

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

- The Origins of the Cold War, c1945–1949
- Henry VII, 1485-1509

Half Term 2

- The Widening of the Cold War, 1949–1955
- Henry VII, 1485-1509

Half Term 3

- The Widening of the Cold War, 1949–1955
- Henry VIII, 1509-1547

Half Term 4

- The Global War, 1955–1963
- Henry VIII, 1509-1547

Half Term 5

- The Global War, 1955–1963
- Henry VIII, 1509-1547

Half Term 6

- Confrontation and cooperation, c1963–1972
- Instability and Consolidation: 'Mid-Tudor Crisis', 1547-1563

Feedback, Retrieval & Assessment

- 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

Super curriculum opportunities / extra-curricular activities

- Debates or speaking and listening activities in each unit
- Revision and intervention sessions

Cultural Capital, SMSC, Careers and Futures

- 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

- Key terms and vocabulary explained
- Challenge any pre-conceived ideas

Connecting New Knowledge

- 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 KS5
- Each unit has prior and future learning links in terms of historical skills

Challenge for all

- 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