

Curriculum map: History skills and assessments

<p>Key skills – All 4 key assessment objectives are taught regularly in KS3 and developed further during the GCSE course and at A' Level. Assessment objectives 1-4 are assessed regularly at KS3. and in line with exam board expectation at KS4 and KS5. This is a mix of formative and summative approaches.</p> <p>AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events</p> <p>Intent of curriculum –</p> <ol style="list-style-type: none"> 1. Develop a love of history and become a lifelong learner. 2. Study issues at a local, national and international level and understand Britain's influence on the wider world 3. Study the history and influence of different peoples and places across time and consider links between 	<p>Key themes of our curriculum –</p> <p>Crime and punishment.</p> <p>Invasion, immigration, migration and Empire.</p> <p>War and peace.</p> <p>Government, protest and reform.</p> <p>Persecution.</p> <p>Economic change and development.</p> <p>Social and technological change.</p>	<p>Fundamental British Values –</p> <p>Democracy – Examples – Chartists, Suffragettes, Development of government, Opposite (Nazi, Tsar)</p> <p>Rule of Law – Examples – Crime and Punishment (various)</p> <p>Respect and Tolerance – Examples - Slavery, Holocaust, Civil Rights, Empire</p> <p>Individual Liberty – Examples - Civil rights, slave resistance, laws and abuse of these</p>
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<p>these and students are exposed to different peoples' perspectives on issues and events</p> <p>4. Develop an understanding of how to apply and write about historical concepts such as causation; continuity and change; significance; consequence; diversity and impact</p> <p>5. Develop confidence in debating historical issues and evaluating historical interpretations and sources</p>						
Year 7	<p>Unit 1</p> <p>Skills/Content local history Base history skills – some students have never studied history before AO1/AO2/AO3/AO4 Assessment Subject skills quiz</p>	<p>Unit 2</p> <p>Skills/Content Medieval – Hastings Consequence Assessment Consequence Q</p>	<p>Unit 3</p> <p>Skills/Content King John interpretations Assessment Essay – factor evaluation</p>	<p>Unit 4</p> <p>Skills/Content Medieval - Plague N.O.P - Inference Assessment N.O.P – Inference 1 source</p>	<p>Unit 5</p> <p>Skills/Content Tudor England - Elizabeth N.O.P Inference Assessment N.O.P Infer comparison two sources Q</p>	<p>Unit 6</p> <p>Skills/Content Tudor England Cause and consequence Assessment E.O.Y examination</p>
Year 8	<p>Skills/Content Industrial Revolution cause and consequence and significance Assessment ESSAY - Evaluation</p>	<p>Skills/Content Victorian Leisure Source Analysis/P.E.E.L Assessment Explain why Q</p>	<p>Skills/Content Suffragettes Evaluation Assessment Utility comparison 2 sources Q</p>	<p>Skills/Content British Empire Cause/consequence Assessment</p>	<p>Skills/Content Slave trade Utility of sources/N.O.P Assessment Essay on change over time</p>	<p>Skills/Content Slavery/ civil rights/ Black Britain Causes/ consequence Assessment</p>

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				Source utility - comparison 2 sources Q		E.O.Y examination
Year 9	<p>Skills/Content WW1 cause and consequence and significant and impact</p> <p>Assessment Evaluation - essay question</p>	<p>Skills/Content WW2 Source utility. N.O.P Assessment Utility comparison 2 sources Q</p>	<p>Skills/Content WW2 battles and home front Utility/interpretations Assessment Evaluation essay Q</p>	<p>Skills/Content WW2 cont.Holocaust Evaluation/Balance Assessment Source inference – interpretations – Develop links to own knowledge</p>	<p>Skills/Content GCSE BEGINS – Historic environment – Jack the Ripper sources Assessment Source comparison</p>	<p>Skills/Content GCSE BEGINS – Historic environment – Jack the Ripper sources Assessment E.O.Y examination</p>
GCSE	<p>Topics and units are assessed and taught in line with exam board expectations/ specifications.</p> <p>Edexcel/ Pearson exam board</p>	<p>Unit 1 - begins summer Yr 9 – Crime and punishment (knowledge based paper – historical</p>	<p>Unit 2 – begins Jan American West and Normans (Knowledge based papers)</p> <p>AO 1/2</p>	<p>Unit 3 –End Feb Yr 11 — Nazi Germany (sources paper)</p> <p>AO 1/2/3/4</p>		

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		environment is source based.)				
		AO1/2/3				
A' Level	<p>Topics and units are assessed and taught in line with exam board expectations/ specifications.</p> <p>All key assessment objectives are developed AO1/2/3/4</p> <p>AQA Exam board</p>	<p>Course titles –</p> <p>Tsarist and Communist Russia 1855-1964</p> <p>The making of Modern Britain 1951-2007</p> <p>Russia and Britain are taught in parallel over the two years</p>	<p>Coursework is done 'long and thin' over the 2 years and students have to develop their own question.</p>			