

## Gatsby Benchmark 4

### 'Linking curriculum learning to careers'

Specific career content delivery and examples of the promotion of employability skills

Curriculum area:	History
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<b>Year 7/8</b>		
<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<p><b>Norman invasion</b></p> <ul style="list-style-type: none"> <li>• Creativity- producing a storyboard/ poster depicting key events</li> <li>• Making inferences and drawing conclusions</li> <li>• Making judgements</li> </ul> <p><b>William's control of England</b></p> <ul style="list-style-type: none"> <li>• Making judgements</li> <li>• Decision making- commenting on significance</li> <li>• Exploring the theme of power and control</li> </ul>	<p><b>Medieval kings</b></p> <ul style="list-style-type: none"> <li>• Self and peer assessment</li> <li>• Using evidence to make a judgement</li> <li>• Exploring the theme of power and control</li> <li>• Working with sources and interpretations</li> </ul> <p><b>The Tudor period</b></p> <ul style="list-style-type: none"> <li>• Self and peer assessment</li> <li>• Using evidence to make a judgement about significance</li> <li>• Understanding different religious beliefs</li> <li>• Assessing change and continuity</li> </ul>	<p><b>English Civil War</b></p> <ul style="list-style-type: none"> <li>• Making judgements</li> <li>• Exploring the theme of power and control</li> <li>• Using sources and interpretations</li> <li>• Self and peer assessment</li> <li>• Creativity- producing a storyboard/ poster depicting key events</li> </ul> <p><b>Britain's role in the slave trade</b></p> <ul style="list-style-type: none"> <li>• Resilience- Using information from survivor testimonies/ reports</li> <li>• Linking factors/ ideas</li> <li>• Using evidence</li> <li>• Exploring the theme of power and control</li> <li>• Making judgements</li> </ul>

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Year 9		
Autumn term	Spring term	Summer term
<p><b>Votes for women</b></p> <ul style="list-style-type: none"> <li>• Creating posters for an advertising campaign</li> <li>• Delivering a presentation</li> <li>• Working with sources</li> </ul> <p><b>The USA in the 1920s: Gangsters, prohibition, boom and bust</b></p> <ul style="list-style-type: none"> <li>• Self and peer assessment</li> <li>• Reflecting on social issues and the consequences of government action</li> <li>• Working with sources</li> </ul>	<p><b>Nazi Germany</b></p> <ul style="list-style-type: none"> <li>• Resilience- Using information from reports and survivor testimonies</li> <li>• Making inferences</li> <li>• Making judgments</li> </ul> <p><b>World War Two</b></p> <ul style="list-style-type: none"> <li>• Using evidence to make a judgement</li> <li>• Working with interpretations</li> <li>• Using data and statistics</li> <li>• Assessing cause and consequence</li> <li>• Assessing significance</li> </ul>	<p><b>World War Two continued</b></p> <p><b>The Cold War</b></p> <ul style="list-style-type: none"> <li>• Reflecting on social issues and consequences of government action</li> <li>• Extended writing</li> <li>• Working with sources</li> <li>• Making judgements</li> </ul>

## GCSE Edexcel

### Medicine in Britain (c12.50-present)

- Report/ presentation on the work of a key player
- Using data and statistics to assess impacts
- Extended writing
- Reflecting on patterns of change and continuity
- Working with sources
- Making judgements
- Evaluating the impact of science and technology
- Responding to feedback from peer and self-assessment
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### Weimar and Nazi Germany (1918-39)

- Responding to feedback from peer and self-assessment
- Creativity- storyboard/ timeline of key events
- Using data and statistics to assess impacts
- Working with sources
- Making judgements
- Making inferences
- Drawing conclusions
- Analysing interpretations of policies and events

### Early Elizabethan England (1558-88)

- Extended writing
- Making a judgement
- Reflection through peer and self-assessment
- Analysing the impact policies and government action
- Assessing importance
- Evaluating impacts

## OCR Entry Level Certificate

### The People's Health (c12.50-present)

- Using data and statistics to assess impacts
- Extended writing
- Reflecting on patterns of change and continuity
- Working with sources
- Making judgements
- Evaluating the impact of science and technology
- Self and peer assessment
- Working with sources

### Elizabethan England (1580-1608)

- Extended writing
- Making a judgement
- Reflection through peer and self-assessment
- Analysing the impact policies and government action
- Evaluating impacts and significance
- Working with sources

### Study of a site/ individual

- Commenting on significance
- Charting change or continuity over time
- Conducting independent research
- Presenting ideas
- Reflection through peer and self-assessment