

Remote Learning Contingency Plan – 2020-21

History – Term 4

Year: 7

Subject: History

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Why was Magna Carta not forgotten?</u></p> <ul style="list-style-type: none"> To build students' substantive knowledge of Magna Carta, the reign of King John and the significance of Magna Carta To support student's understanding of significance as a second order concept and form a developed judgement on its significance 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> Students to produce a conclusion on Magna Carta's significance supported by Microsoft Forms Recall test completed using Microsoft Forms Quiz functionality

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<p><u>What did the French Revolution achieve?</u></p> <ul style="list-style-type: none"> . To build students' substantive knowledge of the period of the French Revolution including French society, the causes of the revolution and a particular focus on consequences . To support student's understanding of consequences as a second order concept and form a developed judgement on the consequences of the French Revolution 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> . Recall test completed using Microsoft Forms Quiz functionality . Students will produce an extended answer via Teams assignments/Microsoft Forms on the consequences of the French Revolution

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Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>The Holocaust</u></p> <ul style="list-style-type: none"> . To develop students' understanding of the significance of the Holocaust as a turning point in world history . To develop students' substantive knowledge of the key events of the Holocaust including the growing persecution of Jewish people in the 1930's . To develop student's confidence in analysing primary source material 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> . Recall test completed using Microsoft Forms Quiz functionality . Complete an assessment on student's understanding of the significance of the Holocaust – which may include the creation of a memorial

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Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>Crime and Punishment C.1000-present</u></p> <p>. Students to develop knowledge of crime and punishment in the Industrial Period 1700-1900 and the Modern Period 1900-present. Students will also complete a study of Whitechapel, London.</p> <p>. Students to develop an understanding of the nature and process of change.</p> <p>. They should also understand how factors worked together to bring about particular developments at particular times.</p>	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</p> <p>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</p> <p>. Weekly Live TEAMS KS3 clinic slot.</p> <p>. PowerPoint narration added to resources where appropriate.</p> <p>. 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'.</p>	<p>. Recall test to be issued via ClassCharts and MS TEAMS</p> <p>. Past exam questions (4-mark, 12-mark and 16-mark questions) for the thematic study and specific 4-mark and 8-mark questions for the Whitechapel study.</p>

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<p><u>Early Elizabethan England 1558-88</u></p> <ul style="list-style-type: none"> . Key Topic 1: Queen, government and religion 1558-69 . Key Topic 2: Challenges to Elizabeth at home and abroad 1569-88 . Key Topic 3: Elizabethan society in the Age of Exploration, 1558-88 . To describe key features of a time period . To explain causes of events and developments in a time period . To evaluate historical arguments concerning causation, consequence, similarity, difference, change and continuity 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> . Recall test of key knowledge of the period delivered via MS forms . Several small 'bite-sized' depth tests to introduce students to specific questions on the exam paper