**|Ormiston Park Academy Curriculum Map (Yrs 7-11) Department: History Curriculum Leader: Daniel Hayes**

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|  | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| Year 11 | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study** * What happened with Congress and the ‘Dixiecrats’?
* What were the Greensboro sit-ins?
* Who were the Freedom Riders?
* Who was James Meredith?
* What progress had been made by 1962?
* What happened in Birmingham, Alabama?
* Why was there a march on Washington?
* What happened with the Freedom Summer and why were there Mississippi murders?
* What role did President Kennedy play?
* What happened with President Johnson and the Civil Rights Act of 1964?
* How did Selma help influence the implementation of the Voting Rights Act?
* Revision
* **End of half-term assessment**
 | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study** * How do we understand interpretations?
* What was the role of Malcolm X?
* Who was Stokely Carmichael and what was the emergence of Black Power?
* What happened at the 1968 Mexico Olympics?
* What was the Black Panther movement?
* Why were there riots between 1965-67 and what was the Kerner report of 1968?
* What was King’s campaign in the North?
* Why was MLK assassinated?
* How had Civil Rights progressed by 1975?
* Revision
* **End of half term assessment/Mock exams**
 | **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study*** What were the origins of the Vietnam conflict?
* How did US involvement become greater under Eisenhower?
* Why was there greater involvement under Kennedy?
* Why was there an escalation of conflict under President Johnson?
* How do we answer a utility question?
* What tactics did the Vietcong use?
* What were the US methods of fighting war?
* What was the Tet Offensive in 1968?
* How do we answer an inference question?
* Revision
* **End of half term assessment**
 |  **Key Content: American Civil Rights/Vietnam (Paper 3) – Modern Depth Study*** What were Nixon’s policies?
* Where did the war spread to?
* What opposition was there to the war?
* What support was there for the war?
* How do we answer a question on causation?
* What happened during the Peace Process?
* What were the economic and human costs of the war for the USA?
* What were the strengths and weaknesses of the North Vietnamese/Vietcong?
* What were the strengths and weaknesses of the US armed forces?
* What was the impact of opposition to the war in the USA?
* Revision
* **End of unit assessment/Mock exams**
 | **Key Content: Revision**  | **Key Content: Revision/Exams** |
|  | **Key Skills:**Explain change and/or continuity.Similarities and differences.How far do you agree with…? Describe two features of… Source utility in an inquiry question. How to follow up a source to find out more information.How useful are the sources in telling us? | **Key Skills:**Explain change and/or continuity.Similarities and differences.How far do you agree with…? Describe two features of… Source utility in an inquiry question. How to follow up a source to find out more information.How useful are the sources in telling us? | **Key Skills:**Explain change and/or continuity.Similarities and differences.How far do you agree with…? Describe two features of… Source utility in an inquiry question. How to follow up a source to find out more information.How useful are the sources in telling us? | **Key Skills:**Explain change and/or continuity.Similarities and differences.How far do you agree with…? Describe two features of… Source utility in an inquiry question. How to follow up a source to find out more information.How useful are the sources in telling us? | **Key skills:**All skills across four papers.Mind-mapping.Flipped learning.Exam practice.Peer and self-marking.. | **Key Skills:**All skills across four papers.Mind-mapping.Flipped learning.Exam practice.Peer and self-marking. |
|  | **Assessment opportunities:**FormativeSummativeFlipped learningQuizzes | **Assessment opportunities:**FormativeSummativeFlipped learningQuizzes | **Assessment opportunities:**FormativeSummativeFlipped learningQuizzes | **Assessment opportunities:**FormativeSummativeFlipped learningQuizzes | **Assessment opportunities:**FormativeSummativeFlipped learningQuizzes | **Assessment opportunities:**FormativeSummativeFlipped learningQuizzes |
| **Year 10** | **Key Content: Henry VIII (Paper 2, part 1) – British depth Study*** Who was Henry VIII and his six wives? (retrieval and recall)
* What was England and society like in 1509? (retrieval and recall)
* What was Henry like as a king and how did this impact on the nobility? (retrieval and recall)
* Why was Wolsey able to rise to power?
* What was Wolsey’s most important reform?
* What were the reasons and reactions to the Amicable Grant
* How successful was Henry VIII’s foreign policy between 1509-1515?
* How successful was the Treaty of London 1518?
* Why might the field of the cloth of gold be considered a failure?
* How successful was Henry VIII’s foreign policy between 1525-29?
* What were the key differences and similarities between Catherine of Aragon and Anne Boleyn?
* Why did Henry want an annulment from Catherine of Aragon?
* Why did Wolsey and Henry fail to gain an annulment?
* How did foreign policy failures, Wolsey’s background and the Boleyn faction lead to Henry’s decision?
* What was the most important factor in Wolsey’s downfall?
* Revision lesson
* **Assessment on unit 1**
* Class feedback on assessment and redraft to be set for homework.
 | **Key Content: Henry VIII (Paper 2, part 1) – British Depth Study*** Review and retrieval lesson on Unit one and collect in redrafts.
* Why was Cromwell able to rise to power?
* How did Cromwell gain the annulment for Henry?
* Why was Anne Boleyn executed?
* Why was Jane Seymour and her family important?
* What did Cromwell do to reform government and royal finance?
* How successful was Cromwell’s management and use of Parliament?
* Why was the Anne of Cleves marriage important?
* What was the most important reason for the fall of Thomas Cromwell?
* Revision lesson of the unit
* **End of unit assessment**
* Whole class feedback on the assessment and time to re-teach any areas or go over misconceptions from units 1 & 2
* Why did Henry campaign against the Pope 1529-33?
* What was the significance of the Act of Succession?
* Was the Act of Supremacy in 1534 more or less important than the Act of Supremacy?
* How important was Cromwell in the Break with Rome?
* How significant was the opposition of Elizabeth Barton, More and Fisher?
* What was the impact of the Reformation on the English church.
 | **Key Content: Henry VIII and Cold War (Paper 2, part 2) – Period Study*** What was the role of religious houses in local communities?
* What were the reasons for the Dissolutions?
* What was the impact of the dissolutions, the winners and losers?
* What were the key causes of the Pilgrimage of Grace?
* What were the key events in the rebellion in Lincolnshire
* What were the key events in the rebellion in Yorkshire?
* Why did the Pilgrimage of Grace fail?
* How do we assess Wolsey and Cromwell?
* Was Henry England’s Stalin?
* Revision
* **End of unit assessment (46)**
* Feedback on assessment and re-teach material where necessary
* Communism v Capitalism
* The Cold War, the big picture and overview, what was the Cold War?
* Why was the grand alliance formed?
* What were the key features of Tehran, Yalta and Potsdam?
* Why was the atomic bomb a key factor in the outbreak of the Cold War?
 | **Key Content: Cold War (Paper 2, part 2) – Period Study*** What impact did the Long and Novikov telegrams have on international relations?
* What were the key features and the consequences of the Truman Doctrine and Marshall Plan?
* How did Cominform and Comecon impact on the power of the USSR?
* What were the main causes, key features and consequences of the Berlin airlift?
* What were the key features of the turning points of the arms and space race
* Why was there an uprising in Hungary in 1956 and what were the consequences?
* What were the causes and key features of the Berlin Wall?
* What were the consequences of the Berlin Wall on Germany and International relations?
* Why was there a crisis in Cuba?
* How did the problems in Cuba escalate to become the Cuban Missile crisis?
 | **Key Content: Cold War (Paper 2, part 2) – Period Study*** What were the consequences of the Cuban Missile Crisis on International Relations?
* What were the causes and key events of the Prague Spring?
* What were the consequences of the Prague Spring on international relations?
* Why was there a period of détente?
* How did the invasion of Afghanistan affect relations between the USA and USSR?
* How did the Second Cold War begin?
* What impact did Gorbachev have on the relationship between the USA and USSR?
* Why did the Cold War end?
* Revision
* **End of unit assessment/mock**
 | **Key Content. American Civil Rights/Vietnam (Paper 3, part 2) – Modern Depth Study*** What did segregation, discrimination and voting rights look like in the Southern States?
* What work did Civil Rights organisations do?
* What was the Brown v Topeka case?
* What happened at Little Rock High School?
* What was the impact of the Montgomery Bus Boycott?
* What was the importance of the Montgomery Bus Boycott?
* What was the significance of Martin Luther King and the setting up of the SCLC?
* What was the Civil Rights Act of 1957?
* Who were the Ku Klux Klan and why was Emmet Till murdered?
* What opposition was there to desegregation in the South?
* Revision
* **End of half term assessment**
 |
|  | **Key Skills:**Key FeaturesExplain why …How far… | **Key Skills:**Narrative Accounts, Importance of …Consequences of …Impact of …  | **Key Skills:**Narrative Accounts, Importance of …Consequences of …Impact of …  | **Key Skills:**Narrative Accounts, Importance of …Consequences of …Impact of …  | **Key Skills:**Narrative Accounts, Importance of …Consequences of …Impact of …  | **Key Skills:** * Explain change and/or continuity.
* Similarities and differences.
* How far do you agree with…?
* Describe two features of…
* Source utility in an inquiry question. How to follow up a source to find out more information.
* How useful are the sources in telling us?

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| **Year 9** | **Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study** * Crime and punishment in England the big story.
* How has Crime and Punishment changed over time?
* Who had the most influence on law and order in the Middle Ages, church, king or local community?
* Was Anglo-Saxon justice violent and superstitious?
* How far did the Normans change Anglo-Saxon justice?
* How far did kings change justice in the later medieval period?
* Did the Church help or hinder justice in the early C13th?
* How did law enforcement change in Early Modern England?
* Why were the gunpowder plotters punished so harshly?
* Were vagabonds really a threat to respectable society?
* Was Matthew Hopkins the main reason for the witch hunts 1645-7?
* Revision lesson
* **End of half-term assessment**
 | **Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study** * How effective was law enforcement 1500-1700?
* How can we explain the development of the Bloody Code?
* How did Crime and Punishment change in Industrial Britain?
* Why did Highway Robbery become such a serious crime?
* Was the law too harsh on poachers?
* Why was C18th smuggling so harsh to stamp out?
* How did society change in the Industrial period?
* How far should we thank Peel for the Metropolitan Police force of 1829?
* Why was the Bloody Code abolished in the 1820’s and 1830’s?
* How were prisons reformed in the 1800’s?
* How did Crime and Punishment change in Modern Britain?
* Revision lesson
* **End of half-term assessment**

  | **Key Content. Crime & Punishment (Paper 1) - Thematic and Depth Study** * How far did crime really change during the C20th?
* How were conscientious objectors treated in WWI and What have been the biggest changes to policing since 1900?
* How have prisons changed since 1900?
* How effectively do we deal with young offenders?
* Why was the death penalty abolished in 1965? How did Crime and Punishment change in Modern Britain?
* How far did crime really change during the C20th?
* How did Crime and Punishment change in Modern Britain?
* Revision lesson
* **End of half term assessment**
 | **Key Content. Crime & Punishment (Paper 1) – Thematic and Depth study*** How far did crime really change during the C20th?
* How were conscientious objectors treated in WWI and What have been the biggest changes to policing since 1900?
* How have prisons changed since 1900?
* How effectively do we deal with young offenders?
* Why was the death penalty abolished in 1965?
* Revision lesson
* **End of Unit Assessment**
* Wo were there murderers and bad mothers? (Sarah Fisher)
* What was Whitechapel like? (Booth, workhouses and Peabody)
 | **Key Content. Crime and Punishment and Whitechapel (Paper 1) – Thematic and Depth study*** Why was there a fear of crime in the East End? (Underclass, pubs, drink, immigration, anarchism, reform)
* How did the Met Police work? (Public attitudes, Commissioner, Home Secretary)
* How were the police organised in Whitechapel? (Recruits, Leman Street, Thames Police Court, role of the Constable, CID)
* What were the difficulties of policing Whitechapel? (Alcohol, gangs, prostitution, immigration, strikes)
* What methods did the police use to catch Jack the Ripper?
* What impact did the press have on the Jack the Ripper investigation? Did the City and Met police work well together?
* Revision lesson
* **End of unit assessment**
 | **Key content: Henry VIII****(Paper 2, part 1) – British Depth Study*** What do we already know about Henry VIII?
* Is Henry VII’s reign a story of glory and success and who’s who in his story?
* What was the importance of religion in the early 1500s?
* What decisions did Henry face when he became King and why did he trust Wolsey?
* Did Henry have the potential to be a Renaissance King?
* How did the King manage monarchy and country?
* What was England like in 1509?
* What were the most important factors allowing Wolsey rise to power?
* What were relations like between England and mainland Europe?
* What were Wolsey’s greatest achievements?
* Revision lesson
* **End of half term assessment**
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* Explain why …
* How far…
* Analysis
* Judgement
 |
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| **Year 8** | **Key Content: Ideas – Empire*** What was life like in medieval Nigeria?
* Who is the wealthiest person ever to live and what made Timbuktu so great?
* Why was Africa called the dark continent?
* What was British settlement in North America like?
* What was the impact of the British Empire on India?
* What was the impact of the British Empire on Australasia?
* Why did the Empire use slavery and the Middle-Passage?
* How were slaves sold then worked on a plantation?
* How did slave resistance lead to the abolishment of slavery?
* Why have statues been taken down across Britain?
* Revision lesson
* **End of unit assessment**
 | **Key Content: Ideas – Local History. Whitechapel.*** The big picture. What was Whitechapel like in the 1880’s?
* What were the key features of the victims of Jack the Ripper, were there any similarities and differences?
* What do the injuries of Jack the Rippers victims tell us about him?
* How far can we make a judgement about what Jack the Ripper was like from the three letters?
* How useful are the potential eye-witness accounts of Jack the Ripper in helping us discover who he was?
* Which one of the suspects do you think was most likely to have been Jack the Ripper?
* Was Jack the Ripper an opportunist?
* How effective were the police investigating Jack the Ripper?
* Revision
* **End of unit assessment**
 | **Key Content: Ideas – Causes of WW1*** What were the MAIN causes of WW1?
* How much did Imperialism and the arms race contribute to the start of WW1?
* Why are Gravilo Princip and Alhaji Grunshi so integral to the start of WW1?
* Why did soldiers join up to fight in WWI?
* Who are the forgotten Indian soldiers of WW1 Part one?
* Who are the forgotten Caribbean soldiers of WW1?
* How important were women to the war effort?
* What was life like in the trenches?
* How far did the structures of the trenches impact on conditions and the successes and failures of the British army?
* Revision Lesson
* **End of Unit Assessment**
 | **Key Content: Ideas – The rise of fascism*** The Treaty of Versailles.
* Why was Hitler able to rise to power?
* How successful were Nazi policies?
* What was Jewish life like in Europe before the Nazi’s?
* How were the Jewish people alienated by the Nazis?
* How successful were the Berlin Olympics as propaganda?
* What was life like in Concentration Camps?
* What was life like for Jews under Nazi rule?
* Revision lesson
* **End of Unit Assessment**
 | **Key Content: Civil Rights in America and Britain** * Intro to Civil Rights/Why was the death of Emmett Till so important?
* How important were the KKK to race relations in the USA/What were the key methods used by the KKK?
* Why were Brown v Topeka and Little Rock Nine so important?
* What impact did Rosa Parks and the Greensboro sit-ins have on the Civil Rights movement?
* Why was Martin Luther King important?
* How was Malcolm X different to Martin Luther King?
* What Civil Rights movements have there been in Britain?
* Civil Rights in Ireland
* What have race relations in modern Britain been like?
* What was the Windrush Scandal?
* Revision
* **End of Unit Assessment**
 | **Key Content: Local History: Purfleet and WW1 / The Vietnam War**Local Study on Ensign Buses AROUND Purfleet. Each local bus is named after a local soldier in the war. Students will research and find out about the local soldiers after whom the buses are named then we will arrange a visit to the company in Purfleet to talk to the Director who started this tradition.* How was Aveley effected by the First World War?
* Who are the soldiers on the side of the bus and how can we research them?
* How can we write a biography of a soldier?
* 'How did the 'Cold War' begin?'
* Why did America get involved in Vietnam?'
* Why were the Vietcong tactics so effective?'
* 'Why were the United States tactics so ineffective?'
* Why was the Tet Offensive so significant?'
* 'Why did opposition to the war grow in America?'
* 'Why did America lose the Vietnam war?'
* Revision
* **End of unit Assessment**
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|  | **Key Skills: Ideas, politics, power, industry and empire 1745-1901.** * Making sustained judgements
* Using interpretations
* Source work
* Similarities and differences
* Change over time
* Critical thinking
 | **Key Skills: Local depth study, theme power and law & order.*** Source work.
* Utility
* Critical thinking
* Similarities and differences
* How far?
 | **Key Skills: Ideas – Challenges for Britain, Europe and the Wider World 1914-1918.*** Change and continuity
* Cause and consequence,
* Key features
* Interrogating sources and historical interpretations
* Thinking critically
 | Key Skills: **Challenges to Britain, Europe and the Wider World 1918-1939*** Change and continuity
* Cause and consequence,
* Key features
* Interrogating sources and historical interpretations
* Thinking critically
* How far?
* Empathy
 | **Key Skills: Study of a significant world society C20th** * Change and continuity
* Cause and consequence,
* Key features
* Interrogating sources and historical interpretations
* Thinking critically
* How far?
* Empathy
* Independent learning and research.
 | **Key Skills: Study of a significant world society C20th*** Change and continuity
* Cause and consequence,
* Key features
* Interrogating sources and historical interpretations
* Thinking critically
* How far?
* Empathy
* Independent learning and research.

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| **Year 7** | **Key Content: Terms and skills to build and consolidate learning from KS2*** What is meant by chronology and significance?
* How do we understand and BC, AD and centuries?
* What are historical sources?
* Why might interpretations be different and how do we judge the value of a source? (Usefulness and reliability)
* What is the difference between a fact and opinion and how can bias affect reliability of a source?
* What is meant by causation?
* What caused the Great Fire?
* Anachronism
* How can we use evidence to solve the Mystery of the skeleton?
* Revision
* **End of half-term assessment**
 | **Key Content: Migration over time*** What were the push and pull factors for different groups of people to migrate to Britain?
* What impacts did medieval migration to Britain have?
* What challenges did medieval migrants to Britain face?
* How did exploration bring migrants to Britain?
* How did religion and the reformation bring migrants to Britain?
* How did migrants in the industrial age settle and change Britain?
* Why did so many Irish people migrate to England?
* What was the ‘Kinder transport’?
* Who travelled on the ‘HMS Windrush’?
* How did people fight against racism in the 1970s and 80s?
* What are the push and pull factors for people coming to Britain today?
* **End of half-term assessment**
 | **Key Content: Aspect or theme in British History before 1066 then development of Church, State and Society 1066 onwards*** How did leadership and society impact on Britain from the Iron Age to 1066?
* What was society like before 1066?
* Why was Edward the Confessor important?
* Why was his death important?
* Who were the main contenders to the throne?
* Who had the best claim to the throne?
* Why were the battles of Fulford and Stamford Bridge important?
* Why did William the Conqueror win in the Battle of Hastings?
* Revision
* **End of half-term assessment**
 | **Key Content: The Norman Settlement 1066 onwards*** How were motte and bailey castles important in William’s methods of control?
* How did castles evolve over time and what was the impact of this?
* What was the Domesday book and why was it important?
* Why did William Harry the North?
* What were the short and long term impacts of the harrying of the north on northern society?
* What was the impact of heaven, hell and purgatory on society?
* How important was religion in medieval society?
* What happened to Thomas Becket? (a source work investigation)
* Revision
* **End of half-term assessment**
 | **Key Content: The development of Church, State and Society 1166 onwards. Depth work with Peasants Revolt*** How can we use evidence to evaluate how good or bad King John was as king?
* Why was the Magna Carta important on the power of the king?
* What were the key features of the Black Death?
* What were the short and long term consequences of the Black Death on Medieval society and kingship?
* What were the key causes and consequences of the Peasants revolt?
* What impact did the Wars of the Roses have on the power of the monarchy?
* How can we use a range of interpretations to make a judgement as to whether Richard III was good or evil? Who killed the Princes in the Tower?
* How did the power of the king change over time?
* Revision
* **End of half-term assessment.**
 | **Key Content: The development of Church, State and Society 1485 - 1603*** What were the short and long term causes for Henry VII’s victory at the Battle of Bosworth?
* Was Henry VIII a man or a monster?
* Does Mary I deserve to be called Bloody Mary?
* Was Elizabeth I right to kill her cousin?
* Who was the better monarch, Elizabeth I or Mary Queen of Scots?
* Why did the Armada fail?
* How did the historian Miranda Kaufmann uncover the hidden lives of Black Tudors?
* How did the historian uncover John Blanke the trumpeter?
* How did the historian uncover Mary Fillis the dress maker?
* How did the historian uncover Diego the assistant to Francis Drake?
* What was Tudor justice like?
* Revision
* **End of half-term assessment?**
 |
|  | **Key Skills: As above** | **Key skills: Development of Britain through migration** * Trends and change over time
* Cause and consequence,
* Structured supported judgements/conclusions
* Key turning points
* Interpretations.
 | **Key Skills:** **Theme of power (monarch) and law and order. Local and national impact.** * Cause and consequences
* Interpretations
* Cause and consequence
* Change over time.
* Key turning points
* Critical thinking.
* Explain why…
 | **Key Skills:** **Development of monarch’s power and the church/society 1066 onwards.*** Change and continuity
* Cause and consequence,
* Key features
* Interrogating sources and historical interpretations
* Thinking critically
 |  **Key Skills: Development of monarch power, (trend) church and state 1066-1509. Local study.** * Interpretations
* Change and continuity
* Cause, key features and consequence
* Change over time
* Narrative
 | **Key Skills:** **Trend of monarch power, religious and state 1509-1748.** * Trends and change over time
* Cause and consequence,
* Structured supported judgements/conclusions
* Key turning points
* Interpretations.
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