

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
<p>In History at Year 10, we aim to go beyond the ‘laundry list’ of the exam specification and continue as we have done in KS3 with a variety of breadth and depth studies. Specifically, we study Health &amp; the People and Conflict &amp; Tension: World War I – as well as the start of the Weimar Republic as part of the Nazi Germany Democracy &amp; Dictatorship topic into Year 11. Health &amp; the People comes first in the sequence of topics, as we want to give students a sense of time and chronology, so that they can then place the depth studies into the correct order. WWI and the Nazi topics compliment each other well, and give students a wider understanding of the period. To avoid confusion though, they are separated by the summer holidays, to reduce the risk of students mixing of topics for exam papers.</p> <p>Second order concepts/disciplinary skills are interweaved throughout KS4, as they were in KS3, and examples are below:</p>	<p>The new KS4 booklets which we have designed are deliberately geared to the textbooks. History, which is a written study of the past, requires students to be able to access historical texts – starting with textbooks. The textbooks have been designed in such a way as to chunk large volumes of reading down into a more digestible format.</p> <p>We have now begun setting fortnightly homework for GCSE students on SMHW – in which we test student’s knowledge of the KO’s in online quizzes, as well as ask them to undertake advanced reading of topics (flipped learning), or create revision resources – with each term focussing on a different format, such as mind maps, flash cards, storyboards etc. Not only does this allow us to consolidate their understanding of topics, but to also give them experience with metacognitive strategies.</p> <p>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</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 and timing.</p>	<p>Official summative assessments that fit in with the school calendar for reporting data and data drops. 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>Mock exams that mimic the real exams, set in accordance with the school assessment calendar.</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>Begin to introduce more strict time limits for exam style questions.</p> <p>Feedback sessions used after assessments to scaffold further development.</p> <p>Mock exams in exam conditions.</p>

<p>Evaluate the most significant cause of World War I." or "Evaluate the most crucial reason for Hitler's rise to power" or "evaluate whether there was more change or continuity to the role of women in Germany between the Weimar Republic and the Nazi State"</p> <p>Source analysis and interpretation skills are also developed from KS3 into KS4, where we expect students to now master judgements on usefulness, reliability and accuracy.</p>	<p>from a democracy into a dictatorship. Specific activities are also used to imbed numeracy, such as the starter activity which measures cumulative velocity as part of Joseph Bazalgette sewer system in the Health &amp; the People scheme of work.</p> <p>Statistics are also imbedded, such as the part of the booklet which asks students to compare data from surgery pre and post anaesthetics to measure survival rates.</p>			
	<p>The use of key words to enhance historical terminology – as well as the opportunity to apply it in debates and essays.</p> <p>Discussions/debates in class, such as who was most responsible for the Holocaust? Who was complicit? Who were bystanders?</p>			