

| Curriculum Overview 2021/2022   | Subject: <b>History</b>   | Year Group: <b>7</b> |
|---|---|----------------------|
| <p><b>Feedback</b><br/> <i>How students improve and progress</i><br/>           (This section will be linked to SIMS reports)</p> | <ol style="list-style-type: none"> <li><b>1. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></b> <ul style="list-style-type: none"> <li>• For each assessed enquiry, there are two feedback opportunities: one for a practice piece of extended writing and one for the endpoint assessment. We expect the targets from the practice to be acted upon in the assessment.</li> <li>• In Y7, students therefore have 8 formalised formative feedback opportunities as there are 4 assessments.</li> <li>• Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.</li> </ul> </li> <br/> <li><b>2. How can parents help students? Where can parents access feedback?</b> <ul style="list-style-type: none"> <li>• All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their Topic Toolboxes, one of which is to get an adult at home to test them on their knowledge.</li> <li>• Feedback received by students is signposted in their books. Assessment records provide a quick guide to progress and targets.</li> </ul> </li> <br/> <li><b>3. How will you ensure parents and students understand the next steps to enable progress?</b> <ul style="list-style-type: none"> <li>• Feedback tasks themselves are kept simple and repetitive for accessibility.</li> <li>• Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.</li> <li>• Students are expected to actively respond to feedback.</li> <li>• Please refer to question 4 for modelling opportunities.</li> </ul> </li> <br/> <li><b>4. How can parents support at home?</b> <ul style="list-style-type: none"> <li>• Please refer to question 14.</li> </ul> </li> </ol> |                      |

| Curriculum Overview 2021/2022   | Subject: History  | Year Group: 8 |
|---|---|---------------|
| <p><b>Feedback</b><br/><i>How students improve and progress</i><br/>(This section will be linked to SIMS reports)</p> | <ol style="list-style-type: none"><li><b>1. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></b><ul style="list-style-type: none"><li>• For each assessed enquiry, there are two feedback opportunities: one for a practice piece of extended writing and one for the endpoint assessment. We expect the targets from the practice to be acted upon in the assessment.</li><li>• In Y8, students therefore have 8 formalised formative feedback opportunities as there are 4 assessments.</li><li>• Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.</li></ul></li><br/><li><b>2. How can parents help students? Where can parents access feedback?</b><ul style="list-style-type: none"><li>• All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their Topic Toolboxes, one of which is to get an adult at home to test them on their knowledge.</li><li>• Feedback received by students is signposted in their books. Assessment records provide a quick guide to progress and targets.</li></ul></li><br/><li><b>3. How will you ensure parents and students understand the next steps to enable progress?</b><ul style="list-style-type: none"><li>• Feedback tasks themselves are kept simple and repetitive for accessibility.</li><li>• Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.</li><li>• Students are expected to actively respond to feedback.</li><li>• Please refer to question 4 for modelling opportunities.</li></ul></li><br/><li><b>4. How can parents support at home?</b><ul style="list-style-type: none"><li>• Please refer to question 14.</li></ul></li></ol> |               |

| Curriculum Overview 2021/2022   | Subject: <b>History</b>   | Year Group: <b>9</b> |
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| <p><b>Feedback</b><br/> <i>How students improve and progress</i><br/>           (This section will be linked to SIMS reports)</p> | <ol style="list-style-type: none"> <li><b>1. How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></b> <ul style="list-style-type: none"> <li>• For each assessed enquiry, there are two feedback opportunities: one for a practice piece of extended writing and one for the endpoint assessment. We expect the targets from the practice to be acted upon in the assessment.</li> <li>• In Y9, students therefore have 8 formalised formative feedback opportunities as there are 4 assessments.</li> <li>• Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.</li> </ul> </li> <br/> <li><b>2. How can parents help students? Where can parents access feedback?</b> <ul style="list-style-type: none"> <li>• All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their Topic Toolboxes, one of which is to get an adult at home to test them on their knowledge.</li> <li>• Feedback received by students is signposted in their books. Assessment records provide a quick guide to progress and targets.</li> </ul> </li> <br/> <li><b>3. How will you ensure parents and students understand the next steps to enable progress?</b> <ul style="list-style-type: none"> <li>• Feedback tasks themselves are kept simple and repetitive for accessibility.</li> <li>• Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.</li> <li>• Students are expected to actively respond to feedback.</li> <li>• Please refer to question 4 for modelling opportunities.</li> </ul> </li> <br/> <li><b>4. How can parents support at home?</b> <ul style="list-style-type: none"> <li>• Please refer to question 14.</li> </ul> </li> </ol> |                      |

## Curriculum Overview 2021/2022

## Subject: History

## Year Group: 10

### Feedback

*How students improve and progress*

(This section will be linked to SIMS reports)

#### 1. How will students receive feedback in your subject? Frequency and form? *(As a principle students should receive formal feedback once per half term)*

- Please refer to questions 11 and 12.
- In Y10, students therefore have 7 formalised formative feedback opportunities, comprising two end-of-topic assessments and one end-of-unit assessment for Crime & Punishment, one practice paper and one end-of-unit assessment for Whitechapel, and their Y10 mock exam.
- Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.

#### 2. How can parents help students? Where can parents access feedback?

- All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their knowledge organisers, one of which is to get an adult at home to test them on their knowledge.
- Feedback received by students is signposted in their books. Assessment records provide a quick guide to progress and targets.

#### 3. How will you ensure parents and students understand the next steps to enable progress?

- Feedback tasks themselves are kept simple and repetitive for accessibility.
- Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.
- Students are expected to actively respond to feedback.
- Please refer to question 4 for modelling opportunities.

#### 4. How can parents support at home?

- Please refer to question 14.

| Curriculum Overview 2021/2022   | Subject: <b>History</b>   | Year Group: <b>11</b> |
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| <p><b>Feedback</b><br/><i>How students improve and progress</i><br/>(This section will be linked to SIMS reports)</p> | <ol style="list-style-type: none"><li><b>1. How will students receive feedback in your subject? Frequency and form? (<i>As a principle students should receive formal feedback once per half term</i>)</b><ul style="list-style-type: none"><li>• Please refer to questions 11 and 12.</li><li>• In Y11, students therefore have at least 4 formalised formative feedback opportunities (depending on the changes to the 2022 exams TBC), comprising three end-of-topic assessments for Germany and their Y11 mock exam.</li><li>• Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.</li></ul></li><br/><li><b>2. How can parents help students? Where can parents access feedback?</b><ul style="list-style-type: none"><li>• All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their knowledge organisers, one of which is to get an adult at home to test them on their knowledge.</li><li>• Feedback received by students is signposted in their books. Assessment records provide a quick guide to progress and targets.</li></ul></li><br/><li><b>3. How will you ensure parents and students understand the next steps to enable progress?</b><ul style="list-style-type: none"><li>• Feedback tasks themselves are kept simple and repetitive for accessibility.</li><li>• Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.</li><li>• Students are expected to actively respond to feedback.</li><li>• Please refer to question 4 for modelling opportunities.</li></ul></li><br/><li><b>4. How can parents support at home?</b><ul style="list-style-type: none"><li>• Please refer to question 14.</li></ul></li></ol> |                       |

## Curriculum Overview 2021/2022

## Subject: History

## Year Group: 12

### Feedback

*How students improve and progress*

(This section will be linked to SIMS reports)

#### 1. How will students receive feedback in your subject? Frequency and form? *(As a principle students should receive formal feedback once per half term)*

- Please refer to questions 11 and 12.
- In Y12, students therefore have at least 7 formalised formative feedback opportunities, comprising three end-of-topic assessments for each component, and their Y12 mock exam.
- Personalised feedback is provided for exam practice independent learning tasks.
- Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.

#### 2. How can parents help students? Where can parents access feedback?

- All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their knowledge organisers, one of which is to get an adult at home to test them on their knowledge.
- Assessment records are included in the Course Companions and provide a quick guide to progress and targets.

#### 3. How will you ensure parents and students understand the next steps to enable progress?

- Feedback tasks themselves are kept simple and repetitive for accessibility.
- Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.
- Students are expected to actively respond to feedback.
- Please refer to question 4 for modelling opportunities.

#### 4. How can parents support at home?

- Please refer to question 14.

| Curriculum Overview 2021/2022   | Subject: <b>History</b>  | Year Group: <b>13</b> |
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| <p><b>Feedback</b><br/><i>How students improve and progress</i><br/>(This section will be linked to SIMS reports)</p> | <ol style="list-style-type: none"><li><b>1. How will students receive feedback in your subject? Frequency and form? (<i>As a principle students should receive formal feedback once per half term</i>)</b><ul style="list-style-type: none"><li>• Please refer to questions 11 and 12.</li><li>• In Y13, students therefore have at least 5 formalised formative feedback opportunities, comprising two end-of-topic assessments for each component, and their Y12 mock exam.</li><li>• Personalised feedback is provided for exam practice independent learning tasks.</li><li>• Retrieval practice starters, hinge questions and class discussions provide opportunities for feedback during every lesson.</li></ul></li><br/><li><b>2. How can parents help students? Where can parents access feedback?</b><ul style="list-style-type: none"><li>• All homework tasks are published on Show My Homework, and all centralised lessons are uploaded to the SLE. We encourage students to use a variety of methods to learn the core information on their knowledge organisers, one of which is to get an adult at home to test them on their knowledge.</li><li>• Assessment records are included in the Course Companions and provide a quick guide to progress and targets.</li></ul></li><br/><li><b>3. How will you ensure parents and students understand the next steps to enable progress?</b><ul style="list-style-type: none"><li>• Feedback tasks themselves are kept simple and repetitive for accessibility.</li><li>• Targets for improvement are given in student-friendly language and only the key points are identified so as not to overwhelm students.</li><li>• Students are expected to actively respond to feedback.</li><li>• Please refer to question 4 for modelling opportunities.</li></ul></li><br/><li><b>4. How can parents support at home?</b><ul style="list-style-type: none"><li>• Please refer to question 14.</li></ul></li></ol> |                       |