

# 2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

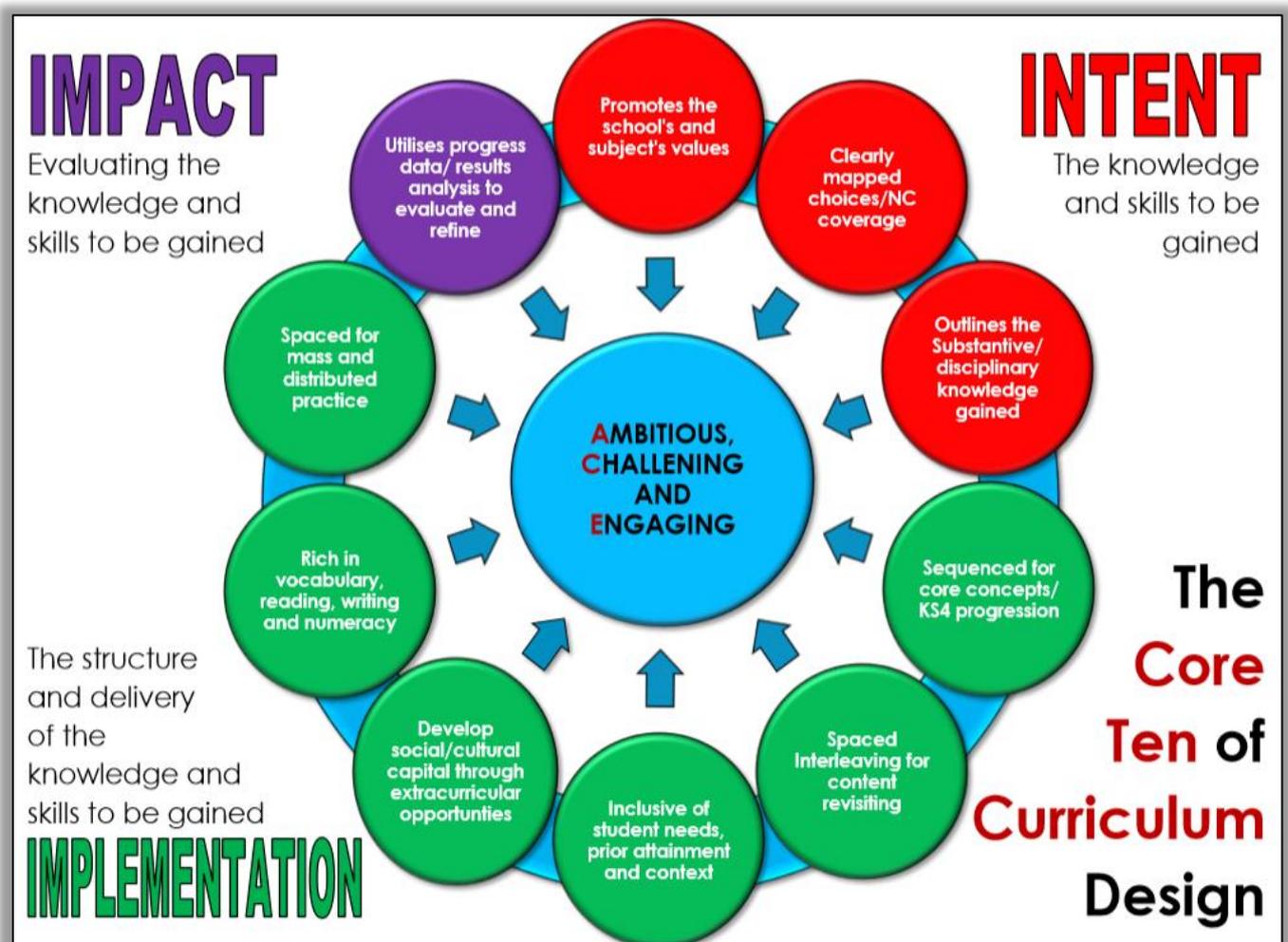
## Key Stage 4

Subject: History

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Created: June 2020

Updated:



Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS4)

## THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS4

### IMPLEMENTATION – SEQUENCING AND PRACTICE

**How are your topics sequenced below so as to ensure the following:**

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS3 and to KS5
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments) are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>10</b>	<b>Unit/Topic</b>	<p><b>Crime and Punishment in Britain, c1000-present.</b></p> <p>c1000-c1500, Crime and punishment in medieval England/ c1500-c1700, Crime and punishment in early modern England.</p>	<p><b>Crime and Punishment in Britain, c1000-present.</b></p> <p>c1700-c1900, Crime and punishment in eighteenth- and nineteenth-century Britain/ c1900-present, Crime and punishment in modern Britain/ Whitechapel c1870-c1900, crime, policing and the inner city.</p>	<p><b>The reigns of King Richard I and King John, 1189-1216.</b></p> <p>Life and government in England, 1189-1216/ Involvements overseas, 1189-1204.</p>	<p><b>The reigns of King Richard I and King John, 1189-1216.</b></p> <p>Involvements overseas, 1189-1204/ King John's downfall, 1205-16.</p>	<p><b>Weimar and Nazi Germany, 1918-39.</b></p> <p>The Weimar Republic, 1918-29/ Hitler's rise to power, 1919-33.</p>	<p><b>Weimar and Nazi Germany, 1918-39.</b></p> <p>Nazi control and dictatorship, 1933-39/ Life in Nazi Germany, 1933-39.</p>
	<b>Specification/ Assessment Objective</b>	<b>Paper 1: Thematic Study and historic environment</b>	<b>Paper 1: Thematic Study and historic environment</b>	Paper 2: Period study and British depth study	Paper 2: Period study and British depth study	Paper 3: Modern depth study	Paper 3: Modern depth study

<p><b>Powerful Knowledge</b></p>	<p><b>Crime and Punishment in Britain, c1000-present.</b></p> <p><b>To know how crime was dealt with in Medieval England, and the factors that impacted crime and punishment, including:</b></p> <ul style="list-style-type: none"> <li>- Anglo-Saxon laws like Hue and Cry and Wergild.</li> <li>- Norman laws like the Forest laws and Murdrum.</li> <li>- Church influence through Sanctuary and Benefit of Clergy.</li> <li>- Definitions of treason and heresy.</li> <li>- Town constables and night watchmen.</li> <li>- The Bloody Code</li> <li>- The Gunpowder Plot.</li> <li>- Matthew Hopkins (the Witchfinder General).</li> </ul>	<p><b>Crime and Punishment in Britain, c1000-present.</b></p> <p><b>To know how Medieval laws developed into the modern systems we have today, including:</b></p> <ul style="list-style-type: none"> <li>- The Tolpuddle Martyrs.</li> <li>- The Bow Street Runners.</li> <li>- Prison reform and the work of John Howard and Elizabeth Fry.</li> <li>- Pentonville Prison and the separate system.</li> <li>- Robert Peel and the introduction of the Metropolitan Police Force.</li> <li>- New definitions of crime such as drug and driving offences.</li> <li>- Ending of the death penalty, including the cases of Derek Bentley and Ruth Ellis.</li> <li>- The problems of Whitechapel.</li> <li>- Workhouses in Whitechapel.</li> <li>- The crimes of Jack the Ripper.</li> </ul>	<p><b>The reigns of King Richard I and King John, 1189-1216.</b></p> <p><b>To know the ways that England was governed in the 12<sup>th</sup> century and the characters of the kings at the time, including:</b></p> <ul style="list-style-type: none"> <li>- The Feudal system.</li> <li>- Richard I's character; his arrogance, bravery and being his mother's favourite.</li> <li>- John's character; his greed and being his father's favourite.</li> <li>- Governance of the kingdom, including the chancellor and royal revenues.</li> <li>- Richard's arguments with Philip II of France.</li> <li>- The Third Crusade.</li> <li>- Richard's capture on return from the crusade.</li> <li>- The burden of Richard's ransom.</li> <li>- Fighting in Normandy, including the construction and importance of Chateau Gaillard.</li> </ul>	<p><b>The reigns of King Richard I and King John, 1189-1216.</b></p> <p><b>To know how England changed into the 13<sup>th</sup> century and evaluate whether John's reputation is deserved, including:</b></p> <ul style="list-style-type: none"> <li>- Fighting in Normandy, including the construction and importance of Chateau Gaillard.</li> <li>- The loss of Normandy and its impact.</li> <li>- The causes of John's argument with the Pope.</li> <li>- The impact of the Interdict and John's excommunication.</li> <li>- The resolution of John's argument with the Pope.</li> <li>- The plot of 1212.</li> <li>- The rebellion of 1215.</li> <li>- The Magna Carta.</li> <li>- John's death and the role of William Marshal.</li> <li>- The condition of England by 1216.</li> </ul>	<p><b>Weimar and Nazi Germany, 1918-39.</b></p> <p><b>To know how Germany dealt with and recovered from WWI and the changes that took place in developing democracy there, including:</b></p> <ul style="list-style-type: none"> <li>- The foundation of the Weimar Republic.</li> <li>- The strengths and weaknesses of the Weimar constitution.</li> <li>- The Spartacist Rising and the Kapp Putsch.</li> <li>- The problems of 1923; Hyperinflation, the Ruhr Occupation.</li> <li>- The work of Gustav Stresemann, including the Dawes and Young Plans.</li> <li>- The early history of the Nazi party including the 25 point programme.</li> <li>- The Munich Putsch.</li> <li>- The Wall Street Crash of 1929 and its impact on support for the Nazis.</li> <li>- How Hitler became the Chancellor.</li> </ul>	<p><b>Weimar and Nazi Germany, 1918-39.</b></p> <p><b>To know how the Nazis seized and secured power in Germany and controlled German society, including:</b></p> <ul style="list-style-type: none"> <li>- The Reichstag Fire.</li> <li>- The Enabling Act.</li> <li>- The Night of the Long Knives.</li> <li>- The Nazi police state.</li> <li>- Nazi propaganda methods and impact.</li> <li>- Opposition to the Nazis.</li> <li>- Nazi policies towards women and the family.</li> <li>- Nazi policies towards the young.</li> <li>- Nazi policies to reduce unemployment and employment policies.</li> <li>- Nazi religious policies and persecution of minorities.</li> </ul>
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<p><b>Mass Practice</b></p>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Short answer questions assessing knowledge. For example, How Anglo-Saxon law enforcement worked, by asking for two specific examples.</li> <li>• <b>Mid-length answers/writing:</b> Explanation questions focused on saying how or why something had happened, such as 'Explain how Henry II developed law enforcement during his reign'.</li> <li>• <b>Extended writing:</b> Addressing statements on a particular historical issue</li> </ul>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Short answer questions assessing knowledge. For example, asking about the prison reforms of John Howard and Elizabeth Fry.</li> <li>• <b>Source skills:</b> Questions on source usefulness, bias and reliability. Particularly assessing how multiple source compare to one another in terms of reliability and usefulness. These relate to conditions in Whitechapel, such as how useful the given sources are for finding out about the causes of crime in the area at the time.</li> <li>• <b>Mid-length answers/writing:</b> Explanation questions</li> </ul>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Short answer questions assessing knowledge. For example, asking about conditions in medieval towns or life for Jews in England at the time.</li> <li>• <b>Mid-length answers/writing:</b> Explanation questions focused on 'how' or 'why', such as why Richard failed to capture Jerusalem.</li> <li>• <b>Extended writing:</b> Essay writing based on 'how far' questions, such as 'The main reason people joined the Third Crusade was to gain financially'. How far do you agree?</li> </ul>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Short answer questions assessing knowledge. For example, reasons why there was unhappiness at how John ruled England.</li> <li>• <b>Mid-length answers/writing:</b> Explanation questions focused on 'how' or 'why', such as how the Interdict impacted the people of England.</li> <li>• <b>Extended writing:</b> Essay writing based on 'how far' questions, such as 'King John's death in October 1216 was the main reason why Prince Louise of France never became king of England'. How far do you</li> </ul>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Source skills:</b> Looking at making inferences and talking about usefulness and reliability. For example, making inferences about the problems caused for ordinary people by hyperinflation.</li> <li>• <b>Mid-length answers/writing:</b> Explanation questions focused on knowledge and understanding, such as on Nazi policy and aims.</li> <li>• <b>Extended writing:</b> Essay writing based on 'how far' questions, with the added stipulation of agreeing or disagreeing with what one of the interpretations in the paper says.</li> </ul>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Source skills:</b> Looking at making inferences and talking about usefulness and reliability. For example, different accounts of how the Nazis rose to power.</li> <li>• <b>Mid-length answers/writing:</b> Explanation questions focused on knowledge and understanding, such as how the Nazis retained power through propaganda.</li> <li>• <b>Extended writing:</b> Essay writing based on 'how far' questions, with the added stipulation of agreeing or disagreeing with what one of the interpretations in the paper says.</li> </ul>
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	<p>and considering 'how far' students agree with the statement. For example, 'Deterrent was the main purpose of punishment up until 1900'. How far do you agree?</p>	<p>focused on saying how or why something had happened. For example, 'Explain why prison reform took place during the 18 and 1900s.'</p> <ul style="list-style-type: none"> <li>• <b>Extended writing:</b> Addressing statements on a particular historical issue and considering 'how far' students agree with the statement. For example 'Pentonville Prison was a turning point in the use of prisons between 1000-present.' How far do you agree?</li> </ul>		agree?		
<p><b>Distributed Practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Mid-length</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Source skills:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Mid-length</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Mid-length</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Source skills:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Source skills:</b></li> </ul>

		<p><b>answers/writing:</b> Regular practice of using PEE paragraphs to explain elements of the content, such as what Norman laws were or how they were an improvement to previous law enforcement.</p> <ul style="list-style-type: none"> <li>• <b>Extended writing:</b> Making judgements and dealing with the nuance of 'how far', such as talking about whether the Bloody Code was successful and similar.</li> </ul>	<p>Working with sources on Whitechapel on a regular basis, especially with a framework (like NPOC) to assess reliability and bias. Applying this to questions about how useful sources are about the area and the issues such as immigration, poverty and crime there.</p> <ul style="list-style-type: none"> <li>• <b>Mid-length answers/writing:</b> Regular practice of using PEE paragraphs to explain elements of the content, such as how the separate system inside Pentonville Prison worked and in what ways it was an improvement over earlier systems.</li> <li>• <b>Extended writing:</b> Making judgements and dealing with the nuance of 'how far', such as</li> </ul>	<p><b>answers/writing:</b> Regular use of PEE paragraphs to write answers on a variety of topics, such as why people went on Crusade, how Richard secured his power and so on.</p> <ul style="list-style-type: none"> <li>• <b>Extended writing:</b> Essay writing on key topics that involve giving both sides before reaching a conclusion, such as the main reasons for the failure to take Jerusalem on the Third Crusade.</li> </ul>	<p><b>answers/writing:</b> Regular use of PEE paragraphs to write answers on a variety of topics, such as why there was unhappiness with John or why he argued with the Pope.</p> <ul style="list-style-type: none"> <li>• <b>Extended writing:</b> Essay writing on key topic that involve giving both sides before reaching a conclusion, such as whether John fully deserves his poor reputation and the state of England by the end of his reign in 1216.</li> </ul>	<p>Working on what 'interpretations' are (sources with a viewpoint) and how to judge usefulness, reliability, and how to make inferences from them on topics such as life in Weimar Germany.</p> <ul style="list-style-type: none"> <li>• <b>Mid-length answers/writing:</b> Using PEE paragraphs to explain understanding of content, such as the crises of 1923 and why they made things difficult for the Weimar Republic.</li> <li>• <b>Extended writing:</b> Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how the government dealt with the</li> </ul>	<p>Working on what 'interpretations' are (sources with a viewpoint) and how to judge usefulness, reliability, and how to make inferences from them on topics such as Nazi ideas and policy.</p> <ul style="list-style-type: none"> <li>• <b>Mid-length answers/writing:</b> Using PEE paragraphs to explain understanding of content, such as how the Nazis kept control or different aspects of their policies.</li> <li>• <b>Extended writing:</b> Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how successful Nazi policies to</li> </ul>
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		<p>talking about what the main reason for ending the death penalty in England was.</p>				<p>Spartacist Rising and the Kapp Putsch.</p>	<p>reduce unemployment were.</p>
	<p><b>What are the key concepts to be covered?</b></p>	<ul style="list-style-type: none"> <li>• <b>Change:</b> Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing the slow, steady change in law enforcement and judging how far these things improved the situation.</li> <li>• <b>Continuity:</b> Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, the way that law enforcement throughout the Saxon, Norman and Tudor period</li> <li>• <b>Causation:</b> Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why prison reform took place in Britain thanks to the work of people like John Howard and Elizabeth Fry.</li> <li>• <b>Consequence:</b> Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the effects of hyperinflation in inter-war Germany to ascertain what the biggest consequences were for people and the government.</li> <li>• <b>Significance:</b> Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the cases of Ruth Ellis and Derek Bentley were in the ending of the death penalty.</li> <li>• <b>Similarity and difference:</b> Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, weighing up different accounts of life in Whitechapel in the 1800s to judge where they agree and disagree on the circumstances.</li> </ul>					
	<p><b>What prior knowledge, at KS3, are you assuming they have?</b></p>	<p>A basic chronological understanding from roughly 1000-present, including certain key time periods such as the Saxons, the Normans and more.</p> <p>Having a framework for source analysis and being able to use it consistently, such as NPOC (Nature, Purpose, Origin, Content/Context).</p> <p>Being able to draw comparisons between peoples and events across time periods to analyse similarities and differences as well as change and continuity over time.</p>					
	<p><b>What knowledge do they need to have a successful start to Year 11?</b></p>	<p>A solid understanding of the topics covered in year 10, both in terms of content and the exam requirements related to it.</p> <p>A basic framework for approaching exam questions on the content covered, such as using PEE paragraphs on 'explain' questions, utilising NPOC (or similar) on source questions, using the words of the question on any question, addressing both sides on 'how far' essay questions and so on.</p> <p>Revision techniques to enable them to consistently prepare for recap quizzes and be able to work on content revision at home.</p>					

	<b>How are topics spaced between unrelated topics?</b>	Topics are arranged in broadly chronological order, but there are clear conceptual breaks between the topics themselves, as well as changes to the exam questions we prepare for depending on which topic it is. At the end of each 'sub-topic', there will be a summary/short assessment in order to give clear breaks between each topic area.			
11	<b>Unit/Topic</b>	<b>Superpower relations and the Cold War, 1941-91.</b>  The origins of the Cold War, 1941-58/ Cold War crises, 1958-70.	<b>Superpower relations and the Cold War, 1941-91.</b>  Cold War crises, 1958-70/ The end of the Cold War, 1970-91.	<b>Revision and exam skills.</b>	<b>Revision and exam skills.</b>
	<b>Specification/ Assessment Objective</b>	Paper 2: Period study and British depth study	Paper 2: Period study and British depth study	Prepare for examinations	Prepare for examinations
	<b>Powerful Knowledge</b>	<b>Superpower relations and the Cold War, 1941-91.</b>  <b>To know how the wartime alliance broke down and how rivalry between the superpowers developed, including:</b>  - The conferences at Tehran, Yalta and Potsdam. - The ideologies of Capitalism and Communism. - The creation of satellite states in Eastern Europe. - The Truman Doctrine and Marshall Plan. - Cominform, Comecon and Nato. - The division of Berlin and the Berlin Crisis. - The arms race. - The Warsaw Pact. - The Hungarian Uprising.	<b>Superpower relations and the Cold War, 1941-91.</b>  <b>To know key elements in the Cold War, including how it deescalated and eventually ended, including:</b>  - The Berlin Wall. - The thaw of the 1960s and the agreements made as a result. - Détente in the 1970s, including SALT 1, Helsinki and SALT 2. - Reagan's policy of 'rollback'. - Gorbachev's policies of Glasnost and Perestroika. - The end of the Cold War and the collapse of the USSR.	<b>Prepare for examinations</b>  Teaching students to apply the knowledge they have learned to specific exam questions. Also working on the 'plan of attack' for the paper to work out how to approach it.	<b>Prepare for examinations</b>  Teaching students to apply the knowledge they have learned to specific exam questions. Also working on the 'plan of attack' for the paper to work out how to approach it.

	<p>- The Cuban Revolution and the Cuban Missile Crisis. - The Prague Spring.</p>			
<p><b>Mass Practice</b></p>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Mid-length answers/writing:</b> Three types of questions. One, focusing on the explanation consequences of events, such as the consequences of the creation of NATO. Second, questions that focus on 'narrative account', or looking at both the causes, events and consequences of different elements of the topic. For example, writing a narrative account of the Berlin blockade and airlift. Third, questions that deal with the issue of 'importance' of certain events, such as the importance of the Truman Doctrine for the escalation of Cold War tension.</li> </ul>	<p>End of topic areas assessment with the following sections:</p> <ul style="list-style-type: none"> <li>• <b>Mid-length answers/writing:</b> Three types of questions. One, focusing on the explanation consequences of events, such as the consequences of the creation of the Berlin Wall. Second, questions that focus on 'narrative account', or looking at both the causes, events and consequences of different elements of the topic. For example, writing a narrative account of the USSR's invasion of Afghanistan in 1979. Third, questions that deal with the issue of 'importance' of certain events, such as the importance of Reagan's policy of 'rollback' for escalating the end of the Cold War.'</li> </ul>	<p>Full mock exam practice of all papers (or elements thereof), depending on how much time remains.</p>	<p>Full mock exam practice of all papers (or elements thereof), depending on how much time remains.</p>

<p><b>Distributed Practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Mid-length answers/writing:</b> Working on the issue of cause and consequence, such as establishing the causes of major events like the Cuban Missile Crisis or the consequences of other events like the post-war conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• <b>Mid-length answers/writing:</b> Working on the issue of 'importance' by weighing up different factors and considering what difference they made, such as the importance of key events during the period of détente in the 1970s (SALT 1 or the failure of SALT 2).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• Regular practice of different exam questions in a cycle of four lessons. One focused on revising content, then on the skills for the particular question, then doing the question(s), then assessing, marking and improving answers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> DNA activities recapping prior learning. Homework is to prepare for recap quizzes that are at the start of every lesson.</li> <li>• Regular practice of different exam questions in a cycle of four lessons. One focused on revising content, then on the skills for the particular question, then doing the question(s), then assessing, marking and improving answers.</li> </ul>
<p><b>What are the key concepts to be covered?</b></p>	<ul style="list-style-type: none"> <li>• <b>Change:</b> Understanding how things change over time and how to make comparisons to judge improvement, progress and more. For example, seeing how the wartime allies went from working together to being suspicious and distrusting of each other during the beginning of the Cold War.</li> <li>• <b>Continuity:</b> Learning how some things are comparable and similar over time, whether literally continuing something or a concept or idea being related to something previous. For example, seeing how throughout the Cold War the rivalry between the two sides remains, and underlying ideas such as MAD and the Arms Race are omnipresent.</li> <li>• <b>Causation:</b> Being able to understand and explain how and why things happen, and the relative weight of those different causes. For example, explaining why the wartime alliance broke down at the beginning of the Cold War.</li> <li>• <b>Consequence:</b> Explaining the effects of different things, and comparing the relative weight of those effects to gauge which made more difference. For example, looking at the impact of the creation of NATO and the Warsaw Pact.</li> <li>• <b>Significance:</b> Learning about the impact of different events in terms of how much difference they made and how wide-ranging the consequences are. For example, considering how significant the events of the Cuban Missile Crisis were in the period of détente that followed afterwards.</li> <li>• <b>Similarity and difference:</b> Making comparisons within and across time periods and between pieces of evidence about those time periods. For example, comparing the attitudes and stance of different leaders at the outset of the Cold War; how Truman was anti-Communist whereas Attlee was a bit more willing to work with the USSR.</li> </ul>			

<p><b>What knowledge do they need to have a successful start to Year KS5?</b></p>	<p>A good understanding of the content covered at GCSE, including key individuals and events across these topics.  A framework for analysing evidence and sources to weigh up content, bias, reliability and usefulness. Using this framework to understand that even bad sources can be useful in limited ways.  Understanding of revision techniques to enable independent study in the future.  Knowledge of how to present an argument and give evidence for a point of view by considering different sides before reaching a conclusion.  Fostering a general curiosity about the past and the skills related to its study, so that even those not pursuing further study of History can learn and benefit in future.</p>
<p><b>How are topics spaced between unrelated topics?</b></p>	<p>Topics are arranged in broadly chronological order, but there are clear conceptual breaks between the topics themselves, as well as changes to the exam questions we prepare for depending on which topic it is.  At the end of each 'sub-topic', there will be a summary/short assessment in order to give clear breaks between each topic area.</p>

**IMPLEMENTATION – STUDENT NEEDS AND SUPPORT**

**How is student learning supported below so as to ensure the following:**

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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10	<b>Social/ Cultural Capital</b>	<p>Crime and Punishment in Britain, c1000-present: Looking at sources from the time, such as images of different methods of punishment or accounts from inside prisons. Using objects to add to understanding of the time periods studied, such as images of Saxon and Norman towns (or rather, what remains of them).</p>	<p>Crime and Punishment in Britain, c1000-present: Utilising sources on Whitechapel to see and hear what life was like at the time based on what ordinary people and the newspapers were saying at the time.</p>	<p>The reigns of King Richard I and King John, 1189-1216: Looking at alternative views of the Crusades to see how different people experienced them. Using Google Maps to explore the key sites (as students will have done in year 7) again to establish why people felt that Jerusalem was so important.</p>	<p>The reigns of King Richard I and King John, 1189-1216: Making use of well-known depictions of John, such as Disney's Robin Hood, to consider judgements on John and whether they are accurate or fair.</p>	<p>Weimar and Nazi Germany, 1918-39: Looking at a variety of sources (film, newspaper, writings etc.) to see different opinions on the end of the war and subsequent events in Germany. Coming to an understanding that what we saw in Britain was not necessarily what many Germans saw or felt due to government propaganda.</p>	<p>Weimar and Nazi Germany, 1918-39: Using accounts from different people (e.g. William Shirer, a US journalist inside Germany) or travellers through Germany at the time (See 'Travellers in the Third Reich' by Julia Boyd) to see a variety of views and opinions about Nazi policies rather than relying solely on Nazi propaganda.</p>
	<b>Tier 2/3 Vocabulary</b>	<p>Tier 2: Sources, Law enforcement, Volunteers. Heresy, Treason, Smuggling, Jail, Prison, Constable, Witch.</p> <p>Tier 3: Anglo-Saxon, Norman, Corporal punishment, Feudal, Hue and Cry, Wergild, Tithing, Murdrum, Witchfinder General.</p>	<p>Tier 2: Martyr, Reform, Quaker, Metropolitan, Offence. Parliament.</p> <p>Tier 3: Capital punishment, Separate System, Pentonville Prison, Bow Street Runners, Metropolitan Police Force.</p>	<p>Tier 2 : Rebellion, Arrogance, Crusade, Ransom, Revenues, Coronation,</p> <p>Tier 3: Primogeniture, Homage, Vassal, Chancellor, Demesne ('Domain'), Feudal Incidents, Scutage.</p>	<p>Tier 2 :-</p> <p>Tier 3 : Interdict, Excommunication, Magna Carta, Regent, Protector.</p>	<p>Tier 2: Republic, Constitution, Rising/revolt, President, Chancellor.</p> <p>Tier 3: Weimar Republic, Putsch, Hyperinflation, Young Plan, Dawes Plan, 25 point programme, Nazi (National Socialist), Wall Street Crash, Fuhrer.</p>	<p>Tier 2: -</p> <p>Tier 3: The Enabling Act, The Night of the Long Knives, Volksgemeinschaft, Untermensch/Uber mensch.</p>

	<b>Reading</b>	Using sources from the time periods being studied, such as Anglo-Saxon or Norman chronicles and accounts from people living at the time.	Reading newspapers and diaries from Whitechapel to gain greater understanding of the circumstances of life in the area.	Reading diaries and chronicles from the time to understand the motivations and feelings of people, such as why Richard went on the Crusade or what happened at Richard's coronation and in the riot/pogrom that followed.	Reading the Magna Carta and breaking down its key clauses to understand what John was made to agree to and why.	Using accounts from specific events, especially those like hyperinflation, to see directly how people were affected at the time.	Using the work of foreign and German writers to see a diversity of opinions at the time (such as Shirer and Boyd mentioned above). Using these sources to analyse Nazi propaganda to see how and where it is misleading.
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	<p><b>Writing</b></p>	<p><b>Mid-length answers/writing:</b> Regular practice of using PEE paragraphs to explain elements of the content, such as what Norman laws were or how they were an improvement to previous law enforcement.</p> <p><b>Extended writing:</b> Making judgements and dealing with the nuance of 'how far', such as talking about whether the Bloody Code was successful and similar.</p>	<p><b>Mid-length answers/writing:</b> Regular practice of using PEE paragraphs to explain elements of the content, such as how the separate system inside Pentonville Prison worked and in what ways it was an improvement over earlier systems.</p> <p><b>Extended writing:</b> Making judgements and dealing with the nuance of 'how far', such as talking about what the main reason for ending the death penalty in England was.</p>	<p><b>Mid-length answers/writing:</b> Regular use of PEE paragraphs to write answers on a variety of topics, such as why people went on Crusade, how Richard secured his power and so on.</p> <p><b>Extended writing:</b> Essay writing on key topics that involve giving both sides before reaching a conclusion, such as the main reasons for the failure to take Jerusalem on the Third Crusade.</p>	<p><b>Mid-length answers/writing:</b> Regular use of PEE paragraphs to write answers on a variety of topics, such as why there was unhappiness with John or why he argued with the Pope.</p> <p><b>Extended writing:</b> Essay writing on key topic that involve giving both sides before reaching a conclusion, such as whether John fully deserves his poor reputation and the state of England by the end of his reign in 1216.</p>	<p><b>Mid-length answers/writing:</b> Using PEE paragraphs to explain understanding of content, such as the crises of 1923 and why they made things difficult for the Weimar Republic.</p> <p><b>Extended writing:</b> Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how the government dealt with the Spartacist Rising and the Kapp Putsch.</p>	<p><b>Mid-length answers/writing:</b> Using PEE paragraphs to explain understanding of content, such as how the Nazis kept control or different aspects of their policies.</p> <p><b>Extended writing:</b> Essay writing, but focusing on bringing in evidence from sources to create arguments, such as whether we agree with a sources viewpoint on key events like how successful Nazi policies to reduce unemployment were.</p>
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<b>Numeracy</b>	Key dates of events and times periods, such as when the Saxon period ends and the Norman begins, when certain laws and changes were enacted (e.g. the Bloody Code) and so on.	Dates of key events such as the introduction of the Metropolitan Police Force or the ending of the death penalty. Using data and statistics to see how use of different punishments (hanging, prison, transportation etc.) changed over time.	Key dates of events like Richard's coronation, the Third Crusade and more. Looking at different methods of gathering income and how much different sources contributed to national finances.	Milestone dates such as the signing of the Magna Carta and John's death.	Key dates of events such as the Spartacist Rising or the Kapp Putsch. Details and statistics of the Dawes Plan and the Young Plan to help gauge the difference they made and the impact of reparations.	Dates of key events such as Hitler's creating of the role of Fuhrer or the Night of the Long Knives. Data and statistics such as how many people were in different religious groups in Germany (in order to see the impact of Nazi religious policy), how many joined youth groups (to see how effective Nazi propaganda was) and so on.
<b>How does the PoS support students with SEND needs?</b>	Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge. This is particularly through a recap quiz at the start of every lesson. Students receive advance notice of what the topics for the recap quizzes will be to enable them to prepare.					
<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>	LPA: As above.  HPA: Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.  Additional intervention, both general and targeted, will be offered at relevant points (such as before mock exams). Also, students will be regularly referred to additional resources, such as teacher-produced revision videos/podcasts and other available resources like online textbooks that all can have access to.					
<b>How does the PoS offer contextual content appropriate to Amington students?</b>	Taking opportunities to make reference to things students will have greater awareness and understanding of in order to make learning and knowledge 'sticky'. For example, starting the Anglo-Saxon law enforcement section of Crime and Punishment by talking about Tamworth's links to the Anglo-Saxons to give students a frame of reference.					

11	<b>Social/ Cultural Capital</b>	Superpower relations and the Cold War, 1941-91: Using propaganda from the time, both written and visual, in order to see how the two sides viewed each other and how that contributed to the tension of the time.	Superpower relations and the Cold War, 1941-91: Using sources and propaganda to see how the viewpoints of both sides changed, such as how at times it was very critical but during détente it wasn't as critical and damaging. Also using propaganda to see how neither side was a monolith, for example how the USSR was heavily critical of Tito in Yugoslavia or of demands for change in Hungary and Czechoslovakia.	Revision and exam skills: Accessing a variety of revision resources and techniques to empower students to study independently. For example, introducing them to things like Crash Course (Youtube) and similar educational content.	Revision and exam skills: Accessing a variety of revision resources and techniques to empower students to study independently. For example, introducing them to things like Crash Course (Youtube) and similar educational content.
	<b>Tier 2/3 Vocabulary</b>	Tier 2: Conference, Doctrine, Crisis, Airlift. Pact, Treaty.  Tier 3: Tehran, Yalta, Potsdam, Capitalism, Communism, Mutually Assured Destruction, Comintern, Cominform, Comecon, NATO, Satellite States.	Tier 2: Thaw, Détente.  Tier 3: Strategic Arms Limitation Talks, ICBMs, Glasnost, Perestroika.	Tier 2: -  Tier 3: -	Tier 2: -  Tier 3: -
	<b>Reading</b>	Reading notes and sources from key events to improve understanding. For example, looking at the advice given to Kennedy by different figures over what action to take during the Cuban Missile Crisis.	Reading the terms of specific agreements, like the Nuclear Non-Proliferation Treaty or the Helsinki Accords.	Elements from all topics and content on the course.	Elements from all topics and content on the course.

<b>Writing</b>	Working on the issue of cause and consequence, such as establishing the causes of major events like the Cuban Missile Crisis or the consequences of other events like the post-war conferences.	Working on the issue of 'importance' by weighing up different factors and considering what difference they made, such as the importance of key events during the period of détente in the 1970s (SALT 1 or the failure of SALT 2).	Regular practice of different exam questions in a cycle of four lessons. One focused on revising content, then on the skills for the particular question, then doing the question(s), then assessing, marking and improving answers.	Regular practice of different exam questions in a cycle of four lessons. One focused on revising content, then on the skills for the particular question, then doing the question(s), then assessing, marking and improving answers.
<b>Numeracy</b>	Key dates such as the dates of the wartime conferences and the formation of NATO or the Warsaw Pact. Also looking at statistics from within these events, such as agreements made at Tehran, Yalta and Potsdam on the division of Germany.	Dates of key events such as the invasion of Afghanistan and the SALT 1 talks. Also looking at facts and statistics from events, such as defence spending under Reagan and the impact this had on escalating the end of the Cold War.	Dates, facts and statistics from across the entire course.	Dates, facts and statistics from across the entire course.
<b>How does the PoS support students with SEND needs?</b>	Amended resources where appropriate, such as sources broken down into simpler language or with glossary/help boxes to help scaffold understanding. Regular checks for understanding and recaps to help build confidence and knowledge. This is particularly through a recap quiz at the start of every lesson. Students receive advance notice of what the topics for the recap quizzes will be to enable them to prepare.			
<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>	LPA: As above.  HPA: Every task comes with an extension to extend knowledge/understanding or skills. Every lesson comes with an overall 'challenge' question to further push progress.  Additional intervention, both general and targeted, will be offered at relevant points (such as before mock exams). Also, students will be regularly referred to additional resources, such as teacher-produced revision videos/podcasts and other available resources like online textbooks that all can have access to.			
<b>How does the PoS offer contextual content appropriate to Amington students?</b>	Taking opportunities to make reference to things students will have greater awareness and understanding of in order to make learning and knowledge 'sticky'. For example, referring to more well-known events such as the fall of the Berlin Wall that students may well at least have heard of.			

**How does the Implementation Plan meet the ACE curriculum design?**

<b>Ambitious</b>	The course content is covered at a high pace, with the aim to give maximum time to develop deeper understanding and exam skills later in the course.
<b>Challenging</b>	As above, the course content is covered at a high pace, which can prove challenging. There is also lots of content to cover and homework tasks are structured around recall and developing complexity in understanding.
<b>Engaging</b>	The content has been spaced out to make it easier to understand and build a developing idea of chronology. There are also a variety of in-depth case studies that build the interest for students, such as into the crimes of Jack the Ripper or into the character of Richard I as king.

**What are the current strengths of the Implementation Plan?**

- Extensive lists of vocabulary, especially specific tier 3 vocabulary.
- Clear explanations of how the required GCSE historical concepts will be covered throughout the course.

**What specific actions have to be taken in response to the above? Please consider:**

- Core concept changes;
  - Space interleaving changes;
  - Modifications to ensure an ACE curriculum design;
  - CPD for teachers in your subject area;
  - Additional research you have to consider as part of this review.
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- Additional research: Possible trips and other opportunities for cultural capital that go beyond just looking at contextual sources and information.
  - CPD on interleaving and the best approaches to this.
  - CPD on SEN and the inclusion of reading/writing/numeracy elements to better support all students.