Goldhagen reached his controversial interpretation of the complicit nature of the average German in regards to the Holocaust, and how his views have been judged by others.</p> <p>Highlight examples of change and continuity across different historical periods, especially with reference to changes in the nature of the relationship between parliament and the crown during the 17<sup>th</sup> Century, leading to the</p>	<p>Reading</p> <p>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. At post-16, there is a greater expectation of the students to engage in more independent study and we will supply and recommend further reading to enrich their knowledge and understanding.</p> <p>Yr 13 homework can take the form of extra reading to introduce, extend or consolidate topics covered in lessons as and when suitable, for example, students can be set reading tasks on the wider impact of</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 interpretation. For example, ‘What was the long term impact of William III’s war with Louis XIV?’</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</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, 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, not just stating facts. Moreover, being able to comment on how convincing an historian’s interpretations are will help prepare them</p>	<p>The questions set in summative assessments are A-Level past paper questions.</p> <p>The personal study opportunity will help the students develop as A-Level students and help to prepare them for university.</p> <p>A range of activities used to develop good written communication skills to prepare students for the high literacy demands of A-Level History.</p> <p>Timed exam questions.</p> <p>Feedback sessions used after assessments to scaffold further development.</p>

<p>development of an early modern European state.</p> <p>Expand on their understanding of Primary and Secondary sources and be able to analyse them in more detail in order to form conclusions, opinions and interpretations. Students will be able to understand that interpretations are formed using sources. There will be an increased focus on historiography. Students will develop the knowledge and the skills needed in order to identify the historiography behind an historian's interpretation and explain how they have reached that interpretation, and how convincing they find it. This will be a main focus on section A of both exams and the main point of the argument in their personal study into the controversial book, 'Hitler's Willing Executioners' by Daniel Goldhagen.</p>	<p>the Dutch wars or the Glorious Revolution. The use of suitable sources and interpretations in lessons will stretch and challenge students and will improve reading ability and comprehension.</p>	<p>structure/format and timing.</p>	<p>for the challenge of section A on both papers. End of unit/topic exam style questions to ensure regular practice.</p> <p>Mock exams that mimic the real exams, set in accordance with the school assessment calendar.</p>	<p>Mock exams carried out in exam conditions.</p>
<p>Numeracy</p> <p>The use of timelines and placing events in the correct chronological order, such as the complex events during the Interregnum or the reign of Charles II. Using statistics and figures, such as the changing nature of the cost of war during the 17<sup>th</sup> century the will aid numeracy.</p>				
<p>Oracy</p> <p>The use of key words, discussions/debates in class, like how successful was Charles II in dealing with religious policy? Or, how convincing is Goldhagen's argument? Student led presentations,</p>				

<p>Effectively embed structures for written answers based around their own knowledge and the use of source material and interpretations and become expert in using these.</p> <p>Effectively embed the use of more complex forms of written communication; for example using second order concepts such as significance, cause, consequence, similarity and difference. They will begin to master a more professional style of constructing an argument in constructing their arguments and interpretations in their personal study, this will help them to prepare for the challenge of university.</p> <p>Continue to develop debating, discussion and listening skills and show empathy with other students and people from the past.</p>	<p>directed questioning of students with encouragement to give further explanations, will all help in this area.</p>			
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