

Remote Learning Contingency Plan – 2020-21

History – Term 5

Term: 5				
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>What was it like to live in the Middle Ages?</u></p> <ul style="list-style-type: none"> To build students' substantive knowledge of aspects of life in the Middle Ages, including the nature of work, society, freedoms, law and order and leisure To further develop student understanding of the second order concepts of similarity and difference by students drawing conclusions on the challenges and opportunities of living in this time period 	<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. 	<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 	<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 	<ul style="list-style-type: none"> Homework task – poster on life during the Middle Ages with a conclusion Recall test completed using Microsoft Forms Quiz functionality

Remote Learning Contingency Plan – 2020-21

History – Term 5



	<p>. Paper-based provision alternatives available</p>	<p>provision isn't appropriate or students cannot access live provision.</p> <p>. Paper-based provision alternatives available</p>	<p>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>	
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Remote Learning Contingency Plan – 2020-21

History – Term 5



Term: 5 Year: 8 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>What do the protests of the 1800's tell us about the Industrial Revolution?</u></p> <ul style="list-style-type: none"> To build students' substantive knowledge of the Industrial Revolution and associated protest movements To develop understanding of the second 	<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>. 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>. 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 completed using Microsoft Forms Quiz functionality</p> <p>. Students will complete a conclusion-writing task using Microsoft Forms to answer the enquiry question 'What do the protests of the 1800's tell us about the Industrial Revolution?'</p>

Remote Learning Contingency Plan – 2020-21



History – Term 5

order concepts of change and causation	. Paper-based provision alternatives available	. Paper-based provision alternatives available		
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Remote Learning Contingency Plan – 2020-21

History – Term 5



Term: 5				
Year: 9				
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>What do plagues and pandemics tell us about how medicine has changed over time?</u></p> <ul style="list-style-type: none"> To build students' substantive knowledge of case studies between the Middle Ages and the Twentieth century concerning how people dealt with outbreaks of disease To develop student 	<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>	<ul style="list-style-type: none"> Recall test completed using Microsoft Forms Quiz functionality Microsoft Forms response – students complete a range of questions to assess understanding of change in medicine over time

History – Term 5

understanding of the second-order concept of change and the factors involved that can lead to change in medicine				
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Term: 5 Year: 10 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

History – Term 5

<p><u>Whitechapel 1870-1900: crime, policing and the inner city</u></p> <ul style="list-style-type: none"> • Completing the case study of Whitechapel as part of the Crime and Punishment c.1000-present course. Term 5 focuses on exploring investigative policing in Whitechapel through analysis of the 'Jack the Ripper' case study • The course will also explore the development of the Metropolitan Police both locally (within Whitechapel) and nationally <p><u>Germany 1918-39</u></p> <ul style="list-style-type: none"> • This term, we will explore the beginning of this unit and complete Key Topic 1 'The Weimar Republic 1918-39. This includes the study of: • The origins of the Weimar Republic • The early challenges to the Weimar Republic • The recovery of the Weimar Republic • Changes in society 	<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 to be issued via ClassCharts and MS TEAMS . Exam questions will be completed using Microsoft Forms on the exam questions focused on Whitechapel (4-mark and 8-mark questions)
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Remote Learning Contingency Plan – 2020-21

History – Term 5



Remote Learning Contingency Plan – 2020-21



History – Term 5

Term: 5				
Year: 11				
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>Revision in preparation for Year 11 course completion in Term 5</u></p> <ul style="list-style-type: none"> • Completion of the Topic 3 of Early Elizabethan England 1558-88 ‘Elizabethan Society’ • Revision of course content covered in Year 10 (Crime and Punishment c.1000-present) in preparation for Term 5 assessment 	<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 	<ul style="list-style-type: none"> • Assessments in Term 5 must be carried out in controlled conditions – if a student has to self-isolate their test will be rescheduled for another point in the term • If there is whole-school closure we will review any renewed guidance on

Remote Learning Contingency Plan – 2020-21



History – Term 5

			work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'.	assessment for GCSE students and support via remote learning where possible
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