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Thematic assessment overview


Section B: Thematic study	3	AO1/2	Explain one way in which X was [similar/different] to Y.	4 marks
	4	AO1/2	Explain why...	12 marks
	5 or 6	AO1/2	'[Statement]': How far do you agree? Explain your answer.	16 marks + 4 SPaG marks

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using second-order historical concepts.

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Focusing your teaching

- Long sweep of time
- Designed in two strands plus case studies
- 'Process of change' introduction indicates focus for learning and assessment:
 - context linkage
 - patterns of change
 - influence of factors within periods, across the theme and at particular times
- Case studies exemplify aspects of the strands in period and allow comparisons over time.

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How am I going to teach the content?

What skills do students need to pass the exam?

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Delivering the course

1. Preparing well
2. Organising the course structure
3. Getting off to a good start
4. Success(ion) planning

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PREPARATION

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Thematic strands

Option 10: Crime and punishment in Britain, c1000–present

- 1 Nature and changing definitions of criminal activity
- 2 The nature of law enforcement and punishment

Option 11: Medicine in Britain, c1250–present

- 1 Ideas about the cause of disease and illness
- 2 Approaches to prevention and treatment

Option 12: Warfare and British society, c1250–present

- 1 The nature of warfare
- 2 The experience of war

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Key factors

- Individuals and Institutions (Church and government)
- Science and technology
- Attitudes in society
- Communications (specific to Warfare)

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Planning support

Free support <ul style="list-style-type: none"> • Guidance on constructing a course • Course planner • Scheme of work for every topic • Topic booklet for every topic • Getting Started guide 	Published support <p>ActiveLearn Digital Service – Teacher planning materials for every option:</p> <p>Lesson plans with differentiation ideas</p>
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Resources

Look at the reading lists included in the topic pack. Have you come across any of them before? Is there anything you've read that is missing?


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STRUCTURE

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Structuring your course

Three possible methods for structuring the course

1. Chronologically
2. Chronologically, with the case studies at the end
3. Thematically

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Chronologically

Positives	Drawbacks
<ul style="list-style-type: none"> • The textbooks are presented this way. • It is the easiest way to become familiar with the entire course. • Helps students to see the themes developing through each time period. • Develops stronger sense of context for each period. 	<ul style="list-style-type: none"> • It can be difficult to develop the themes. • Exam questions span time periods. • 'One shot' – only looks at each time period once during first teaching.

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Chronologically
with the case studies at the end

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Positives	Drawbacks
<ul style="list-style-type: none"> Helps students to see the themes developing through each time period. Develops stronger sense of context for each period. You can recap the time periods, develop the themes and focus on period-spanning questions through look at the case studies at the end. 	<ul style="list-style-type: none"> It can be tricky to separate out the case studies, e.g. Medieval Medicine without the Black Death.

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Thematically

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Positives	Drawbacks
<ul style="list-style-type: none"> Students cover each time period three times - one for each strand and one for the case studies. It develops strong chronological understanding and promotes cross-period thinking. It is usually quicker. 	<ul style="list-style-type: none"> Textbooks/resources are not really set up for this. You have to know the content really well to be successful. Separating the strands can be tricky.

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Activity 1
Discuss with those around you how you plan to structure your course.

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GETTING STARTED

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Overview lessons

Activity 2

Add to the timeline events you have covered at KS3 and any events you think are important to reference for the topic. Discuss possible activities to deliver this overview.

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Overview lessons: sample

- Provide students with a potted history of Britain.
- In groups, students work through the different time periods to produce a resource to teach the rest of the class.
- Resources then displayed in the classroom for reference throughout the course.

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Organising notes

- 'Page to view' overview frame
- Provide tabs to help students familiarise themselves with the key periods
- Use folders instead of exercise books
- Split the book into sections
- Finish each section with a recap homework

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Teaching support

Free support

- **Mapping** to current (2013) Pearson student books
- **Guidance on teaching thematic study and historic environment**, including Thinking Historically activities
- **Guidance on sources and interpretations**, including Thinking Historically activities
- **Guide to Thinking Historically**
- **Guide to Writing Historically**

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Teaching support

Published support



Student Books for every option in the specification (also available as ActiveBooks and Kindle editions) and includes Thinking Historically activities and Writing Historically spreads. Series edited by Angela Leonard.

Active Learn Digital Service for every option, including:
Front-of-class Student Books
Worksheets

Revision Guide and **Revision Workbook**

Sign up to get a glimpse of the new resources at:
www.pearsonschools.co.uk/history16samples.

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Teaching support

Additional endorsed resources*

We are working with a other publishers who are looking towards getting their resources endorsed.

Hodder: The Hodder GCSE History for Edexcel Student's Book helps students achieve their full potential while ensuring pace, enjoyment and motivation.

*These books are going through the endorsement process, so not all the resources have been endorsed at this time.



No paid-for products or services are required to deliver Pearson Edexcel qualifications.

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SUCCESS(ION) PLANNING


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Impact on KS3

- Impact for content choices?
 - history on different scales: short, medium and long term
 - thematic approaches
 - historic environment and local history
- Embedding skills at KS3
 - change and continuity over broad period
 - narrative

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Impact on KS3

Activity 3

How does your KS3 Programme of Study help to prepare your students for the new GCSE? Complete the table in your delegate handbook.


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ASSESSMENT

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Assessment

	Question description	Example question stem	AO and marks
3	Comparison of similarity <i>or</i> difference (over time)	Explain one way in which xxxx was similar to yyyy.	AO1 + AO2 4 marks
4	Explanation of the process of change (at least 100 years)	Explain why... + <i>two stimulus points</i>	AO1 + AO2 12 marks
5/6	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change (at least two centuries)	'[Statement.]' How far do you agree? Explain your answer. + <i>two stimulus points</i>	AO1 + AO2 16 marks + 4 SPaG

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Question practice

- Take care over the time span
 - Q3 and Q4 will normally span at least a century (and may span much longer periods)
 - Q5/6 will normally span at least two centuries and may span much longer periods.
- Practise applying criteria in order to make a judgement (Q5/6).

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'There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).'
How far do you agree? Explain your answer

Possible criteria

- Consider the strands for Medicine: ideas, treatment, prevention: does progress occur in one but not the others?
- Long time period: does progress occur during a shorter part of it?
- Starting point: progress relative to what?

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'The main purpose of punishment during the period c1000–c1700 was to deter people from committing crimes.'
How far do you agree? Explain your answer.

Possible criteria

- Very long time period: is it the same all the way through?
- Major vs minor punishments: was all punishment about deterring people?



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Assessment support


<p>Free support</p> <ul style="list-style-type: none"> • Additional specimen papers • Student exemplars with commentary • Mock marking training 	<p>Published support</p> <p>ActiveLearn Digital Service – Progression and assessment materials for every option:</p> <ul style="list-style-type: none"> – end of unit tests – exam skills PowerPoints.
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Questions?

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Subject Advisor

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