

Term/Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
	<b>Topic: Anglo Saxons and Norman Conquest – Paper 2</b>	<b>Topic: Anglo Saxons and Norman Conquest – Paper 2</b>	<b>Topic: Medicine Through Time – Paper 1</b>	<b>Topic: Medicine Through Time – Paper 1</b>	<b>Topic: Medicine Through Time – Paper 1</b>	<b>Topic: Weimar and Nazi Germany – paper 3</b>
<p><b>Key knowledge and skills –</b> What core knowledge and key skills will be acquired and developed by students?</p> <p>We are aiming to improve student's understanding by teaching this chronologically so that they can see how the story fits together. Cultural capital here is mainly understanding how Britain became the country that it was today from Anglo Saxon and Norman Conquest unit. Thematic medicine paper will give a good overview on Britain since then and they can better understand current issues with the pandemic and NHS.</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>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>Chapter 4: 20<sup>th</sup> Century</p> <p>Causes Prevention (NHS) Treatment (Florey, Chain and Fleming) Case Study: Fight against lung cancer</p> <p>Chapter 5: Historic Environment</p> <p>Context Conditions RAMC and FANY Significance</p>	<p>Chapter 3: Industrial</p> <p>Prevention Causes Treatment (surgery) Case Study: Cholera</p> <p>Chapter 2: Renaissance</p> <p>Prevention Case Study: Great Plague</p>	<p>Chapter 1: Medieval Medicine</p> <p>Causes Treatment Prevention Case Study: Black Death</p> <p>Chapter 2: Renaissance</p> <p>Causes Renaissance men Treatment</p>	<p>Chapter 1: The Weimar Republic</p> <p>Origins Challenges Recovery Changes in society</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 the structure based on significance / importance.</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 the structure based on significance / importance.</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 marks by identifying 4 key things.</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 the structure based on significance / importance.</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 the structure based on significance / importance. importance by judging impact.</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 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</p>

						uses own knowledge to contextualise the interpretation.
	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 – 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 – 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.	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.
<b>Homework</b> – Knowledge organiser created and on website?	Yes	Yes	Yes	Yes	Yes	Yes
<b>Responsive Teaching</b> – how do we assess and feed back to students in this subject (formative and summative )	<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>					
<b>Termly assessment content</b> – what content will be covered in your termly assessments (the two-week assessment window)?	There will be a mixture of Knowledge Tests and Exam practise questions that will cover all of the content in the term.		There will be a mixture of Knowledge Tests and Exam practise questions that will cover all of the content in the term.		There will be a mixture of Knowledge Tests and Exam practise questions that will cover all of the content in the term.	

