








CHSC History & Criminology DEPARTMENT Academic Year 2025-2026

OVERVIEW OF UNITS YEARS 7 - 13

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Unit 1: History Skills <i>What is History and what skills does it provide?</i>	Unit 2: Medieval History <i>How did the Normans gain control of England? How was the power of Medieval Kings challenged?</i>		Unit 3: The Tudors <i>How did religious change affect England and its people in the Tudor era?</i>		Unit 4: The Stuarts & The English Civil War <i>Why were there challenges to the power of the Kings in the Stuart era?</i>	Unit 5: The Protectorate and the Restoration <i>Why did England restore the Monarchy?</i>
	Assessment Baseline Test	Assessment Explain why the Normans won the Battle of Hasting?		Assessment Explain why Henry VIII broke away from the Church in Rome?		End of Year Examination Knowledge based examination & extended answer on a significant event	
Catholic Social Teaching							
Inclusion	Cognition & Learning Print powerpoints for visual impairments Regular recall at the start of the lesson of prior learning Clear task lists and extension tasks Coloured overlays Key word lists and tests of these Use of model answers and success criteria on the Battle of Hastings assessment Medieval word mats Worksheets printed on different colours or enlarged if needed Card sort of the reasons for William's victory Battlefield Britain DVD for visual learners.			Cognition & Learning Print powerpoints for visual impairments Regular recall at the start of the lesson of prior learning Clear task lists and extension tasks Coloured overlays Key word lists and tests of these Use of model answers and success criteria on the Reformation assessment Tudor word mats used Worksheets printed on different colours or enlarged if needed Storyboards and family trees used to support understanding of events and connections.		Cognition & Learning Print powerpoints for visual impairments Recall at the start of the lesson of prior learning Clear task lists and extension tasks Coloured overlays Key word lists and tests Use of model answers and success criteria on the assessment/end of year test Stuarts word mats Worksheets printed on different colours or enlarged if needed Card sort of the causes of the Civil War	
	Communication & Learning Use of visual maps for locations of battles Colour coding of causes/consequences Use of horrible histories songs Flow charts and timelines of events Writing frames to support extended writing tasks			Communication & Learning Use of visual maps e.g. Battle of Bosworth and the route of the Spanish Armada. Colour coding of causes/consequences Use of horrible histories songs e.g. on Henry's wives Flow charts and timelines of events Writing frames to support extended writing tasks		Communication & Learning Colour coding of causes of causes of the Civil War Opportunities to share views and read out opinions Popcorn reading Use of horrible histories songs on Charles I and the Civil War Flow charts and timelines of events Writing frames to support extended writing tasks	
	Social, Emotional, Mental Health Fixed seating plans and routines Prompt feedback of assessments Quiet space for assessments			Social, Emotional, Mental Health Continual consideration of seating plans for SEMH students Prompt feedback of assessments and reassurance Quiet space for assessments		Social, Emotional, Mental Health Fixed seating plans and routines Prompt feedback of assessments Quiet space for assessments	

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	<p>Golden time for extended writing Visuals of Medieval images</p> <p>Sensory & Physical Use of modelling of castles/labelling Diagram of a human to illustrate symptoms of the Black Death Range of media used to bring history alive such as hot-seating, documentaries, role-play</p>	<p>Golden time for extended writing Pre-warning of upsetting images such as the burnings of heretics</p> <p>Sensory & Physical Clips and maps of Spanish Armada Diagrams of the differences between Catholic and Protestant Churches Images of heresy burning and extracts of witnesses Enlarged maps of Armada route</p>	<p>Golden time for extended writing Pre-teaching of upsetting issues such as the execution of the King/ images of battles Use of accessible yet challenging literature extract on life during this period-e.g. Diaries of Samuel Pepys</p> <p>Sensory & Physical Use of clips from 'Cromwell' to demonstrate Civil War weaponry Illustrations of weaponry- top trumps activity Range of media used to bring history alive such as hot-seating, documentaries, role-play</p>	
Oracy Opportunities	<p>Blind date on who deserves to be King in 1066 Black Death role play</p>	<p>Elizabethan Blind date</p>	<p>Debate on whether the King should have been executed Great Fire of London group presentation</p>	
Literacy Opportunities	<p>Extended writing task on the Tollund Man Extended writing task on the causes of the Norman victory in 1066</p>	<p>Extended writing task on the causes of Henry's break with Rome</p>	<p>Newspaper article on the execution of the King in 1649 Source analysis of interpretations on Cromwell</p>	
Year 8	<p>Unit 1: Living Conditions and Social Issues in 19th Century</p> <p><i>How did the Industrial Revolution affect living and working conditions?</i></p>	<p>Unit 2: The Suffragettes</p> <p><i>What led to women gaining the vote in 1918?</i></p>	<p>Unit 3: Events leading to World War 1 Unit 4: World War 1</p> <p><i>What led to the outbreak of World War One? What was the experience of war like for both men and women?</i></p>	<p>Unit 5: Events leading to World War 2 Unit 6: World War 2</p> <p><i>What led to the outbreak of World War Two? How did warfare affect different people?</i></p>
	<p>Assessment How useful is source 1 for studying factory/living conditions in the 19th century?</p>	<p>Assessment How useful is source 1 for studying the Suffragette movement?</p>	<p>Assessment Explain why World War 1 broke out. (Two points given and students expected to use one additional)</p>	<p>End of Year Examination Knowledge based examination & extended answer on causation of events</p>
CST				






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Inclusion	<p>Cognition & Learning Use of visuals and ICT to support understanding/imagination of social and economic conditions in Victorian Britain and empire Glossary of key terms Reading opportunities- popcorn reading Pre-teaching of words such as Suffrage</p> <p>Communication & Learning Regular recall tasks at the start of lessons to recap prior learning Use of writing frames and model answers to support extended writing and source analysis Metacognition techniques to clarify assessment criteria</p> <p>Social, Emotional, Mental Health Use of check lists to support organisation Careful use of seating plans to ensure students are happy Choice of activities to promote independence and levels of engagement Pre-warning of upsetting aspects of Victorian factories Golden time/quiet space for extended writing</p> <p>Sensory & Physical Use of documentary to support students' understanding of working conditions (Worst jobs of Industrial revolution and Suffragette derby) Maps of the empire Board game of factory conditions</p>		<p>Cognition & Learning Use of TA to support students as they prepare for assessments Storyboards or timelines to promote sequences of events, e.g. causes of war Clear guidance on independent research tasks such as life in the trenches Use of topic checklists to promote organisation</p> <p>Communication & Learning Use of diary extracts to enhance empathy skills- Trench life Glossary of key words and definitions of key words Literacy mats on WW1 Shared reading opportunities such as War Horse extract Choice of presentation methods on weapons of war (Dragon's den)</p> <p>Social, Emotional, Mental Health Pre-teaching of sensitive aspects such as war, loss and separation Choice of empathy tasks on War (trench boxes) Careful consideration of seating plans Trinity support if aspects are of topic are upsetting</p> <p>Sensory & Physical Use of visuals, models of trenches to demonstrate features Maps of alliances to demonstrate alliances Use of visual source to demonstrate propaganda and censorship</p>	<p>Cognition & Learning Storyboards used to promote sequence of events such as timeline of Hitler's life or the steps to war Task checklist and scaffolding Learnig recap at the start of most lessons to develop working memory</p> <p>Communication & Learning Glossary of key words and accessible definitions in books Literacy mats on WW2 topic Metacognition techniques to support students as they prepare for assessment. Writing frames used and sentence starters on assessed work.</p> <p>Social, Emotional, Mental Health Use of diary extracts on evacuation to promote empathy skills Pre-teaching of sensitive issues such as separation during evacuation. Choice of tasks to support SEMH students' needs.</p> <p>Sensory & Physical Visuals and clips from films to help understand events like Dunkirk and D day Blitz sensory task of 5 senses Air raid siren used in lesson to replicate the Blitz Playing of speeches from Chamberlain and Churchill</p>
	Oracy Opportunities	<p>Factory reform speech (Robert Owen) Speech on whether the Empire was good for Britain</p>	<p>Speech on who was responsible for women getting the vote</p>	<p>Weapons of war/Dragon's den speech Diary of a soldier</p>




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Literacy opportunities	Source analysis of factory conditions Assessment on Factory conditions	Emily Davison newspaper Source analysis on Suffragettes	Diary account of a soldier/women in war Assessment on the causes of World War One	Causes of World War Two Evacuee letter	
Year 9	Unit 1: The Holocaust <i>How and why were Jewish people in Nazi Germany persecuted?</i>	Unit 2: Aspects of the Cold War <i>Why were there Cold War tensions?</i>	Unit 3: Black History in the USA <i>How did campaigns for racial equality lead to progress in the CRM by 1968?</i>	Unit 4: The USA 1919-45 <i>How did American society change and develop in the early 20th century?</i>	Unit 5: Jack the Ripper <i>Why were the Jack the Ripper murders never solved?</i>
	Assessment How useful is Source A for studying life in the concentration camps?	Assessment How far do you agree with historian 1's view about the reasons for American's withdrawal from the Vietnam war? Use both historians' views.	Assessment How far do you agree with the historian 1's view about the reasons for progress for Black Americans in achieving their civil rights by 1968?	End of year Examination Knowledge based examination & extended answer.	
CST					
Inclusion	<p>Cognition & Learning Glossary of key terms and key words Timelines of anti-Semitism Metacognition techniques used to clarify assessment criteria. Topic check-lists Literacy mats Clear task lists for independent research on Kristallnacht</p> <p>Communication & Learning Analysis of primary sources- diary extracts and first hand-testimony to promote empathy and stimulate critical thinking/discussion of the provenance Regular recall tasks from prior learning.</p> <p>Social, Emotional, Mental Health</p>	<p>Cognition & Learning Glossary of key terms and key words on Cold War topic Metacognition techniques used to clarify assessment criteria. Topic check-lists Literacy mats Clear tasks lists for independent research on My Lai massacre</p> <p>Communication & Learning Analysis of primary sources- diary extracts and first hand-testimony to promote empathy and stimulate critical thinking/discussion of the provenance Regular recall tasks from prior learning. Guided reading tasks on historians' views</p>	<p>Cognition & Learning Glossary of key terms and key words on Black History Metacognition techniques used to clarify assessment criteria. Topic check-lists Literacy mats Clear research list to support students' investigation of abolitionists</p> <p>Communication & Learning Analysis of primary sources- diary extracts and first hand-testimony to promote empathy and stimulate critical thinking/discussion of Slavery/Slave Trade Regular recall tasks from prior learning. Guided reading tasks on historian's views.</p> <p>Social, Emotional, Mental Health</p>	<p>Cognition & Learning Glossary of key terms and key words on USA 1919-1945 Metacognition techniques used to clarify assessment criteria. Topic check-lists Literacy mats Clear research list to support students' investigation of life during the depression.</p> <p>Communication & Learning Analysis of primary sources- diary extracts and first hand-testimony to promote empathy and stimulate critical thinking/discussion of the provenance Regular recall tasks from prior learning.</p>	<p>Cognition & Learning Glossary of key terms and key words on Jack the Ripper Metacognition techniques used to clarify assessment criteria. Topic check-lists Literacy mats Clear examples of CSI boards/expectations</p> <p>Communication & Learning Group work- CSI boards Regular recall tasks from prior learning. Guided reading tasks on historians' views</p> <p>Social, Emotional, Mental Health</p>

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	<p>Pre warning of emotional aspects of Jewish treatment via the Nazis- Trinity support if required. Links to modern day persecutions/treatment of minority groups in the world today. Choice of activities to promote independence and engagement, sensitive to needs.</p> <p>Sensory & Physical Visual images of anti-Semitism throughout the ages Highlighting of key words in primary sources.</p>	<p>Social, Emotional, Mental Health Pre warning of emotional aspects of topic- e.g. massacre, war- Trinity support if required. Links made to modern day wars. Choice of activities to promote independence and engagement, sensitive to needs.</p> <p>Sensory & Physical Visual images of Vietnam War and Berlin Wall Clips from films such as 13 days to replicate the Cuban Missile crisis tensions</p>	<p>Pre warning of emotional aspects of Slavery topic Trinity support if required. Links to modern day persecutions/treatment of minority groups in the world today. Choice of activities to promote independence and engagement, sensitive to needs.</p> <p>Sensory & Physical Visual images of slavery and civil rights protests Clips from documentaries/relevant films on Civil Rights protests</p>	<p>Social, Emotional, Mental Health Pre warning of emotional aspects of topic-e.g. poverty in the depression, atomic bomb in Japan (Trinity support if required) Links to modern day issues/wars Choice of activities to promote independence and engagement, sensitive to needs.</p> <p>Sensory & Physical Visual images of the depression Highlighting of key words in primary sources. Stock market role play</p>	<p>Pre warning of sensitive material-e.g. murders Links to work of police today/crime Choice of activities to promote independence and engagement, sensitive to needs.</p> <p>Sensory & Physical Visual images of the victims Jack the Ripper documentary</p>
Oracy Opportunities	First hand testimonies of the Holocaust- e.g. Kitty's return to Auschwitz	Debate on historians' views	Abolition of slavery speeches	Debate on the Sacco and Vanzetti verdict	Group presentations/CSI boards Speech on likely suspects
Literacy Opportunities	Source analysis of extract from a concentration camp Ghetto diary	Extended writing on the causes of the US withdrawal from Vietnam Cuban Missile Crisis newspaper	Extended writing on the reasons for progress for African Americans in the 1960s.	Explanations of the causes of the Wall Street Crash	Group work investigating the murders
Year 10	<p>Paper 2: Superpower Relations and The Cold War (20%)</p> <p><i>How and why did the relationship between the Superpowers change between 1941-1991</i></p>	<p>Paper 2: Henry VIII and his Ministers (20%)</p> <p><i>How and why did Henry VIII rely on Wolsey and Cromwell to govern England, 1509-1540?</i></p>	<p>Paper 1: Crime and Punishment (30%)</p> <p><i>How did Crime, Punishment and Law enforcement change between 1000-1700?</i></p>		
	<p>Assessment: Past paper questions on Paper 2 & end of unit examination</p>	<p>Assessment: Past paper questions on Paper 2 & end of unit examination</p>	<p>Assessment End of year examination (Paper 2)</p>		
CST					



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Inclusion	<p>Cognition & Learning Timelines to promote sequences of events Key words defined in workbooklets Metacognition techniques used to clarify assessment criteria and model part answers. Topic checklists using RAG Charts to support analysis of the impact of events on the Superpowers Strategic use of TA to support needs of students.</p> <p>Communication & Learning Writing frames to assist extended writing Metacognition techniques used to clarify assessment criteria and model answers. Regular recall tasks to make links with prior learning. Simple sentences starters used to support independence Demonstrate of different learning techniques to support revision- e.g. podcasts and flashcards</p> <p>Social, Emotional, Mental Health Topic checklists to support organisation and revision (e.g. revision wheels) Links to personal experiences of disputes Careful use of seating plans and group work.</p> <p>Sensory & Physical Clips of Cold War weapons and their impact such as the A-bomb Clips of Cold War events- e.g. 13 Days (Cuban Missile Crisis) Graphs to support the understanding of the changing relationships between the Superpowers.</p>	<p>Cognition & Learning Timelines to promote concepts such as Chain of being, Tudor family tree Key words defined in workbooklets Metacognition techniques used to clarify assessment criteria and model part answers. Topic checklists using RAG Summary charts and grids to support analysis of causes/consequences Strategic use of TA to support needs of students.</p> <p>Communication & Learning Writing frames to assist extended writing Metacognition techniques used to clarify assessment criteria and model answers. Regular recall tasks to make links with prior learning. Simple sentences starters used to support independence Demonstrate of different learning techniques to support revision- e.g. podcasts and flashcards</p> <p>Social, Emotional, Mental Health Topic checklists to support organisation and revision (e.g. revision wheels) Use of TA to support students with SEMH needs Regular praise Careful use of seating plans and group work.</p> <p>Sensory & Physical Clips from 'The Tudors' or 'Wolf Hall' to bring History to life Clips of Cold War events- e.g. 13 Days (Cuban Missile Crisis) Graphs to support the understanding of the changing relationships between the Superpowers.</p>	<p>Cognition & Learning Key words defined in workbooklets Metacognition techniques used to clarify assessment criteria and model part answers. Topic checklists using RAG Charts to support analysis of changes to Policing, Crime and Punishments Strategic use of TA to support needs of students.</p> <p>Communication & Learning Writing frames to assist extended writing, especially 16 markers Metacognition techniques used to clarify assessment criteria and model answers. Group/Paired work to justify views/opinions Regular recall tasks to make links with prior learning. Simple sentences starters used to support independence Demonstrate of different learning techniques to support revision- e.g. podcasts and flashcards</p> <p>Social, Emotional, Mental Health Topic checklists to support organisation and revision (e.g. revision wheels) Links to personal experiences of disputes Careful use of seating plans and group work.</p> <p>Sensory & Physical Clips and images of crimes, punishments and policy (e.g. Trial by Ordeal) Charts to support the understanding of the change and continuity over 1000 years.</p>
Oracy Opportunities	Podcasts on détente Group work/debate on who was responsible for the Cold War	Group planning on 16 mark essays such as the consequences of the reformation and the impact of the dissolution of the monasteries	Debate about the purpose of punishment in Medieval and Early Modern History
Literacy Opportunities	8 mark narrative account question on the Hungarian uprising 8 mark consequence questions/importance questions (e.g. SDI project)	12 and 16 mark questions on Wolsey/Cromwell's rise and fall from power	12 and 16 mark questions on Crime and Punishment (e.g. Whichcraft essay)

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Year 11	<p>Paper 1: Crime and Punishment (30%)</p> <p>How did Crime, Punishment and Law enforcement change between 1000-present?</p>	<p>Paper 3: Weimar and Nazi Germany (30%)</p> <p>What political, economic, social and religious challenges did Germany face between 1918-1939?</p>	<p>FINAL REVISION</p> <p>Final preparations for the external examinations</p>	
	<p>Assessment: Past paper questions on Paper 3 & end of unit examination</p>	<p>Assessment: Past paper questions on Paper 1 & end of unit examination</p>	<p>Assessment: Range of past paper questions from Papers 1-3</p>	
CST				
Inclusion	<p>Cognition & Learning</p> <p>Key words defined in workbooklets Metacognition techniques used to clarify assessment criteria and model part answers. Topic checklists using RAG Charts to support analysis of changes to Policing, Crime and Punishments Strategic use of TA to support needs of students. Knowledge organiser summaries and regular recall questions to test prior knowledge</p> <p>Communication & Learning</p> <p>Writing frames to assist extended writing, especially 16 markers Metacognition techniques used to clarify assessment criteria and model answers. Group/Paired work to justify views/opinions Regular recall tasks to make links with prior learning. Simple sentences starters used to support independence Demonstrate of different learning techniques to support revision- e.g. podcasts and flashcards</p> <p>Social, Emotional, Mental Health</p> <p>Topic checklists to support organisation and revision (e.g. revision wheels) Links to personal experiences of disputes Careful use of seating plans and group work. Strategic groupings for revision work/planning Regular checks on student well-being and praise used to encourage.</p>	<p>Cognition & Learning</p> <p>Key words defined in workbooklets Metacognition techniques used to clarify assessment criteria and model part answers. Topic checklists using RAG Timelines to support understanding of changes over time Knowledge organiser summaries and regular recall questions to test prior knowledge Group activities to promote independent thinking and planning of extended writing</p> <p>Communication & Learning</p> <p>Writing frames to assist extended writing, especially 12 and 20 markers Metacognition techniques used to clarify assessment criteria and model answers. Group/ Paired work to justify views/opinions Group work to analyse opinions of historians (interpretations) Regular recall tasks to make links with prior learning. Simple sentences starters used to support independence Demonstrate of different learning techniques to support revision- e.g. podcasts and flashcards</p> <p>Social, Emotional, Mental Health</p> <p>Topic checklists to support organisation and revision (e.g. revision wheels) Links to relevant topical events today- e.g. unemployment, racism Careful use of seating plans and group work. Strategic groupings for revision work/planning Regular checks on student well-being and praise used to encourage.</p> <p>Sensory & Physical</p> <p>Clips and images-e.g. maps of the impact of the Treaty of Versailles and hyperinflation</p>	<p>Cognition & Learning</p> <p>Past paper booklets and model answers Booklets adapted for all students' needs- e.g. enlarged, on different colours Past paper booklets used for 'Walk through mocks'</p> <p>Communication & Learning</p> <p>Revision lessons offered to support individual students' needs in smaller groups after school Recall quizzes to support working memory</p> <p>Social, Emotional, Mental Health</p> <p>Regular check ins on students' with anxieties Techniques demonstrated to plan for revision</p> <p>Sensory & Physical</p> <p>Revision timetables demonstrated Modelled work which is annotated</p>	

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Sensory & Physical	Clips and images of crimes, punishments and policy (e.g. Derek Bently film) Charts to support the understanding of the change and continuity over 1000 years.	Charts to support the understanding of the change and continuity over 1000 years.	
Oracy Opportunities	Debate on the death penalty/Derek Bently case Group work to discuss relevant factors for essay planning	Reading of primary accounts of the effects of hyperinflation Group work to plan essays and analyse sources	Group work/revision
Literacy opportunities	Examination questions- 12 and 16 mark answers (e.g. causes of changes to prison and young people's punishments)	Examination questions – 8 mark source analysis questions and 20 mark questions on analysing interpretations	Past paper questions

	Teacher 1: Autumn - Summer	Teacher 2: Autumn-Summer
Year 12	Unit Y113: Britain 1930-1997 (25%) <i>What were the economic, political and social challenges Britain faced between 1930-1997?</i>	Unit Y219: Russia 1894-1941 (15%) <i>What were the economic, political and social changes Russia faced between 1894-1941?</i>
	Assessment: Past paper questions & end of unit examination	Assessment: Past paper questions & end of unit examination
CST		
Inclusion	Cognition and Learning Timelines to promote sequence of events- Hitler's steps to war Revision wheels and summary charts Metacognition techniques to clarify assessment criteria and model part answers. Writing frames to assist extended writing tasks for sources questions	Cognition and Learning Timelines to promote sequence of events- events leading to the Russian revolutions Revision wheels and summary charts Metacognition techniques to clarify assessment criteria and model part answers. Writing frames to assist extended writing tasks for short and long essay questions



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	<p>Course textbook to promote wider reading. Firefly tests to promote recall. Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique</p> <p>Communication and interaction Topic checklists Learning recap (5 key points) at the start of each lesson to develop working memory. Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion Group work to promote communication- e.g. essay planning</p> <p>Social, Emotional, Mental Health Choice of task presentation to revise- podcasts, revision mindmaps, flashcards Feedback sheet to record assessment marks and feedback and reflect Revision books and summaries available and issued free of charge to PP students Group activities to promote thinking skills and essay planning.</p> <p>Sensory and Physical Visuals used to aid understanding- e.g. Mediterranean strategy, Dresden bombings Clips of Churchill's speeches- e.g. Darkest Hour film Cartoon analysis to promote understanding of contemporary sources</p>	<p>Course textbook to promote wider reading on Russian history Firefly tests to promote recall. Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique</p> <p>Communication and interaction Topic checklists Learning recap (5 key points) at the start of each lesson to develop working memory. Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion Group work to promote communication- e.g. essay planning</p> <p>Social, Emotional, Mental Health Choice of task presentation to revise- podcasts, revision mindmaps, flashcards Feedback sheet to record assessment marks and feedback and reflect Revision books and summaries available and issued free of charge to PP students Group activities to promote thinking skills and essay planning.</p> <p>Sensory and Physical Visuals used to aid understanding- e.g. Russian propaganda of 5 year plans Clips of Russian civil war, revolutions Cartoon analysis to promote understanding of contemporary sources-e.g. Rasputin's influence</p>
Oracy Opportunities	<p>Group presentations Essay planning in groups</p>	<p>Group presentations Essay planning in groups</p>
Literacy Opportunities	<p>Past paper questions- 20 and 30 mark questions</p>	<p>Past paper questions- 10 and 20 mark questions</p>

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Year 13	Unit Y100 Topic Based Essay (20%) <i>Independent investigation of a historical issue/debate (3000-4000 words)</i>	Unit Y314 German Nationalism 1789-1919 (40%) <i>How did German Nationalism develop and change in the period 1789-1919?</i>
	Assessment: Final piece submitted to examination board by April of year 13	Assessment: Past paper questions & end of unit examination in June of year 13
CST		
Inclusion	<p>Cognition and Learning: Examples of coursework issued to students to visualise final piece Planning of coursework question Historiography taught as a concept 2-3 Coursework books issued to all students and access to ICT in all lessons Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique</p> <p>Communication and interaction Mark scheme analysed to clarify assessment criteria. Pre-teaching of coursework requirements using OCR coursework booklets. Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion Group activities to promote thinking skills and essay planning in the early stages Reminders of A01-3 taught at key times</p> <p>Social, Emotional, Mental Health Choice of task- students have a free choice of topic, helping levels of engagement and enjoyment Drafts submitted regularly from each student and generic feedback given and support offered Coursework support offered for students who need SEMH support with independent work</p> <p>Sensory and Physical Referencing explained and demonstrated live in IT rooms Cartoon analysis to promote understanding of contemporary sources and how to gain marks on analysing primary sources Regular checks of student files to ensure work is kept in the right order.</p>	<p>Cognition and Learning Timelines to promote sequence of events Revision wheels and summary charts to allow synoptic analysis Learning recap (5 key points) at the start of each lesson to develop working memory. Metacognition techniques to clarify assessment criteria and model part answers. Writing frames Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique Sample essays/model answers provided and annotated</p> <p>Communication and interaction Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion Range of Historians views analysed Course textbook to promote wider reading</p> <p>Social, Emotional, Mental Health Choice of task presentation to revise- podcasts, revision mindmaps, flashcards Topic checklist Feedback sheet to record assessment marks and feedback</p> <p>Sensory and Physical Visuals used to aid understanding- e.g. maps Clips to bring subject to life Group activities to promote thinking skills and essay planning. Regular checks of student files to ensure work is kept in the right order.</p>

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Oracy opportunities	Sharing of coursework topic ideas with peers	Group work- synoptic planning of past paper questions
Literacy opportunities	Extended writing on NEA Reading of a range of historians' views and historical sources	Past paper questions Analysis of Historian's interpretations

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Criminology

	Autumn – Spring of Year 13	Spring – Summer of Year 13
Year 12	<p>Unit 1: Changing awareness of crime (25%)</p> <p><i>What is crime and how is it portrayed? How have people campaigned for change?</i></p>	<p>Unit 2: Criminal Theories (25%)</p> <p><i>What are the social, individual and biological theories of crime?</i></p>
	<p>Assessment:</p> <p>Controlled Assessment (sat in January of year 12)</p>	<p>Assessment:</p> <p>Examination in summer term of year 12 (sat in June of Year 12)</p>
CST		
Inclusion	<p>Cognition and Learning Work booklets given with regular recall tasks and summary charts Metacognition techniques to clarify assessment criteria and model part answers. Writing frames to assist practice questions Case studies to promote wider knowledge Regular checks of files Topic recall quiz (pre teaching associated for targeted students) to develop working memory</p> <p>Communication and interaction Topic checklists Learning recap (5 key points) at the start of each lesson to develop working memory. Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion Group work to promote communication- e.g. essay planning</p> <p>Social, Emotional, Mental Health Choice of presentation to record notes Feedback sheet to record assessment marks and feedback and reflect Group activities to promote thinking skills and essay planning. Pre-warning of distressing issues-e.g. crimes</p>	<p>Cognition and Learning Work booklets given with regular recall tasks and summary charts Metacognition techniques to clarify assessment criteria and model part answers. Writing frames to assist practice questions Case studies to promote wider knowledge Regular checks of files Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique</p> <p>Communication and interaction Topic checklists Learning recap (5 key points) at the start of each lesson to develop working memory. Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion Group work to promote communication- e.g. essay planning</p> <p>Social, Emotional, Mental Health Regular check-ins with SEMH students/adaptions given-e.g. quiet space/seating position in class Feedback sheet to record assessment marks and feedback and reflect Group activities to promote thinking skills and essay planning.</p>

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	<p>Sensory and Physical Visuals used to aid understanding- e.g. clips of media portrays of crime Use of ICT to practice own media campaign materials</p>	<p>Sensory and Physical Visuals used to aid understanding- e.g. clips of criminologists' theories</p>
Oracy Opportunities	<p>Group presentations Essay planning in groups</p>	<p>Group presentations Essay planning in groups</p>
Literacy Opportunities	<p>Controlled Assessment practice questions/briefs</p>	<p>Past paper questions</p>
Year 13	<p>Unit 3: Crime scene to courtroom (25%) <i>How do crimes get to court? Who is involved and what processes are carried out?</i></p>	<p>Unit 4: Crime and Punishment (25%) <i>What is the criminal justice system and how does it provide social control?</i></p>
	<p>Assessment: Controlled Assessment sat in December of year 13</p>	<p>Assessment: Examination sat in June of year 13</p>
CST		
Inclusion	<p>Cognition and Learning Work booklets given with regular recall tasks and summary charts Metacognition techniques to clarify assessment criteria and model part answers. Writing frames to assist practice questions Case studies to promote wider knowledge Regular checks of files Topic recall quiz (pre teaching associated for targeted students) to develop working memory</p> <p>Communication and interaction Topic checklists Learning recap (5 key points) at the start of each lesson to develop working memory. Task checklist using short, simple phrases to support independence and organisation of work – regular Praise for task completion</p>	<p>Cognition and Learning Work booklets given with regular recall tasks and summary charts Metacognition techniques to clarify assessment criteria and model part answers. Writing frames to assist practice questions Case studies to promote wider knowledge Regular checks of files Topic recall quiz (pre teaching associated for targeted students) to develop working memory and exam technique</p> <p>Communication and interaction Topic checklists Learning recap (5 key points) at the start of each lesson to develop working memory.</p>

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	<p>Group work to promote communication- e.g. case studies</p> <p>Social, Emotional, Mental Health Choice of presentation to record notes for the Controlled Assessment Feedback sheet to record assessment marks and feedback and reflect Group activities to promote thinking skills and essay planning. Pre-warning of distressing issues-e.g. crimes Adaptations given for SEMH students- e.g. quiet space</p> <p>Sensory and Physical Visuals used to aid understanding- e.g. clips of media portrays of crime Use of ICT to practice own media campaign materials</p>	<p>Task checklist using short, simple phrases to support independence and organisation of work – regular praise for task completion Group work to promote communication- e.g. essay planning</p> <p>Social, Emotional, Mental Health Regular check-ins with SEMH students/adaptions given Feedback sheet to record assessment marks and feedback and reflect Group activities to promote thinking skills and essay planning. Adaptations given for SEMH students- e.g. quiet space</p> <p>Sensory and Physical Visuals used to aid understanding- e.g. documentaries of prisons Diagrams of layout of courtroom/prisons</p>
Oracy Opportunities	Individual research on case studies	Group work- planning of past paper questions
Literacy Opportunities	Practice questions from Controlled Assessment briefs	Past paper questions

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