

Curriculum Overview 2021/2022	Subject: History	Year Group: 7
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> 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> <ul style="list-style-type: none"> • For each assessed enquiry, there are two feedback opportunities: one in preparation for their assessment and one for the actual endpoint assessment (usually a piece of extended writing). We expect the targets from the preparation task(s) to be acted upon in the assessment. • In Y7, students therefore have 6 formative feedback opportunities as there are 3 assessments. However, we provide a wide range of more informal, individualised feedback lesson by lesson. • Connect activities, multiple-choice 'hinge' questions to check understanding of important ideas and features and class discussions provide opportunities for feedback during every lesson. 2. How can parents help students? Where can parents access feedback? <ul style="list-style-type: none"> • 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. • Feedback received by students is signposted in their books. 3. How will you ensure parents and students understand the next steps to enable progress? <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Please refer to question 14. 	

Curriculum Overview 2021/2022	Subject: History	Year Group: 8
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ul style="list-style-type: none">• 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>)• For each assessed enquiry, there are two feedback opportunities: one in preparation for their assessment and one for the actual endpoint assessment (usually a piece of extended writing). We expect the targets from the preparation task(s) to be acted upon in the assessment.• In Y7, students therefore have 6 formative feedback opportunities as there are 3 assessments. However, we provide a wide range of more informal, individualised feedback lesson by lesson.• Connect activities, multiple-choice 'hinge' questions to check understanding of important ideas and features and class discussions provide opportunities for feedback during every lesson. • 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 Topic Toolboxes, 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. • 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. • How can parents support at home?• Please refer to question 14.	

Curriculum Overview 2021/2022	Subject: History	Year Group: 9
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ul style="list-style-type: none"> • 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>) • For each assessed enquiry, there are two feedback opportunities: one in preparation for their assessment and one for the actual endpoint assessment (usually a piece of extended writing). We expect the targets from the preparation task(s) to be acted upon in the assessment. • In Y7, students therefore have 6 formative feedback opportunities as there are 3 assessments. However, we provide a wide range of more informal, individualised feedback lesson by lesson. • Connect activities, multiple-choice 'hinge' questions to check understanding of important ideas and features and class discussions provide opportunities for feedback during every lesson. • 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 Topic Toolboxes, 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. • 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. • How can parents support at home? • Please refer to question 14. 	

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 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.
 - Connect activities, multiple-choice 'hinge' questions to check understanding of important ideas and features 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.

- 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: History

Year Group: 11

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 Y11, students therefore have at least 6 formative feedback opportunities, comprising three end-of-topic assessments for Germany and the Cold War, in addition to their Y11 internal assessment.
 - Connect activities, multiple-choice 'hinge' questions to check understanding of important ideas and features 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.

- 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: History	Year Group: 12
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none">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>)<ul style="list-style-type: none">• Please refer to questions 11 and 12.• In Y12, students therefore have at least 7 formative feedback opportunities, comprising three end-of-topic assessments for each component, and their Y12 internal assessment.• Personalised feedback is provided for exam practice independent learning tasks.• Retrieval practice starters and class discussions provide opportunities for feedback during every lesson.2. How can parents help students? Where can parents access feedback?<ul style="list-style-type: none">• 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 Course Companions, 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?<ul style="list-style-type: none">• 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. As we prepare students for their next steps, we increasingly expect that students will take responsibility within the feedback cycle, recognising what they did not know and taking proactive steps, for example, further reading or producing additional essays for marking.• Please refer to question 4 for modelling opportunities.4. How can parents support at home?<ul style="list-style-type: none">• Please refer to question 14.	

Curriculum Overview 2021/2022	Subject: History	Year Group: 13
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> 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> <ul style="list-style-type: none"> • Please refer to questions 11 and 12. • In Y12, students therefore have at least 7 formative feedback opportunities, comprising three end-of-topic assessments for each component, and their Y12 internal assessment. • Personalised feedback is provided for exam practice independent learning tasks. • Retrieval practice starters and class discussions provide opportunities for feedback during every lesson. 2. How can parents help students? Where can parents access feedback? <ul style="list-style-type: none"> • 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 Course Companions, 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? <ul style="list-style-type: none"> • 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. As we prepare students for their next steps, we increasingly expect that students will take responsibility within the feedback cycle, recognising what they did not know and taking proactive steps, for example, further reading or producing additional essays for marking. • Please refer to question 4 for modelling opportunities. 4. How can parents support at home? <ul style="list-style-type: none"> • Please refer to question 14. 	