

LONG TERM CURRICULUM PLANNING OVERVIEW:					
History					
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
	TOA KS3 Curriculum			GCSE	
Autumn A Topic and key concepts	What makes a good Historian? What is significant about our local History?	Power, Empire, and Revolution Why are the Tudors significant? Religion, Monarchy	Conflict, Democracy, and the Modern World What was life like for soldiers during WW1? War, Dictatorship, Democracy, Invasion	Germany 1890-1945 Paper 1 Socialism, Monarchy, Imperialism, Hyperinflation, Government, Political Unrest, Putsch, Depression	Conflict between East and West 1945-72 Paper 1 Politics, Capitalism, Communism, Dictatorship, Democracy, Revolution
Autumn A Knowledge	What makes a good historian? What is History, Now? How do historians create timelines? How do historians use sources and interpretations to find out about the past? What is significant about our local history? Why did Romans march across The Orme Academy field? What was the Staffordshire Hoard?	Who were the Tudors and why were they important? Why did Henry VIII break from the Catholic Church? How did Edward VI and Mary I affect religious change? How did Elizabeth I settle the religious conflict in England? What challenges did being a female cause Elizabeth I? What were the consequences of the Spanish Armada for England? What was daily life like under the Tudors and Elizabeth I?	What were the causes of World War I? What was trench warfare and what was life like in the trenches? How was propaganda used to convince people to join the British army? How did injuries during WW1 impact medicine and surgery? Why was censorship important in limiting information getting home? What role did women play during World War I?	Why did Kaiser Wilhelm have problems ruling Germany? What was the impact of WW1 on Germany? What problems did the Weimar Germany face 1919 - 23? How did Weimar Germany overcome its problems 1924-29? Why was there a rise in support for extremist parties 1928-32? Why did democracy fail?	Cold war / review the 1940s. Cold war in the 1950s. What was happening in China, Korea, and Vietnam? What was the 'Arms Race'? When was NATO formed? What was the Warsaw Pact? What was 'Destalinisation' and who was Khrushchev? Why was there an uprising in Hungary? Who won the Space race? Peace Summit and the peace process: Was the policy of

	<p>Fact or fiction? What is the evidence of witchcraft in our local area?</p> <p>How was our local history important in the creation of the modern-day circus?</p> <p>What is the connection between Wedgewood and our area?</p> <p>How did Wolstanton and the local area link with Hitler and Stalin?</p>	<p>What does John Blanke reveal about life in Tudor England?</p> <p>How did medicine, treatments and surgery change because of Elizabeth I's influence?</p>	<p>How did the war end and what were its consequences?</p>		<p>destalinisation ever a real possibility?</p> <p>Why was the Berlin wall built?</p> <p>What lead to the Cuban Revolution and the rise of Castro?</p> <p>Who was responsible for the Cuban Missile Crisis?</p> <p>Was the reaction USSR's reaction to the Prague Spring just?</p> <p>What tensions did the Brezhnev Doctrine cause?</p> <p>What was Detente and SALT 1 and did it ease tensions between the two superpowers?</p>
Autumn A Skills	<p>Significance</p> <p>Evidence (Sources)</p> <p>Interpretations</p> <p>Cause, Course and Consequence</p>	<p>Significance</p> <p>Cause, Course and Consequence</p> <p>Similarity and Difference</p>	<p>Source enquiry</p> <p>Interpretation</p> <p>Significance</p> <p>Describe, explain</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO4 Interpretation analysis and evaluation</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO4 Interpretation analysis and evaluation</p>
Autumn A Assessment opportunity	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning,</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning,</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning,</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be</p>

	low stakes quizzing, peer / self-assessment, comprehension activities. Short essay on the significance of the local area.	low stakes quizzing, peer / self-assessment, comprehension activities. Oral presentation on why Elizabeth took England into a Golden Age.	low stakes quizzing, peer / self-assessment, comprehension activities. Creative writing task which gets the students to explain what life was like for soldiers during WW1.	determined after the release of the summer exam series and based on questions likely to come up on the new exam series.	determined after the release of the summer exam series and based on questions likely to come up on the new exam series.
Autumn B Topic and Key concepts	Foundations of British and World History The Roman Empire – <i>How did Rome change Britain?</i> Trade, Invasion, Migration	Power, Empire, and Revolution What caused the English Civil war? ‘A world Turned upside down’ - What were the consequences of the English Civil War? Power, Monarchy, Revolt	Conflict, Democracy, and the Modern World The Inter-war years and aspects of WW2 War, Dictatorship, Democracy, Invasion	Germany 1890-1945 Dictatorship, Society, Repression, Tyranny, Censorship, Propaganda, Resistance, War	Elizabethan England 1158-1603 Paper 2 Parliament, Rebellion, Religion, Monarchy
Autumn B Knowledge	Who were the Romans and why did they want Britain? How did the Romans conquer and control Britain? What was life like in Roman Britain? How did the works of Hippocrates and Galen influence Roman-Britain medicine? How did Roman medicine and public health work? Chester and Bath as example site studies.	The Gunpowder plot- why did the religious settlement start to fail? Did Charles I cause the English Civil War? What were the differences between Cavaliers and Roundheads? What happened during the English Civil War? Why was Charles I put on trial and executed? Was Oliver Cromwell a hero or villain?	What was the impact of WW1 on Germany? Why is the Treaty of Versailles so important in world history? What is hyperinflation and why did it happen in Germany, 1923? The rise of the dictators, how the world changed in the 20s and 30s. Why did the Germans vote for Hitler? Was appeasement the right thing to do?	How did Hitler establish his dictatorship? What was the impact of Nazi social policy on society? Was fear and repression an effective method of control? How was propaganda and censorship used to control the people? How did people resist the Nazi state? How did WW2 effect Germany and the Nazis?	How did Elizabeth's early years influence her as Queen? How was Elizabethan England run? Why was marriage an early challenge for Elizabeth? Which rebellion was the biggest challenge for Elizabeth: Northern or Essex? How was Parliament a challenge for Elizabeth? Which denomination as the biggest threat to her reign? Catholics or Puritans?

	<p>Why did the Romans leave Britain?</p> <p>What was the legacy of the Romans? Rise of the Anglo-Saxons</p>	<p>How far did the English Civil War transform the lives of women and gender roles?</p> <p>How did the English Civil War shape England's government?</p>	<p>What were the steps to war?</p>		<p>How did the Catholic plots and arrival of Mary Queen of Scots cause problems for Elizabeth?</p>
Autumn B Skills	<p>Significance</p> <p>Evidence (Sources)</p> <p>Cause, Course and Consequence</p>	<p>Cause, Course and Consequence</p> <p>Similarity and Difference</p> <p>Significance</p>	<p>Describe</p> <p>Cause, course, and consequence</p> <p>Explanation</p> <p>Source Enquiry</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO4 Interpretation analysis and evaluation</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO4 Interpretation analysis and evaluation</p>
Autumn B Assessment opportunity	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p>Year 7 Exam- This will cover the topics from Autumn A and B.</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p>Year 8 Exam- This will cover the topics from Autumn A and B</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p>Year 9 Exam- This will cover the topics from Autumn A and B</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the summer exam series and based on questions likely to come up on the new exam series.</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the summer exam series and based on questions likely to come up on the new exam series.</p>
Spring A Topic and key concepts	<p>Foundations of British and World History</p> <p>How did the Norman conquest change England?</p>	<p>Power, Empire, and Revolution</p> <p>Was the British Empire a force for good or bad?</p> <p>Empire, power</p>	<p>Conflict, Democracy, and the Modern World</p> <p>How was WWII a global war?</p> <p>Democracy, Invasion, Patriotism</p>	<p>Britain, Health and the People</p> <p>Paper 2</p> <p>Health, Religion, Disease, Science, Renaissance, Science, Health, Treatment for Disease,</p>	<p>Elizabethan England 1158-1603</p> <p>Discovery, Society, Colonialism, Poverty</p>

	Invasion, Migration, Feudalism				
Spring A Knowledge	<p>Who were the Contenders to the throne?</p> <p>What happened at the Battle of Stamford Bridge</p> <p>What was the Battle of Hastings and why did William win?</p> <p>What does the Bayeux Tapestry tell us about 1066?</p> <p>Who resisted the Normans and what happened when they did?</p> <p>How did William use castles and fear to control England?</p> <p>How did William use the Feudal system and Domesday book to control England?</p> <p>How did William change religion under his leadership?</p>	<p>Why did Britain build an empire?</p> <p>What were the motivations behind British imperialism?</p> <p>What was life like in India under British rule?</p> <p>Was Britain responsible for the Irish famine?</p> <p>What impact did the British Empire have on African societies?</p> <p>The end of the Empire and rise of the Commonwealth. What legacy did the British Empire leave behind?</p>	<p>Was Dunkirk a triumph or a disaster?</p> <p>Was the Battle of Britain a turning point in WW2?</p> <p>Why did the Germans change tactics by carrying out the Blitz?</p> <p>Why is Pearl Harbour a key turning point?</p> <p>Was Stalingrad or D-Day a turning point for Hitler?</p> <p>How did WW2 end in Europe?</p> <p>Was the dropping of the atomic bomb justified?</p>	<p>Understanding of Medicine</p> <p>Hippocrates and Galen- The fathers of medicine and the foundations they set for the future.</p> <p>How did the Catholic Church hinder the progress of medicine?</p> <p>Islamic Medicine and how their advancements eventually influence Europe.</p> <p>How did Vesalius help to develop the understanding of medicine?</p> <p>John Hunter- Understanding of the brain.</p> <p>Louis Pasteur and Robert Koch- The development of Germ Theory and John Tyndall's influence</p> <p>How modern technology has helped us to better understand the human body.</p> <p>Treatment</p>	<p>Voyages abroad and the importance of Drake, Hawkins, and Raleigh</p> <p>How did wealth and fashions influence society in Elizabethan England?</p> <p>How important was the Theatre in the growth of the golden age?</p> <p>How did Elizabeth deal with poverty in Elizabethan England?</p> <p>What were the causes of war with Spain and how did England defeat the Spanish Armada?</p> <p>Site Study; The historic environment of Elizabethan England. What are the key features of: 2026: The Globe Theatre 2027: The Spanish Armada and how do they relate to the wider historical context of the period?</p>

				<p>Medieval: Rich vs Poor- The Four Humours Theory.</p> <p>How did treatments change in the Renaissance period?</p> <p>What was significant about the first vaccine made by Edward Jenner?</p> <p>Pasteur, Koch, magic bullets and the race for vaccines.</p> <p>The revolution in treatment: Penicillin.</p> <p>Antibiotic resistance and alternative medicine.</p> <p>Modern treatment- Free vaccines, new drugs, IVF treatments.</p>	
Spring A Skills	<p>Significance</p> <p>Evidence (Sources)</p> <p>Interpretations</p> <p>Cause, Course and Consequence</p>	<p>Cause, Course and Consequence</p> <p>Change and Continuity</p> <p>Significance</p> <p>Similarity and differences</p>	<p>Cause, course and consequence</p> <p>Explanation</p> <p>Source interpretation</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO4 Interpretation analysis and evaluation</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO3 Source analysis and evaluation</p>
Spring A Assessment opportunity	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the</p>

	assessment, comprehension activities. Source based assessment on the Norman invasion.	assessment, comprehension activities. Explanation of the differences of how communities were impacted by the British.	assessment, comprehension activities. Justification and explain the significance of which events was the biggest turning point.	summer exam series and based on questions likely to come up on the new exam series.	summer exam series and based on questions likely to come up on the new exam series.
Spring B Topic and key concepts	Foundations of British and World History Medieval Life – <i>What was life really like in medieval England?</i> Religion, Church, Power, Monarchy, Government	Power, Empire, and Revolution How should we remember the slave trade? Slavery, Civil Rights, Equality, Protest	Conflict, Democracy, and the Modern World What lessons can be learnt from the Holocaust? Genocide, Persecution. Oppression, Prejudice	Britain, Health, and the people Anaesthetics, Surgery, Anatomy	Revision
Spring B Knowledge	What was life like in a Medieval village and Medieval town? What was life like for women in Medieval England? What was the role of the Church in everyday life? Why did Henry II and Thomas Becket clash and what was the significance of Becket's death? Why was the Magna Carta signed and did it change power in England?	What was the transatlantic slave trade and how did it begin? What were conditions like during the Middle Passage and during the Slave Auctions? What was life like for enslaved people on plantations? How did enslaved people resist and rebel? How did Harriet Tubman play a role in helping to bring to an end slavery? How did the abolition movement grow in Britain and America?	The impact of Anti-Semitism on Europe throughout time. How did the Nuremberg laws affect German people? The November Pogrom and using Kristallnacht to persecute the Jews. What happened to minorities in German occupied countries during WW2?	Surgery Where did the understanding of the body come from? Which surgeons had a greater impact in change? Significance of Vesalius and Harvey- Fabric of the Human Body and Blood circulation. Pare and battlefield surgery. John Hunter- His work on aneurysms and dentistry. Anaesthetic development and James Simpson. Dealing with infection and Joseph Lister.	Britain; Health and the People Germany 1890-1945 Elizabethan England Conflict between East and West 1945-72

				<p>The impact of the World Wars- X-Rays, blood transfusions and plastic surgery.</p> <p>Modern surgery and key technological developments- Keyhole, radiation and Laser surgery.</p>	
Spring B Skills	<p>Significance Evidence (Sources) Cause, Course and Consequence</p>	<p>Interpretations Significance Cause, Course and Consequence</p>	<p>Cause, course and consequence Explanation Source interpretation</p>	<p>AO1 Describe (knowledge and understanding) AO1 Chronology AO1 and AO2 Cause, course, consequence AO2 Explanation AO2 Significance AO4 Interpretation analysis and evaluation</p>	<p>AO1 Describe (knowledge and understanding) AO1 Chronology AO1 and AO2 Cause, course, consequence AO2 Explanation AO2 Significance AO3 Source analysis and evaluation AO4 Interpretation analysis and evaluation</p>
Spring B Assessment opportunity	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p>Oral assessment/presentation on the what life was like in Medieval England.</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p>Interpretation comparison assessment on views towards slavery.</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities.</p> <p>Source task on how propaganda was used to effectively control the thoughts of the Germans against the Jews.</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the summer exam series and based on questions likely to come up on the new exam series.</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the summer exam series and based on questions likely to come up on the new exam series.</p>
Summer A Topic and key concepts	<p>Foundations of British and World History</p> <p>Medieval Life – <i>What was life really like in medieval England?</i></p>	<p>Power, Empire, and Revolution</p> <p>How should we remember the slave trade?</p>	<p>Conflict, Democracy, and the Modern World</p> <p>What lessons can be learnt from the Holocaust?</p>	<p>Britain, Health, and the people Plague, Public Health, Religion, Reform</p>	Revision and GCSE Exams

	Religion, Church, Power, Monarchy, Government	Slavery, Civil Rights, Equality, Protest	Genocide, Persecution. Oppression, Prejudice		
Summer A Knowledge	<p>Where did Medieval understanding of medicine and the body come from? Who carried our surgery?</p> <p>What happened when the Black Death arrived in England?</p> <p>How did the Black Death affect society?</p> <p>Why did the Peasants revolt in 1381 and how did the monarchy regain control?</p> <p>Troubles at the end of the Medieval Period- War of the Roses and who killed the Princes in the tower?</p>	<p>Why was 1865 a turning point for African Americans?</p> <p>What does the KKK tell us about the life of African Americans post Emancipation?</p> <p>What role did Rosa Parks and Martin Luther King play in the fight for African American Civil Rights?</p> <p>Why was 1965 a turning point for African Americans?</p> <p>The Windrush Generation: What has life been like for Afro Caribbeans in Britain?</p>	<p>What was the Final Solution and how were death camps and the SS used to eradicate the Jews?</p> <p>Case study: Why is it important to remember key sites such as Auschwitz?</p> <p>The city of Trochenbrod- what does this tell us about the mass extermination of Jews?</p> <p>How did the Jews resist?</p> <p>Who were the Nazi perpetrators and what happened during the Nuremberg trials?</p>	<p>Public Health</p> <p>Medieval towns- Why were the conditions so poor?</p> <p>Examples of good Medieval Public Health in monasteries and hospitals.</p> <p>Black death and its impacts.</p> <p>Great Plague- Did government actions change after the 1348 outbreak?</p> <p>17th and 18th century hospitals, what changed?</p> <p>Industrial Towns- why has nothing improved?</p> <p>Cholera and the end of Laissez Faire</p> <p>Liberal reforms- the start of the welfare state</p> <p>NHS- Why was it created and what benefits has it brought to Britain?</p>	<p>Britain; Health and the People</p> <p>Germany 1890-1945</p> <p>Elizabethan England</p> <p>Conflict between East and West 1945-72</p>
Summer A Skills	Significance Interpretations	Change and Continuity Cause, Course and Consequence	Cause, course and consequence Explanation	AO1 Describe (knowledge and understanding) AO1 Chronology	

	Cause, Course and Consequence	Significance	Sources	AO1 and AO2 Cause, course, consequence AO2 Explanation AO2 Significance AO4 Interpretation analysis and evaluation	
Summer A Assessment opportunity	Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities. Explanation on importance of Medieval medical understanding. Debate using evidence on who was responsible for the deaths of the Princes in the Tower.	Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities. Oral assessment/presentation on significant moments/individuals that changed the lives for black people in America.	Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-assessment, comprehension activities. Creative activity which allows for students to design and analyse a memorial site that needs to cover the topic of why it is important to remember the holocaust.	Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the summer exam series and based on questions likely to come up on the new exam series.	
Summer B Topic and key concepts	Foundations of British and World History Golden Empires: The Power and Legacy of the Islamic World and West Africa (c. 900–1500) Power, Kingdoms, Trade, Conquest	Power, Empire, and Revolution How did the Industrial Revolution transform lives? Revolution, Industrialisation, Suffrage, Equality	Post WW2 relations Negotiation, Espionage, Brinkmanship, Doctrine, Detente	Conflict between East and West 1945-72 Paper 1 Politics, Capitalism, Communism, Dictatorship, Democracy, Revolution	
Summer B Knowledge	Why was Baghdad the centre of the world in 900 AD? What made Baghdad the intellectual heart of the world?	What were the causes of the Industrial Revolution and how do towns/cities compare from Medieval England the Renaissance?	What was the Cold War and why didn't it turn into World War III? Why did Berlin become the flashpoint of the Cold War?	What were the causes of the Cold War? What was agreed at Yalta and Potsdam and why did this cause tension?	

	<p>How did Islamic culture and inventions change the world?</p> <p>What caused the end of the Islamic Golden Age, and what is its legacy today?</p> <p>What were the major kingdoms of West Africa, and how did they rise to power?</p> <p>How did Mansa Musa and the Kingdom of Mali become legendary?</p> <p>What made Mali famous, and how did African art and culture flourish?</p> <p>How did Africa and the Islamic world influence Europe, and what is their legacy today?</p>	<p>How did factories and inventions change the lives of workers?</p> <p>Did Factory reform change working conditions?</p> <p>What was life like in industrial cities?</p> <p>What were the public health concerns and who helped to improve these in Industrial Britain?</p> <p>What were the social impacts of industrialisation- the fight for suffrage for men and women?</p>	<p>How close did the world come to nuclear war during the Cuban Missile Crisis?</p> <p>Who was to blame for the Cold War?</p> <p>How did propaganda impact the lives of people during the Cold War?</p> <p>How did the Space Race reflect Cold War rivalry?</p> <p>Why did the Cold War end and what is the legacy of the Cold War today?</p>	<p>The use of the Atomic Bomb and the tension this caused post-WW2</p> <p>How did the Long Telegram and Iron Curtain Speech drive a divide between the USA and USSR?</p> <p>The policy of containment and use of foreign policy to stop Communism.</p> <p>The Communist response to aggressive US policies.</p> <p>The Berlin Blockade and Airlift</p> <p>Creation of NATO</p>	
Summer B Skills	<p>Significance</p> <p>Similarity and difference</p> <p>Evidence (Sources)</p> <p>Cause, Course and Consequence</p>	<p>Cause, Course and Consequence</p> <p>Change and Continuity</p> <p>Significance</p>	<p>Cause, course and consequence</p> <p>Explanation</p> <p>Sources</p>	<p>AO1 Describe (knowledge and understanding)</p> <p>AO1 Chronology</p> <p>AO1 and AO2 Cause, course, consequence</p> <p>AO2 Explanation</p> <p>AO2 Significance</p> <p>AO4 Interpretation analysis and evaluation</p>	
Summer B Assessment opportunity	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-</p>	<p>Regular examples of formative assessment (AfL) during lessons: knowledge recall engagement activities, targeted questioning, low stakes quizzing, peer / self-</p>	<p>Student progress will be assessed through formative and summative assessments. Exam questions will be determined after the release of the summer exam series and based on</p>	

	<p>assessment, comprehension activities.</p> <p>End of Year 7 exam (This will cover the course over the full year). It will include a question on a theme throughout KS3 History which is on how medical understanding has developed.</p>	<p>assessment, comprehension activities.</p> <p>End of Year 8 exam (This will cover the course over the full year). It will include a question on a theme throughout KS3 History which is on how medical understanding has developed.</p>	<p>assessment, comprehension activities.</p> <p>End of Year 9 exam (This will cover the course over the full year). It will include a question on a theme throughout KS3 History which is on how medical understanding has developed.</p>	<p>questions likely to come up on the new exam series.</p>	
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