

**Target Grade:**

**NAme:**

**DATE:**

Before having a 1-1 with your teacher it is useful to reflect on how you think you are performing and progressing in the subject. Below are seven key skills you need to have in Ancient History. Place a mark on each scale from 1-6 depending on how strong or confident you feel in that area (10 being very). Once you have done this connect the marks to complete your star-diagram and then turn over to see what you can be doing to improve in the areas where you are struggling.

**Ancient HIstory 1-1**

**Reflection Sheet**

1. **Organisation**

* Are you recording your homework accurately and staying on top of deadlines?
* Do you have structured folders and up to date workbooks?
* Do you bring the right materials to each lesson?
* Are you aware of benchmark/exam dates?

1. **Weekly Consolidation**

* Do you go over notes and sources outside of lessons even when this is not part of your homework?
* Are your glossaries, key figures sheets and source summaries up-to-date and detailed?

1. **Content Knowledge**

* Are you confident in your knowledge and understanding of the course?
* Do you understand key terms or concepts that have been covered or are there areas you are confused about?
* Do you use dates, names, and specific examples in written work? (A01)

1. **Argument and Evaluation**

* Do you offer clear, question-focused judgements in written work?
* Do essays show an awareness of the debate i.e. are they balanced?
* Do you explain arguments in individual paragraphs fully or do you simply state them? (A02)

1. **Source Evaluation**

* Is there a range and variety of source used in your work?
* Are you referring to the sources specifically (quotes, detailed references) or summarising their views too generally?
* Does written work include source evaluation which is specific to the point you are making or very general evaluation instead? (A03)

1. **Evaluation of Interpretations**

* Do you understand what the ‘key debates’ are in Ancient History?
* Are you confident at understanding what a historian is arguing about a topic and breaking this into individual point to evaluate?
* Are you using specific own and source knowledge to challenge/support the views of historians? (A04)

1. **Structured writing**

* Do you understand how to approach and structure each of the four types of question?
* Do you know how long to spend on each question?
* Do you keep getting the same feedback on introductions and conclusions?

***Turn over to see some suggestions about how to improve in each area***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Organisation** | **Weekly Consolidation** | **Content Knowledge** | **Argument and Evaluation** | **Source Evaluation** | **Evaluation of Interpretations** | **Structured Writing** |
| 1. Decide on one way to record homework and stick to this e.g. diary, homework grids at the back of booklets, homework app etc. 2. Using the template on Godalming Online organise your weekly work. Assign specific subjects to free periods and plan how you want to use your evenings/weekends 3. Make it a week’s 50/50 work to organise your folders. Sort these into topic-order and make sure that any extra handouts or activities completed online are added in in the right place 4. Print out the **revision checklist** and **handbook** for Ancient History and put these at the start of your folder(s). 5. Print out the Year Planner and put this in your folder(s) to help you see how the year unfolds | 1. Spend a minimum of 1 hour a week (in addition to your structured homework and other independent study) going over recent content. Write this consolidation time on your weekly timetable 2. Go over questions you have answered in class – re-read, add detail or correct 3. Go over sources you have read in class adding annotations and highlighting key points to remember 4. Update your glossaries and your source summary 5. Select a particular concept or topic covered that week and produce a separate **mind-map** or notes summarising your understanding of it and of the related sources. When you have finished use your workbook to add anything you missed | 1. Weekly consolidation is key to improving in this area (see advice in the separate column) 2. Produce separate revision/summary notes on areas of content. E.g. if you struggle to remember the key events under each of the Julio-Claudian Emperors then produce a timeline summarising this period (template available on GoL). If you confuse the peace treaties of the Greek period study then produce separate notes, flash-cards etc. on each 3. Go back over assessed work and add in own knowledge detail where it is missing 4. Produce a ‘**fact-sheet’** for each of the topics studied, which summarises the 5 key events, 5 key dates, 5 key figures, 5 key terms etc. 5. Focus on adding more detail to your next piece of assessed work | 1. Go through assessed feedback carefully, including margin comments. Identify where you are missing evaluation – is this within each paragraph or is the answer as a whole not focused on the question? 2. Focus on your paragraph technique – you need to start each para. with a clear argument that links to the question. Then you need to explain this fully and ensure it is supported with O.K. and sources 3. Focus on your introductions and conclusions – these should contain direct answers to the question 4. Practice improving this regularly by attempting the past questions on GoL or by re-writing an answer where you have under-performed. Plan your answer thoroughly, write it in timed conditions and then bring it to the **Friday workshop** for feedback | 1. Before thinking about technique focus on making sure your understanding of the sources is as strong as possible. Consolidate your understanding of the sources week-by-week and complete a **source summary** for each topic in as much detail as possible 2. Go over assessed feedback carefully and concentrate on comments about the sources. Re-write teacher comments in your own words and contact them if you are unclear 3. Read the summary of the examiner’s report from June 2019 or the full reports (all on GoL) 4. Read, highlight, annotate the example answers on GoL and in the examiner’s reports for their use of sources 5. Practice on past, or previously written questions | 1. Make sure you understand what ‘modern interpretations’ means and what the ‘key debates’ are by using the course handbook 2. Make separate revision notes on each of the key debates using the revision PowerPoints on GoL as a starting point 3. Practice understanding and analysing interpretations by reading a selection of the articles and chapters listed at the start of each workbook. You can also listen to a **‘Massolit’ lecture** and then summarise the 4-5 main arguments made 4. Read the examiner’s report and highlight/annotate the example 20 mark answers 5. Practice on past, or previously written interpretation questions | 1. Download and print out the course handbook. The second half of this includes **question guides** for each of the questions on the exam. 2. Practice the 5 minutes planning time you will need to spend on an essay in the exam. To do this list 5-10 different questions on a piece of paper and then time yourself planning each for 5 minutes. This improves your ability to react to a question and plan the 3-4 points you want to make 3. Following on from the above, select 2-3 of the questions and then write in full either your intro. or conclusion 4. Practice writing timed answers in full. This is by far the best way to improve your structuring of answers and to increase the amount you can write in the time suggested |