

**Plan Of Learning For The Year (Unit/Topic/Project Context)**

**Half Term 1**

- What is History?
- The Egyptians

**Half Term 2**

- Medieval Realms

**Half Term 3**

- The Tudors

**Half Term 4**

- The Tudors
- The Tudors

**Half Term 5**

- The Stuarts

**Half Term 6**

- Industrial Revolution

<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>• Self and peer assessment</li> <li>• On-going formative assessment during lessons by teacher</li> <li>• Student/teacher one-to-one discussions &amp; live marking</li> <li>• Termly teacher assessed tasks</li> <li>• Termly formal assessments</li> <li>• Low stakes quizzes based on vocabulary and key concepts</li> <li>• Whole class feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Drama, debate or speaking and listening activities in each unit</li> <li>• Video and music resources</li> </ul>	<ul style="list-style-type: none"> <li>• Studying European and world literature, culture and arts</li> <li>• Studying history from different chronological periods and diversity</li> <li>• Careers link in each unit – research, detective work, role of leadership and government</li> <li>• Working independently, in pairs and in groups.</li> <li>• Understanding the role of individuals in a team</li> <li>• Spoken language</li> <li>• Encouraging, inclusivity and empathising</li> </ul>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<ul style="list-style-type: none"> <li>• Identifying chronology</li> <li>• Identifying anachronisms in different time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Regular revisiting of core vocabulary and key concepts, building key knowledge for GCSE</li> <li>• Knowledge organisers and mid-term plans sequence skills, concepts, and vocabulary across KS3</li> <li>• Regular low stakes quizzes and end of unit vocabulary and concept quiz</li> <li>• Each unit has prior and future skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Regular use of scaffolds and structured practice</li> <li>• Clearly defined success criteria and use of clear feedback model to show next steps to improve</li> <li>• Stretch activities built into units of work</li> <li>• Closing the vocabulary, reading, and writing gap strategies</li> </ul>