

Year 11 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>Evaluate the most significant causes of key events and investigate and articulate the most significant consequences. For example, the reasons why the NHS was formed and the cause of the Spanish Armada.</p> <p>Highlight examples of change and continuity across different historical periods, especially with reference to changes in medicine brought about by the technological advances made during war and the changing nature of religion in the Elizabethan period.</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 and opinions and understand that interpretations are formed using these sources. There will be an increased focus</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.</p> <p>Yr 11 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 key figures in Elizabeth’s reign.</p> <p>The use of suitable sources in lessons will stretch and challenge students and will improve reading ability and comprehension.</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 Spanish Armada 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. 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>Timed exam questions.</p> <p>Feedback sessions used after assessments to scaffold further development.</p> <p>Mock exams in exam conditions</p>
	<p>Numeracy</p> <p>The use of timelines and placing events in the correct chronological order, such as the events of the Spanish</p>			

<p>on utility of sources in line with the demands of the GCSE course. For example, students will be able to compare a range sources and then be able to use these to answer a Historical Site question on the Elizabeth section of the exam.</p> <p>Effectively embed structures for written answers based around their own knowledge and the use of source material.</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.</p> <p>Continue to develop debating, discussion and listening skills and show empathy with other students and people from the past.</p>	<p>Armada or the development of Penicillin. Using statistics, such as the number of homeless people and beggars in Elizabethan England will aid numeracy.</p> <hr/> <p>Oracy</p> <p>The use of key words Discussions/debates in class, like why was Pasteur significant to the development of medicine? Or, how did the use of propaganda help Elizabeth? Student led presentations Directed questioning of students with encouragement to give further explanations.</p>			
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