

Curriculum Plan

Department/subject: History

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Summer 1	Summer 2	Signpost/notes
<b>Knowledge to be taught</b>	No new knowledge to be taught – revision sessions based on identified gaps in knowledge or exam skills practice	No new knowledge to be taught – Independent study leave	<p><b>Strategies to embed concepts in long term memory</b></p> <ul style="list-style-type: none"> <li>- Recaps start/end lesson</li> <li>- Verbal questioning and feedback sessions</li> <li>- Revision homework (including interleaving topics from previous units)</li> <li>- Timeline/fact/definition tests</li> <li>- Revision homework – based around 3 part revision method:               <ol style="list-style-type: none"> <li>1. Make revision notes</li> <li>2. Learn revision notes</li> <li>3. Apply revision notes</li> </ol> </li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Data analysis</li> <li>- Research</li> <li>- Debate (politics/law)</li> <li>- Writing (publishing/journalism)</li> </ul> <p><b>SMSC</b></p>
<b>Key Words</b>	All KS4 key words		
<b>Links to prior knowledge</b>	<ul style="list-style-type: none"> <li>• Revision will be based on all content taught over the 2 year GCSE course</li> <li>• Links to previous teaching of exam skills</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be independently revising all topics in preparation for their GCSE exam (study leave)</li> </ul>	
<b>Assessment</b>	<b>Informal assessments:</b> students continue to practise the skills they have been introduced to over KS4. A particular focus will be put on how to use their knowledge to answer exam questions. Students are also given fact/definition/timeline quizzes.	<b>Formal assessments:</b> Sit GCSE exam	
<b>How gaps will be addressed</b>	<ul style="list-style-type: none"> <li>- Differentiated reading/work and support sheets are available for each lesson</li> <li>- Hands down questioning used to assess students’ understanding and address misconceptions</li> <li>- Verbal feedback and support given by teachers throughout lessons</li> <li>- Paired work allows students to work together to develop their understanding</li> <li>- Medal and mission used to highlight and address misconceptions</li> <li>- Teach checks students’ work throughout lesson and addresses misconceptions if needed</li> <li>- Conceptual lessons allow for recapping and consolidating knowledge</li> </ul>		

	<ul style="list-style-type: none"> <li>- Revision homework &amp; lessons take place before each assessment</li> <li>- Assessment feedback (both whole class &amp; personal) allows for teachers to identify particular mistakes with exam questions – particularly after formal mock, when several lessons will be spent going through the mock &amp; talking with students individually</li> </ul>	<ul style="list-style-type: none"> <li>- Who currently holds power in the UK? How has that changed over time?</li> <li>- What is a Parliament, and how has the British Parliament developed?</li> <li>- What role does the electorate have in running the country?</li> <li>- What is the impact of popular protest on how England has been ruled over time?</li> </ul>
<p><b>Cultural capital lessons</b></p>	<ul style="list-style-type: none"> <li>● What makes a good exam answer?</li> <li>● How do we construct an argument?</li> <li>● How and why do interpretations differ?</li> <li>● How do we assess the usefulness of sources?</li> </ul>	
<p><b>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>- Analysing sources (their messages &amp; usefulness)</li> <li>- Coming to a judgement about the significance of events</li> <li>- Analysing interpretations</li> <li>- Explaining impact, significance, similarity and difference, change and continuity, causation</li> </ul> <p><b>Literacy</b> <b>Students develop the ability to write:</b> Students continue to develop their skills in source, essay and interpretation exam questions</p> <p><b>Numeracy</b> Timelines over a long period of time, what a century is</p>		