



Raising attainment in History at Key Stage Five

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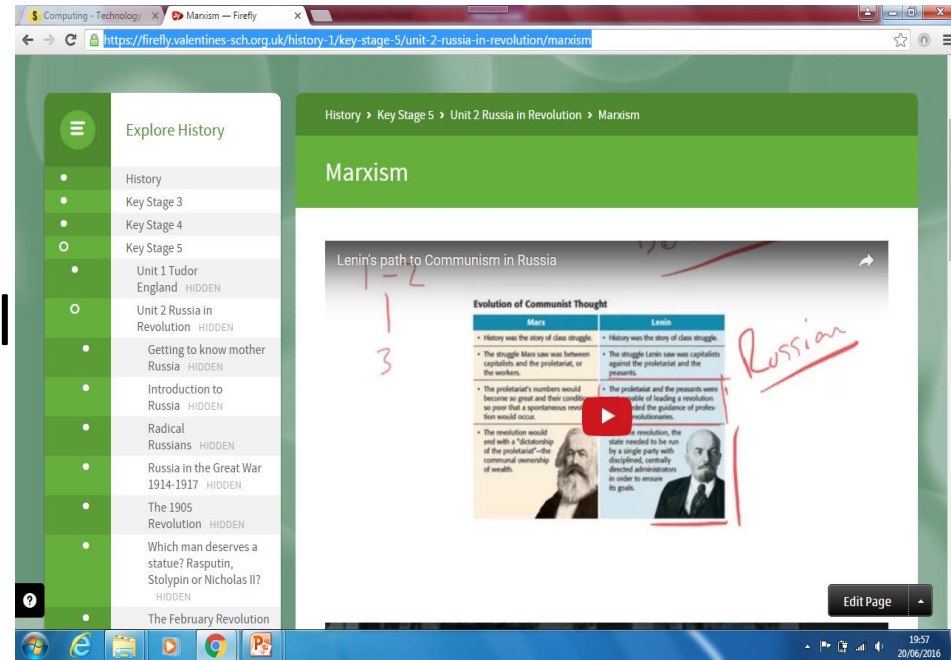
Context



- Issue- bridging gap between 11-12 - aim to develop independent learning, study skills and reduce reliance on teachers.
- Highly successful at GCSE and Yr13
- Students find managing time difficult
- Many EAL – some low levels of literacy
- Prep for university/build resilience

Flipped learning

- Overall benefits- speed up content and higher order learning; additional levels of challenge for more able

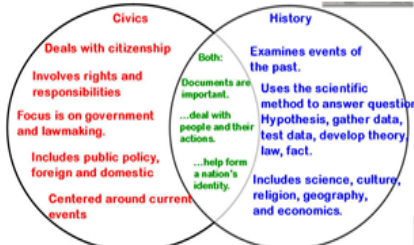
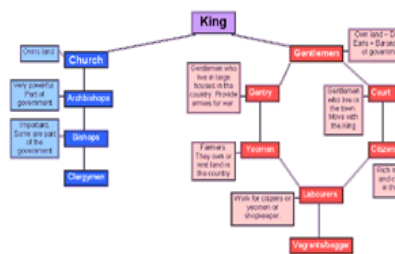


<https://firefly.valentines-sch.org.uk/history-1/key-stage-5/unit-2-russia-in-revolution/marxism>

Week	Focus	Evidence: What have I done?	Done?
1 st Feb			
8 th Feb	I focused on the nobility / effect / threat / key dates	Timeline, notes and diagram	✓
15 th Feb	→ social roles	mind mapping on nobility and key social roles including church / gentry	✓
21 st Feb	→ economic production		✓
22 nd Feb	→ reading around the topic	Henry VIII's government and policy making notes	✓
29 th Feb	essay planning skills	Henry VII's consolidation or Position - 1485 - 1489	✓
7 th March	essay planning skills	Henry VIII's government - limited success	✓
14 th March	essay planning skills	Henry VII's reign	✓
Review 1 st March	notes on topic	Henry VIII reign	✓
28 th March	essay planning skills	Henry VII - economic development	✓
4 th April	notes on topic	Henry VII summary	✓
11 th April	essay planning skills	Henry VII summary	✓
18 th April	essay planning skills	Henry VII summary	✓
25 th April			
2 nd May			
9 th May			
16 th May			
23 rd May			

How can I evidence my targets are being worked towards?

- Mind mapping
- Concept mapping
- Flow charts
- Venn diagrams
- Timelines
- Memorisation
- Planning essays
- Annotating model essays
- Planning backwards (from a good essay)
- Regular checks of learning gaps – creating quizzes
- Revision summary notes/diagrams
- Glossary of key words
- Advice page to myself on key skills
- Study groups
- Presentations
- Podcasts
- Flash cards
- Highlighting texts according to specific categories (and including a key)
- Coming up with my own questions
- For and against diagrams (preferably relating to a question)
- Continuums – how far, how successful, to what extent etc
- Source wider reading material and make notes on/present to others
- Producing resources eg: revision guides, topic summary for other students



- The purpose of this sheet is to track your learning based on what you know you need to do to improve your History grade.
- It does not include weekly homework set by your teacher.

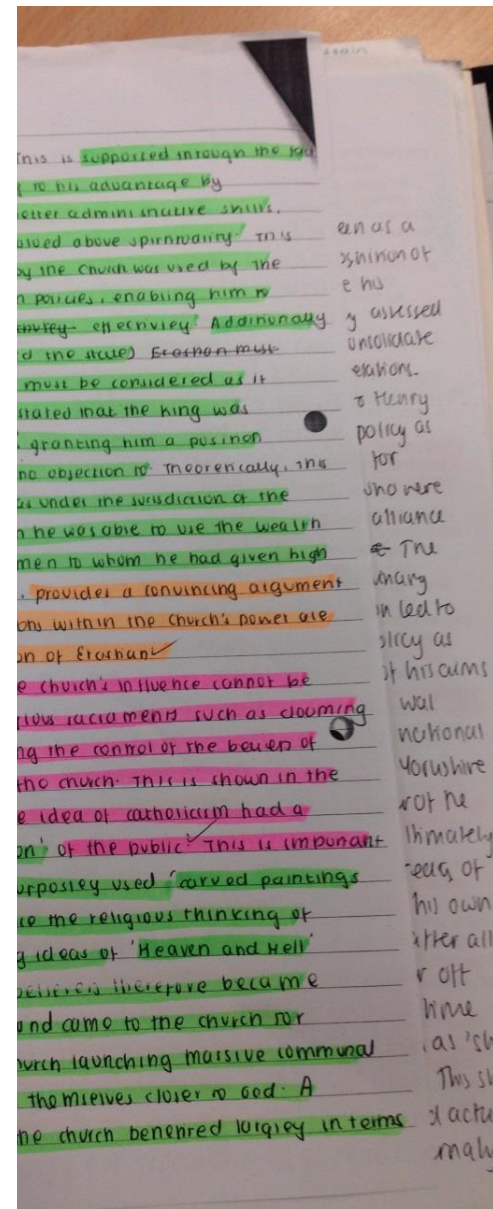
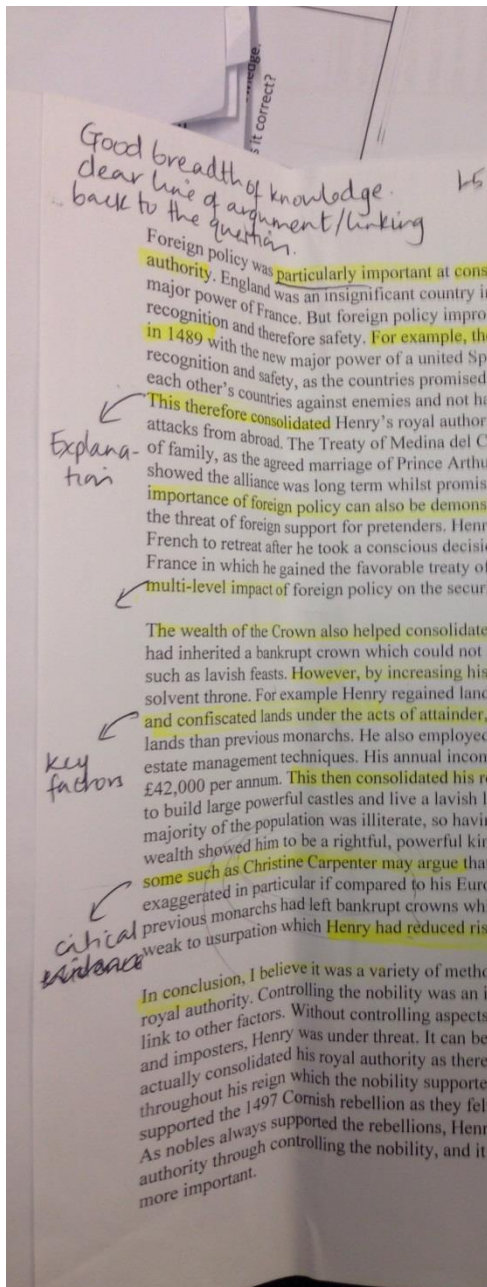
Acting on feedback

- Green pen work- corrections
- Wagolls
- Tracking sheets/Marking sheets
- Taboo game with essay skill words

WAGOLLS

Taboo word game

Account	Account	Account
<u>Analyse</u>	<u>Analyse</u>	<u>Analyse</u>
Compare	Compare	Compare
Contrast	Contrast	Contrast
Critically Evaluate	Critically Evaluate	Critically Evaluate
Define	Define	Define
Describe	Describe	Describe
Examine	Examine	Examine
Distinguish	Distinguish	Distinguish
Assess	Assess	Assess
<u>judgement</u>	<u>judgement</u>	<u>judgement</u>
Explain	Explain	Explain
Interpret	Interpret	Interpret
Explore	Explore	Explore
Illustrate	Illustrate	Illustrate
Interpret	Interpret	Interpret
Justify	Justify	Justify
Narrate	Narrate	Narrate
Context	Context	Context
Breadth	Breadth	Breadth
Depth	Depth	Depth
<u>Summarise</u>	<u>Summarise</u>	<u>Summarise</u>



7042AS History: Paper 2 Mark Sheet – Section B

Name

Previous Grades/ Mark

Level 5	Level 4	Level 3	Level 2
Displays a good understanding of the demands of the question. Well-organised and effectively communicated. Range of clear and specific supporting information. Shows a good understanding of key features and issues/conceptual awareness. Analytical in style with a range of direct comment leading to substantiated judgement.	Shows an understanding of the demands of the question. Adequately organised. Effectively communicated. Analytical in style with a range of direct comment leading to substantiated judgement. Some generalisation.	1. Some understanding of the demands of the question. 2. Adequately organised. 3. Appropriate information. 4. Showing an understanding of some key features and issues. 5. Limited in scope. 6. and/or contains some inadequacies and irrelevant material. 7. Some comment in relation to the question.	1. Descriptive or partial. 2. showing some awareness of the question but a failure to grasp its full demands. 3. A limited attempt to communicate in an organised fashion. 4. Some appropriate information showing some understanding of key features and/or issues. 5. Very limited in scope and/or inaccurate and irrelevant material. 6. Unsupported, generalist, limited comment in relation to the question.

Essay Title

Description of Skill	5
Range of clear and specific supporting information	
Question addressed	
Analytical	
Substantiated judgement	
Balanced treatment of the key issues	
Well organised	
Written communication Sp, Pu, Gr	

WWW

Tudor History, Section B: 25 marker

Name: Amira

Essay Title:

Previous Grades/ Mark

Level 5	Level 4	Level 3	Level 2
1. Understands the demands of the question. 2. Well-organised and effectively communicated. 3. A range of clear and specific supporting information showing a good understanding of key features and issues. 4. Some conceptual awareness. 5. Analytical in style. 6. A range of direct comments leading to a substantiated judgement.	1. An understanding of the question with a range of largely accurate information. 2. showing an awareness of some of the key features and issues. 3. Effectively organised. 4. Adequate communication skills. 5. Analytical comment in relation to the question with some balance. 6. Some generalisation. 7. limited judgments that are only partially substantiated.	1. Some understanding of the demands of the question. 2. Adequately organised. 3. Appropriate information. 4. Showing an understanding of some key features and issues. 5. Limited in scope. 6. and/or contains some inadequacies and irrelevant material. 7. Some comment in relation to the question.	1. Descriptive or partial. 2. showing some awareness of the question but a failure to grasp its full demands. 3. A limited attempt to communicate in an organised fashion. 4. Some appropriate information showing some understanding of key features and/or issues. 5. Very limited in scope and/or inaccurate and irrelevant material. 6. Unsupported, generalist, limited comment in relation to the question.

Description of Skill	5	4	3	2	1	Description of Skill
Range of clear and specific supporting information		✓				Limited or irrelevant factual material
Question addressed			✓			The question has not been understood
Analytical		✓				Descriptive or Generalised response
Substantiated judgement		✓				Vague comments
Balanced treatment of the key issues		✓	✓			Key issues not fully addressed
Well organised		✓				Material is disjointed and hard to follow
Written communication Sp, Pu, Gr				✓		Written communication Sp, Pu, Gr

WWW

- Some good analysis
- range of knowledge
- Good conclusion

EBI

- More focused on Q
- Improve written exp - sp, gr
- More analysis + evaluation
e.g. how strong were his arguments?
or how difficult were his problems?

Mark/Grade

16/25

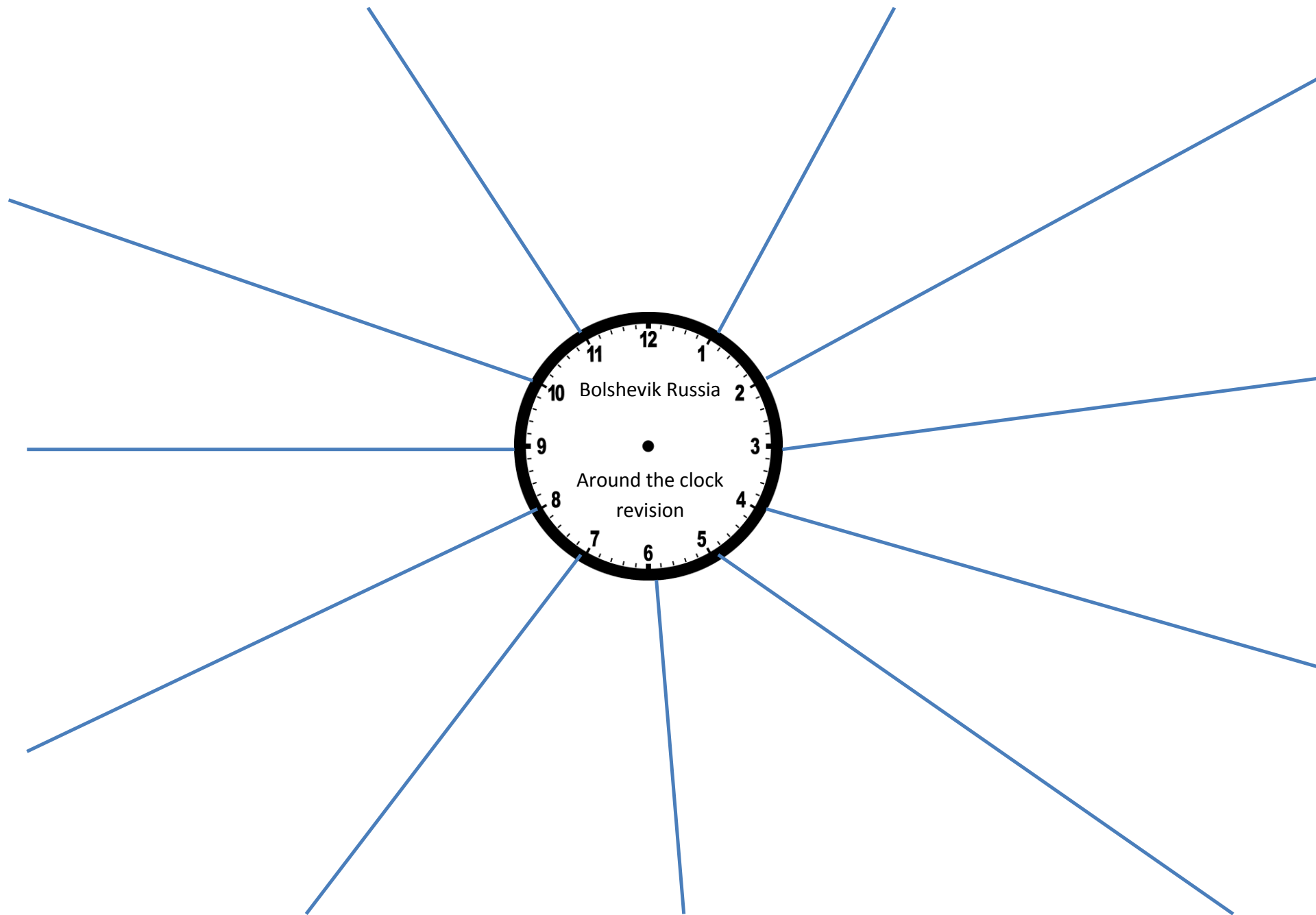
CL

My target grade

[illegible]

Revision

- Round the clock
- Evaluation wheel
- Audit



Failure to form Anglo-German alliance

RAG (red, amber green) the sections we have covered so far in order to prioritise areas for revision:

Henry VII

- HVII: Henry Tudor's consolidation of power
- HVII: Government
- HVII: Relations with Scotland and other foreign powers
- HVII: Society
- HVII: Economic development
- HVII: Religion

Henry VIII

- HVIII: The character and aims of Henry VIII; Addressing Henry VII's legacy
- HVIII: Government

German leaders like Moltke and Bethman

'PLANNING ESSAY FORWARDS'

- Creating a essay Plan using the grid method BUT from your own knowledge.
- Can refer to notes/textbook if stuck
- Best to do after doing a couple of backward plans.
- write essay in timed conditions with or without plans

<p>Paragraph 1</p> <p>Point with evidence</p> <p>Integrated O.K. With source</p> <p>Crossreference</p> <p>Evaluation (critical of evidence/interpretation)</p>	<p>Paragraph 2</p>
<p>3</p>	<p>4</p>

- **Get an exam/essay question and Plan the essay using a model A*/A answer/essay**

Assess model answer

How far was Germany a parliamentary democracy by 1914?

Germany's place as an autocracy was established upon its very formation with the emergence of the Kaiser of Prussia becoming the Kaiser of Germany. Over time, the constitution allowed for the creation of more 'democratic' groups of government that had some say in Germany's ruling. However, the element of autocracy remained prominent with the Kaiser ultimately still holding control of many of Germany's key parts, and so although there was some progress towards democracy, Germany still seemed to be an autocratic country.

Under the very constitution of Germany, the Kaiser still had the control necessary to ensure his aims were maintained in Germany's ruling, as he could, at will, dismiss any of the lower positioned ~~chancellors~~. This essentially gave the Kaiser free reign to establish his own personal rule, as the opinion of the parliamentary "democracy" was either made to reflect his own policies or be ignored. The lack of democracy can be seen in the Kaiser's constitutional role over the Chancellor, who was responsible for the ~~chancellors~~, the Prussian elite who wrote up laws, as the Kaiser retained the right to appoint and dismiss the Chancellor at any time. Kaiser Wilhelm opposed this right with two of Germany's chancellors ~~between 1890 and 1918~~. Bismarck's ruling continued with the Kaiser's plans for expansion, while Bulow failed to fully support the Kaiser after the Daily Telegraph affair, in both cases such a delicate and important role ~~was~~ controlled by the Kaiser's intentions. However, as the constitution ~~continued~~, the Kaiser's legislative involvement, he did have to consult them in order to maintain his policies within legislation, and was sometimes required to make compromises, however these were limited, as can be seen in the Kaiser's refusal to dismiss Chancellor ~~Chancellor~~ after his ~~dismissal~~, a vote of no confidence in the Reichstag. The Kaiser certainly did have a great deal of control, and although the Reichstag did limit this somewhat, Germany was still too autocratic to be called a parliamentary democracy, and only had the beginnings of this.

The Reichstag did, however, as an organization, show the introduction of a more democratic parliament, with all members being voted in. The very membership showed the democratic nature of it, with the shift to left wing influence; the vote of 1912 saw the Social Democratic Party win the majority of seats within the Reichstag despite having been outlawed just over two decades ago. This shift in influence, especially to a party that essentially was against the Kaiser, shows the democratic nature of the Reichstag, and they were consulted with legislation before it was passed, however did not have the ability to vote laws, only to agree or discuss them, and so had no significant power. As mentioned before, they were once ignored after a vote of no confidence for the Chancellor, and the ~~Reichstag~~ consistently had more power than the Reichstag, and remained as a conservative elite group. The Reichstag was, further, subject to the Kaiser's wishes, this being seen in the dissolution of ~~the Reichstag~~ after their refusal to back up the Kaiser's budgetary intentions. The Reichstag showed elements of a parliamentary democracy, however did not have the power to actually do anything, leaving Germany as a mainly autocratic state.

The constitutional role of pro-keiser organisations further showed the autocratic nature of the country: those in favour of the keiser held power, while those more "democratic" held little to none. The ~~Seiwakai~~ as an actual government group, rather than the separate Reichstag, had the constitutional power to create legislation, and so had a larger impact on Germany's ruling. However, the ~~Seiwakai~~ was

By 1929, Weimar Germany was a stable democracy. How far do you agree with this opinion?

P1

Point

- Stresemann improved Germany's domestic and international position.
- Lo gained confidence of western powers, allowed to join LOP 1926.

Explanation / Analysis

- French troops withdrew from the Ruhr.
- Passive resistance, ended hyperinflation.
- Reduced reparation payments to 1 million gold marks a year 1924-25. Led to general growth and affluence in Germany.
- Economy improved.
- Stresemann's government gave reforms gave Weimar democracy a degree of stability.
- Weimar economic crisis of 1923 and repaired relations with foreign powers rebuilt.

Evidence (O.K)

- Stresemann began paying reparations.
- Worked closely with banker and economist, Hjalmar Schacht to create Rentenmark.
- Dawson plan 1924.
- 1928, National Income was 15% higher than in 1913, wages increased.
- Locarno Pact 1925 stabilised Germany's relations with France by agreeing the borders between the two countries.

Evaluation (Counter)

- Was precarious at Wall Street crash of 1929 showed weakness of foundations of German economy.
- Lo short-lived.
- Opposition against reparations in divided Reichstag and public.

P2

Point

- Weimar Germany had finally achieved political solidity.

Evidence (O.K)

- By 1928 extreme parties were pulling less than a 1/4 of votes each.
- Nazi party won a mere 2.6% of the vote in Reichstag elections.
- 'Grand Coalition' formed in 1928 enjoyed 60% support in the Reichstag.
- Received support from working classes because of welfare state policies.

Explanation / Analysis

- Law and order had been generally restored to Germany.
- Political support led to wider support from German citizens.
- Popularity of pro-Weimar reached 76% in 1928 - evidence.

Evaluation (Counter)

- There were 7 governments between 1923 and 1930.
- Parties disagreed with one another in the government - no common direction.
- Par of P2 3.
- By 1929 there was a degree of political stability because the majority of the public in Reichstag backed democracy.

P3

Point

- Point that suggests Weimar's a stable democracy - political system on which it was based was fundamentally flawed.

Evidence (O.K)

- Weimar Constitution - proportional representation - led to coalition governments.
- 7 years between 1923-1924, some of which didn't command a majority of support in the Reichstag.
- Constitution left the army uncontrolled - still dominated by conservative elite who never supported democracy.
- Judiciary never brought under government control (judges often represented by right-wing bias) - 25% members by right-wing.
- Constitution led to only one left-wing government largely based on liberal beliefs.

Evaluation (Counter)

- Weimar government was not a stable democracy because the constitution did not allow for strong or decisive governments to rule Germany, and as the constitution allowed powerful institutions, such as the army and the judiciary, to undermine democratic values.

P4

Point

- Instability of economic recovery.

Evidence (O.K)

- Unemployment never fell below 1.3 million as from 1927 again cut in war in recession.
- Germany suffered fall of revenue from areas like Alsace Lorraine, which were returned to France in the Treaty of Versailles.
- Wall Street crash 1929 made Germany suffer alongside America.

Explanation / Analysis

- German economy decline over reliance on foreign loans - VON, installed 25.5 billion marks from 1924 to 1930.

Evaluation (Counter)

- Democracy wasn't completely stable, as popular support for the government depended on the country's economic success, which in turn depended on success of foreign economy.
- Economic situation undermined political stability.

Explanation / Analysis

- Means it was difficult for government to stay together.
- Constitution had little scope for public consultation, allowing left and right wing threats to emerge at any time.

POLITICAL IMPACT

Decreased Tensions:

- war seen as rebel duty & most fragile it was morally right to be in it
- **Burgfrieden (Ceasefire Act)** - united parties in the Reichstag, delegated powers to Hindenburg to coordinate effort & support for war
 - ↳ (rule the home front by emergency legislation)
- Political divisions of pre-war seemed to be over 'no parties, just Germans' (SPD & centre party temporarily put aside demands for reform & instead focused on war)

Kaiser's role undermined:

- Kaiser was sidelined by military
 - ↳ 1916, Supreme commanders Hindenburg & Ludendorff essentially in charge of country 'silent dictatorship'
- increased political tensions as military a strong force & thus potential threat that could challenge the system

SOCIAL IMPACT

Formation of USPD:

- SPD came out of isolation 1914 - opposition was minimal & no longer mainstream. Socialists supported war & voted for war credits
- **Reichstag 1915** - substitutes for common foods
 - led to the **Imperial Grain Commission** which was set to administer & distribute rationing of grain by the gov, challenged by organisations
 - war food office was set up, did not have power to control all organisations
 - in 1915 failed to maintain amount of grain
- **Inflation** - more devalued in value by 75% by 1913-18.
- **Living standards** - fell by 20-30%.
- **Spring 1916** - demanded freedom, peace & bread
- **Cold winter 1916-17** - shortage of fuel & raw materials, coal production decreased, transportation problems, clothing short supply, shortage of labour caused a reduction in wheat harvest → **flour white**
- **Feasibility jobs of Junkers** - as they were able to maintain tax privileges until 1916.
- **Soviets set up** - councils of workers & soldiers which portrayed the people's discontent & demand for change.

All of these problems built up & heightened tensions among the German people as they felt their needs & problems were not being addressed, led to resentment of gov.

POLARISATION OF POLITICS

Formation of USPD:

- **Russian Revolution 1917** - inspired the USPD formation as it was comprised of those who had been removed from SPD & workers councils. USPD = independent socialist party

One who using for war credits

Polarization of Pressure groups:

- **German Fatherland Party** - was formed by Ludendorff after he released Pope's peace note. This group promoted ultraright peace note through excessive annexation of territory
- **The Peace League for Freedom & Fatherland** was a rival pressure group who promoted the idea of moderate peace

General Polarisation:

- **Expansion of USPD** - by 1918 the party had 100k members who campaigned for an immediate end to war followed by social reform, an immediate repeal of the Auxiliary Service Law & no more war loans
- **USA entered to war** - April 1917. This polarised German politics as many people did not see the USA as a neutral enemy since the USA was a democracy & many wanted democracy in Germany. Others opposed this idea strongly.

It's the best way to consolidate knowledge.

I like to plan forwards- feel like I am achieving something, the knowledge is coming from me (what I know) it's a bit more challenging.


Its good if you don't understand an issue or topic as its fully explained within the essay plan.

Student feedback

Gets you familiar with success criteria and what examiner looks for

Backwards planning gives clear points and arguments you can make for each question. Shows you how to structure and embed analysis and evaluation.

Teaches you what's relevant

- 
- Flipped learning
 - Target setting
 - Active revision-study logs
 - Acting on feedback- Marksheets/Wagolls
 - Revision- round the clock wheel;
evaluation wheel; planning essays

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