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Aspiring for Academic, Cultural & Sporting Excellence’

Department: History

Blended Learning Curriculum Plans 2020-21

In the event of a local lockdown, students isolating or school closure, please outline your approach to blended learning below. DfE guidance stresses, there will be a need for ongoing provision of “remote learning” which “is high quality and aligns as closely as possible with in-school provision.” Within departments, this may mean planning each unit or area of learning with an eye on how it could translate into virtual or remote practice, if necessary. For example, it might mean preparing booklets or text-based resources which could be used by students at home as well as at school. It might even mean having procedures and infrastructure in place for recording lessons, or for allowing simultaneous online access to classroom teaching.

Autumn Term HT 1	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 7	4 per fortnight	<ul style="list-style-type: none"> • What is History? • Anglo-Saxon England • Alfred the Great • Late Anglo-Saxon Kings • Succession Crisis of 1066 • Battle of Stamford Bridge • Battle of Hastings • Reasons for William’s victory 	<p>In the event of a closure there will be one live drop-in lesson per fortnight. This will be optional for students to attend if they have had any difficulty completing the pre-record lessons.</p> <p>The DIRT Lessons will be lived zoomed and will be compulsory for all.</p>	<p>A pre-recorded zoom lesson will be created for each lesson with two uploaded weekly, along with any necessary materials. Limited feedback/ assessment opportunities will be built in where possible.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>Two assessments per half-term:</p> <p>Skills assessment to be completed in live lesson as it is the first one, and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed at the end of each term with feedback via SMH.</p>
Year 8	4 per fortnight	<ul style="list-style-type: none"> • Growth of Factories • The Industrial Revolution • Urbanisation • Sanitation and Hygiene • Developments in Transport • Medical developments • Development of Sports and Leisure • Victorian Law and Disorder • Pauperism and poverty 				
Topic/ Unit:	Why did an Anglo-Saxon, a Viking and a Norman all think they should be King of England?					
Topic/ Unit:	How did the Industrial Revolution change Britain?					

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<p>Year 9</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 3 - Weimar and Nazi Germany – The Rise and Fall of the Weimar Republic</p>	<ul style="list-style-type: none"> • German Revolution • Weimar Constitution • Diktat and Dolchstoss • Spartacist Uprising • Kapp Putsch • Hyperinflation • Ruhr Crisis • Dawes & Young Plans • Stresemann’s Successes as Foreign Minister • Weimar Women • Weimar Culture 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
<p>Year 10</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 2P - Superpower Relations – The development of the Cold War 1943-49</p>	<ul style="list-style-type: none"> • Capitalism, Communism and Pre-1941 tension • Tehran Conference • Yalta Conference • Potsdam Conference • Iron Curtain Speech • Secret Telegrams • Development of the Eastern Bloc • Truman Doctrine & Marshall Aid • Cominform & Comecon • First Berlin Crisis • Division of Germany & Europe 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>

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<p>Year 11</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Content Revision: Anglo-Saxon and Norman England</p>	<ul style="list-style-type: none"> • What was life like in late Anglo-Saxon England? • Why did England have three kings in 1066? • How did William overcome the threats to his power 1066-75? • How similar was the government of Norman England to Anglo-Saxon England? • How did William Normanise English culture, religion and society? • Why was there a disputed succession after William’s death in 1087? 	<p>In the event of a closure there will be at least one live-lessons per week. This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be asked to watch a specific part of a documentary that has been edited to suit the course. They will complete the associated work which will be reviewed weekly in a live lesson.</p>	<p>Edited documentaries with related content questions.</p> <p>Printed revision guides with activities can be shared with those who do not have remote access.</p>	<p>Once a fortnight – students will sit an online knowledge test on the content studied.</p> <p>Once per half-term they will sit a reduced assessment, adapted to the topics studied. This will be completed at home, uploaded to SMH, marked by staff and returned via SMH.</p>
<p>Year 12</p> <p>Unit 1 with Mr Jackson:</p>	<p>6 /6 per fortnight</p> <p>Unit 1 Britain; Conflict, Revolution & Settlement – Theme 1; the Quest for Political Stability 1625-88</p>	<ul style="list-style-type: none"> • Government in Early Stuart England c.1625 • The failure of Monarchical Government 1625-46 • The Failure of Compromise between King and Parliament 1640-49 • Republican Rule 1649-60 • Restoration to Revolution 1660-88 	<p>In the event of a closure there will be at least one live-lessons per week. This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>For each lesson the students would have had in school, a content-specific guided reading task.</p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>

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Unit 2 with Mr Fell:	Unit 2: France in Revolution 1774-1799:	<p>The Origins & Onset of Revolution 1774-89</p> <ul style="list-style-type: none"> • French political system • The Church & Society • Enlightenment • Poverty & Urban Food Prices • Corruption at Louis' Court • The Estates-General and Onset of Revolution 				
Year 13	7/3 per fortnight	Depth Study 1: Ruling the Second Reich 1871-79:				
Unit 3 with Mr Jackson	Unit 3: Germany; United, Divided and Re-united 1871-1990.	<ul style="list-style-type: none"> • National Government • Local Government • Role of the Reichstag • Bismarck and the National Liberals • The Kulturkampf • Bismarck's appeal to nationalism. <p style="text-align: center;">AND</p> <p>Depth Study 2: The Birth of Democratic Germany 1917-1919:</p> <ul style="list-style-type: none"> • Impact of WWI on Germany 1914-17 • Disintegration of the Kaiserreich 1918 • Failure of the Revolution from above in late 1918 • Failure of the Revolution from below 1918-19 • Establishment of the Weimar Republic • Strengths and Weaknesses of the Weimar Constitution 				

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Unit 4 with Mr Fell	Coursework	Students to have read and analysed the arguments of the following over the responsibility of Stalin for the outbreak of the Cold War: 1. McNeil 2. H. Fies 3. W. Williams 4. Ponomaryov 5. W.O. McCagg 6. D. Yergin	No teaching of coursework option in line with OFQUAL guidelines.	Eleven core texts will be provided in line with OFQUAL guidelines. Students may source their own research but this must be confirmed with Mr Fell via SMH.	No assessment until first drafts – in line with OFQUAL guidelines.
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Autumn Term HT 2	Curriculum Time (Periods)	In-School provision (situation dependent)	Live 'Zoom' lessons (Tier 3&4) Expectations	Pre-recorded 'Zoom' lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 7	4 per fortnight	<ul style="list-style-type: none"> Norman Castles Attacking a Castle Castle Defences The Feudal System The Domesday Book Norman Crime & Punishment Role of the Parish Priest Medieval Knights Siege Warfare 	<p>In the event of a closure there will be one live drop-in lesson per fortnight. This will be optional for students to attend if they have had any difficulty completing the pre-record lessons.</p> <p>The DIRT Lessons will be lived zoomed and will be compulsory for all.</p>	<p>A pre-recorded zoom lesson will be created for each lesson with two uploaded weekly, along with any necessary materials. Limited feedback/assessment opportunities will be built in where possible.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>Two assessments per half-term:</p> <p>Skills assessment to be completed in live lesson as it is the first one, and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed at the end of each term with feedback via SMH.</p>
Year 8	4 per fortnight	<ul style="list-style-type: none"> British Colonisation Britain's Colonial Wars Different Interpretations of the British Empire Atlantic Slave Trade Slave life on a Plantation British Abolition of Slavery US Abolition of Slavery African-Americans in Post-Emancipation USA Civil Rights Movement in the USA 				
Topic/ Unit:	How did Medieval Monarchs keep control?					
Topic/ Unit:	How 'Great' was Britain's Empire?					

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Year 9	5 per fortnight	<ul style="list-style-type: none"> • Hitler's Early Years • The German Worker's Party • Hitler's Leadership of the NSDAP pre 1923 • The Munich Beer Hall Putsch • The Lean Years of the NSDAP and Reorganisation post 1926 • The Consequences of the Wall Street Crash • The NSDAP's Electoral Strategy 1929-32 • The Roles of Hindenburg and von Papen • Hitler's Appointment as Chancellor 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focused guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
Year 10	5 per fortnight	<ul style="list-style-type: none"> • The Division of Germany and Europe • The Nuclear Arms Race • The Hungarian Uprising • Long-Term Causes of the Second Berlin Crisis (German Refugee Crisis) • Short-Term Causes of the Second Berlin Crisis (Failure of Summit Diplomacy & U2 Spy Plane Incident) • The Building of the Berlin Wall • The Cuban Revolution • The Cuban Missile Crisis 				
Topic/ Unit:	<p>Paper 3: Weimar and Nazi Germany – Rise of the National Socialist German Workers Party</p> <p>Paper 2P: Superpower Relations; The Cold War Intensifies 1949-1963</p>					

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Year 11	5 per fortnight					
Topic/ Unit:	Content Revision: Superpower Relations 1941- 1991	<ul style="list-style-type: none">• How did the Cold War Begin 1941-49?• How did the Cold War Develop after 1950?• What were the flashpoints and Key Crises of the Cold War 1950-85?• What was Détente?• How did the Cold War End?• Why aren't there Communism States in Europe Today?	<p>In the event of a closure there will be at least one live-lessons per week. This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be asked to watch a specific part of a documentary that has been edited to suit the course. They will complete the associated work which will be reviewed weekly in a live lesson.</p>	<p>Edited documentaries with related content questions.</p> <p>Printed revision guides with activities can be shared with those who do not have remote access.</p>	<p>Once a fortnight – students will sit an online knowledge test on the content studied.</p> <p>Once per half-term they will sit a reduced assessment, adapted to the topics studied. This will be completed at home, uploaded to SMH, marked by staff and returned via SMH.</p>

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Year 12	6 /6 per fortnight	<ul style="list-style-type: none"> • Laud's Policies and Religious Uniformity 1625-1640 • The Changing Church of England 1640-62 • The Growth of Religious Non-Conformity; Puritanism under Charles I • Presbyterians and Religious Radicalism • The Persecution of Dissidents under Charles II and James II • The Catholic Question 1625-88 				
Unit 1 with Mr Jackson:	Unit 1 Britain; Conflict, Revolution & Settlement – Theme 2; Religion; Conflict & Dissent 1625-88		<p>In the event of a closure there will be at least one live-lessons per week.</p>	<p>For each lesson the students would have had in school, a content-specific guided reading task.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p>
Unit 2 with Mr Fell:	Unit 2: France in Revolution 1774-1799	Revolution and the Failure of the Constitutional Monarchy 1789-93 <ul style="list-style-type: none"> • Great Fear • October Days • Constituent Assembly • Key Groups & Individuals • Popular Protests • Foreign Intervention 	<p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>		<p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>

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Year 13	7/3 per fortnight	<p>Depth Study 3: A New Reich</p> <ul style="list-style-type: none"> • Creation of a Totalitarian State by Hitler • Hitler's Removal of External Political Opposition • The Knight of the Long Knives • Hitler's Leadership of the NSDAP & Germany • The Extent of Hitler's Power by 1935 • Nuremburg Laws and the Nazi's Attempts to Create a Racially Pure Aryan Volk. <p style="text-align: center;">AND</p> <p>Depth Study 4: Establishing and ruling the new Federal Republic.</p> <ul style="list-style-type: none"> • Establishment of West Germany 1945-49 • Early Survival of the West German State • Role of Konrad Adenauer & CDU in Establishing West Germany • Role of SPD in Establishing West Germany • De-Nazification & the West German State • Adenauer's Approach to De-Nazification 				
Unit 3 with Mr Jackson	Unit 3: Germany; United, Divided and Re-united 1871-1990.					
Unit 4 with Mr Fell	Coursework	<p>Students to have read and analysed the arguments of the following over the responsibility of Stalin for the outbreak of the Cold War:</p> <ol style="list-style-type: none"> 7. M. Walker 8. J. Gaddis 9. D. Volkognov 10. V. Mastny 11. M. McCauley 	No teaching of coursework option in line with OFQUAL guidelines.		Eleven core texts will be provided in line with OFQUAL guidelines. Students may source their own research but this must be confirmed with Mr Fell via SMH.	No assessment until first drafts – in line with OFQUAL guidelines.

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Spring Term HT 1	Curriculum Time (Periods)	In-School provision (situation dependent)	Live ‘Zoom’ lessons (Tier 3&4) Expectations	Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 7	4 per fortnight	<ul style="list-style-type: none"> Henry II and Thomas Becket King John & the Magna Carta Magna Carta Catholicism in Medieval England The Crusades Medieval Pilgrimage Monasteries and Nunneries 				
Topic/ Unit:	Who held all the power in Medieval England?					
Year 8	4 per fortnight	<ul style="list-style-type: none"> MAIN causes of WWI Assassination of Franz Ferdinand The War of Movement – 1914 The War on Land The War in the Air The War at Sea Was Haig the Butcher of the Somme? Allied Victory or German Collapse? The Armistice & Versailles Changing Role of Women in Britain. 	<p>In the event of a closure there will be one live drop-in lesson per fortnight. This will be optional for students to attend if they have had any difficulty completing the pre-record lessons.</p> <p>The DIRT Lessons will be lived zoomed and will be compulsory for all.</p>	<p>A pre-recorded zoom lesson will be created for each lesson with two uploaded weekly, along with any necessary materials. Limited feedback/ assessment opportunities will be built in where possible.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>Two assessments per half-term:</p> <p>Skills assessment to be completed in live lesson as it is the first one, and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed at the end of each term with feedback via SMH.</p>
Topic/ Unit:	How did ‘the Lights go out across Europe’?					

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Year 9	5 per fortnight	<ul style="list-style-type: none"> • Reichstag Fire • Enabling Act • Night of the Long Knives • Nazi Police State • Nazi Takeover and the Christian Churches • Censorship & Propaganda • Opposition from the Churches • Opposition from the Youth 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
Year 10	5 per fortnight	<ul style="list-style-type: none"> • Détente • Helsinki Accords • SALT I and SALT II • Soviet Invasion of Afghanistan • New Cold War 1980-1985 • Gorbachev’s New Thinking • The End of the Cold War • The Collapse of Communism in Eastern Europe • The Dissolution of the USSR 				
Topic/ Unit:	<p>Paper 3 - Weimar and Nazi Germany – How did the Nazis Consolidate their Power 1933-35?</p> <p>Paper 2P - Superpower Relations – Détente and the End of the Cold War 1963-1991</p>					

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Year 11	5 per fortnight	<ul style="list-style-type: none"> The Rise and Fall of the Weimar Republic 1918-1929 The Rise of Adolf Hitler and the National Socialist German Worker’s Party 1919-1933 The NSDAP’s consolidation of Power 1933-34 Life in Hitler’s Third Reich 	<p>In the event of a closure there will be at least one live-lessons per week. This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be asked to watch a specific part of a documentary that has been edited to suit the course. They will complete the associated work which will be reviewed weekly in a live lesson.</p>	<p>Edited documentaries with related content questions.</p> <p>Printed revision guides with activities can be shared with those who do not have remote access.</p>	<p>Once a fortnight – students will sit an online knowledge test on the content studied.</p> <p>Once per half-term they will sit a reduced assessment, adapted to the topics studied. This will be completed at home, uploaded to SMH, marked by staff and returned via SMH.</p>
Topic/ Unit:	<p>Content Revision: Weimar & Nazi Germany 1918-1939</p>					
Year 12	6 /6 per fortnight	<ul style="list-style-type: none"> Population Growth Poverty and the Poor Laws The Changing Structure of Society Urbanisation and the Growth of the Professional and Merchant Classes The Status of Women Radical Political Ideas, including the Levellers and Diggers Hobbes and Locke; the End of the Divine Right of Monarchs and the Confessional State The Scientific Revolution and the Royal Society 	<p>In the event of a closure there will be at least one live-lessons per week. This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>For each lesson the students would have had in school, a content-specific guided reading task.</p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will students will sit a knowledge test on all of the content studied. This will be marked and fed-back to students.</p>
Unit 1 with Mr Jackson:	<p>Unit 1 Britain; Conflict, Revolution & Settlement –</p> <p>Theme 3; the Social and Intellectual Change 1625-88</p>					
Unit 2 with Mr Fell:	<p>Unit 2: France in Revolution 1774-1799:</p>	<p>The National Convention, the Jacobins and the Terror 1793-94</p> <ul style="list-style-type: none"> Victims & Vendee Revolt Economic & Political Pressures The Committee of General Security Robespierre The Purge & Great Terror 				

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Year 13	7/3 per fortnight	<p>Depth Study 5: Reunification; Recreating a Unified Germany 1989-90:</p> <ul style="list-style-type: none"> • German Refugee Crisis of 1989 • West Germany's Response • Kohl's 10 Point Plan • Differences between East and West Germany by 1989 • Collapse of East Germany • Four Plus Two Negotiations <p style="text-align: center;">AND</p> <p>Breadth Study 1: Social Change in Germany and West Germany 1871-1990</p> <ul style="list-style-type: none"> • Second Reich's Response to a Growing Working Class • Changing Artisan Tradition in Germany • Rural Changes • Rise of White-Collar Workers • Social Mobility Post 1945 • Changing Role of Women 				
Unit 3 with Mr Jackson	Unit 3: Germany; United, Divided and Re-united 1871-1990.					
Unit 4 with Mr Fell	Coursework	<p>Students to begin their first draft of their coursework. They are encouraged to write 500 words per week to remain on course for the first draft deadline which is the last week of the Half-Term.</p>	<p>No teaching of coursework option in line with OFQUAL guidelines.</p>		<p>Eleven core texts will be provided in line with OFQUAL guidelines. Students may source their own research but this must be confirmed with Mr Fell via SMH.</p>	<p>Students to submit one first draft for general feedback from Mr Fell in line with OFQUAL guidelines. No specific or further feedback can or will be given.</p>

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Spring Term HT 2	Curriculum Time (Periods)	In-School provision (situation dependent)	Live 'Zoom' lessons (Tier 3&4) Expectations	Pre-recorded 'Zoom' lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 7	4 per fortnight	<ul style="list-style-type: none"> • Feudal Work • Life in a Village • Life in a Town • The Black Death • Statute of Labourers • Peasants Revolt • Medieval Women • Medieval Leisure Time 				
Topic/ Unit:	How did medieval people cope with the hardships of life?					
Year 8	4 per fortnight	<ul style="list-style-type: none"> • Dictatorship and Democracy • The Rise of Communism in Russia. • The Rise of Fascism in Germany & Italy. • Appeasing Hitler • Blitzkrieg • Dunkirk & the Battle of Battle • Life on the British Home Front • Operation Barbarossa • Normandy Landings • Allied Victory or German Collapse? 	<p>In the event of a closure there will be one live drop-in lesson per fortnight. This will be optional for students to attend if they have had any difficulty completing the pre-record lessons.</p> <p>The DIRT Lessons will be lived zoomed and will be compulsory for all.</p>	<p>A pre-recorded zoom lesson will be created for each lesson with two uploaded weekly, along with any necessary materials. Limited feedback/ assessment opportunities will be built in where possible.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>Two assessments per half-term:</p> <p>Skills assessment to be completed in live lesson as it is the first one, and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed at the end of each term with feedback via SMH.</p>
Topic/ Unit:	To what extent was WWII a continuation of WWI?					

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<p>Year 9</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 3: Weimar and Nazi Germany – Life in Hitler’s Germany 1933-39</p>	<ul style="list-style-type: none"> • Changing Lives of Women in the Third Reich • Changing Lives of Youths in the Third Reich • Nazi Employment Policies • Living Standards in Germany 1933-39 • Persecution of Jews 1933-39 • Persecution of non-Jewish Minorities 1933-39? 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set.</p> <p>These will be pre-recorded and uploaded weekly (at least one per week).</p> <p>Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
<p>Year 10</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 2B: Anglo-Saxon and Norman England; Late Anglo-Saxon England c1060-66</p>	<ul style="list-style-type: none"> • Anglo-Saxon Society • Power of the Anglo-Saxon Monarchy • Anglo-Saxon Government (local and national) • Law, Economy and Religion in Late Anglo-Saxon England. • House of Godwin and Rise of Harold Godwinson • Succession Crisis of 1066; Claims and Motives • Battle of Fulford Gate • Battle of Stamford Bridge • Battle of Hastings 				

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Year 11 Topic/ Unit:	5 per fortnight Exam Preparation Revision:	<ul style="list-style-type: none"> How to Answer Paper 3 (Weimar and Nazi Germany). <p><i>(Please note that Government Changes to Ofqual Regulations in July 2020 mean that History students no longer need to sit all three papers. The JFS took the decision to drop Paper 1 as students had not yet been taught this content).</i></p>	<p>In the event of a closure there will be at least one live-lessons per week.</p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be asked to watch a specific part of a documentary that has been edited to suit the course.</p> <p>They will complete the associated work which will be reviewed weekly in a live lesson.</p>	<p>Edited documentaries with related content questions.</p> <p>Printed revision guides with activities can be shared with those who do not have remote access.</p>	<p>Once a fortnight – students will sit an online knowledge test on the content studied.</p> <p>Once per half-term they will sit a reduced assessment, adapted to the topics studied. This will be completed at home, uploaded to SMH, marked by staff and returned via SMH.</p>
Year 12 Unit 1 with Mr Jackson:	6 /6 per fortnight Unit 1 Britain; Conflict, Revolution & Settlement – Theme 3; Economy, Trade and Empire 1625-88	<ul style="list-style-type: none"> Agricultural Changes The Development of National Markets The Cloth Trade The Development of London and the Growth of Banking and Insurance Industries The Impact of Imperial Expansion and Mercantilism The Development of Overseas Trade in the West and East 	<p>In the event of a closure there will be at least one live-lessons per week.</p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>For each lesson the students would have had in school, a content-specific guided reading task.</p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>
Unit 2 with Mr Fell:	Unit 2: France in Revolution 1774-1799	<p>From the Directory to Brumaire 1795-99</p> <ul style="list-style-type: none"> White Terror & Political Divisions Economic and Financial Pressures 1795 Constitution Factionalism Verona Declaration Impact of War Overthrow of the Directory Establishment of the Consulship 	<p>In the event of a closure there will be at least one live-lessons per week.</p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>

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Year 13	7/3 per fortnight	Breadth Study 2: Economic Change in Germany and West Germany 1871-1990				
Unit 3 with Mr Jackson	Unit 3: Germany; United, Divided and Re-united 1871-1990.	<ul style="list-style-type: none"> • Changing German Industry 1871-1990 • Mass Unemployment to Economic Miracle • Changes to German Agriculture • Government Economic Policy and the Second Reich • Government Economic Policy and the Second World War • Government Economic Post World War Two 				
Unit 4 with Mr Fell	Coursework	Students to complete their final draft of their coursework. They are encouraged to act upon the general feedback given. The deadline given by Mr Fell (the final week of term) is final. This allows staff time to moderate the work and complete the required paperwork before final submission to the exam-board. Failure to hit this deadline will result in a failure for Unit 4 (20% of the total grade).	No teaching of coursework option in line with OFQUAL guidelines.	Eleven core texts will be provided in line with OFQUAL guidelines. Students may source their own research but this must be confirmed with Mr Fell via SMH.	Students to be given a summative raw mark for their coursework that is final and submitted to the exam board. The mark is only provisional until confirmed by the exam board on results day.	

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Summer Term HT 1	Curriculum Time (Periods)	In-School provision (situation dependent)	Live 'Zoom' lessons (Tier 3&4) Expectations	Pre-recorded 'Zoom' lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 7	4 per fortnight	<ul style="list-style-type: none"> Wars of the Roses Mystery of the Princes in the Tower Henry VIII Martin Luther and the Protestant Reformation Henry's Break with Rome Rule of Edward VI Rule of Mary I Rule of Elizabeth I Spanish Armada Anti-Catholicism under Elizabeth & Mary Queen of Scots 	<p>In the event of a closure there will be one live drop-in lesson per fortnight.</p> <p>This will be optional for students to attend if they have had any difficulty completing the pre-record lessons.</p> <p>The DIRT Lessons will be lived zoomed and will be compulsory for all.</p>	<p>A pre-recorded zoom lesson will be created for each lesson with two uploaded weekly, along with any necessary materials. Limited feedback/ assessment opportunities will be built in where possible.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>Two assessments per half-term:</p> <p>Skills assessment to be completed in live lesson as it is the first one, and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed at the end of each term with feedback via SMH.</p>
Year 8	4 per fortnight	<ul style="list-style-type: none"> The Dropping of the Atomic Bomb in 1945 The Cold War The Partition of India The Korean War The Creation of Israel The Arab-Israeli Wars Decolonisation in Africa The Irish Conflict 9/11 and the War on Terror 				
Topic/ Unit:	How did the Tudors Change England?					
Topic/ Unit:	Why is there still conflict in the world today?					

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<p>Year 9</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 2P - Superpower Relations – The development of the Cold War 1943-49</p>	<ul style="list-style-type: none"> • Capitalism, Communism and Pre-1941 tension • Tehran Conference • Yalta Conference • Potsdam Conference • Iron Curtain Speech • Secret Telegrams • Development of the Eastern Bloc • Truman Doctrine & Marshall Aid • Cominform & Comecon • First Berlin Crisis • Division of Germany & Europe 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
<p>Year 10</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 2B: Anglo-Saxon and Norman England; William’s Consolidation of Power 1066-75</p>	<ul style="list-style-type: none"> • Submission at Berkhamsted • Use of Rewards & Loyalty • Marcher Earldoms • Castles • Revolt of Edwin and Morcar 1068 • Revolt of the North 1069 • Harrying of the North 1069 • The Rebellion of Hereward the Wake 1070-71 • The Danish Invasions 1069-70 • The Revolt of the Earls 1075 • William’s Methods of Power 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focussed. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>

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Year 11	5 per fortnight	<ul style="list-style-type: none"> How to Answer Paper 2 (2P: Superpower Relations AND 2B: Anglo-Saxon and Norman England). <p><i>(Please note that Government Changes to Ofqual Regulations in July 2020 mean that History students no longer need to sit all three papers. The JFS took the decision to drop Paper 1 as students had not yet been taught this content).</i></p>	<p>In the event of a closure there will be at least one live-lessons per week.</p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>Students will be asked to watch a specific part of a documentary that has been edited to suit the course. They will complete the associated work which will be reviewed weekly in a live lesson.</p>	<p>Edited documentaries with related content questions.</p> <p>Printed revision guides with activities can be shared with those who do not have remote access.</p>	<p>Once a fortnight – students will sit an online knowledge test on the content studied.</p> <p>Once per half-term they will sit a reduced assessment, adapted to the topics studied. This will be completed at home, uploaded to SMH, marked by staff and returned via SMH.</p>
Year 12	6 /6 per fortnight	<ul style="list-style-type: none"> Revolutionary Ideals of the Glorious Revolution The End of Anglican Supremacy and the Glorious Revolution The Growth of Parliamentary Power and the Glorious Revolution The Financial Settlement and the Glorious Revolution 	<p>In the event of a closure there will be at least one live-lessons per week.</p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>For each lesson the students would have had in school, a content-specific guided reading task.</p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will sit a knowledge test on all of the content studied. This will be marked and fed-back to students.</p>
Unit 1 with Mr Jackson:	Unit 1 Britain; Conflict, Revolution & Settlement – Theme 5: How Revolutionary was the Glorious Revolution?					
Unit 2 with Mr Fell:	Unit 2: France in Revolution 1774-1799:	<p><u>Revision of all sub-topics:</u> Origins and Onset of Revolution 1774-89 Revolution and the Failure of Constitutional Monarchy 1789-98 The National Convention, the Jacobins and the Terror 1793-94 From the Directory to Brumaire 1795-99</p>				

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Year 13	7/3 fortnight	per TBC once announcements have been published by DfE regarding the awarding of grades and final exams.
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Summer Term HT 2	Curriculum Time (Periods)	In-School provision (situation dependent)	Live 'Zoom' lessons (Tier 3&4) Expectations	Pre-recorded 'Zoom' lessons (Tier 2) Expectations	Resources available?	Assessment & Feedback?
Year 7	4 per fortnight	<ul style="list-style-type: none"> From Tudors to Stuarts Gunpowder Plot Reign of Charles I The Civil War Cromwell's Rule The Restoration Changing London – plague, fire and Wren's re-building The Glorious Revolution The Act of Union 	<p>In the event of a closure there will be one live drop-in lesson per fortnight. This will be optional for students to attend if they have had any difficulty completing the pre-record lessons.</p> <p>The DIRT Lessons will be lived zoomed and will be compulsory for all.</p>	<p>A pre-recorded zoom lesson will be created for each lesson with two uploaded weekly, along with any necessary materials. Limited feedback/ assessment opportunities will be built in where possible.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>Two assessments per half-term:</p> <p>Skills assessment to be completed in live lesson as it is the first one, and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed at the end of each term with feedback via SMH.</p>
Year 8	4 per fortnight	<ul style="list-style-type: none"> Historic Anti-Semitism Holocaust Stage 1: legal persecution 1933-37 Holocaust Stage 2: Violent Persecution 1938-1942 Holocaust Stage 3: The Final Solution 1942-45 Post-Holocaust Genocide 				
Topic/ Unit:	How was England Turned Upside Down in the Seventeenth Century?					
Topic/ Unit:	What was the Holocaust?					

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<p>Year 9</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 2P: Superpower Relations; The Cold War Intensifies 1949-1963</p>	<ul style="list-style-type: none"> • The Division of Germany and Europe • The Nuclear Arms Race • The Hungarian Uprising • Long-Term Causes of the Second Berlin Crisis (German Refugee Crisis) • Short-Term Causes of the Second Berlin Crisis (Failure of Summit Diplomacy & U2 Spy Plane Incident) • The Building of the Berlin Wall • The Cuban Revolution • The Cuban Missile Crisis 	<p>In the event of a closure there will be one live-lesson per week. This lesson will be in-line with the syllabus and be content-focused. This will ensure student continue to be introduced to new content via their teacher rather than individually. It also allows for teacher assessment of comprehension and the chance to ask questions if needed.</p>	<p>For all remaining lessons students would have had in school, an exam-skill related activity will be set. These will be pre-recorded and uploaded weekly (at least one per week). Students will be expected to complete a relevant exam question (using focussed guidance by the video) and then submit to their teacher for feedback either individually via SMH or as a whole-class in the next lesson.</p>	<p>Any related resources will be printable and can be shared with students who do not have ICT access if required.</p> <p>All videos to be self-contained and uploaded to SMH.</p> <p>No external websites to be used, requiring additional log-in details.</p>	<p>At least two forms of assessments per half-term:</p> <p>Skills assessment to be completed in live lesson (as it is the first one) and uploaded for marking. Feedback delivered individually via SMH and collectively in online DIRT lesson.</p> <p>Online knowledge test to be completed on SMH at least once per HT and in line with the topics studied.</p>
<p>Year 10</p> <p>Topic/ Unit:</p>	<p>5 per fortnight</p> <p>Paper 2B: Anglo-Saxon and Norman England; Normanisation of England and William I's Legacy 1066-1087</p>	<ul style="list-style-type: none"> • Feudalism • Changes to Landownership 1066-87 • Appointment of Archbishop Lanfranc and the Normanisation of the Church of England after 1070 • Changing Role of the Shire-Reeve • The Forest Laws • The Domesday Book • Life and Career of Bishop Odo • William's Relationship with Robert Curthose and William Rufus • Death of William I • Succession Crisis of 1087 				

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Year 11

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Year 12	6 /6 per fortnight	<ul style="list-style-type: none"> • The Quest for Political Stability 1625-88 • Religion: Conflict and Dissent 1625-88 • Social and Intellectual Change 1625-88 • Economy, Trade & Empire 1625-88 • How Revolutionary was the Glorious Revolution 1688-1701? 	<p>In the event of a closure there will be at least one live-lessons per week.</p> <p>This will be a combination of content revision (as all required content has been taught) and exam-skill focus.</p>	<p>For each lesson the students would have had in school, a content-specific guided reading task.</p> <p>Students will be expected to read a set number of pages from the textbook and complete a 10 question knowledge assessment. This will be assessed as a whole class in the next lesson.</p>	<p>Each unit student will be asked to purchase a textbook which will be the basis of all lessons (in units 1 & 2). Students will keep this book with them at all times and all lesson resources will relate to that.</p>	<p>Once per week– students will be assessed on their guided-reading task at the start of each live lesson.</p> <p>At least once per Half-Term (though likely more often) students will submit an exam style question in line with the topics studied. This will be marked and feedback via SMH.</p> <p>Once per half-term they will students will sit a knowledge test on all of the content studied. This will be marked and feedback to students.</p>
Unit 1 with Mr Jackson:	Unit 1 Britain; Conflict, Revolution & Settlement – Revision	Students to begin preparatory reading for coursework unit.				
Unit 2 with Mr Fell:	Unit 4: Origins of the Cold War Coursework					

Year 13

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