

Exemplar Starter Packs

Guide 1: Home Schooling

Student is in Year 8 and has chosen to pursue home schooled History with HRS. The student's parents have chosen:

- 2 hours per week
- Homework to be given once per week
- Assessment tasks to be embedded to encourage essay and analytic skills
- Key focus on literacy and evaluative skill

Scheme of Work:

Term 1: Migration and Empire

Key Questions:

- How has Britain been affected by conquest, settlement, and migration?
- What has motivated migration to and from Britain?
- Why did Britain gain and lose an empire and with what effects?
- How have the people of Britain and the wider world responded to, and been influenced by, interaction?
- What is the significance of key individuals and events in the development of empire and British identity?

Lesson	Title	Student will understand	Homework
1	How and why did Britain gain control of India?	<ul style="list-style-type: none">• Definition of key terms: colonisation, trade, migration• Why India was attractive – resources and people• Why Britain wanted to trade with India• How Britain established a footing in India	Week 1: Create a visual timeline on who controlled India before the British.
2	What was the East India Trading Company?	<ul style="list-style-type: none">• What the East India Trading Company was• What role the EITC played in India• What happened at the Battle of Plassey	
3	Why was there an Indian Mutiny?	<ul style="list-style-type: none">• How trade turned into control• Why Britain wanted an empire• The main causes of the Indian Mutiny	Week 2: Was the Indian Mutiny a war of independence? Students can either be extended with a piece of historiography, or consider/debate what the meaning of this question might be?
4	What happened during the Indian Mutiny?	<ul style="list-style-type: none">• How the mutiny started – understanding of the term ‘trigger cause’• Knowledge of different case studies of the mutiny across India• What happened after the mutiny	

5	What impact did Britain have on India?	<ul style="list-style-type: none"> • A completed plan of the positive vs negative impacts Britain had on India • This will be categorised into: economic, industrial, health, infrastructure 	Week 3: A piece of extended reading provided on British rule in India
6	Did Britain have a positive or negative impact on India?	<ul style="list-style-type: none"> • A guided and structured piece of extended writing to conclude. 	

You will receive weekly reports:

‘John’ participated well in today’s session. He was particularly interested in the idea of migration and wanted to research his own family’s history. I have set this as an additional homework task. He reported that he is feeling more confident about asking questions and was finding it easier to recall knowledge from prior lessons. He still needs to work on using capital letters consistently.

His homework was produced well and is to a high standard. He has clearly spent time doing his own research which is excellent to see. He has not followed my advice to ensure he understands every word he writes down. I would like him to start a notebook (either by hand or online) and add new terminology he comes across. He can start by doing a small additional homework task of going through his timeline and adding each word he doesn’t know and then using a dictionary to write out the definition.

Assessments:

Will be marked online, and student’s given detailed feedback. Based on need we will also consider whether to rewrite the answer in part or in full.

Guide 2: Private Tutoring

Student is in Year 13 and taking A-Level exams in May.

They initially completed a confidence rating on the whole course. An excerpt:

Point	Tudors	Germany
1	<p>Henry VII consolidation of power: character and aims, establishing Tudor dynasty</p> <p><i>How did Henry consolidate his throne?</i> <i>How far did Henry secure the throne against threat?</i> <i>How far did Henry control his nobility?</i> <i>His people?</i></p>	<p>Establishment of Weimar: impact of war and political crises of October to November 1918, context for establishment of Constitution (terms, strengths and weaknesses)</p> <p><i>How democratic was the Weimar government?</i> <i>How strong was the constitution?</i> <i>Was the failure of the constitution inevitable?</i></p>

2	<p>Henry VII Government: councils, parliament, justice, royal finance, domestic policies</p> <p><i>How effectively did Henry govern? How similar was Tudor governance to previous kings/how far did he reform governance? How successful was Henry's financial policy? Did Henry establish a 'new monarchy?'</i></p>	<p>Political instability and extremism: Kapp Putsch, invasion of the Ruhr, Munich Putsch, problems of coalition government and state Republic 1924</p> <p><i>To what extent was the Weimar Republic threatened? What was the greatest threat?</i></p>
3	<p>Henry VII Foreign Policy: relations with Scotland, securing succession, marriage and alliances</p> <p><i>Did Henry consolidate his rule internationally? Did Henry achieve his foreign policy aims?</i></p>	<p>International Position: Stresemann's foreign policy aims and achievements, Locarno Pact, League of Nations, Treaty of Berlin, end of allied occupation and pursuit of disarmament</p> <p><i>How far did Stresemann meet his aims? Had Germany accepted the Treaty of Versailles? How 'golden' were the Golden Years?</i></p>

They were provided with a detailed revision plan based on the expressed need and number of sessions requested. An excerpt:

Week	Session	Topic	Focus
1	1	Henry VII Government	<p>Content focus – run through of all the main pieces of the course in this topic.</p> <p>Exam question planning for three key exam questions</p>
	2	Extracts on Henry VII Government	<p>Plan and prepare extracts.</p> <p>Assess ability to answer them.</p> <p>Refresh knowledge on how to structure 30 mark extract question.</p>
2	1	Establishment of Weimar Republic	<p>Quick run through of the main content points.</p> <p>Application of content knowledge to key, overarching essay questions.</p>
	2	Political instability	<p>Quick run through of the main content points.</p>

			Application of content knowledge to key, overarching essay questions.
3	1	Henry VIII Government	Content focus – run through of all the main pieces of the course in this topic. Exam question planning for three key exam questions.
	2	Thematic comparison of government under all Tudor monarchs.	Overarching holistic understanding – which monarch governed ‘the best?’ How might exam questions assess this knowledge? Are you able to approach exam questions on Tudor governance?

During our sessions I take notes on an iPad Pro. This provides visual aid and functionality of in-person tutoring sessions. If desired these notes are provided at the end of the session. If not, typed notes are provided. Examples:

Henry VIII Government

Wolsey

How significant was Wolsey's influence and impact on politics, government and foreign policy?

Career and rise to power

- Born the son of a butcher in Ipswich – lowly origins. Defied social mobility.
- Height of his influence – 1520s – widely understood there was little point attempting to secure royal favour except through him.
- His court rivalled the king's in size and splendour
- Palaces – Hampton Court and York House – fit for a king
- Entered the Church – used it as a vehicle for social advancement
 - Church was as close to a meritocracy as was possible – opportunities for talented men from lowly origins
- Possessed the drive and confidence necessary to seize opportunities that came his way
- Did not fear failure – prepared to take calculated risks
- Patronage – attracted support of Nanfan, Bishop Richard Fox
- Could be trusted to carry out whatever task was entrusted to him – skilled

Royal councillor to king's chief advisor

- Used the time spent working for Bishop Fox – gained experience of government
- Took advantage of the young king – noticed the current advisors were trying to push him into the same policies of his father
 - Gave the king the advance he wanted to hear – and won his approval

FOR
Strong leader → marriage
York
↳ 138 Acts of Attainder
↳ restricts personal militias
traditional
↳ continued with Edward's
modern 'new kingship'
AGAINST

Any revision materials needed are also provided.