

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

Half Term 1

- President John F Kennedy and the Cold War in the 1960s

Half Term 2

- Life in Nazi Germany in the 1930s

Half Term 3

- Elizabeth I and the Spanish Armada

Half Term 4

- The Holocaust

Half Term 5

- 1960s Change and Protest in Britain and the USA

Half Term 6

- Historic Icons including Nelson Mandela, Malala Yousafzai and Florence Nightingale

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 • 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"> • Drama or speaking and listening activities in each unit • Wider reading opportunities 	<ul style="list-style-type: none"> • Studying significant historical events and people from the world • Careers link in each unit – journalism, law, politics, charity work and campaigning. Changing laws in relation to employment and civil liberties • Working independently, in pairs and in groups. • Understanding the role of individuals in a team • Spoken language and performance opportunities • Encouraging and empathising

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Key terms and vocabulary explained • Chronology • Anachronisms in different time periods • Challenge any pre-conceived ideas 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary and key concepts, building key knowledge for GCSE • Mid-term plans sequence skills, concepts, and vocabulary across KS3 and links to KS4 skills and GCSE content • 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 units of work • Closing the vocabulary, reading, and writing gap strategies