

Year 10 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Germany and the growth of democracy 	<ul style="list-style-type: none"> Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924– 1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. 	<p>and Formative assessment to identify areas students prove and generate that progress by building pupil capital, cultural knowledge, historical skills and topic . This is achieved by each lesson having clear objectives, students are grasping those objectives, modelling what is writing essay answers and providing feedback so that an improve.</p> <p>tasks including fact based learning and exam style</p> <p>assessment. Students will be exposed to the 6 exam ions. Initially these will require significant structure and As these are revisited for each topic, students will gain pendence and so the responses to these will become mative</p> <p>a)2 styles of 4 mark Interpretation exam questions one assessing difference in content / argument, one explaining how the provenance might explain these differences.</p> <p>b) 8 mark convincing question</p> <p>c) 4 mark Describe question</p> <p>d) 8 mark 'in what ways question'</p> <p>e) 12 mark 'most important question)</p>	<ul style="list-style-type: none"> Economics, inflation. Taxation Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Cultural capital - a variety of political practices including autocracy, different types of democratic systems, communism, dictatorship. Understand the nature of political parties Ability to be reflective about their own beliefs and perspectives on life Understanding of the wide range of cultural influences that have shaped their own heritage and those of others
Term 2	<ul style="list-style-type: none"> Germany and the Depression 	<ul style="list-style-type: none"> The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. 	<p>and Formative assessment to identify areas students prove and generate that progress by building pupil capital, cultural knowledge, historical skills and topic . This is achieved by each lesson having clear objectives, students are grasping those objectives, modelling what is writing essay answers and providing feedback so that an improve.</p> <p>tasks including fact based learning and exam style</p> <p>assessment. Students will be exposed to the 6 exam ions. Initially these will require significant structure and As these are revisited for each topic, students will gain pendence and so the responses to these will become mative</p> <p>a)2 styles of 4 mark Interpretation exam questions one assessing difference in content / argument, one explaining how the provenance might explain these differences.</p> <p>b) 8 mark convincing question</p> <p>c) 4 mark Describe question</p>	<ul style="list-style-type: none"> Trade and world interdependence Propaganda, media Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Comparison of the British rule of law with events in the creation of the Nazi dictatorship The process and nature of elections The rights of individuals and the role that organisations can play in supporting or challenging these rights

			d) 8 mark 'in what ways question' e) 12 mark 'most important question)		
	<ul style="list-style-type: none"> The experiences of Germans under the Nazis 	<ul style="list-style-type: none"> Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. <ul style="list-style-type: none"> Homework tasks including fact based learning and exam style questions Summative assessment. Students will be exposed to the 6 exam style questions. Initially these will require significant structure and guidance. As these are revisited for each topic, students will gain more independence and so the responses to these will become more summative a) 2 styles of 4 mark Interpretation exam questions one assessing difference in content / argument, one explaining how the provenance might explain these differences. b) 8 mark convincing question c) 4 mark Describe question d) 8 mark 'in what ways question' e) 12 mark 'most important question) Final Summative Assessment 	<ul style="list-style-type: none"> Economics Social policies Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Understanding of individual liberty, rule of law and mutual respect and tolerance and how this was challenged during the Nazi dictatorship Respect for different faiths and diversity and how this was challenged during the Nazi dictatorship An awareness of the stages by which stereotyping and scape goating can develop into formal persecution.

Term 3	<ul style="list-style-type: none"> Peace making following WW1 The League of Nations in the 1920s 	<ul style="list-style-type: none"> The armistice: aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims. The Versailles Settlement: Diktat; territorial changes; military restrictions; war guilt and reparations. Impact of the treaty and wider settlement: reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states The League of Nations: its formation and covenant; organisation; membership and how it changed; the powers of the League; the work of 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. <ul style="list-style-type: none"> Homework tasks including fact based learning and exam style questions Summative assessment. Students will be exposed to the 4 exam style questions. Initially these will require significant structure and guidance. As these are revisited for each topic, students will gain more independence and so the responses to these will become more summative a) Cartoon style response (attitudes to the Treaty of Versailles) 	<ul style="list-style-type: none"> Economics, finance, taxation Interpreting data Detecting and recognising bias Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Role of international law and attempts to deal with world issues on a collective basis.
--------	--	---	--	--	---

		<p>the League's agencies; the contribution of the League to peace in the 1920s, including the successes and failures of the League, such as the Aaland Islands, Upper Silesia, Vilna, Corfu and Bulgaria.</p> <ul style="list-style-type: none"> Diplomacy outside the League: Locarno treaties and the Kellogg-Briand Pact. 	<p>b) Usefulness Questions (attitudes to the Treaty of Versailles)</p> <p>c) Account question (not developed in this topic)</p> <p>d) 16 mark questions (main reason Germans hated the Treaty of Versailles and assessment on the League of Nations in the 1920s)</p>		
Term 4	<ul style="list-style-type: none"> The League of Nations in the 1930s The Collapse of International Peace The Origins and Outbreak of WW2 	<ul style="list-style-type: none"> The collapse of the League: the effects of the Depression; the Manchurian and Abyssinian crises and their consequences; the failure of the League to avert war in 1939. The development of tension: Hitler's aims and Allied reactions; the Dollfuss Affair; the Saar; German rearmament, including conscription; the Stresa Front; Anglo-German Naval Agreement. Escalation of tension: remilitarisation of the Rhineland; Mussolini, the Axis and the AntiComintern Pact; Anschluss; reasons for and against the policy of appeasement; the Sudeten Crisis and Munich; the ending of appeasement. The outbreak of war: the occupation of Czechoslovakia; the role of the USSR and the NaziSoviet Pact; the invasion of Poland and outbreak of war, September 1939; responsibility for the outbreak of war, including that of key individuals: Hitler, Stalin and Chamberlain 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. <ul style="list-style-type: none"> Homework tasks including fact based learning and exam style questions Summative assessment. Students will be exposed to the 4 exam style questions. Initially these will require significant structure and guidance. As these are revisited for each topic, students will gain more independence and so the responses to these will become more summative a) Cartoon style responses (Opinions on Manchuria, Abyssinia, Rhineland, Nazi-Soviet Pact) b) Usefulness Questions (Successes of the League, Appeasement) c) Account question (Manchuria, Rhineland) d) 16 mark questions (League of Nations in the 1930s and causes of WW2) 	<ul style="list-style-type: none"> Detecting and recognising bias Work skills: communicating, analysing, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, negotiation, problem solving, motivation 	<ul style="list-style-type: none"> Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Role of international law and attempts to deal with world issues on a collective basis.
Term 5	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Recap of Germany and Interwar Medieval public health, treatments, ideas about causes, surgery Homework topics Source questions 8 mark questions worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: fact test recapping Germany and interwar. To assess pupil's knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the health professions Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves Respect for the value all cultures have had on European values Develop an appreciation for the influence of non-European cultures Healthy relationship with their bodies
Term 6	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Early Modern public health, treatments, ideas about causes, surgery Homework topics 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students 	<ul style="list-style-type: none"> Careers in the health professions Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves Respect for the value all cultures have had on European values

		<ul style="list-style-type: none"> Source questions 8 mark questions worksheets 	<p>are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.</p> <ul style="list-style-type: none"> Summative assessment: PPE, Germany, Interwar, Medicine To assess pupil's improvement of their ability to create structured accounts. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<p>importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence</p>	<ul style="list-style-type: none"> Develop an appreciation for the influence of non-European cultures Become conversant with artistic and technological improvements from across the world Healthy relationship with their bodies
	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Long Nineteenth century public health, treatments, ideas about causes, surgery Homework topics Source questions 16 mark questions worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: 8 mark significance and compare questions To assess pupil's improvement of their ability to create structured accounts. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the health professions Careers in business, enterprise Analysis of soft skills in preventing/increasing resistance to new ideas Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves An understanding of equality of opportunity and an inclusive environment Develop an appreciation for the influence of European cultures Functions and uses of money The importance of civil society Healthy relationship with their bodies
	<ul style="list-style-type: none"> Health through time 	<ul style="list-style-type: none"> Modern public health, treatments, ideas about causes, surgery Recap of Germany and Interwar Homework topics Paper 1 and paper 2 Health topics worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: Full paper mock To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the health professions Careers in business, enterprise Analysis of soft skills in preventing/increasing resistance to new ideas Careers in technology and chemical industries and research Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Reflect on how people interact through time and space and how to cooperate well with those different from themselves An understanding of equality of opportunity and an inclusive environment Respect for the value all cultures have had on European values Functions and uses of money The importance of civil society Healthy relationship with their bodies

Year 11 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Elizabethan England Religion Society 	<ul style="list-style-type: none"> Religion Rebellion Poverty Golden age Great chain of Being Homework topics 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism Analysis of soft skills in preventing/increasing resistance to new ideas Careers in police and M15 Qualifications 	<ul style="list-style-type: none"> Ability to be reflective on their own beliefs and respect people's faiths To understand the heritage of England and the development of law Develop an understanding of tolerance and individual liberty

		<ul style="list-style-type: none"> 8 mark essays Fact test revision worksheets 	<ul style="list-style-type: none"> Summative assessment: 8 mark questions Account/Explain To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	
Term 2	<ul style="list-style-type: none"> Elizabethan England Foreign policy government 	<ul style="list-style-type: none"> Exploration Spanish Armada Government Parliament Homework topics 8/16 mark essays Fact test revision worksheets 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. PPE, Health and Elizabeth To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism Analysis of soft skills in preventing/increasing resistance to new ideas Careers in the Navy Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Environmental concerns Respect of non-European cultures, Mutual respect and tolerance Explore and respect cultural diversity
Term 3	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Elizabeth Germany Homework topics All essay questions Fact test revision 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. Summative assessment: 16 mark Elizabeth question. To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism Analysis of soft skills in preventing/increasing resistance to new ideas Careers in the Navy Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Environmental concerns Respect of non-European cultures, Mutual respect and tolerance Explore and respect cultural diversity
Term 4	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Interwar Health Homework topics All essay questions Fact test revision 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve. PPE: all components, To assess pupil's improvement of their ability to create structured accounts and knowledge. The test also operates as a formative and diagnostic tool enabling teacher and student to improve those skills. 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism Analysis of soft skills in preventing/increasing resistance to new ideas Careers in the Navy Qualifications Work skills: communicating, researching, independence, evaluating critically, tolerance of others, importance of active listening, reasoning, argument, discussion, motivation, coherently organised, self-directed, good literacy, commercial awareness, perseverance, confidence 	<ul style="list-style-type: none"> Environmental concerns Respect of non-European cultures, Mutual respect and tolerance Explore and respect cultural diversity
Term 5	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Elizabeth Germany 	<ul style="list-style-type: none"> Diagnostic and Formative assessment to identify areas students need to improve and generate that progress by building pupil cultural capital, cultural knowledge, historical skills and topic 	<ul style="list-style-type: none"> Careers in the government Careers in business, enterprise, entrepreneurialism 	<ul style="list-style-type: none"> Environmental concerns Respect of non-European cultures, Mutual respect and tolerance



		<ul style="list-style-type: none">Homework topicsAll essay questions Fact test revision	knowledge. This is achieved by each lesson having clear objectives, ensuring students are grasping those objectives, modelling what is required, writing essay answers and providing feedback so that students can improve.	<ul style="list-style-type: none">Analysis of soft skills in preventing/increasing resistance to new ideasCareers in the NavyQualifications : communicating, researching, independence, critically, tolerance of others, importance of active reasoning, argument, discussion, motivation, organised, self-directed, good literacy, commercial perseverance, confidence	<ul style="list-style-type: none">Explore and respect cultural diversity
Term 6