

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>By Year 13, we expect all history students to be able to not only understand the history in a highly-nuanced way, but also articulate and verbalise their understanding succinctly. To achieve this, students cover their Tudors and Germany topics through traditional means – such as typical ‘comprehension style’ lessons that allow them to answer questions based on the textbook, but also via more challenging scenarios: such as harkness debates in the ‘guided study’ lessons, or article analysis lessons in which students ‘fact check’ academic journals from historians. This not only develops historical knowledge, but forces students to begin using this knowledge to critically assess the world around us – crucial skills in a world of uncertainty.</p> <p>Meanwhile, the usual second order concepts continue to be developed from KS4 and KS5, such as:</p> <p>Evaluate the most significant causes and consequences of key events. For example, the reasons how Henry VII consolidated control after the War of the Roses, and how the Weimar Republic began to collapse.</p> <p>Highlight examples of change and continuity across different periods,</p>	<p>At Sixth Form 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 – particularly via SMHW and using the Sixth Form Library.</p> <p>Homework at Year 13 is built around the 1 hour per fortnight of ‘guided study’ – in which the teacher sets a particular article or source to investigate and research. Sometimes, flipped learning is also applied, in which students are asked to complete advanced reading or make notes on a documentary or historical film.</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. 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, 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 for the challenge of section A on both papers.</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 A-Level past paper questions.</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>Mock exams carried out in exam conditions.</p>

<p>especially with reference to changes in the nature of the relationship between crown and church – or the experiences of the German people under Liberal and Fascist governments.</p> <p>Expand on their understanding of primary and secondary sources and be able to analyse them in more detail in order to form personal 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 – particularly during our NEA study.</p> <p>Effectively embed the use of more complex forms of written communication; for example, using second order concepts such as significance, cause, consequence. They will begin to adopt a more professional and scholarly style of constructing an argument in preparation for the personal study and university.</p>	<p>The use of key words, discussions/debates in class, like who was to blame for the economic depression under Henry VIII? Or, was Gustav Stresemann’s foreign policy successful?</p> <p>Student led presentations, directed questioning of students with encouragement to give further explanations, will all help in this area.</p>			
--	---	--	--	--