

Remote Learning Contingency Plan – 2020-21

History – Term 1

Term: 1

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>How far has migration to Britain changed between 410AD-present?</u></p> <ul style="list-style-type: none"> . To develop students' substantive knowledge of the key people and their reasons for migration to Britain between 410AD-present . To develop students' broader chronological understanding of the time periods between 410AD-present . To develop students' skills in forming arguments and judgements on change and continuity over time 	<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"> . Recall test completed using Microsoft Forms Quiz functionality . Depth test – modified single task assessment. Conclusion to enquiry question to be completed using TEAMS assignments.

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	<ul style="list-style-type: none">. Paper-based provision alternatives available	<p>provision isn't appropriate or students cannot access live provision.</p> <ul style="list-style-type: none">. Paper-based provision alternatives available	<p>where appropriate.</p> <ul style="list-style-type: none">. 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'.	
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Term: 1 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>Was Henry VIII a moderniser or a medieval king?</u></p> <ul style="list-style-type: none"> . To develop skills in identifying, evaluating and analysing interpretations of history . To develop knowledge of the key events in Henry VIII's reign . To develop skills in second-order concepts 	<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 provision isn't appropriate or students cannot access live provision. 	<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 will complete a structured poster that demonstrates their understanding of the two interpretations of Henry VIII

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<p>in History (cause and consequences) that relate to Henry VIII's reign</p>	<p>. Paper-based provision alternatives available</p>	<p>. Paper-based provision alternatives available</p>		
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History – Term 1

Term: 1				
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>How did people campaign for equal rights in the twentieth century?</u></p> <p>. To develop skills in source analysis – inferring, cross-referencing and analysing sources for their utility</p> <p>. To develop student's knowledge of renowned equal rights campaigns in the twentieth century and the methods used to obtain these rights</p> <p>. To develop skills in second-order concepts in history (similarity and difference)</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>. Students to analyse a range of historical sources and submit the work electronically for marking/feedback.</p>

History – Term 1

<p>Term: 1</p> <p>Year: 10</p> <p>Subject: History</p>				
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>Crime and Punishment C.1000-present</u></p> <p>. Students to develop knowledge of crime and punishment in the Middle Ages c.1000-1500 and the Early Modern period c.1500-1700. This includes both the definitions of crime in this period and the nature of law enforcement and punishment</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>. 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>. Recall test to be issued via ClassCharts and MS TEAMS</p> <p>. Past exam questions (4-mark and 12-mark questions) will be issued that assess students understanding of similarity/difference and causation respectively.</p>

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		. Paper-based provision alternatives available	. 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'.	
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History – Term 1

<p>Term: 1</p> <p>Year: 11</p> <p>Subject: History</p>				
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>Weimar and Nazi Germany 1918-39</u></p> <p>. Demonstrate knowledge and understanding of the key features and characteristics of major events, developments and societal changes in Germany during the interwar years</p> <p>. Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>. Analyse, evaluate and make substantiated judgements about</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</p>	<p>. Recall test of key knowledge of the period</p> <p>. Several small 'bite-sized' depth tests to introduce students to specific questions on the exam paper</p>

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interpretations (including how and why interpretations may differ) in the context of historical events studied.			work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'.	
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