

Term/Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
<p><b>Key knowledge and skills –</b> What core knowledge and key skills will be acquired and developed by students?</p> <p><b>This map applies only to this current year 10 class. It is not the map that future GCSE students will follow as these students have started the GCSE on a 3 year course, and naturally experienced lockdown. After year 10, they will follow the curriculum map for year 11 2020-21 but without the first two weeks on historical environment.</b></p>	<p><b>Topic: Anglo Saxons and Norman Conquest – Paper 2</b></p> <p>Key content: Chapter 1: Anglo Saxons and Norman Conquest</p> <p>Society Edward Confessor and succession Claimants to the throne Norman Invasion</p> <p>Chapter 2: William in power: securing the kingdom</p> <p>Establishing control Anglo Saxon resistance</p>	<p><b>Topic: Anglo Saxons and Norman Conquest – Paper 2</b></p> <p>Key content: Chapter 2: William in power: securing the kingdom</p> <p>Legacy of resistance Revolt of the Earls</p> <p>Chapter 3: Norman England</p> <p>Feudal system Church Norman Government Norman Aristocracy William I and his sons</p>	<p><b>Topic: Superpower Relations and Cold War – Paper 2</b></p> <p>Key content:</p> <p>First two-three weeks will be spent going over Historic Environment of the Western Front – this will finish off their summer work on medicine and introduce them to using sources before starting Germany.</p> <p>Mid way through half term they will start Germany.</p> <p>Chapter 1: The Weimar Republic</p> <p>Origins Challenges Recovery Changes in society</p>	<p><b>Topic: Superpower Relations and Cold War – Paper 2</b></p> <p>Key content:</p> <p>Chapter 2: Hitler’s rise to power</p> <p>Early development of the party Munich Putsch Growth in support How Hitler became Chancellor</p> <p>Chapter 3: Nazi control and dictatorship</p> <p>Creation of a dictatorship Police state</p>	<p><b>Medicine Revision Paper 1</b></p> <p>Key content:</p> <p>Chapter 3: Nazi control and dictatorship</p> <p>Propaganda Opposition, resistance and conformity</p> <p>Chapter 4: Life in Nazi Germany</p> <p>Women Young Employment Living standards Minorities</p>	<p><b>Historic Environment revision Paper 2</b></p> <p>Re-teach unit as covered during lockdown.</p> <p>Sources unit: How to answer various source questions</p> <p>Topics: British sector of Western Front Conditions needed medical treatment RAMC and FANY Significance of Western Front in surgery and medicine</p>
	<p>Higher tiers and ability: 9-5 Focus on the essay questions. Short answer questions – describe two features of – should achieve full marks easily. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For essay questions aim for 12/16 by writing full essay, using knowledge outside of the stimulus and focussing</p>	<p>Higher tiers and ability: 9-5 Focus on the essay questions. Short answer questions – describe two features of – should achieve full marks easily. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For essay questions aim for 12/16 by writing full essay, using knowledge</p>	<p>Higher tiers and ability: 9-5 Give two things you can infer – students to aim for full marks here. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For utility question the focus should be on NOPICK and cross referencing. For interpretations questions, students need to focus on using NOP to pick out key differences</p>	<p>Higher tiers and ability: 9-5 Give two things you can infer – students to aim for full marks here. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For utility question the focus should be on NOPICK and cross referencing.</p>	<p>Higher tiers and ability: 9-5 Give two things you can infer – students to aim for full marks here. For explain why questions, aim for at least 10 /12 by using knowledge outside of stimulus points. For utility question the focus should be on NOPICK and cross referencing. For interpretations questions, students need to focus on using NOP to pick out key differences</p>	<p>Higher tiers and ability: 9-5 Short answer questions – describe two features of – should achieve full marks easily. For utility question the focus should be on NOPICK and cross referencing. They must put the source into wider contextual knowledge. For follow up question, teach students to get full</p>

	the structure based on significance / importance.	outside of the stimulus and focussing the structure based on significance / importance.	and explain why – aim for 6/8. For essay question, students must aim to achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	For interpretations questions, students need to focus on using NOP to pick out key differences and explain why – aim for 6/8. For essay question, students must aim to achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	and explain why – aim for 6/8. For essay question, students must aim to achieve 12/16 by writing a full essay that shows both sides of the argument and uses own knowledge to contextualise the interpretation.	marks by identifying 4 key things.
	Foundation tiers and ability: 1-4  Focus on the short answer questions – describe two features of – teach students to get full marks. For explain why questions, they need to focus on achieving half marks based on stimulus points. For 16 mark questions, teach students to achieve half marks by using stimulus points and basic essay structure.	Foundation tiers and ability: 1-4  Focus on the short answer questions – describe two features of – teach students to get full marks. For explain why questions, they need to focus on achieving half marks based on stimulus points. For 16 mark questions, teach students to achieve half marks by using stimulus points and basic essay structure.	Foundation tiers and ability: 1-4  Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here. For explain why questions, they need to focus on achieving half marks based on stimulus points. For the interpretations question, students need to identify key differences. Attempt to use NOP to explain why, but identifying can get half marks. For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.	Foundation tiers and ability: 1-4  Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here. For explain why questions, they need to focus on achieving half marks based on stimulus points. For the interpretations question, students need to identify key differences. Attempt to use NOP to explain why, but identifying can get half marks. For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.	Foundation tiers and ability: 1-4  Focus on the short answer questions – give two things that you can infer. Students aim to achieve full marks here. For explain why questions, they need to focus on achieving half marks based on stimulus points. For the interpretations question, students need to identify key differences. Attempt to use NOP to explain why, but identifying can get half marks. For essay question, students to achieve half marks by writing one side of the argument and using knowledge to explain interpretation.	Foundation tiers and ability: 1-4  Focus on the short answer questions – describe two features of, explain why For utility question focus on using NOP and making basic comparisons of the sources. For follow up question, teach students to get full marks by identifying 4 key things.
<b>Homework</b> – Knowledge organiser created and on website?	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No	Yes/No



<p><b>Responsive Teaching</b> – how do we assess and feed back to students in this subject (formative and summative )</p>	<ol style="list-style-type: none"> <li>1. Summative – Extended Writing once a half term</li> <li>2. Summative – Recap quizzes / vocab quizzes every two weeks</li> <li>3. Summative – End of unit tests (where suitable)</li> <li>4. Formative - Whole-class feedback</li> <li>5. Formative - Highlighters to indicate areas of strength and areas for development</li> <li>6. Formative – Mock Exams</li> </ol>		
<p><b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will focussed on Anglo Saxons and Norman Conquest, but could potentially test Medicine and Historic Environment from year 9. The assessment will be in the style of a GCSE exam paper.</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments. Anticipating that it will focussed on Superpower Relations and Cold War, but could potentially test Anglo Saxons and Norman Conquest. If late enough in the term, could get students to sit entire Paper 2 exam. The assessment will be in the style of a GCSE exam paper.</p>	<p>Cannot say for sure until calendar has been published and I can see the dates of the assessments. Would like students to sit entire paper 1 – Medicine through time and historic environment as this will not have been assessed since year 9 – half of this was taught in lockdown. The assessment will be in the style of a GCSE exam paper.</p>