

# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

Feedback to History from  
learning walk and work  
sampling whole school  
showcasing activity

## Learning Walk

### Teachers seen:

Jared Andrews, Sarah-Jane Bee, Pam Canning, Kathryn Elsdon, John Herring

### Strengths

- Highly consistent strong practice across the department
- Excellent subject knowledge and questioning
- Strong use of scaffolding and modelling
- Pupils able to articulate what they are learning and why
- Positive behaviour, engagement and routines

## Work Sampling

### Strengths

- Highly consistent and structured approach across the department.
- Strong use of literacy scaffolds and subject-specific vocabulary.
- Clear evidence of challenge and high expectations for all pupils.
- Well-organised books with consistent presentation.
- Regular and visible feedback and upgrading processes.
- Strong evidence of progression and depth in extended writing.

# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

Example of feedback from SLT  
on learning walk

Hi S-J

Thank you for welcoming Izzy and myself into your lesson on Thursday. As you know I was using this a dual opportunity as part of the AH interview but also for the purpose of the showcasing activity on achievement.

I wanted to share some feedback with you, from both of us:

Strengths:

- Behaviour for learning (subtle strategies to support and manage the behaviour of the class, but specifically individuals, as identified on your class profile). You asked questions of Adil to refocus him, moved over to him, sat with him when swinging on his chair all of which worked to refocus him without confrontation or disruption to the pace of the lesson, or learning for others. Your addressing of the importance of team work to the group who didn't 'gel' like the others was supportive, yet reiterated your expectations beautifully.
- Relationships with students
- The structure of the lesson and the associated planning - there was clearly a lot of thought about the groupings used and the resources used by each group.
- Scaffolding of tasks, particularly with weaker readers in mind - shorter bursts of text to make it manageable and reinforcement of the task in multiple places.
- Clear routines already embedded - this was evident when you set students the task of paired reading. All were engaged and no questions were asked showing consistency of approach.
- I spoke to five students as part of the lesson: all said they enjoyed History. Two in particular said it was their favourite lesson and they had opted for it. All agreed expectations were consistently high. All talked confidently about the use of assessments and how they improve their progress as well as your verbal feedback. Four out of five could also articulate what they were studying and how it was part of the bigger picture of the unit, 1 boy (back corner next to the boy by the window struggled but got there with prompting).

# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

Write up for one of our 3 enquiries which have been published as part of HA Teacher Fellowship Award – Kathryn Elsdon's Teacher Fellowship Award

Also 2.5



In partnership with  
**AHRC BBC History 100 Fellowship**



## Teacher Fellowship programme

### Broadcasting and Social Change in Sixties Britain

What do broadcasting and the media reveal about the lived experience of the 'Swinging Sixties'?

Kathryn Elsdon

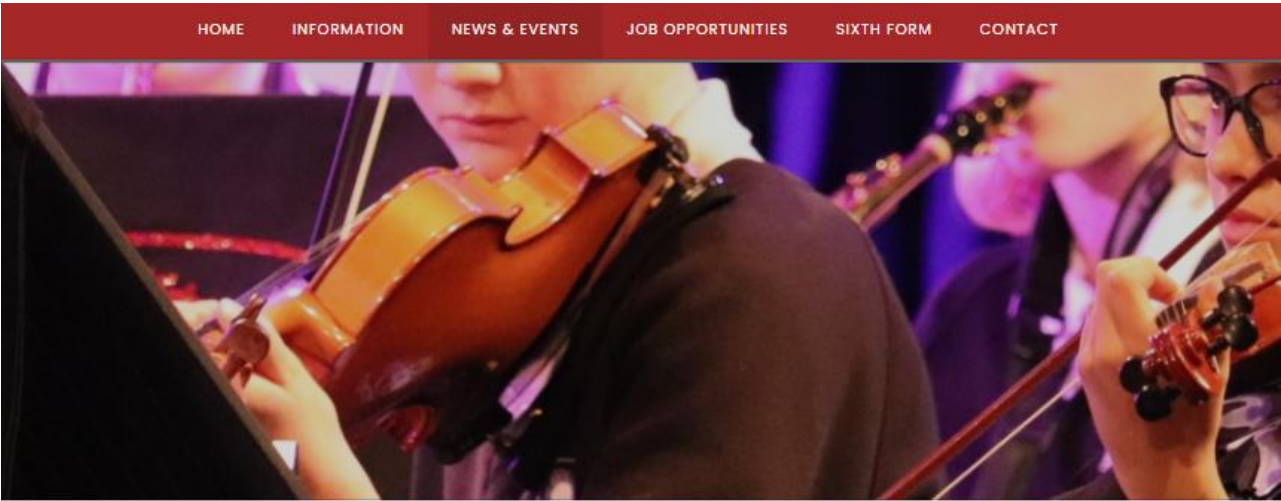
#### What do broadcasting and the media reveal about the lived experience of the 'Swinging Sixties'?

##### Scholarly and curricular rationale

I have decided to produce a six-lesson enquiry focusing on the question: What do broadcasting and the media reveal about the lived experience of the 'Swinging Sixties'? This focuses on the sixties as a concept and what audio-visual material can tell us about the period at the time. The aim is for students to explore a different theme per lesson, using audio-visual material throughout, to explore what the sixties meant for the people who lived through them. I intend for this resource to be used for Key Stage 3, particularly Years 8 and 9, due to the sensitive nature of some of the material within this and the important messages that it contains. Diversity and the treatment of the LGBTQ+ community at this time are included, which is something that all students should be aware of and know.

I developed this particular resource because I wanted students to have a good overview of the period. As someone who had not studied the 1960s in detail before, I wanted my resource to give students that overview of the period as well. By doing this, different groups within society could be studied that have previously been left out of other schemes of work. This allows students to connect with the work and see real links with the world around them. The focal point of this scheme of work is the use of audio-visual material: every lesson has a series of interviews and videos related to that specific theme. This therefore allows students to have a better insight into the period, as they can see and hear it for themselves. I've also made sure that students see the materials not just as videos that they watch but as pieces of historical evidence. I am hoping that this scheme of work can be used after students study the World Wars, as there would be connections between this scheme of work and post-war Britain. Currently, we have a scheme of work focused on the 1960s, but it is focused more globally, so in using these schemes of work together and placing this after studying World War II, students can grasp the impact that the war had at this time. Having a scheme of work heavily reliant on the stories of other people also makes this powerful. Placing the legal changes in the background and really focusing on the impact that they had on the people at this time and how they lived their lives will give students a really powerful connection with the topic, one that they might not have had with others.

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School Website announcement  
of Sarah-Jane Bee winning  
Inspiring History Teacher Award  
for South East 2026

Also 2.5

Home > News & Events > Latest News

Mrs Bee – Inspiring History Teaching Awards, South East Winner



In this section

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[Little Heath School - Mrs Bee – Inspiring History Teaching Awards, South East Winner](#)

History Teacher, Mrs Bee, has won an inaugural award celebrating inspirational history teachers across the country.

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SJ Bee’s Fellowship resources  
on HA website

Also 2.5

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## How do we construct claims about Henry VIII's progresses to Reading?

By Sarah-Jane Bee



Image credit: Image taken by and shared with the permission of Little Heath School

Target age range: History teachers of Key Stages 3-5

This enquiry contains four fully resourced lessons from which students can learn through experience how claims about the past are constructed. Students are faced with a previously unresearched topic of historical enquiry, and must undertake archival research and explore material remains to make and support their own claims about this subject. The lessons are supported by two films, which introduce archival and archaeological research and model the processes involved in locating sources.

Although the lessons focus on Henry VIII's visits to Reading, the accompanying teacher guidance notes offer support for adapting this enquiry for another local area or topic.

This resource was written by Sarah-Jane Bee, teacher of history at Little Heath School in Reading and South East England Winner of the [Inspiring History Teaching Awards](#). We would particularly like to acknowledge Reading Museum (Reading Borough Council), Royal Berkshire Archive and Reading Abbey for their support in the development of this enquiry and the accompanying resources.

### Films

Film 1 – using an archive to locate sources  
(7.44 minutes long)



Unit Homepage

Outcome resources

How do we construct claims about Henry VIII's progresses to Reading?

What does the Field of the Cloth of Gold tell us about monarchy in the time of Henry VIII?

What was the impact of the Reformation on York?

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## Little Heath History Investigates | Archives

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## How should Reading recognise its connections to the history of people of African descent? (Part 1)

Pam Canning

### Lessons 1-3



In discourse on slave-ownership and the impact that it had on Britain, many people assume or believe that the impact of the trade is only significantly centred around port cities that saw a direct connection to the slave trade. This enquiry aims to give students an understanding that slave-ownership has left a significant legacy in Britain, by looking at the history of the connections to slave-ownership of a place not normally associated with that legacy. It is well documented in London, Bristol and Liverpool particularly, but it is the typicality of Reading and the fact that it would never have been assumed to have these connections that demonstrate the legacy of slave-ownership in Britain; if Reading has this history, then everywhere does.

Lessons 1-3 are below.

Attached files:

☐

Rationale for the enquiry  
25.5 KB Word document

☐

Scheme of work  
37.8 KB Word document

☐

Conducting a local history enquiry on the legacies of the transatlantic slave trade  
31.5 KB Word document

☐

1. Central Club Mural  
6.35 MB Powerpoint presentation

Unit Homepage

Outcome Enquiries

How can three Atlantic towns help us to understand the transatlantic slave trade?

How should Reading recognise its connections to the history of people of African descent? (Part 1)

How should Reading recognise its connections to the history of people of African descent? (Part 2)

What can we learn from the kingdoms of Benin and Asante about African histories?

Was there more continuity than change in British-Jamaican relations between 1760 and 1870?

The underdevelopment of Africa: broadening and deepening narratives of Benin for Year 8

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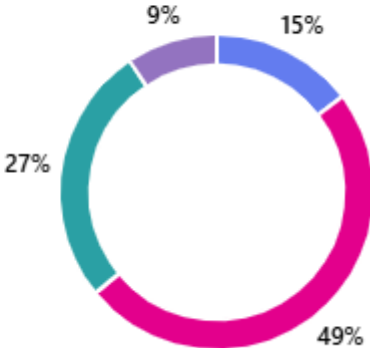
Pam Canning’s Fellowship resources on HA website

Also 2.5

1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

2. Have you enjoyed studying History this year?

|                  |    |
|------------------|----|
| All of the time  | 22 |
| Most of the time | 74 |
| Some of the time | 40 |
| Never            | 14 |



2026 student voice survey of year 7 and 8 students

| What does your teacher do to make History interesting and engaging? Is there anything they could do to make it more interesting and engaging? |
|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Mrs bee and mr Andrew's make their lessons interesting by sharing interesting facts and also shows how they think it is                       |
| They make it very fun to learn about with clear explanations and pictures/videos                                                              |
| The stuff the people have done so we can unravel there legacy and history                                                                     |
| We have in the past played history games                                                                                                      |
| Speak like we are discovering new things                                                                                                      |
| ms bee goes into lots of detail and gives good examples                                                                                       |
| She makes it really fun and educating                                                                                                         |
| he like says the things like hes in the story sometimes                                                                                       |
| I liked it when Mr Herring started speaking in different accents.                                                                             |
| they're very passionate about the topic                                                                                                       |
| We do alot off stuff like games and it feels face paced so i lern alot                                                                        |
| My history teachers ask me questions and make lesson more interesting.                                                                        |
| She answers a lot of our anwers and she talks about lots of things that add to the story                                                      |
| They turn it more into a story than a lesson                                                                                                  |
| My History teacher answers our questions we want to know in the lesson .                                                                      |
| I just find the way he explains it very clear and he always lets us ask questions asking what we are really interested in                     |

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One thing that would make History easier for me is....

Is there anything you want your teacher(s) to know

about how you learn or anything else you want to say

nothing

I write quite slow, but it isn't because I am being lazy. I just struggle to get ideas from my head onto paper. Praise and encouragement helps me - I have become confident in History this year as I am made to feel like I can do the work.

nothing

I am very excited to be studying History next year as I have really enjoyed lessons this year and feel like I have done well. I am much more confident in lessons this year and like answering questions and sharing my thoughts. I feel like I can do this in Mrs Rayner's lessons.

Mrs Rayner. I like the way she teaches. She is strict, but doesn't get stressy at us. We can have a laugh, but get work done.

Laptop and extra time in tests and most tasks. Teachers knowing I struggle to read quickly and understand. It helps me when someone reads something through with me and then I can answer the tasks.

I really like Mrs Rayner teaching me. I know that Mrs Rayner won't shout at me, but she expects good behaviour. She is strict, but fair strict.

I like teachers being patient with me and not getting angry straight away. I have ideas in my head, but cannot write quickly. It is frustrating. Sometimes I shout out, but it is because I know the answer, but if I don't say it straight away I forget. I want teachers to know I know the answer and get frustrated when they don't ask me. This gets me in trouble.

Survey by dyslexic pupils in Ros Rayner's Year 8 group-responses

# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

Parental feedback to SJ Bee

Hiya,

I hate not being able to finish a call properly 😅

I just wanted to say thank you for all the glowing comments about [REDACTED].we are very proud of him. Given another 20 seconds and I'd have been able to tell you that, as capable as he is, the level of commitment he brings to lessons (to some degree) is reflective of how he 'rubs along' with the subject teacher....he's an emotive individual and does take on board constructive criticism, when balanced with praise / recognition....so I'd like to extend my thanks for clearly having his best interests in mind! 😊

Please don't hesitate to get in touch if you ever have any concerns and I'll work on the homework side of things.

Kindest regards,

# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

## triumphs Show

[TH\\_176TriumphsShow.pdf](#)

Enquiry on Empire includes resources written about by Kathryn Elsdon and Hannah Howard in TH 176

Also 1.3

### Spicing it up: Using material culture as a means to generate an enquiry on the British Empire

After spending the better part of an afternoon session at university with our fellow history trainees 'wrestling' in the words of Byrom and Riley, with planning an enquiry on the British Empire, we both left feeling frustrated and dissatisfied with our efforts.<sup>1</sup> Although as trainee teachers we expected to find planning an enquiry challenging, we quickly found that when it came to tackling the British Empire we were not alone in our frustration. Indeed, one of our placement departments was experiencing similar difficulties. As Byrom and Riley suggest, it is our job as teachers to grapple with the challenge of content selection – both in terms of the topics we select and the content we choose to teach within any particular topic. But this challenge seems to be magnified ten-fold when teaching the history of Britain's empire: a complex political, cultural, social and economic phenomenon that has a broad chronological and geographical scope.<sup>2</sup> And yet, despite the seemingly endless opportunities offered by such a broad and multifaceted topic, when given the opportunity, we found ourselves resorting to the more conventional and safe option: the consequences of British imperialism.

Coincidentally, that same week we visited a local museum, the Museum of English Rural Life (MERL) – a local, niche museum linked to the University of Reading. We had been set the task of finding an object in the museum to generate an enquiry. Having been given the flexibility and freedom to use the museum as inspiration for a historical topic of our choosing, our shared love of material culture meant that we were already excited about the potential such an enquiry afforded. Bringing material culture into the classroom was something we were passionate about from the very beginning of our training year: we desperately wanted to incorporate our own degree specialisms and research interests into our teaching. While at first glance a museum of rural life might not seem the most likely place to look for inspiration, to us it was a treasure trove of potential stories and material. While the demands of a teaching timetable and the organisation and

Figure 1: Display at the MERL with the spice box featured in the glass cabinet (bottom right)



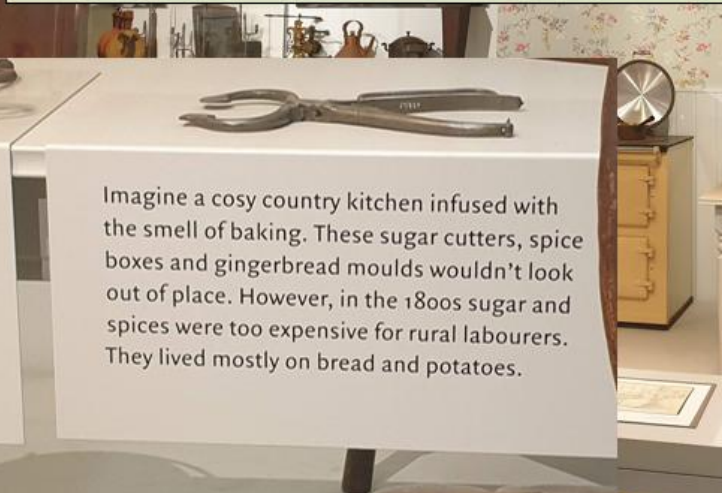
research required made visiting an archive feel prohibitive, a museum (especially one right on our doorstep) provided an easy opportunity to engage with the material of the past first hand. As history enthusiasts could be more exciting than immersing ourselves in exploring a collection of physical remnants of the past, we were within touching distance, where we could see and in some cases touch objects that offer to bring the past to life?

And so, our quest began. The displays were crisscrossed with objects, ranging from the very small to the very large and the very mundane. Eagerly, we scanned each display: a wicker-man, wagons and ploughs, numerous collections of ladybird books and old smocks, until we spotted it... a box. In a replica nineteenth-century rural kitchen, deep in the midst of some ordinary-looking cooking equipment (and indeed other spice boxes) this worn, lockable box, roughly the size of a small biscuit tin and contained within it six smaller boxes, caught our eye (Figure

So, why would the spice box be displayed in this way at the MERL?

Having watched the following clip, discuss:

- Why is the spice box important to the M...
- How does the meaning of the box comp...
- What does this suggest about the meani...



Imagine a cosy country kitchen infused with the smell of baking. These sugar cutters, spice boxes and gingerbread moulds wouldn't look out of place. However, in the 1800s sugar and spices were too expensive for rural labourers. They lived mostly on bread and potatoes.

What is the relationship between these four people and the spices?

Trade was vital across the British Empire. If you don't understand the way that different peoples in different countries engaged with trade within the British Empire...it is hard to know anything about the British Empire.

We are going to do this by...considering the relationship between FOUR different people and the spices along their trading journey across the Empire!



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First slide and example activity/modelling of introduction to revision skills with year 9

# What is revision and how do we do it effectively?

Also 1.2

Monday, 08 June 2026

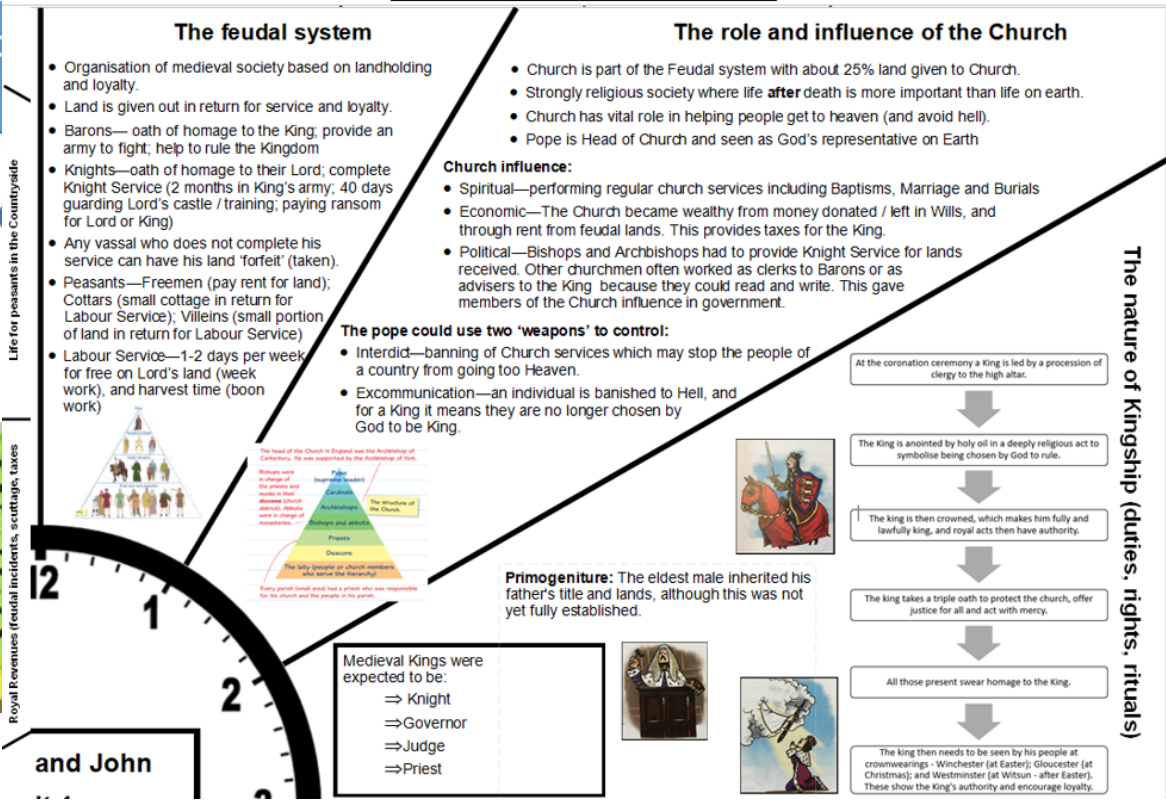
What do we mean by revision? What examples can you think of?

## Learning Objectives

- To **define** the key term revision
- To **identify** different revision strategies and how we use them
- To **create** revision resources in preparation for the end of unit assessment



## Revision Clocks



# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

Example of revision booklet given out to support revision of GCSE topics in year 10 and 11

Also 1.3

Also 1.2

Superpower Relations and the Cold War, 1941-1991

Revision and PPE Preparation

Key Topic 1: The origins of the Cold War 1941-1958

Hot

Amber

Green

1. Early tensions between the East and West

The Grand Alliance: The outcomes of the Tehran, Yalta and Potsdam conferences.

The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.

The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov Telegrams and the creation of Soviet satellite states in Eastern Europe.

2. The development of the Cold War

The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947.

The significance of Containment (1947), Cominform (1949) and the formation of NATO (1949).

Berlin: its division into zones, the Berlin Crisis (Blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.

3. The Cold War intensifies

The significance of the arms race and the formation of the Warsaw Pact.

Events in 1950 leading to the Hungarian Uprising, and Khrushchev's response.

The international reaction to the Soviet invasion of Hungary.

1

Unit 1: Origins of the Cold War

For each event, colour the thermometer to show what is happening to tension between the two sides. Colour more to show higher tension.

Good relations as the three allies are working together against a common enemy.

Worse relations as they no longer had a common enemy and there had been a change of leaders with more anti-communist Truman for USA.

Formation of the Grand Alliance

Yalta Conference

Potsdam Conference

Long & Novikov Telegram

1941

Nov 1943

Feb 1945

May 1945

July 1945

1945-48

2

Tehran Conference

Germany surrenders = end of war in Europe

Soviet Exp

Relations improved as Britain and the USA opened a second front against Germany (D-Day landings).

End to Potsdam Conference to discuss the future of post-war Germany and Europe.

2

Unit 1: Origins of the Cold War

For each event, add one consequence (impact). This might be another event, or an impact on relations or tensions.

and the arms

Marshall Plan

End of the Berlin Blockade

Hungarian Uprising

12 March 1947

March 1948

23 June 1948

May 1950

1949-51

Oct 1956

3

Truman Doctrine

Berlin Blockade

Nuclear Arms Race

3

Unit 1: Origins of the Cold War

Plan the following consequence questions

Explain one consequence of the Potsdam Conference of July 1945.

Explain one consequence of the Truman Doctrine.

Explain one consequence of the creation of Soviet-controlled satellite states in Eastern Europe.

Explain one consequence of the Hungarian Uprising.

4

Unit 1: Origins of the Cold War

Plan the following narrative account questions

Write a narrative account analysing the key events of the Truman Doctrine, 1947-1949

Write a narrative account analysing the key events of the Berlin Crisis, 1947-1949

Causes

Events

Consequences

Causes

Events

Consequences

5

Unit 1: Origins of the Cold War

Plan three importance questions

Importance of the Berlin Blockade

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

Importance of the Wartime Conferences

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

6

Unit 1: Origins of the Cold War

Plan three importance questions

Importance of the Truman Doctrine & Marshall Plan

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

Importance of the Hungarian Uprising

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

7

Unit 1: Origins of the Cold War

Plan three importance questions

Importance of the Berlin Wall

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

Importance of the Cuban Missile Crisis

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

8

Unit 1: Origins of the Cold War

Plan three importance questions

Importance of the Prague Spring

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

Importance of the Cuban Revolution

Impact on tension

Impact on relations between the USA and the USSR

Impact on the development of the Cold War

Impact on the Arms Race

9

Unit 2: Cold War Crises, 1958-70

Plan the following consequence questions

Explain one consequence of the Berlin Refugee Crisis, 1950-61

Explain one consequence of the building of the Berlin Wall.

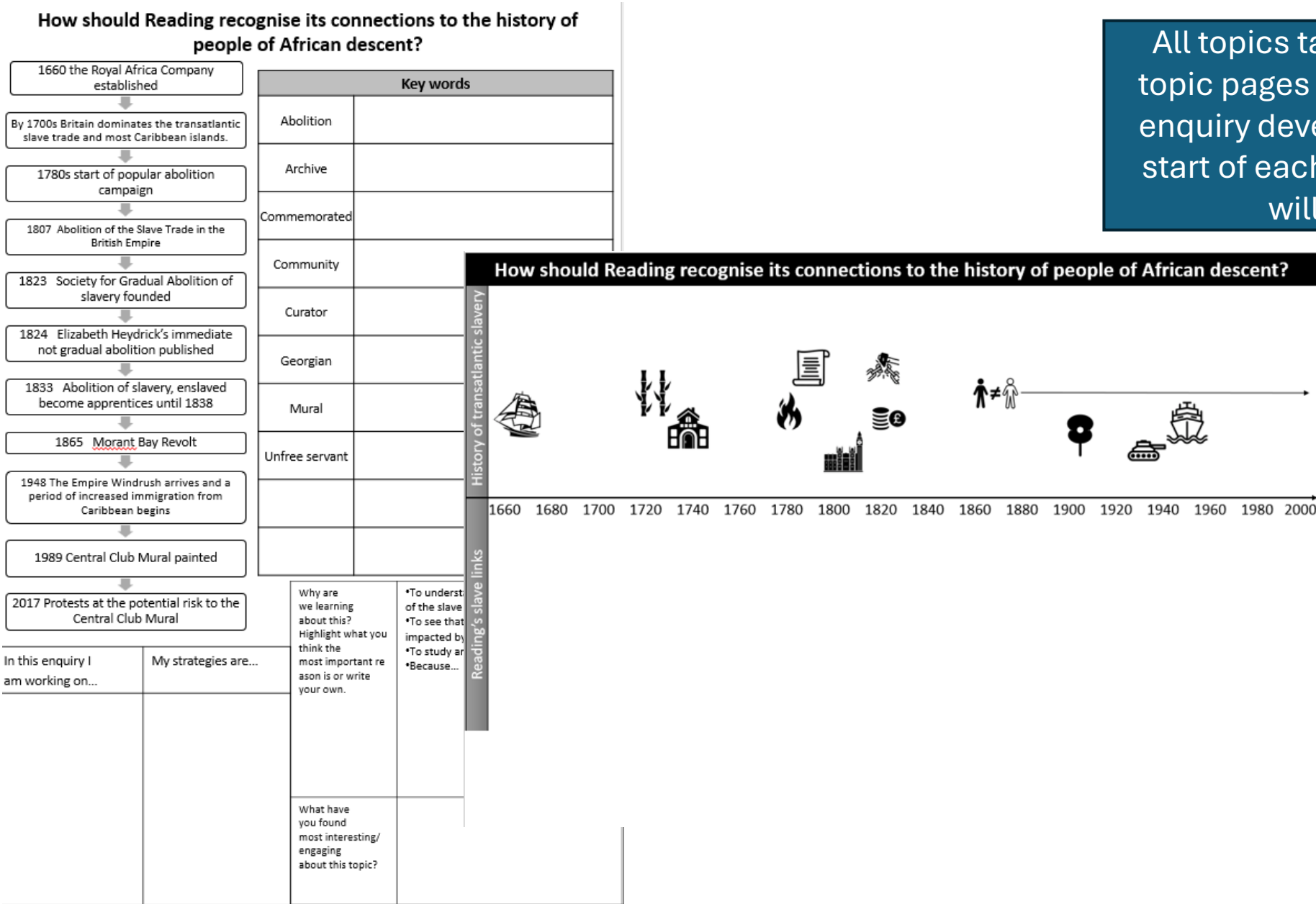
Explain one consequence of the Cuban Revolution, 1959.

Explain one consequence of the Prague Spring Reforms, 1968.

10

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All topics taught through enquiry with topic pages – students complete as the enquiry develops. Sheets in book at the start of each topic (examples of copies will be ready for visit).



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Slides from twilight training for all staff by Steve Bond and Pam Canning on Revision skills, and email from SLT afterwards

Also 2.4

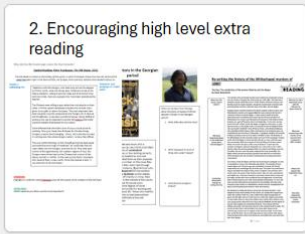
HPA Strategies in History

- 1. Enquiry questions informed by scholarship
- 2. Encouraging extra reading and signpost to students
- 3. Adaptation of class profiles and SSS grid
- 4. Planning teaching revision into curriculum
- 5. GCSE Question guidance booklets

2. Enquiries based on scholarship



2. Encouraging high level extra reading



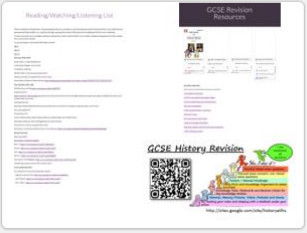
Read, watch, listen



Want more?



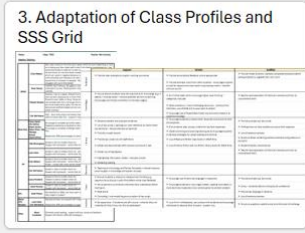
Reading/Watching/Listening



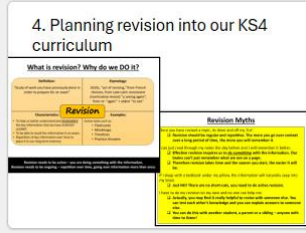
Independent Study in A Level History



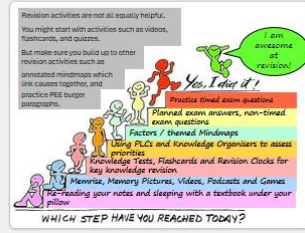
3. Adaptation of Class Profiles and SSS Grid



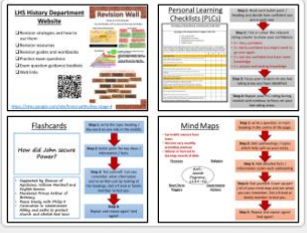
4. Planning revision into our KS4 curriculum



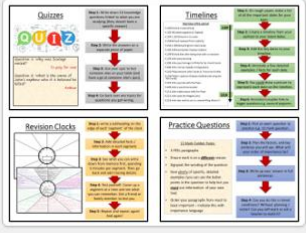
Revision activities are not all equally helpful.



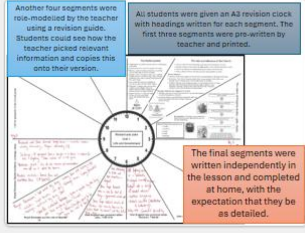
Unit History Department Website



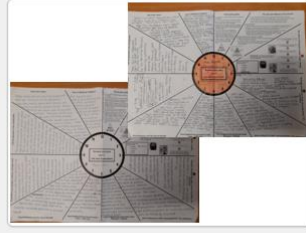
Personal Learning Checklist (PLC)



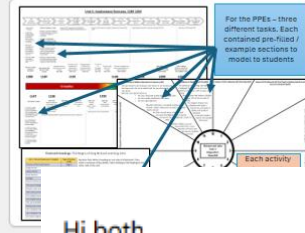
Another four segments were re-modelled by the teacher using a revision guide.



All students were given an A3 revision clock with headings written for each segment.



For the PPEs - three different tasks. Each contained pre-filled / example sections to model to students



Hi both

I just wanted to email to thank you both for sharing your ideas at Twilight yesterday. The amount of work you have all done to focus on building revision skills and independence is wonderful. There were so many great ideas and I came away feeling very inspired and full of enthusiasm for possible next steps.

Have a lovely day and thank you again!

Sam

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## Personal Learning Checklist – A-Level History

|                                                                                                                                                                                                                  |                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Russia and its rulers</b>                                                                                                                                                                                     | <b>2 hours 30 minutes</b><br><b>Worth 40% of final grade</b> |
| <b>Question 1: Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of...(30)</b> (No choice)                                               |                                                              |
| <b>Question 2, 3 and 4: Thematic question based on Nature of Government, Economy &amp; Society, War &amp; Revolution or Empire, Nationalities &amp; Satellite States (25)</b> (Must answer 2 from a choice of 3) |                                                              |

KEY: **Red** = not confident **Amber** = know a little **Green** = very confident

|                                                                                                 |            |              |              |
|-------------------------------------------------------------------------------------------------|------------|--------------|--------------|
| <b>Unit 1: The Nature of Government</b>                                                         | <b>Red</b> | <b>Amber</b> | <b>Green</b> |
| Autocracy, dictatorship and totalitarianism                                                     |            |              |              |
| Developments in central administration & structure of Government                                |            |              |              |
| Methods of repression and enforcement (including use of secret police, propaganda & censorship) |            |              |              |
| The extent and impact of reform (including political reforms)                                   |            |              |              |
| The nature, extent and effectiveness of opposition both before and after 1917                   |            |              |              |
| Changes in local government                                                                     |            |              |              |

|                                                                                                                                                                                                                                                                                         |            |              |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|--------------|
| <b>Unit 2: Impact of dictatorial regimes on Economy &amp; Society of Russia and the USSR</b>                                                                                                                                                                                            | <b>Red</b> | <b>Amber</b> | <b>Green</b> |
| Impact on peasants of: <ul style="list-style-type: none"><li>Emancipation Edict</li><li>Land Banks</li><li>Famines</li><li>Vyshnegradskii's reforms</li><li>Stolypin's reforms</li><li>War Communism</li><li>The NEP</li><li>Collectivisation</li><li>The Virgin Lands Scheme</li></ul> |            |              |              |
| Impact on workers of: <ul style="list-style-type: none"><li>Witte's 'Great Spurt'</li><li>War Communism</li><li>The NEP</li><li>Stalin's 5 Year Plans</li><li>Khrushchev's 5 Year Plans</li><li>Technological changes under Khrushchev</li></ul>                                        |            |              |              |
| Limitations on personal freedoms – particularly lives of women                                                                                                                                                                                                                          |            |              |              |
| Limitations on political freedom                                                                                                                                                                                                                                                        |            |              |              |
| Limitations on religious freedom                                                                                                                                                                                                                                                        |            |              |              |

|                                                                                                                                                                                                                                                                                                                             |            |              |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|--------------|
| <b>Unit 3: Impact of War &amp; Revolution on the development of Russia and the USSR</b>                                                                                                                                                                                                                                     | <b>Red</b> | <b>Amber</b> | <b>Green</b> |
| The effects of the following wars on government, society, nationalities and the economy: <ul style="list-style-type: none"><li>The Crimean War</li><li>The Russo-Japanese War</li><li>1905 Revolution</li><li>1917 Revolutions</li><li>World War One</li><li>Civil War</li><li>World War Two</li><li>The Cold War</li></ul> |            |              |              |

|                                                                                    |            |              |              |
|------------------------------------------------------------------------------------|------------|--------------|--------------|
| <b>Unit 4: Impact of Russia and the USSR on nationalities and satellite states</b> | <b>Red</b> | <b>Amber</b> | <b>Green</b> |
| The Polish Revolt 1863                                                             |            |              |              |
| Expansion in Asia                                                                  |            |              |              |
| Russification                                                                      |            |              |              |
| Finland                                                                            |            |              |              |
| the Baltic provinces                                                               |            |              |              |
| Impact of the First World War and the Treaty of Brest Litovsk                      |            |              |              |
| Russo-Polish War                                                                   |            |              |              |
| Communist advance into Eastern and Central Europe after the Second World War       |            |              |              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |              |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|--------------|
| <b>Depth Studies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Red</b> | <b>Amber</b> | <b>Green</b> |
| <b>Alexander II</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |            |              |              |
| The effects of the Crimean War; the aims of Alexander II's domestic policies; the nature of his government; changes in central administration; the extent and impact of domestic reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social change.                                                                |            |              |              |
| <b>Provisional Government</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |              |              |
| Main domestic policies of the Provisional Government; the nature of the government; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition; changes in urban and rural living and working conditions, limitations on personal, political and religious freedom; extent of economic and social changes; the impact of the continuing war; reasons for the overthrow of the Provisional Government. |            |              |              |
| <b>Khrushchev</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |              |              |
| The aims of Khrushchev; the nature of his government; opposition, methods and enforcement of repression in Russia and its satellites; the extent and impact of reform; changes in urban and rural living and working conditions; limitations on personal, political and religious freedom; extent of economic and social changes including economic planning and the Virgin Lands Scheme; the impact of the Cold War; Khrushchev's fall.                      |            |              |              |

All KS4 and 5 topics have PLCs which are shared with students to support independent learning. 6<sup>th</sup> form are shared at start of topic, GCSE as part of revision process and on department website

Also 1.2

# 1.1 Teaching and learning. How does teaching impact upon achievement? How good is history teaching? How effectively does teaching enable all pupils to make progress?

# Progress in KS3 History

|        | Conceptual understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sources and Interpretations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Communicating understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Higher | <p><b>Causation and Consequence</b></p> <ul style="list-style-type: none"><li>I can confidently construct an argument about the importance of causes or nature of consequences.</li><li>I can <b>analyse</b> and <b>evaluate</b> the role of causes in leading to historical events.</li><li>I can write effective explanations of the nature (long term/short term/trigger) of the causes or consequences of events.</li><li>I can effectively compare the importance or nature of causes or consequences and confidently identify links between them.</li></ul> <p><b>Change and continuity (chronological understanding)</b></p> <ul style="list-style-type: none"><li>I have detailed chronological understanding and can confidently locate new knowledge into a wider historical context.</li><li>I can effectively explain how quickly, how far, and the features of change in history.</li><li>I can confidently use my knowledge and vocabulary with accuracy to support an argument about the extent and importance of change.</li></ul> <p><b>Similarity and difference/significance</b></p> <ul style="list-style-type: none"><li>I can use my knowledge to support comprehensive comparisons between periods, events, or people in the past.</li><li>I can effectively evaluate the nature of similarities and differences between different historical cultures and periods.</li><li>I can formulate a highly effective argument on significance, applying a criterion as a basis for my analysis.</li><li>I can consider the significance of events, people, changes, periods and show awareness of different perspectives about significance.</li></ul> | <p>I show confident understanding of the nature of historical evidence and how it is used to support a claim.</p> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"><li>I use appropriate evidence from sources to support and challenge a historical claim.</li><li>I can evaluate the utility and/or reliability of primary evidence by considering its content, provenance and by applying historical knowledge</li><li>I can make highly effective judgements about the usefulness of sources for areas of debate.</li></ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"><li>I can independently identify the differences between historians' interpretations.</li><li>I can effectively evaluate the convincingness of interpretations by selecting relevant evidence.</li></ul> | <p><b>Knowledge and evidence</b></p> <ul style="list-style-type: none"><li>I can plan and write confidently with a reasonable level of confidence for topic.</li><li>I can confidently select accurate and relevant evidence that effectively supports arguments.</li></ul> <p><b>Explanation and analysis</b></p> <ul style="list-style-type: none"><li>I can write developed analytical explanations which accurately tackle the task given.</li></ul> <p><b>Judgement and evaluation</b></p> <ul style="list-style-type: none"><li>I can confidently make and support my own judgements on historical debates.</li></ul> <p><b>Historical Communication</b></p> <ul style="list-style-type: none"><li>I can effectively structure my arguments</li><li>I can accurately and effectively use historical vocabulary and deploy in my writing flexibly and independently</li></ul> |

Progression in History – assessed against historical concepts

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intermediate | <p><b>Causation and consequence</b></p> <ul style="list-style-type: none"><li>I can begin to construct a reasonable argument about the importance of causes or consequences.</li><li>I can explain the role of causes in leading to historical events and write about simple consequences.</li><li>I can write explanations of the nature (long term/short term/trigger) of the causes or consequences of events.</li><li>I can sort causes into categories and see how they relate together</li></ul> <p><b>Change and continuity (chronological understanding)</b></p> <ul style="list-style-type: none"><li>I have sound chronological understanding and can locate new knowledge into a wider historical context.</li><li>I can explain with some confidence how quickly, how far and the features of change in history.</li><li>I can use my knowledge and some change vocabulary to support an argument about the extent and importance of change.</li></ul> <p><b>Similarity and difference/ significance</b></p> <ul style="list-style-type: none"><li>I can use my knowledge to support effective comparisons between periods, events, or people in the past.</li><li>I can effectively evaluate the nature of similarities and differences between different historical cultures and periods.</li><li>I can formulate an effective argument on significance, I might be beginning to apply a criterion as a basis for my explanation.</li><li>I can consider the significance of events, people, changes, periods and show awareness of different perspectives about significance.</li></ul> | <p>I show sound understanding of the nature of historical evidence and how it is used to support a claim.</p> <p><b>Primary sources</b></p> <ul style="list-style-type: none"><li>I use appropriate evidence from sources to support and/or challenge a historical claim.</li><li>I can evaluate the utility and/or reliability of primary evidence by considering its content, provenance and/or by applying historical knowledge</li><li>I can make sound judgements about the usefulness of sources for enquiries.</li></ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"><li>I can identify reasonable differences between historians' interpretations.</li><li>I can evaluate the convincingness of interpretations by selecting relevant evidence.</li></ul> | <p><b>Knowledge and evidence</b></p> <ul style="list-style-type: none"><li>I can plan and write with some support with a reasonable level of confidence for topic.</li><li>I can select accurate and relevant evidence that effectively supports my arguments.</li></ul> <p><b>Explanation and analysis</b></p> <ul style="list-style-type: none"><li>I can write sound explanations which tackle the task given.</li></ul> <p><b>Judgement and evaluation</b></p> <ul style="list-style-type: none"><li>I can make sound judgements on historical debates and support effectively.</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>I can structure my arguments effectively with some support.</li><li>I can accurately and effectively use historical vocabulary with support</li></ul> |
| Foundation   | <p><b>Causation and consequence</b></p> <ul style="list-style-type: none"><li>I can identify causes of a historical event</li><li>I can write basic descriptions of causes with some relevant evidence to support</li><li>I can write about basic consequences of events by selecting limited evidence to support.</li></ul> <p><b>Change and continuity (chronological understanding)</b></p> <ul style="list-style-type: none"><li>I have some chronological understanding and are beginning to locate new knowledge into a wider historical context.</li><li>I can begin to consider how quickly, how far, and the features of change in history.</li><li>I can use some knowledge and change vocabulary to support an argument about changes in the past</li></ul> <p><b>Similarity and difference/ significance</b></p> <ul style="list-style-type: none"><li>I can use my knowledge to support effective comparisons between periods, events, or people in the past.</li><li>I am beginning to use similarities and differences between different historical cultures and periods to make basic judgements.</li><li>I can make valid points for argument on significance.</li><li>I am beginning to consider the significance of events, people, changes, periods and show awareness of different perspectives about significance.</li></ul>                                                                                                                                                                                                                                                     | <p>I show some understanding of how evidence can be used to support a claim.</p> <p><b>Primary sources</b></p> <ul style="list-style-type: none"><li>I can recognise some strengths and/or weaknesses of historical sources.</li><li>I use limited evidence from sources to support and/or challenge a historical claim.</li><li>I can make basic judgements on the utility or reliability of primary sources</li></ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"><li>I show basic understanding of different views of the past.</li><li>I can select key features of an interpretation and begins to explain the overall impression it gives about the past.</li></ul>                                                                                         | <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"><li>I can plan and write with support</li><li>I can describe events in the past.</li><li>I can select some basic evidence that supports my statements.</li></ul> <p><b>Explanation and analysis</b></p> <ul style="list-style-type: none"><li>I can write some basic explanations which link to the topic.</li></ul> <p><b>Judgement and evaluation</b></p> <ul style="list-style-type: none"><li>I can make reasonable judgements on historical questions.</li></ul> <p><b>Communication</b></p> <ul style="list-style-type: none"><li>I can use basic historical vocabulary with some success</li></ul>                                                                                                                                 |

# 1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

## A Level results 2025

### A Level results analysis

#### History

Overall results:

5 As, 5 Bs, 6 Cs, 1 D,

A\*-A 29.41%, A\*-B 58.82%, A\*-C 94.12%, A\*-E 100.00%

Overall Alps – 4 (3 in 2024, 5 in 2023, 3 in 2022, 2 in 2021, 2020, 2019, 3 in 2018)

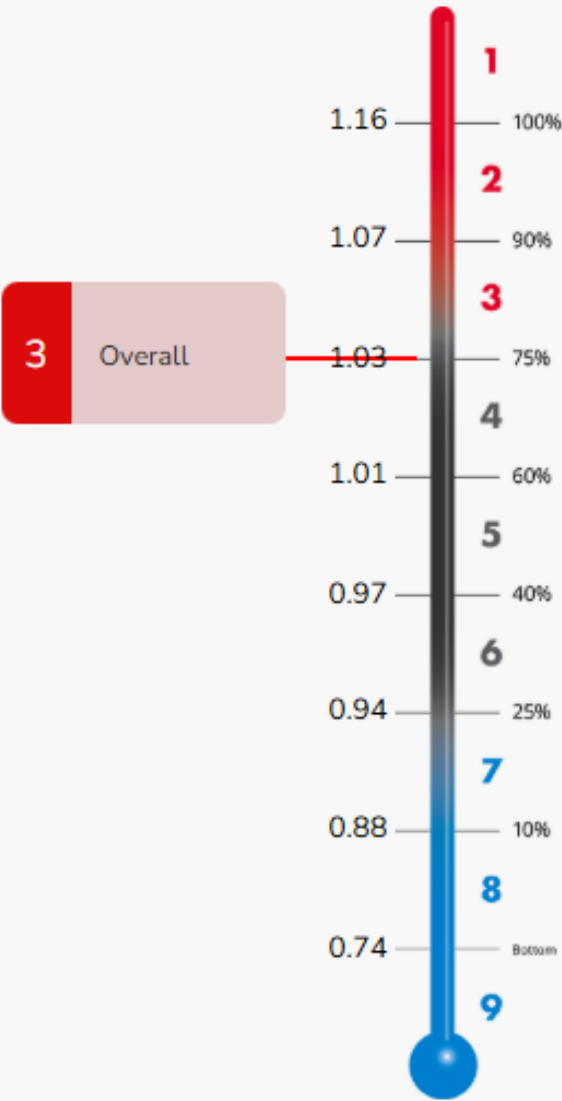
Grades by unit:

C/WK – 7 A\*s, 2 As, 1 B, 2 Cs, 3 Ds, 1 E, 1 U – average mark by LHS students 29.4 (last year 26.6), OCR average 27.1

Tudors – 5 A\*s, 1 A, 5 Bs, 4 Cs, 1 D, 1 E – average mark by LHS students 28.6 (last year 28.1), OCR average 28.4

Cold War – 1 A\*, 5 A, 2 Bs, 6 Cs, 1 D, 1E – average mark by LHS students 16.6 (last year 16.3), OCR average 16.6

Russia – 2 As, 9 Bs, 6 Cs, – average mark by LHS students 46.4 (last year 47.3), OCR average 46.8



# 1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

## Headline measures (End of Year 10 Predictions – July 2025)

| %7+ overall | %5+ overall | %5+ DA | %5+ boys | %5+ girls |
|-------------|-------------|--------|----------|-----------|
| 23.3%       | 56%         | 50%    | 52%      | 59.5%     |

GCSE Results – headline page of departmental analysis

## Headlines measures (Year 11 Summer Results – August 2025):

| Alps Grade | Residual | %7+ overall | %5+ overall | %5+ DA | %5+ boys | %5+ girls |
|------------|----------|-------------|-------------|--------|----------|-----------|
| ALPS 3     | 0.13     | 30%         | 58%         | 26.3%  | 58.3%    | 56.7%     |

### How did this compare to historic results?

Highest proportion of Grade 9s  
Grade 9-7 – This was higher than 2024, but still below the levels of 2023 and 2019  
Grades 9-5 – This was higher than 2024 and 2023 but all fairly consistent.  
Grades 9-4 – This was slightly lower than 2024 but higher than 2023.

### How did this compare to national results?

|         | LHS 2025 | Edexcel National Ave |
|---------|----------|----------------------|
| Grade 9 | 10%      | 6%                   |
| 9-7     | 30%      | 26%                  |
| 9-5     | 58%      | 53%                  |
| 9-4     | 70%      | 64%                  |

Above national Edexcel History results in every measure.

# 1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

Dear Jared,

I wanted to congratulate you on the excellent GCSE results from your History class this summer. It was a great set of results and a positive residual, incredibly impressive in your first year with Year 11!

Thank you for your continued hard work and for going the extra mile with interventions and support for students. Your commitment has clearly made a significant difference, and it's greatly appreciated.

Many thanks,  
Josh

Emails sent to GCSE teachers and leaders in History acknowledging strong results 2025

Also 2.4

Joshua Coulson  
Deputy Headteacher

Dear Kathryn,

I wanted to take a moment to congratulate you on the excellent GCSE results from your History class this summer. It was a great set of results and a positive residual.

Thank you for your continued hard work and for going the extra mile with interventions and support for students. Your commitment has clearly made a significant difference, and it's greatly appreciated.

Many thanks,  
Josh

Joshua Coulson  
Deputy Headteacher

Dear Carl,

I wanted to take a moment to congratulate you on the excellent GCSE results from your History class this summer. It was a great set of results and a positive residual.

Thank you for your continued hard work and for going the extra mile with interventions and support for students. Your commitment has clearly made a significant difference, and it's greatly appreciated.

Many thanks,  
Josh

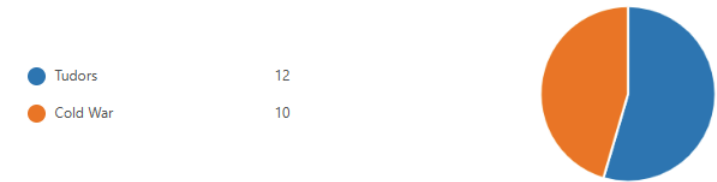
Joshua Coulson  
Deputy Headteacher

# 1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

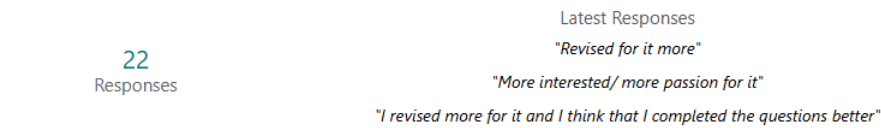
1. How happy were you with how you performed in the History PPEs?



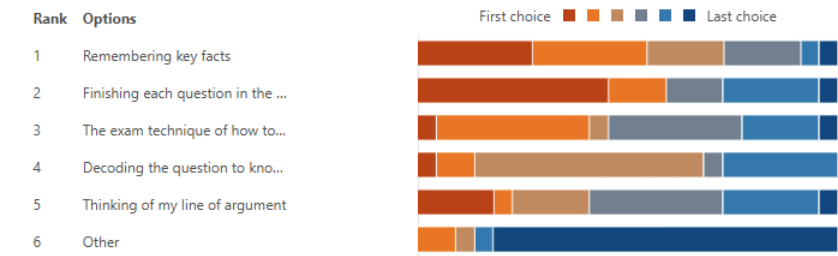
2. Which History paper do you think you performed best on?



3. Why do you think that you performed best on this paper?



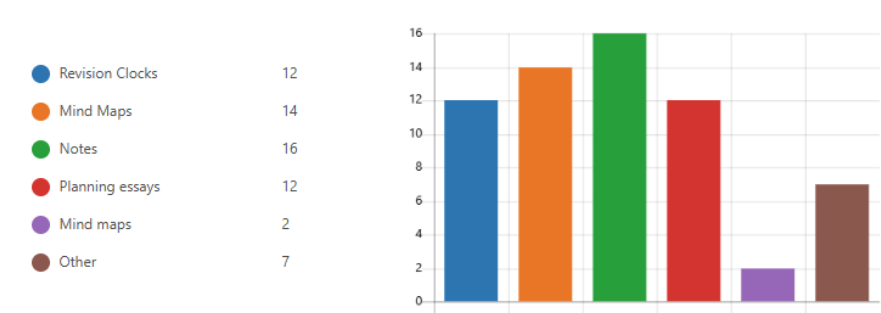
4. Rank the skills you used in the History exam, with the skill you found hardest at the top and the skill you found easiest at the bottom



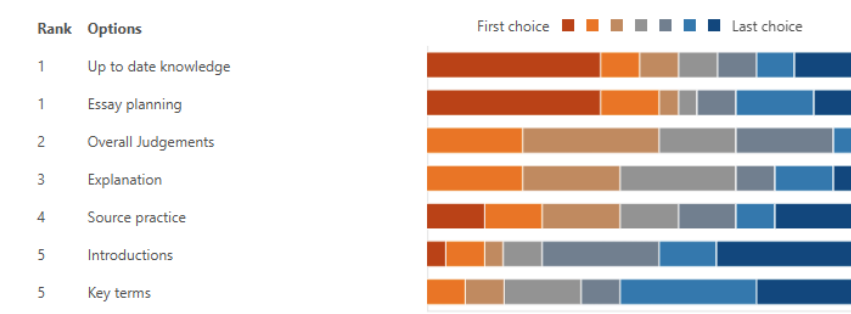
6. How long did you spend revising for the History PPEs?



7. Which of these revision methods did you use for History revision?



8. Which of these skills would you most like to practice during future revision lessons? Put the ones you most want to practice at the top.



Survey of Year 12 students after PPE exams. Used to inform intervention and support after exams.

1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

GCSE results trend

|         | LHS 2025 | Edexcel<br>National Ave | LHS 2024 | LHS 2023 | LHS 2019 |
|---------|----------|-------------------------|----------|----------|----------|
| Grade 9 | 10%      | 6%                      | 4%       | 5%       | 6.3%     |
| 9-7     | 30%      | 26%                     | 25%      | 35%      | 34%      |
| 9-5     | 58%      | 53%                     | 57%      | 56%      | 69%      |
| 9-4     | 70%      | 64%                     | 72%      | 67%      | 81%      |

1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

Example of teacher mark book for year tracking student progress

| A    | B   | C   | D   | E         | F        | G        | H         | I          | J   | K        | L     | M  | N      | O          | P          | Q        | R      | S     | T     |
|------|-----|-----|-----|-----------|----------|----------|-----------|------------|-----|----------|-------|----|--------|------------|------------|----------|--------|-------|-------|
| Name | EAL | DA  | FSM | Average C | KS5 ALPS | KS5 A/AS | Pred grad | Transition | E1  | Engageme | E2    | E3 | E4 Pur | E5 Catholi | E6 F and E | E7 Image | 30M E1 | PPE   | 30M 2 |
|      |     |     |     | 4         | Band 9   | C/D      | C3        |            |     |          | 11    | 12 | 12     | 14         | 14         | 12       | 12     | 9     | 16    |
|      |     |     |     | 6.3       | Band 4   | B        | B3        |            |     |          | 13    | 10 | 15     | 12         | 12         | 9        | 20     | 10    | 16    |
|      |     |     |     | 6.8       | Band 3   | B        | B2        |            |     |          | 13    | 11 | 14     | 12         | 16         | 11       | 14     | 14    | 25    |
|      |     |     |     | 7.8       | Band 1   | A*/A     | A3        |            |     |          | 10    | 15 | 6      | 16         | 16         | 16       | 25     | 16    | 21    |
|      |     |     |     | 6.33      | Band 4   | B        | B3        |            |     |          | 12    | 11 | 15     | 9*         | 12         |          | 16     | 14    | 20    |
|      | Yes |     |     | 3.67      | Band 10  | C/D      | D2        |            | DNF |          | 6     | 5  | 14     | 6          | 11         | 6        | 5      | 3     | 6     |
|      |     |     |     | 8.56      | Band 1   | A*/A     | A1        |            | 16  |          | 16    | 18 | 6      | 16         | 14         | 18       | 22     | 16/17 | 20    |
|      |     |     |     | 5.33      | Band 6   | B/C      | C2        |            | DNF |          | 14/15 | 11 | 6      | 9          | 9          | 14       | 16     | 7     | 10    |
|      |     |     |     | 6.3       | Band 4   | B        | B1        |            | DNF |          | 14    | 14 | 16     | 9          | 13         | 16       | 20     | 13    | 25    |
|      |     |     |     | 6.11      | Band 4   | B        | D1        |            | DNF |          | 8     | 11 | 10     | 15         | 12         | 15       | 15     | 12    | 10    |
|      |     | Yes | Yes | 5.1       | Band 7   | C        | C2        |            | DNF |          | 13    | 12 | ABSENT | 12         | 14         | 11       |        |       |       |
|      |     |     |     | 5.6       | Band 6   | B/C      | C2        |            |     |          | 13    | 10 | 6      | 11         | 10         | 12       | 12     | 7     | 16    |
|      |     |     |     | 4.14      | Band 9   | C/D      | D3        |            | DNF |          | 6     | 6  | 8      | 7          | 10         | 8        | 12     | 8     |       |
|      |     |     |     | 5.4       | Band 6   | B/C      | B2        |            | DNF |          | 10    | 15 | 15     | 16         | 16         | 17       | 18     | 5     | 23    |

# 1.2 Teaching and learning: How much progress do pupils make in lessons? How do you know?

The historian's questions?  
are the **key** to  
unlocking the document! 🔑🔒

**Your challenge:**  
There is nothing in the published historical literature about Henry VIII's visits to Reading. We have been into Royal Berkshire Archive and the National Archives and located documents regarding these visits:



St Laurence's churchwarden's accounts, stored in Royal Berkshire Archive



The Letters and Papers of Henry VIII  
(The National Archive, London)

The historian's questions?  
are the **key** to  
unlocking the document! 🔑🔒

**Challenge:**  
There is nothing in the published historical literature about Henry VIII's visits to Reading. We have been into Royal Berkshire Archive and the National Archives and located documents regarding these visits. **As apprentice historians, you are going to try to unlock them and find out what happened when Henry VIII's visited our town!**

Slides from lessons investigating Henry VIII's progresses to Reading – year 7

**As apprentice historians, you are going to try to unlock them and find out what happened when Henry VIII's visited our town!**

Each station around the room contains documents relevant to a particular theme of Henry VIII's visits. In your groups you must work as a team to record:

- 1. **Certainties** – things that the records explicitly tell us about this aspect of Henry VIII's visits
- 2. **Possibilities** – things we can infer/reasonably guess about this aspect of the visits based on what the documents tell us
- 3. **Questions/lines of enquiry** – things we should ask based on what the document does/doesn't say that might **unlock** it further

As you visit each new station you will need to **add, extend or challenge** the ideas that previous groups have recorded.

**Work together**, but each team member will have a **specific role** that they will be responsible for directing the group's thinking about and recording:

- 1. **Fact finder** – ensure that your group has identified the **certainties** you've learned from the documents about Henry's visits
- 2. **Theoriser** – ensure that your group is crafting **questions** about what the documents **do/do not** tell you and using these to construct theories about Henry's visits
- 3. **Cross-referencer** – ensure that your group is spotting where documents or **wider knowledge** of the period could be **used together** to strengthen/explain your theories

# 1.3 How effectively are available resources deployed for the teaching of history?

So, why would the spice box be displayed in this way at the MERL?

Having watched the following clip, discuss:

- Why is the spice box important to the MERL?
- How does the meaning of the box compare to last lesson?
- What does this suggest about the meaning of objects?

Imagine a cosy country kitchen infused with the smell of baking. These sugar cutters, spice boxes and gingerbread moulds wouldn't look out of place. However, in the 1800s sugar and spices were too expensive for rural labourers. They lived mostly on bread and potatoes.



Under my thumb  
The girl who once had me down  
Under my thumb  
The girl who once pushed me around  
It's down to me  
The difference in the clothes she wears  
Down to me, the change has come  
She's under my thumb  
Ain't it the truth, babe?

Under my thumb  
It's the squirmin' dog who's just had her day  
Under my thumb  
A girl who has just changed her ways  
It's down to me, yes it is  
The way she does just what she's told  
Down to me, the change has come  
She's under my thumb  
Ah, ah, say it's alright

Under my thumb  
Her eyes are just kept to herself  
Under my thumb, well I  
I can still look at someone else

1. What might this reveal to us about attitudes towards women?
2. Does it reveal attitudes that were socially acceptable at the time?

### Reading St Laurence Churchwarden's Accounts

1516 - *RECEYTES* - Of the *yong* men for the *kyng* play at *wytsonyde* quarter of malt given by Roger Johnson *preysed* at *iiii s xxxi*.  
Receipts - Of the young men for the king's play at Whitsuntide with a quarter of malt given Johnson priced at 4 shillings. Total 31 shillings.

1518 - *Rec' It'* of the *yong* men for the gathering with the king play x.  
Receipt item - of the young men for the gathering with the king's play 25 shillings, 5 pence.  
(Note - there are similar entries in 1529 and 1532 and 1540)

1520 - *It' paid* Thomas Taberer for the *kyng* play at *Witsontide*.  
Item - paid Thomas Taberer for the king's play at Whitsuntide, 10 shillings. (Taberer may ref - a drum)

If you are stuck, the question below might get you started:

- How was the king entertained?
- What drink was provided?

'It's a bright spark of life in Reading's townscape'



Watch the clip of the protest.  
What can we work out about the mural and its meaning to the local community?

[www.getreading.co.uk/news/reading-berkshire-news/protesters-march-reading-council-bid-13672312](http://www.getreading.co.uk/news/reading-berkshire-news/protesters-march-reading-council-bid-13672312)

Examples of resources used.

History's enquiries include:

- Resources created in collaboration with Reading University trainee teachers
- Resources shared by History Resource Cupboard
- Resources created and published in 3 different Teacher Fellowship enquiries
- Resources created in collaboration with teachers at other schools
- Resources from GCSEPod revision website
- Videos created by students on visits to archives and museum.
- Consideration of material culture, songs, written primary sources, political cartoons, art, BBC broadcasts, animated film

# 1.3 How effectively are available resources deployed for the teaching of history?

Department website. Active for several years and now materials in the process of being transferred to new school intranet

## History at LHS

# Revision Wall

Also 1.2

History at LHS

Home

Book Reviews

Home Page

▼ Key Stage 3

▲ Revision Tips

GCSE Revision Resources

Flashcards

Mindmaps

Revision Clocks

Timelines

Memrise

▼ Key Stage 4

▼ Key Stage 5

Welcome to our revision tips page.

Here you will find advice on WHY we revise and HOW we revise most effectively.

If you are looking for resources to use for revision click the button below.

Revision Resources

### What is revision? Why do we DO it?

|                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Definition:</b><br>"Study of work you have done in order to prepare for an exam"                                                                                                                                                                                                                             | <b>Etymology:</b><br>1610s, "act of revising," from French <i>révision</i> , from Late Latin <i>revisionem</i> (nominative <i>revisio</i> ) "a seeing again", from re- "again" + <i>videre</i> "to see" |
| <b>Characteristics:</b> <ul style="list-style-type: none"><li>To help us better understand and REMEMBER the key information that we have ALREADY LEARNT.</li><li>To be able to recall the information in an exam.</li><li>Repetition of key information over time to place it in our long-term memory</li></ul> | <b>Examples:</b> <p>Active tasks such as:</p> <ul style="list-style-type: none"><li>Flashcards</li><li>Mindmaps</li><li>Timelines</li><li>Practice Answers</li></ul>                                    |

### Revision Myths

Once I have revised a topic, its 'done' and off my list.

No, Revision should be **regular and repetitive**. The more you go over context over a long period of time, the more you will remember it.

If I sleep with a textbook under my pillow, the information will naturally seep into my brain.

I can just read through my notes the day before and I will remember it better.

No, effective revision requires us to **do something** with the information. Our brains can't just remember what we see on a page. Therefore **revision takes time** and the sooner you start, the easier it will be.

I have to do my revision on my own and no one can help me.

Actually, you may find it really helpful to revise with

# 1.3 How effectively are available resources deployed for the teaching of history?

‘Team’ created to share files and support coursework research for year 13 – updated every year and now being transferred to new school intranet.

All teams

A-Level History

Independent Study

History Coursework

...

Home page

Class Notebook

Classwork

Assignments

Grades

Insights

Reflect

Main Channels

General

Hidden channels

A-Level History

General

Posts

Shared

The Nazi Germany So...

Podcast on Hitler's Mein Kampf

Hi Year 13 - you might find this useful/interesting - [Mein Kampf: Hitler's dark visi...-History Extra podcast – Apple Podcasts](#)



Mein Kampf: Hitler's dark vision for the fut...

Podcast Episode · History Extra podcast · 17/07/2025 · 21m

podcasts.apple.com

MC

Reply

MC

Mrs P Canning

02/02 11:46

Feedback



First draft feedback Jan 202...

Draft Feedback – whole class feedback

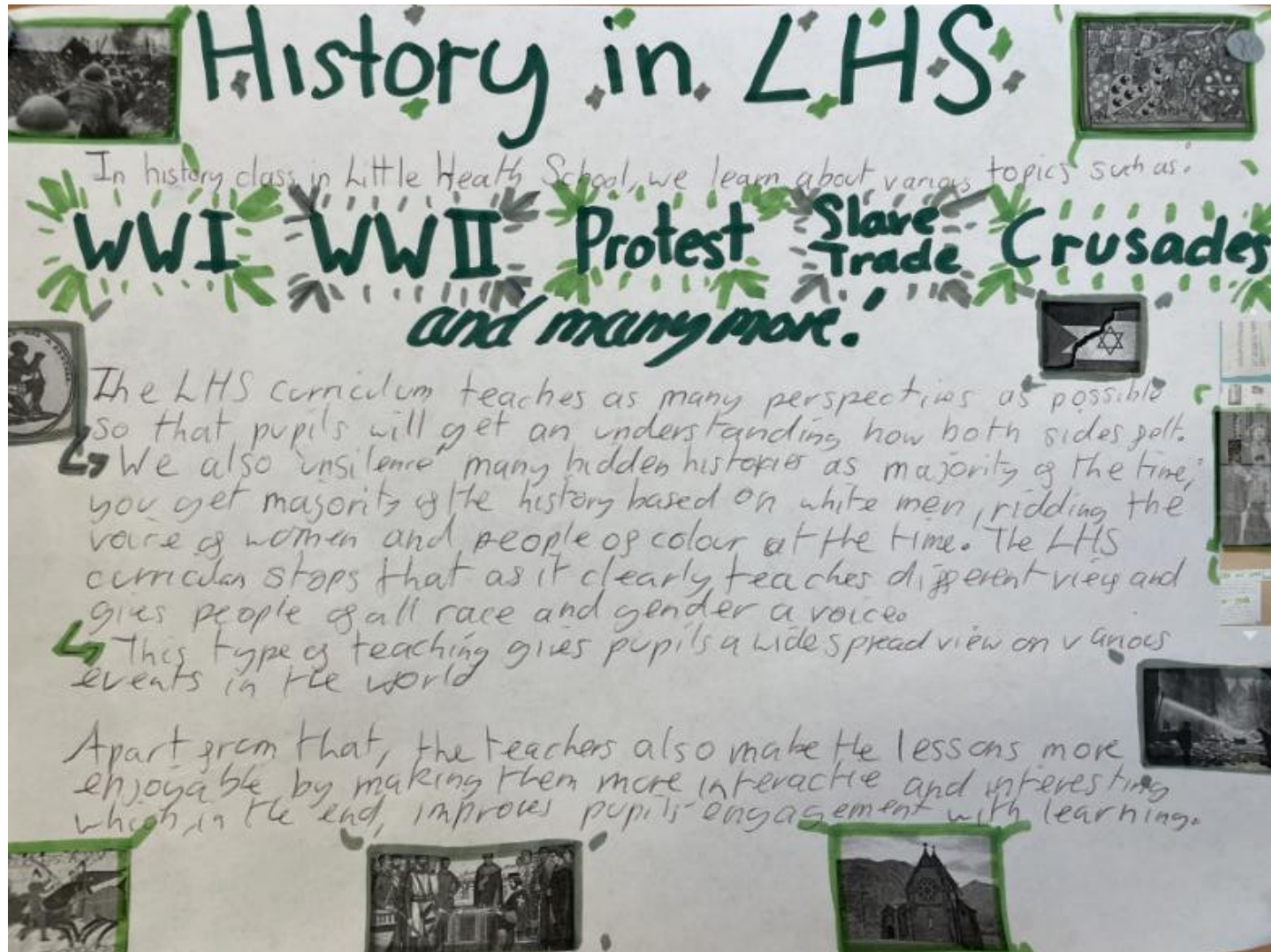
Documents > General

|          | Name                          | Modified          |
|----------|-------------------------------|-------------------|
|          | 1. Introduction Lessons       | October 5, 2025   |
|          | 2. Research Support           | June 22, 2023     |
|          | 3. Mini Research Projects SBO | July 6, 2023      |
|          | 4. Key Skills Lessons         | October 5, 2023   |
|          | Bibliography.pdf              | June 22, 2023     |
|          | Bracher source.docx           | November 20, 2023 |
| Count 25 |                               |                   |

Also 1.2

# 1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know?

Student response to the History Curriculum at end of year 8



1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know?



Student entry to house competition after cross curricular day on WW2

Also 5.1

1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know?

Student responses to “what is the purpose of studying History at school?” in student voice survey

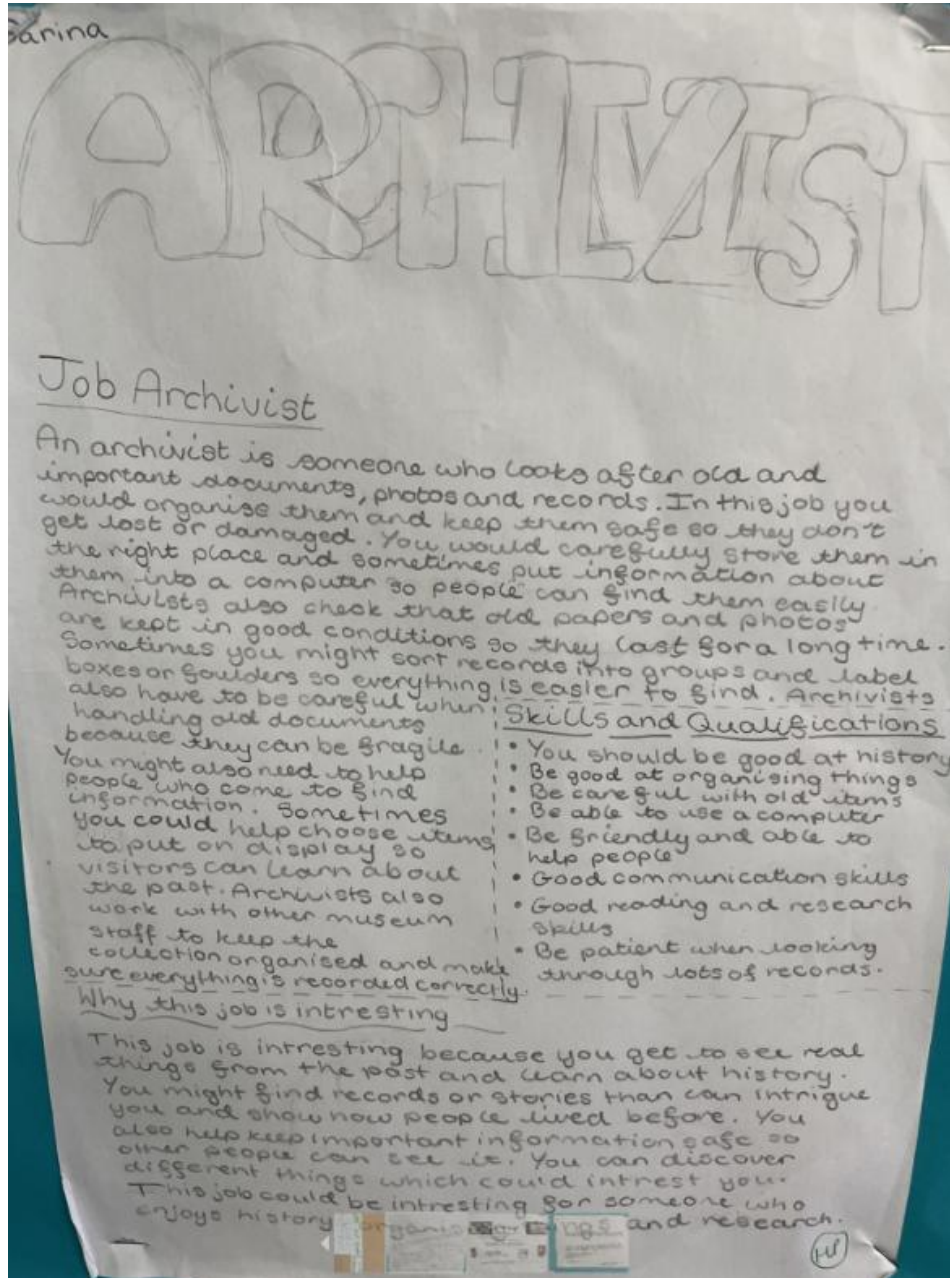
| What is the purpose of studying History at school?                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To learn about the past to make us more aware of everything happening around us and remember the events of the past                                                                                          |
| To know what happened in the past not only in england but other places as well.                                                                                                                              |
| To educate people about the past so that we learn from our mistakes.                                                                                                                                         |
| the purpose of the studying history at school is to show students the importance of what happened before and reflect how that urs changed society today                                                      |
| To learn about the world/our countries pass and what has happened like wars and important history.                                                                                                           |
| It can allow many job opportunities to people who are interested                                                                                                                                             |
| So you can learn more about the past and improve your conclusions / argumentative writing skills.                                                                                                            |
| To understand the past and other people's opinion on things                                                                                                                                                  |
| Being aware of what has happened in the past and what lead to those events and also helping to prevent this from happening in the future                                                                     |
| To understand different points of view in different perspectives of history in our country and other countries                                                                                               |
| To get a good understanding of the past and how not to be influenced by the same ideas and helps learn about culture                                                                                         |
| to make sure some events don't repeat and to learn the significance of the effect on the people who lived through it                                                                                         |
| The purpose of studying history at school is to open our eyes to how the world has evolved and changed over time, and how us as humans have had to adapt to our environment and world, due to these changes. |
| To get a lot of knowledge on different topics e.g doing it for gcse because I love learning history                                                                                                          |
| so we know about what happened in the past and have a better understanding of the world around us and why things the way they are, such as why the parliament has more power than the monarch.               |

# 1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know?

| In your own words, what is History?<br>BEFORE                                                                              | In your own words, what is History?<br>AFTER                                                                                          | How can we learn about the past?<br>BEFORE                                                                                                                                                                                              | How can we learn about the past?<br>AFTER                                                                                        | What is an archivist?<br>BEFORE                                                                                                            | What is an archivist?<br>AFTER                                                                                                              | How do archaeologists learn about the past?<br>BEFORE                                                                                                                                                                                                                                                                                                                        | How do archaeologists learn about the past?<br>AFTER                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A world that in a way is like a fantasy and was once made reality and learning how the world developed until today's world | A bunch of real life story which was reality and builds a look at on fascination on the past                                          | Researching what types of things humans did in say 1666. Just exploring on how humans were like. Also creating a new footprint for a new story which could have a higher point of view from building a new perspective from two stories | By coming from certain theories then building them up or leaning into more possibilities by following one or another's footsteps | An archivist is someone who collects different files from long time ago and file it up in their record to keep it secure in a special room | An important role in human history! They control files store documents in a stronghold and keep them safe.                                  | Archaeologist can learn things from the past by figuring out many methods to come to one concluding. For an example of an archaeologist were to discover a special material that looked very old and not seen before they would open a new case to study on find out what time it could have came from. Find research from around that year and see how this was left behind | They examine through different objects and artifacts that look old or ancient and study them                                                                                  |
| The past if the world                                                                                                      | The footsteps of the past.                                                                                                            | Through documents and items left behind                                                                                                                                                                                                 | Through archeology and looking through documents.                                                                                | A person who has control over items with a long term value                                                                                 | Someone who maintains documents.                                                                                                            | By searching for artifacts that can give evidence of events or things the past people did                                                                                                                                                                                                                                                                                    | By examining anything they can find which they believe may tell you information about the past.                                                                               |
| History is where we learn about the past and what happened                                                                 | History is a subject but not only a subject it is when we use books, documents and more to learn about people or things from the past | With books or online                                                                                                                                                                                                                    | Books, documents, Internet, people around us (school, teachers)                                                                  | Archivist work with stuff to work towards future generations                                                                               | A person responsible for handling, organising or presenting documents                                                                       | With looking at books and evidence of events                                                                                                                                                                                                                                                                                                                                 | Archaeologists use objects and people's interactions to learn about the past                                                                                                  |
| Learning about the past                                                                                                    | Learning and uncovering information about the past                                                                                    | Look at artifacts and things people have discovered                                                                                                                                                                                     | Look at evidence that we can find in places like archives                                                                        | Someone who works in the archives                                                                                                          | Someone who works at an archive and finds the documents that people want to look at to find out the answers to their questions and theories | They carry out studies on the past                                                                                                                                                                                                                                                                                                                                           | They go out and find physical evidence about theories and find historical artifacts that can really make a difference in the answers to the theories that people come up with |

Responses to SJ Bee’s survey of students involved in Fellowship group – before and after involvement

## 1.4 Understanding among pupils of purpose of study: How well do pupils understand the purpose of studying history? How do you know?



Example of student homework on heritage career – set in year 7 after Tudors topic

Also 1.2

# 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

Write up of department approach to PPE feedback

Also 2.3

|                      |                                   |
|----------------------|-----------------------------------|
| Date                 | 18.3.25                           |
| Department           | History                           |
| Staff involved       | PCA, CTA, SBO, KEL, JAN, JHE, RRA |
| Year groups involved | Year 10, 11 and Year 13           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initial discussions (before looking at the work)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>What are the top 5 strategies we should expect to see across the department in our assessments and feedback of Yr10, Yr11 and Yr13 PPEs to help students know more, do more and progress more?<br/>(Examples might include: annotations in margins; comments within work; questions within work; standardisation; WWW/NS; purple pen; checklists; exam wrappers; PLCs; spelling corrections, etc.)</p> <ol style="list-style-type: none"><li>1. Feedback on returned PPEs – we use tick lists due to being quicker and allowing more consistency and students getting feedback on whether they have done each required part of the AOs. Removes need for comments on all answers</li><li>2. We use exam wrappers for students to reflect on their revision and its success, and on their next steps in History – identifies this from a revision, knowledge and technique perspective.</li><li>3. Taught feedback lesson where teacher goes through each question and gives students time to upgrade – targeted particularly to areas that the class struggled with. Use of example/model answers and modelling to demonstrate how to upgrade</li><li>4. Homework after feedback lesson to upgrade</li><li>5. Intervention for students who need it to go through the exam questions for them to complete upgrading task</li><li>6. Teacher marks upgrading and feedback to students on the progress they have made – follow up with contact home wherever needed. E.g. year 13 teachers have contacted home for all parents of students who underperformed. Year 11 took home a feedback slip from an earlier PPE with their results and a space to record a discussion with parents about how their child did on their PPE</li></ol> |
| <p>Would you expect to see any adaptations in any way for your student groups? (Eg: DA, SEND, LPA, MPA, HPA)</p> <ol style="list-style-type: none"><li>1. Feedback on returned PPEs – teachers focus feedback on aspects most likely to progress individual student. Focus on progress towards target, not raw attainment</li><li>2. Exam wrappers encourage students to consider their strengths as well as areas for development and enable students to reflect on their preparation. Then teachers can target intervention in class afterwards depending on whether individuals have not revised effectively, or whether they need to be pushed to make more developed analytical comparisons.</li><li>3. Taught feedback lesson where teacher goes through each question and gives students time to upgrade – targeted particularly to areas that the class struggled with. Use of example/model answers and modelling to demonstrate how to upgrade</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ol style="list-style-type: none"><li>4. Homework after feedback lesson to upgrade – adapted depending on student progress. E.g. students 2 grades below target grade may be asked to upgrade</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

Year 9 exam answer with feedback and upgrading

Also 1.2

The main reason England was in a weak position by 1216 was the loss of Angevin lands in France. How far do you agree? (16)

I disagree that the main reason England was in a weak position was the loss of Angevin lands because of John's bad decisions.

Some might agree with this statement because it is true that John's loss in Normandy did lose a lot of trust with the barons. For example, when he lost Normandy, many of the barons lost faith in him as they lost land in Normandy, this included many foreigner barons, who ~~was~~ were his favourite. This then consequently led to him losing faith from his people, as a medieval monarch needed to protect his land and be a successful military leader. It also led to the collapse of the Angevin Empire, as Phillip continued to take control of many places like Poitou. Only Gascony, and La Rochelle remained in his hands. This caused England to be in a weak position because they were in threat of invasion due to France having a direct route to England. This was less important than other reasons because France never actually ended up invading.

I strongly agree ~~that~~ that this statement is wrong because I think it was due to John's bad decisions. There are many examples for this, including how he was too stubborn to apologise to Pope Innocent II, leading for him to get an interdict put on England and ultimately he got an excommunication. Another stupid thing he done was high taxation, as they ended up spending £135,000 for a loss in Normandy, and that money was not coming back. This ~~dis~~ discontentment with the barons led to England being divided, the barons war and ultimately the Magna Carta getting signed. This caused England to be in a weak position because having ~~now~~ a divided country means half the amount of military protection, causing England to be easier to attack. This was more important than the other reasons

because it led to the barons war, putting the country to lots of problems.

Overall, I mostly disagree that loss of Angevin lands was the main reason England was in a weak position. This is because I think John's bad decisions that ultimately led to his demise was worse. Why?



2 really detailed/developed paragraphs, well done!

EB1 → A3d reason. (John's dispute with the Pope or John's death?)

Some might agree that the statement is wrong because they could think it's due to John's dispute with the Pope. One of the examples is John getting an interdict placed on England. This was terrible as it caused a strongly religious country to lose one of their deepest connections with God. Another reason is the excommunication, which came from disagreement over who the ~~Pope~~ Archbishop of Canterbury. An excommunication lost his power as the country was no longer required to follow him.

1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

the castle costed £12000 but was crucial in capturing back his lands this money could also be used by mercenaries. This was less important because Richards military skill would dominate Philip because of the battles though the castle is helpful it may not be needed because... it was a base of operations for transportation and holding soldiers in a strategic point. Overall the more important reason why Richard was able to win back his land in France is his military skill because all the other factors were important but he has enough experience and skill to defeat Philip.

Year 9 exam answer with feedback using tick sheet and upgrading

Also 1.2

| 'How far...' (knowledge) [/16]                                                                                                                                                                         |     | Name: |                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|------------------------------------------------------------------------------------------------------------------------------------------|
| Feedback                                                                                                                                                                                               | WWW | EBI   | Upgrading Action                                                                                                                         |
|                                                                                                                                                                                                        |     |       |                                                                                                                                          |
| Include plenty of specific, detailed, evidence that goes beyond stimulus points                                                                                                                        | ✓   | ✓     | Include more specific, detailed and accurate knowledge (e.g. names, dates, figures places). For example... in addition... furthermore... |
| Include accurate and relevant information that fits the question                                                                                                                                       | ✓   | ✓     | Correct any mistakes or add in more relevant examples using notes/feedback lesson materials                                              |
| A balanced answer that has evidence from both sides of the argument                                                                                                                                    | ✓   | ✓     | Add in evidence for the side of the argument you haven't included / change examples used to work for balance                             |
| Clear explanation of how the evidence addresses the issue in the question                                                                                                                              | ✓   | ✓     | Add in more explaining phrases: 'This shows that...' [wording of the question] because...                                                |
| Links back to overall line of argument to compare fact or explain importance                                                                                                                           | ✓   | ✓     | Add in a link back to your line of argument / add in comparative phrases - 'This is more/less important than...' because...              |
| Clear judgement (that matches the argument in your introduction). This should use criteria / give the clinching reason for your judgement                                                              | ✓   | ✓     | Refer back to your criteria/basis for judgement in your intro/conclusion Explain how this supports your argument                         |
| Balanced answer is organised clearly into 2 or 3 paragraphs                                                                                                                                            |     |       | Annotate answer to re-order paragraphs                                                                                                   |
| Communicate clearly with accurate spelling, punctuation and grammar                                                                                                                                    |     |       | Add in the missing section                                                                                                               |
| Use formal language and historical vocabulary accurately                                                                                                                                               |     |       | Correct any identified errors in communication on your work                                                                              |
| Ongoing target and strategy - Highlight one or two that you will work on                                                                                                                               |     |       |                                                                                                                                          |
| Include more specific, detailed, accurate, relevant examples in my writing                                                                                                                             |     |       |                                                                                                                                          |
| - Include more dates, names, specific facts etc in lesson notes                                                                                                                                        |     |       |                                                                                                                                          |
| - Highlight these in class notes to help identify them                                                                                                                                                 |     |       |                                                                                                                                          |
| - Create revision if active and purposeful - complete suggested revision activities for topic using sites google.com/site/historyofthe/revision-tips                                                   |     |       |                                                                                                                                          |
| Make and explain how the evidence supports your point                                                                                                                                                  |     |       |                                                                                                                                          |
| Use the words from the question directly in sentences at the start and end of every paragraph                                                                                                          |     |       |                                                                                                                                          |
| Also use the word because as part of explaining sentences. Practice doing this verbally in lesson discussions.                                                                                         |     |       |                                                                                                                                          |
| Extend explanations by using phrases such as 'moreover', 'furthermore'.                                                                                                                                |     |       |                                                                                                                                          |
| Extend explanations by adding comparisons to other factors/aspects                                                                                                                                     |     |       |                                                                                                                                          |
| Write paragraphs in appropriate structure for exam question                                                                                                                                            |     |       |                                                                                                                                          |
| - Annotate key parts of paragraphs. Check - are they in the correct order? Are any parts missing? Make the necessary corrections by rewriting a paragraph or annotating amendments onto your original. |     |       |                                                                                                                                          |
| - Read questions carefully to ensure all signposting is to the specific question asked                                                                                                                 |     |       |                                                                                                                                          |
| Practice using the lesson's question in your written work/verbal contributions to help keep your answers focused                                                                                       |     |       |                                                                                                                                          |
| Communicate accurately and formally                                                                                                                                                                    |     |       |                                                                                                                                          |
| - Check spelling, punctuation and grammar. Use the topic page to check spellings of key words                                                                                                          |     |       |                                                                                                                                          |
| - When you're reading highlight unfamiliar words and annotate on their definitions (whether they're a specific history or not)                                                                         |     |       |                                                                                                                                          |
| - Proof read your work carefully. Use a dictionary/ask for help when needed.                                                                                                                           |     |       |                                                                                                                                          |
| - Write out spellings of unfamiliar words until you can spell accurately with confidence.                                                                                                              |     |       |                                                                                                                                          |

1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

17<sup>th</sup> December 2025  
What was the most serious challenge the Plantagenets faced?

(P) the most serious challenge that the Plantagenets faced was threat to power. For example when he didn't allow his barons to have a high pay which made him talk out with them. In addition when many people died from the Black Death in the 1340s, the peasants who lived said demand for a higher pay because they wasn't anyone else to take their place. Also when John or Grant introduced Poll tax many peasants were unhappy so they started a huge revolt. This makes threat to power the most serious challenge because in season they had to be careful with the decisions they made because peasants would rebel if they weren't happy. This threat to power is more serious than illness and disaster because the real impact of this was more of a threat to power as peasants rebelled when the king made strict laws that you couldn't demand a higher pay.

| Feedback                                                                                                                                          | WWW | EBI | Upgrading Action                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Includes plenty of specific, detailed, accurate and relevant evidence to support your point about the challenge the Plantagenets faced            | ✓   | ✓   | • Add dates/names/places/facts to make your examples more specific.<br>• Aim for 2-3 detailed examples for each paragraph. Use the phrases 'for example' 'in addition' 'furthermore'...                                                                                                                                                                                               |
| Answer uses the words of the question to open the point and explanation.                                                                          | ✓   | ✓   | Use the phrase 'a serious challenge to the Plantagenets was' or 'this was a serious challenge to the Plantagenets because'...                                                                                                                                                                                                                                                         |
| Answer explains why the problem they've chosen was serious for the Plantagenets king, using a criteria to develop the explanation.                | ✓   | ✓   | Add in a sentence at the end of each paragraph 'This shows... was the biggest challenge to the Plantagenets because'...                                                                                                                                                                                                                                                               |
| Makes a clear judgement on the most significant challenge facing the Plantagenets                                                                 | ✓   | ✓   | Add the wording of at least one of our criteria to your explanation.<br>Make sure your judgement on which of the challenges was most serious is clear and consistent (the same) through your paragraph.                                                                                                                                                                               |
| Answer explains convincingly why one problem faced by the Plantagenets was more serious than another, using a criteria to support the comparison. | ✓   | ✓   | Add the wording of at least one of our criteria to your explanation.<br>Add in a paragraph on the side you haven't considered. Use the phrases 'On the one hand...' 'On the other hand...'.                                                                                                                                                                                           |
| Communicate clearly with accurate spelling, punctuation and grammar.                                                                              | ✓   | ✓   | Consider an alternative challenge and explain why it was less serious than the one you have chosen. Although... was a serious challenge because... was still the most serious challenge because... / this is more convincing than the view that... because...<br>Correct any identified errors in communication on your work.<br>Add in more evidence/facts to support your argument. |

Year 7 Peer feedback and structure labels for upgrading

Also 1.2

1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

Year 7 feedback on assessment and upgrading

Also 1.2

Question: When did Parliament become more powerful than the monarch?

|                                                                     | Feedback                                                                                                                                       | WWW | EBI | Upgrading Action                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and evidence                                              | Demonstrates wide-ranging and accurate subject <b>knowledge</b> about the changing power of Parliament. <b>Quiz Score:</b>                     |     |     | <ul style="list-style-type: none"><li>•Correct any errors on knowledge test</li><li>•Add dates/names/places/facts to make your examples more specific.</li><li>•Aim for 2-3 detailed examples for each paragraph. Use the phrases 'For example'... 'In addition'... 'Furthermore'...</li></ul> |
|                                                                     | <b>Include specific and relevant examples</b> of when the power of the monarch and parliament changed <b>across the whole topic</b>            | ✓   |     |                                                                                                                                                                                                                                                                                                |
| Historical skill/ concept                                           | Use <b>language of change vocabulary</b> to describe the change in power, and consider the nature of the change (speed, type, permanence etc.) | ✓   |     | Use more <b>language of change</b> to describe how the power of the monarch changes over time. E.g. <i>slow, unexpected, dramatic, temporary, predictable, abrupt, brief, patchy, sudden, limited, lasting, catastrophic, explosive, steady</i>                                                |
|                                                                     | <b>Explains choice of vocabulary</b> , e.g. why a change was 'permanent', or 'rapid'                                                           | ✓   |     | Add in <b>explaining phrases</b> on why you chose particular words. <i>This is the best word to describe the change in power because...</i>                                                                                                                                                    |
| Explanation and analysis                                            | <b>Link back to the question</b> to explain how these events changed the power of the monarchy                                                 | ✓   |     | <input type="checkbox"/> Link back to the question to clearly explain how much power a monarch had and <b>how this changed over time</b> . <i>This shows that they had [more/less] power because... / This change in power came because...</i>                                                 |
|                                                                     | Consider the significance of changes in the power of the monarchy by <b>comparing events</b>                                                   |     | ✓   | <input type="checkbox"/> Compare different periods of change to <b>explain the significance / importance of change</b> for the overall power of the monarchy. <i>This is the most significant period of / This is a more significant moment because...</i>                                     |
| Communication                                                       | Communicate clearly with accurate spelling, punctuation and grammar.                                                                           | ✓   |     | Correct any identified errors in communication on your work                                                                                                                                                                                                                                    |
|                                                                     | Use formal language and historical vocabulary accurately                                                                                       | ✓   |     | Add in more specific, formal, historical vocabulary                                                                                                                                                                                                                                            |
|                                                                     | Write in clear PEEL paragraphs, using the words from the question for your point and explanation                                               | ✓   |     | Re-write one paragraph in PEEL structure                                                                                                                                                                                                                                                       |
| Ongoing action: (write this onto your topic page for our new topic) |                                                                                                                                                |     |     |                                                                                                                                                                                                                                                                                                |

I think the declaration of Breda wasn't as important ~~only~~ ~~concrete~~ as the Bill of Rights because if the bill of rights didn't appear, the Georgian line would ~~not~~ have failed.

## 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

Year 7 student responding to teacher feedback

Also 1.2

After Charles I's execution, another way power changed significantly was the Restoration of Charles II and the Declaration of Breda. After Oliver Cromwell's rule, Parliament invited Charles II back to the throne, the first Monarch in 7 years. However, Charles II was limited by signing the Treaty of Breda, meaning he promised Parliament to reduce his power. The power shifted towards the king because the Monarchy was restored. However, Parliament also kept some power because the Treaty of Breda gave them power.

↳ check this - what did it specifically agree? ↓

↳ can you link back to your previous paragraph here ↓ - although the power shifted back to the king what increased parliament's power? ↓ \*

\*<sup>u</sup> The Treaty of Breda agreed that Parliament were to have power and a say in the ruling. This changed future monarchs as they couldn't rule separately like Charles I did, leading to his own execution. Although the power shifted back to the monarch with the Restoration for Charles II, the Treaty of Breda gave Parliament the power that they lacked during Charles I's reign, which significantly changed the monarchy's power.

1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

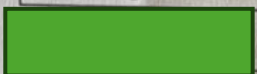
Examples of parent progress slips used in KS3 and 4 after main assessment points. Students reflect on their preparation, their feedback and their plans for next steps and then discuss with parents who sign at end.

Also 2.6



## Progress and Achievement in History



 has just completed an assessment in history on Causes of the Cold War

They have filled in the reflection below to enable them to discuss their assessment with you.

|                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                       |                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>What did you do to prepare for this assessment in History?</b> <ul style="list-style-type: none"><li>✓ Completed the homework timeline</li><li>✓ Used the provided flashcard to test myself</li><li>✓ Used the flashcards to get someone else to test me</li><li>✓ Other: Plan practise exam questions</li></ul> | <b>How long did you spend preparing?</b> <ul style="list-style-type: none"><li>1-2 hours</li><li>3-4 hours</li><li><u>More than 4 hours</u></li></ul> | <b>Knowledge test:</b> 30/30<br><b>Timeline test:</b> 8 / 8<br><b>Exam answer:</b> 4/4 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

**How well did you do in the assessment?**

What were your strengths?:  
I was good at retaining information in the knowledge test.

What did you upgrade in the lesson?  
I didn't need to upgrade my exam question so I planned another exam question instead for next time.

**What areas are you going to work on developing?**

I am going to work on developing refining the evidence I include in the exam question, so that I don't run out of time in the real exam.

**What will you be working on to progress in History, what strategies will you be using?**

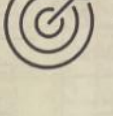
- Focus on the question/task given in my writing by using the words of the question more often
- Providing specific, detailed, accurate knowledge to support my points
- ✓ Use a clear criteria to support my explanations
- Using more subject specific vocabulary to develop my historical writing

**Parent/carer comment and date:**

 found the flash cards revision aid very helpful. Also setting time aside to go over time lines. (W) 24/6/2



## Progress and Achievement in History



 has just completed an assessment in history on How far was the Holocaust a unique event in History?

They have filled in the reflection below to enable them to discuss their assessment with you.

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                       |                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What did you do to prepare for this assessment in History?</b> <ul style="list-style-type: none"><li>Went through lesson notes on topic</li><li>Used BBC bitesize or other online resources for further research</li><li>Created revision resources (e.g. mindmap/flashcards etc)</li></ul> | <b>How long did you spend preparing?</b> <ul style="list-style-type: none"><li>1-2 hours</li><li>3-4 hours</li><li><u>More than 4 hours</u></li></ul> | <b>Knowledge test score:</b> 18/20<br><b>Band in History:</b> Foundation/Intermediate/ <u>Higher</u><br><b>This assessment:</b> Developing/Secure/ <u>Exceeding</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**How well did you do in the assessment?**

What were your strengths?:  
lots of knowledge + examples

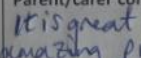
What did you upgrade in the lesson?  
more continuous opinion

**What areas are you going to work on developing?**

**What will you be working on to progress in History, what strategies will you be using?**

- Focus on the question/task given in my writing by using the words of the question more often
- Providing specific, detailed, accurate knowledge to support my points
- Use a clear criteria to support my explanations
- Using more subject specific vocabulary to develop my historical writing

**Parent/carer comment and date:**

It is great to see  making such amazing progress in history. She has always found subjects difficult where there is no 'right/wrong' answer but her enjoyment of this subject is challenging her to get more comfortable in grey areas and we are really proud of her hard work. Thank you for yours too! (W) 22/6/25

# 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

|                      |       |
|----------------------|-------|
| My Plan for Progress | Date: |
|----------------------|-------|

|                                                                                            |                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Target carried forwards from previous essay                                                |                                                                                                                                                                                             |
| Strategies I have been using in lessons to better enable me to achieve this in my writing. |                                                                                                                                                                                             |
| Strategies I have used in this piece of writing to work on my target                       |                                                                                                                                                                                             |
| Teacher assessment of progress with this target in this piece of writing                   | Well done! Target met! 😊 Use the grid below to plan your next step using my feedback on the reverse, writing guide and intervention lesson.<br><br>You're not there YET. Perhaps now try... |

|                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------|--|
| Target for next piece of writing based on teacher feedback and intervention lesson                                          |  |
| Things I will change in my approach to lessons and homework to better enable me to achieve this in my next piece of writing |  |
| Things that I will try when doing my next piece of writing to achieve this                                                  |  |

|                                       |                                                                                                                  | Limited / Not present | Progress being made | Secure | Main Target |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|--------|-------------|
| Understanding of sources              | Sources' views identified correctly                                                                              |                       |                     |        |             |
|                                       | Inferences made on the source's stance on the view in question                                                   |                       |                     |        |             |
|                                       | Quotes deployed appropriately                                                                                    |                       |                     |        |             |
|                                       | Knowledge used to explain the context of the source in relation to the question                                  |                       |                     |        |             |
|                                       | ALL sources used                                                                                                 |                       |                     |        |             |
|                                       |                                                                                                                  |                       |                     |        |             |
| Quality of Contextual Knowledge       | Relevant to source / Question                                                                                    |                       |                     |        |             |
|                                       | Detailed and layered                                                                                             |                       |                     |        |             |
|                                       | Carefully chosen/precisely selected                                                                              |                       |                     |        |             |
|                                       |                                                                                                                  |                       |                     |        |             |
| Evaluation of PROVENANCE              | Accurate and relevant points made about provenance                                                               |                       |                     |        |             |
|                                       | Provenance of all sources                                                                                        |                       |                     |        |             |
|                                       | Developed explanation of how the provenance impacts the weight / value of source                                 |                       |                     |        |             |
|                                       |                                                                                                                  |                       |                     |        |             |
| Quality of explanation and evaluation | Focused on the question / strength of the VIEW in the question                                                   |                       |                     |        |             |
|                                       | Knowledge is USED to support/undermine the WEIGHT of the source evidence for analysing the VIEW in the question  |                       |                     |        |             |
|                                       | Provenance is USED to support/undermine the WEIGHT of the source evidence for analysing the VIEW in the question |                       |                     |        |             |
|                                       |                                                                                                                  |                       |                     |        |             |
| Quality of Argument                   | A balanced answer is given – support for and against the view is considered                                      |                       |                     |        |             |
|                                       | Judgement is present from introduction and followed consistently to conclusion                                   |                       |                     |        |             |
|                                       | The relative weight/value of the sources is assessed                                                             |                       |                     |        |             |
|                                       | Criteria for reaching judgement is appropriate and used consistently to evaluate                                 |                       |                     |        |             |
|                                       | Support for line of argument is convincing and developed                                                         |                       |                     |        |             |
|                                       |                                                                                                                  |                       |                     |        |             |
| Communication                         | Key vocabulary present and used correctly                                                                        |                       |                     |        |             |
|                                       | Accurate spelling, punctuation and grammar; and use of formal language                                           |                       |                     |        |             |
|                                       | Comparative/tentative language used to develop argument                                                          |                       |                     |        |             |
|                                       | Signposting of the question – focused on the view                                                                |                       |                     |        |             |

Year 12 unit feedback and upgrading support – alongside strategy bank. Essay books will be available to see for assessment visit.

Also 1.2

# 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

Part of strategy bank used with year 12 Tudors topic

Also 1.2

| Area to develop:<br>QUALITY OF ANALYSIS                                             | How to change my approach in lessons and homework to better enable me to do this in my next piece of writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Strategies to use when completing my next piece of writing                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus on the question                                                               | <ul style="list-style-type: none"><li>-Make sure you give your notes a clear structure. Use headings and <u>colours</u> to <u>categorise</u> them carefully</li><li>-Use the lesson question to guide your note taking... does everything you record help you to answer it?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>-Highlight the key words in the question before you write</li><li>-Highlight where you've referred to the question in your writing. At a minimum it should be at the beginning and end of every paragraph . Ideally the question should be referred to throughout your paragraph as well as you build the evidence and layer your paragraph.</li></ul>                                                                                                  |
| Explanation of evidence and its impact on the issue in question/argument being made | <ul style="list-style-type: none"><li>-In discussion ensure that you're explaining <u>you</u> ideas</li><li>-Try to challenge the arguments of your peers verbally by explaining what evidence you have to undermine their view</li><li>-Practice explaining why you think one piece of evidence is more useful/weighty than another</li><li>-Use the read/watch/listen list to access historian's arguments. Read/watch/listen with a specific focus on how the historian explains the impact of their evidence. Note down key methods/top tips that you could apply to your own writing.</li></ul>                                                                                 | <ul style="list-style-type: none"><li>-Every time you give a piece/group of evidence ensure you <u>refer back</u> to the question and explain what it shows – it's <u>really easy</u> to check by using two <u>colours</u> – highlight all the evidence and all the signposting of the question in two different <u>colours</u> – they should always come in pairs!</li><li>- Check you're using adding phrases to layer your explanation e.g. furthermore, additionally <u>etc</u></li></ul> |
| Use of links to develop explanation                                                 | <ul style="list-style-type: none"><li>-As each lesson goes on revisit prior lessons and link the concepts being covered based around the focus for the unit <u>e.g.</u> with regards to seriousness, effectiveness, importance <u>etc</u></li><li>-Practice taking topics and drawing concept maps where you only draw on the links between them and explain them</li><li>-Use the read/watch/listen list to access historian's arguments. Read/watch/listen with a specific focus on how the historian links concepts together. Note down key methods/top tips that you could apply to your own writing.</li></ul>                                                                  | <ul style="list-style-type: none"><li>-Plan your answer carefully – make sure you're ordering your paragraphs to enable you to link between factors in a way that drives your argument forwards</li><li>-Make sure any links you make are used to answer the question – highlight your links to check they're <u>preceded</u> by or followed by the words of the question/.</li></ul>                                                                                                         |
| Use of comparison to develop explanation                                            | <ul style="list-style-type: none"><li>-As each lesson goes on revisit prior lessons and compare the concepts being covered based around the focus for the unit <u>e.g.</u> with regards to seriousness, effectiveness, importance <u>etc</u></li><li>-Practice taking topics and putting the themes onto post it notes, playing around with their ranking and explaining why you've ordered them in this way</li><li>-Use the read/watch/listen list to access historian's arguments. Read/watch/listen with a specific focus on how the historian compares factors to develop their explanation. Note down key methods/top tips that you could apply to your own writing.</li></ul> | <ul style="list-style-type: none"><li>-Plan carefully before you write. Order you paragraphs so that comparisons will build your argument.</li><li>-Make sure you're armed with importance language in your writing.</li></ul>                                                                                                                                                                                                                                                                |

# 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

Specific upgrading tasks planned for each assessment. Students complete activities which target their areas of misconception/for development. Upgrading sheets copied on purple paper.

**Question:** When did Parliament become more Powerful than the monarch?

**Explaining the change:**

For the event you are writing about (e.g. the execution of Charles I) you need to say what happened to power, (did it increase or decrease?) and explain WHY the event led to this change. For example:

*This led to an unexpected and momentous decrease in power because Charles I was executed and immediately lost power. The monarchy lost power because it was Parliament who chose the next ruler, Oliver Cromwell.*

**Explaining the change language:**

Choose two words from the box to describe the change in power at each event (e.g. unexpected and momentous). Then explain why these are the best words to use:

*These are the best words to describe the change in power because no English King has ever been executed by parliament previously, meaning it could not be expected. It was also momentous because it marked the first time when Parliament took control by deciding on who would rule England.*

|              |             |             |              |
|--------------|-------------|-------------|--------------|
| Creeping     | Gradual     | Dramatic    | Important    |
| Slow         | Quick       | Temporary   | Permanent    |
| Unexpected   | Predictable | Abrupt      | Catastrophic |
| Surface      | Brief       | Short       | Long         |
| Enduring     | Steady      | Exaggerated | Explosive    |
| Rapid        | Significant | Sudden      | Lasting      |
| Irreversible | Patchy      | Limited     | Momentous    |

**Explanation – what happened to power and why?**

1. ...it led to a gradual and irreversible decrease in power as Parliament continued to rule with a Prime Minister, and the King made less and less decisions. This led to a predictable moment when the King gave up the last bit of power by refusing to name a new Prime Minister.
2. ...it led to a slight increase in power as the monarchy was restored where it had previously been controlled by a non-royal. However they had less power than previous kings having been chosen to rule by Parliament.
3. ...it led to a rapid and predictable drop in power as this family of rulers was again chosen by Parliament to rule England. As well as this, his absence led Parliament to create the new position of Prime Minister who ruled and made the role more powerful over time.
4. ...it led to a significant decrease in power where Parliament had invited them to replace the current King, and they waited until Parliament offered them the position of joint monarchs, showing that Parliament held more power.

**Match the Monarch to the explanation above.**  
Write the matching number next to the name of the monarch.

- ☐ Charles II
- ☐ William and Mary
- ☐ George II
- ☐ George IV

**Spellings**

- ✓ Parliament
- ✓ Monarch
- ✓ Prime Minister
- ✓
- ✓

**Capital Letters:**

Bill of Rights, George,  
James, Treaty of Breda,  
Prime Minister

## 1.5 Marking and feedback: How does marking and feedback enable pupils to make progress?

All had good knowledge of the period and what you were talking about, well done!

In particular:

- Knowledge was explained and most linked it to the specific question

In particular:

Phoebe, Ivy, Sonny, Riley J, Tess and Julio

This essay's crunchy goes to...  
Tess!!

## Next steps

- Evidence: Layer your evidence

*'Think carefully about the order of your evidence, perhaps build from the least to the most convincing evidence. Perhaps there are pieces of evidence that you could make more convincing/stronger by coupling them with other pieces.'*

- **Point:** The point of your paragraph should be in your first sentence
- **However moments:** make sure they fit with the paragraph you're writing about.

- o A paragraph about Mao should have the counter argument for Mao, not Jieshi

## How do we use these next steps?

Piece of evidence: Under Jieshi hyperinflation became 6000 times the level of 1937.

How can we explain this piece of evidence to show the weakness of Jieshi?

As a result of hyperinflation, Jieshi and the GMD then lost their natural middle class supporters because nothing was done to stabilise this and in different cities the exchange rate was different. Furthermore, the peasants also suffered from this, taxes were increased leading to more money out. Therefore, the GMD lost their expected middle class and did nothing to appeal to the peasants who were the population.

Which of the following Western policies in Post War Asia was the least successful?

- (i) US involvement with Jiang Jieshi, 1945-1949
- (ii) UN involvement in Korea, 1945-1949

Explain your answer with reference to both (i) and (ii).

Command words and dates of question:

### Target 1: Evidence

Jiang Jieshi and the GMD rose to power as a result of the middle and upper class support because they were desperate to have a democracy. Jiang Jieshi made promises of a government that would benefit the middle class. However, when Jiang Jieshi was in control he went back on his promises of democracy and started ruling as a dictatorship. As a result of this, the middle class started to turn against the GMD. Whilst it can be argued that the middle class only 10% of the population, they owned 70% of land. Therefore, Jiang Jieshi's loss of middle class support is an important factor in the Communist takeover of China because they were his main audience during his rise to power and by losing their support, Mao was free to try and influence them.'

Over to you

Here are some pieces of evidence (some of you may have already used this), I want you annotate how this could be used in your essay and how it could be **layered**.

1. Long March
2. 1949 battle of Xuzhou, CCP helped by 2 million peasants.
3. 8 rules of conduct
4. Land distribution

5

4

[illegible]

5

On the other hand, Jiang Zemin's leadership and weaknesses was also a significant factor in the cause of the 1989 Tiananmen Square protests. Jiang, considerably more than his predecessor Deng Xiaoping, is regarded today as the person who actually ordered the crackdown resulting from Jiang's 1989, was considered to have been the person who ordered the crackdown. This included Jiang's long control of party and government in Beijing and Southern China. This is a stark contrast to Mao's approach, the made Jiang Zemin's leadership style more authoritarian and more conservative than Mao's. Jiang Zemin's leadership style was more authoritarian and more conservative than Mao's. Jiang Zemin's leadership style was more authoritarian and more conservative than Mao's. Jiang Zemin's leadership style was more authoritarian and more conservative than Mao's.

The failure of the US to persuade Jiang Jieshi to co-operate with the Chinese Communist Party (CCP) against Japan. General 'Vinegar' Joe Stilwell ridiculed Jiang and called him 'peanut'. Stilwell was replaced with Ambassador Patrick Hurley, who admired and praised Jiang, but still failed to persuade him to co-operate.

1947: American Military Government (AMG) supervised elections for an interim assembly of a new South Korean state. The AMG and Korean police repressed southern communists. Failure to reach agreement with the Soviets led to US using UN to resolve situation.

**The establishment of UN Temporary Commission on Korea (UNTCKO) - 1947:** On November 14, 1947, the UN General Assembly adopted Resolution 112, establishing UNTCKO to oversee nationwide elections and facilitate the creation of an independent Korean government. Soviet authorities denied the commission entry into North Korea. The UN ordered UNTCKO to oversee elections in the South alone.

**1948 Elections and Recognition:** The May 1948 elections witnessed many Koreans across the political spectrum refusing to participate, including Rhee's main rival Kim Ku. Therefore, the elections were not model democratic elections. On December 12, 1948, the UN General Assembly passed Resolution 195, declaring the Republic of Korea (ROK) in the South the "only lawful government in Korea". The National Assembly elected Syngman Rhee president in July.

**Ongoing Monitoring and Tension (1949):** The Soviet occupation force withdrew in December 1948, while the US withdrew in June 1949. The UN kept a commission in Korea to monitor the situation, as the peninsula was increasingly divided. By late 1949, tensions were high, and the commission warned of the risk of widespread civil war. The UN failed to check the border clashes by both sides during 1948/49.

**However** - US used the UN as defender of South Korea and US influence in ROK compromised UN efforts. Korea was west of the US' Pacific Defence Perimeter Strategy, but Acheson said the US would encourage and participate in UN intervention.

Western policies could be said to have contained communism in Korea. Within weeks of the Truman Doctrine speech, Acheson was planning the establishment of a separate South Korean government and boosting its economy with US aid.

**Public opinion in the US** opposed involvement of US forces in China. The US had been demobilising troops after the war and many felt that involvement in China would not bring the boys home after four years of fighting in WW2.

**The collapse of a truce**, brokered by General Marshall, between Jiang and Mao. US failure to escalate in China led to Hurley's resignation and Republican criticism of Truman's China policy. Truman sent Marshall to organise a truce between the CCP and Guomindang (GMD). It collapsed in April 1946 and Marshall despaired of China. The State Department advocated totally abandoning Jiang, and arms shipments were halted.

• The 'China White Paper'. Republican outcry about abandoning Jiang led to the lifting of the arms embargo in May 1947 and the sale of military equipment at a 90% discount. The China Aid Act (April 1948) granted Jiang \$125m, but Truman cancelled all aid in December – convinced that Jiang could never defeat the CCP. Further Republican criticism prompted the Truman administration to produce the 'China White Paper' which suggested that even full US military intervention could not have saved the GMD.

- **The defeat of Jiang in October 1949** led to the fall of China to communism and a failure of the containment policy.