

Remote Learning Contingency Plan – 2020-21

History – Term 3

Term: 3 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>Were all medieval castles the same?</u></p> <ul style="list-style-type: none"> To build student's substantive knowledge of the Middle Ages, the key features of castles and their similarities and differences To support student's understanding of change and continuity over time and allow students to make judgements on how far construction and features of castles changed 	<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"> Students to produce a poster that assesses change over castles over time and submit electronically – criteria to be made clear on classcharts Recall test completed using Microsoft Forms Quiz functionality

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	<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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History – Term 3

Term: 3 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>Who was responsible for the abolition of slavery?</u></p> <ul style="list-style-type: none"> . To develop skills in extended writing and forming written arguments . To develop knowledge of the key events and factors behind the abolition of slavery. . 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"> . Recall test completed using Microsoft Forms Quiz functionality . Students will produce an extended answer via Teams assignments/Microsoft Forms on the different interpretations of slavery's abolition.

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in history (interpretations of history)	. Paper-based provision alternatives available	. Paper-based provision alternatives available		
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Term: 3				
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 was World War II won by the Allies?</u></p> <ul style="list-style-type: none"> . To develop skills in analysing interpretations of history . To develop student's knowledge of the key events of the Second World War . To develop skills in second-order historical concepts (causes) 	<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 . Completing an extended written answer that explains different causes and reaches a final conclusion on why the war was won.

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History – Term 3

Term: 3 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
<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>. 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, 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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		. 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 3

Term: 3 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>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 	<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

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			work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'.	
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