

KAA Curriculum Overview		History	Y13 Coursework	EOY Exam	Sequencing and Progression	
<b>Rationale</b> Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.  Students have to choose from a range of topics centred around areas of historical debate. They will have a mixture of teacher-led lessons around how to approach coursework, practising the skills required etc and student-led lessons about independent research, note-taking, self auditing progress etc. Some lessons will involve a combination of independent student work and 1-1 with teacher to check and monitor progress. Once coursework is completed we will devote lesson time to teaching elements of the Tudors unit (see separate plan) revision of year 12 content				N/A	<i>How does this year build on what they've learnt last year?</i>	<i>How will it benefit them as they move forward next year?</i>
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Link to MTP Overview</b>	<a href="https://docs.google.com/document/d/1wjdvJf3RbLgOYsbbBKHTqprIAoGL-KER/edit">https://docs.google.com/document/d/1wjdvJf3RbLgOYsbbBKHTqprIAoGL-KER/edit</a>					
<b>Topic studied &amp; Fertile Question</b>	Why do historians disagree? - Working with interpretations	How to write the perfect piece of coursework - Writing up the coursework	Refining and improving the first draft - Submission deadline end of Jan	Revision of Y12 topics and / or teaching of Y13 Tudors paper depending on what is required - see separate plan for Y13 Tudors	EXAMS	EXAMS
<b>Adjustments following last assessments / evaluation.</b>	Re-sequencing of lessons so that students get instruction on the relevant skills interspersed with time for independent work to consolidate and deliberate practice of the taught skill, rather than teaching all the skills at the top of the term.	Break down the milestones into mini milestones to increase student accountability and keep them motivated and focused	Bring back 'angry letters' to improve the rate of students meeting the milestones for submission			
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	<ul style="list-style-type: none"> <li>- how to select and reject interpretations</li> <li>- explaining why historians disagree</li> <li>- identifying the aims and method of historians</li> <li>- how to construct an argument</li> <li>- independent reading and note-taking</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- how to plan</li> <li>- how to construct introductions and conclusions</li> <li>- how to avoid narrative</li> <li>- how to write in a discursive manner</li> <li>- how to maintain a focus</li> <li>- evaluations of historians work</li> <li>- integrating contextual knowledge into evaluations of historians work</li> </ul>	<ul style="list-style-type: none"> <li>- acting upon feedback</li> </ul>			

<b>How is understanding assessed at the end of the unit?</b>	Teacher 1-1s using progress tracker once a fortnight	Teacher 1-1s using progress tracker once a fortnight	Feedback from first draft is used as a guide in the 1-1s			
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