

Plan Of Learning For The Year (Unit/Topic/Project Context)
Half Term 1

- Weimar and Nazi Germany 1920s and 1930s GCSE AQA

Half Term 2

- Weimar and Nazi Germany 1920s and 1930s GCSE

Half Term 3

- The Cold War GCSE

Half Term 4

- The Cold War GCSE

Half Term 5

- Revision of all GCSE units

Half Term 6

- Revision of all GCSE units

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher e.g. questioning • Student/teacher one-to-one discussions & live marking • Termly teacher assessed tasks • Termly formal assessments • Low stakes quizzes based on vocabulary and key concepts • Whole class feedback 	<ul style="list-style-type: none"> • Debates or speaking and listening activities in each unit • Revision and intervention sessions 	<ul style="list-style-type: none"> • Studying world history and diversity • Careers link in each unit – research. Law, working for historical sites and project management • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Spoken language and debate • Encouraging and empathising
Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Key terms and vocabulary explained • Challenge any pre-conceived ideas 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary and key concepts, building key knowledge and GCSE skills for GCSE exams • Knowledge organisers and mid-term plans sequence skills, concepts, and vocabulary across KS4 • Each unit has prior and future learning links in terms of historical skills 	<ul style="list-style-type: none"> • Core vocabulary lists for units • Regular use of scaffolds and structured practice • Clearly defined success criteria and use of clear feedback model to show next steps to improve • Stretch activities built into each lesson • Closing the vocabulary, reading, and writing gap strategies