Intent

We aim to create the very best historians. We challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, historical vocabulary. Our curriculum at Notley High School goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department we believe that the transferable skills gained in our subject are essential for life in the 21st century. We teach students the importance of challenging the provenance of information, evaluating different interpretations, and processing large amounts of information to create a coherent argument. We teach empathy and tolerance and an understanding of how history has created the world we live in today. Through extra-curricular projects such as trips, speakers and competitions we help students appreciate historical events, both nationally and internationally. Our curriculum at Notley High School goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable.

As staff we are enthusiastic about history and encourage and reward enthusiasm and effort amongst students. Collaboration is encouraged as discussion and debate is at the heart of every lesson in History. As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined.

As a department of subject experts, we regularly aid students in historical definitions we regularly aid students with historical definitions and help students to actively recall their prior learning. We achieve this through having a carefully planned curriculum which builds on previous knowledge and helps students understand topics in a wider context. Low stakes quizzes and formative assessment of longer written answers are regular features of history lessons.

Our curriculum has been designed to engage and inspire the young people we teach, and we believe they offer depth, and breadth of knowledge on a wide range of fascinating aspects of our local, national and global histories. We have used thinking skills, retrieval practice and literacy understanding to make certain that our curriculum is as inclusive as possible. Each topic area within our scheme of work has been researched, and expert knowledge brought in where we could. Historian's views within interpretations, social diversity and democracy of views for the peoples investigated have tried to be as inclusive as possible. As a team I believe that we are always open to new ideas and ways of thinking and as such believe that a curriculum continuously develops and changes in light of new thinking and further imaginative ideas.

We have to a greater extent followed the National Curriculum expectations for history in chronological order. The rational for beginning with a unit covering chronology stems from students understanding of chronology at KS2. Students arrive at Notley High with varying experience of having used chronology within their KS2 studies, and as such we feel it is important to ensure students understanding of chronology is embedded at the start of their historical journeys with us here. Within this unit students are also introduced to key disciplinary knowledge.

We then move onto investigate local, national and global studies covering a range of diverse communities and peoples from the Medieval period up to, and including 20th century histories.

Further rationale behind our curriculum design includes ensuring students see the relevance of history in the modern world. Our Key Stage 3 curriculum is designed to help students to develop a broad understanding of how Britain has changed in KS3 with a focus on four major themes; change and revolution, power and control, war and conflict and the fight for equality.

Through exploring the history of these issues we aim to help students better understand the world they are growing up in. Our choices of GCSE and A-Level exam boards ensure students study a wide range of history and are able to make comparisons within and across periods thus being fully equipped for the study of history at a higher level or for work in the field.

We believe our curriculum overtly explores the disciplinary knowledge required to cultivate good historical knowledge for both key stage three and the GCSE course; but equally as important, as lifelong learners. The history curriculum has been designed to challenge young minds and promote deep thinking for all learners.

Implementation

Collaborative curriculum planning lies at the heart of what we do in the department. Over the last three years we have been developing our schemes of work for all age groups; embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum Alongside our schemes of work, we have developed knowledge organisers for all topics at KS4. This has enabled us to define the core knowledge our students need to master. In History, we also implement our curriculum through a range of teaching approaches including role play, games and creative tasks as well as more traditional source based questions and essay writing. Discussion and debate are a regular feature of lessons, as well as regular knowledge recall at the start of lessons to ensure key content is secure.

We wanted to ensure our curriculum offered a deep and rich historical course for the students of this school community that is both inclusive and inspiring. Our KS3 course does need to prepare students for the rigours of their GCSE in History, and/or A' levels within History. However, equally we felt it important that we ensure young people leave Notley with a passion for life-long historical learning and exploration. We wanted the curriculum to offer diversity and challenge with the topics chosen. Disciplinary knowledge needs to have been built upon within the curriculum for history, and we hope to see that our new curriculum promotes quality learning, which in turn not only conveys enthusiasm for the subject but helps students to be successful too.

Curriculum Overview: History

Teacher 1 - Year 13 Paper 1 - In Search of the American Dream: the USA c. 1917-80 Autumn 1				
What are we learning?	**Our intention - What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Unit 1: The changing political environment 1917-80. • The changing political climate from US entry into the First World War to Reagan's election. • General policy ideas undertaken by presidents and how they were influenced politically. • Changing styles of presidential leadership across the period • The effect that American involvement in war had on the general American politics.	**Knowledge**: Presidents 1917-80, structure of US government, structure of US political system, government policies 1917-80, different influences on political decision making (liberalism, counter-culture, rugged individualism, war). **Understanding:** How and why confidence in government rose or declined, appeals of US government to different parts of the electorate, how and why US government was influenced in their policy-making, how and why presidential leadership changed over time. **Skills:** Introducing skills in answering A-Level standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US politics.	• Achieving over targets set on content tests (typically 75%) • Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time) • Ability to engage in debate and discussion with class around unit knowledge.	Partial knowledge links to GCSE learning on Cold War and KS3 learning on WW1, WW2.	Edexcel Pearson textbooks
Autumn 2 approx.				
What are we learning?	**Our intention - What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**

Unit 2: The quest for civil rights 1917-1980 • The struggle for minority rights in the years 1917–80, with particular reference to African-American civil rights. • Political, social and economic situation for African Americans across the period • Major federal civil rights legislation • Influence of the African-American struggle on the search for non-African-American minority rights • Civil rights protests by other minorities.	**Knowledge**: African American civil rights movement: life in the south 1917-1955, reasons for migration south to north, reasons for development of civil rights movement, legal challenges to direct action, direct action to violent action, changing approaches, key movements e.g. Black Power. The search for minority rights through Native American campaigns, Hispanic American campaigns, gay rights movement. **Understanding:** become aware of the changing nature and pattern of campaigning and be able to identify relevant examples. Understand impact of civil rights legislation. Evaluate successes and limitations of civil rights movements. **Skills:** Developing skills in answering A-Level standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US civil rights .	• Achieving over targets set on content tests (typically 75%) • Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time) • Ability to engage in debate and discussion with class around unit knowledge.	Consistent links made to unit 1 through development of understanding of US presidents and policies, impact of economic issues on civil rights (eg impact of Great Depression for white vs Black Americans), appeals of presidents to different parts of electorate including black and minority Americans.	Edexcel Pearson textbooks

Spring 1 Approx.

What are we learning?	Our intention - What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Unit 3: Society and culture in change 1917-80 • Aspects of society and culture which were both transformed and transforming in the years 1917–80. • Changing position of women 1917-80 • Experiences and attitudes towards immigration • Diversity of the immigrant experience. • The extent to which popular culture and broadcast news both reflected and influenced society.	**Knowledge**: Changing position of women 1917-80 and impact of Great Depression, Roaring Twenties, WW2, suburban life, womens liberation movement for women in society. Impact of immigration; American responses to immigration, government policy on immigration, development of cinema, radio, TV and impact on society, growth of popular culture, key figures. **Understanding:** Evaluate extent to which women's position changed 1917-80, and wider economic/government policy for women, understand draw of immigrants to US and evaluate how and why Americans responded positively or negatively to immigrants. Understand how cinema and radio impacted popular culture, social influence of TV and news media. **Skills:** Developing skills in answering A-Level standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US society and culture.	• Achieving over targets set on content tests (typically 75%) • Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time) • Ability to engage in debate and discussion with class around unit knowledge.	Consistent links made to unit 1 and unit 2. References made to government policy (U1), attitudes of government to minorities (U2), attitudes of US presidents over time (U1), impact of key historical events on social groups (U1).	EdExcel Pearson textbooks
Spring 2 Approx.				
What are we learning?	**Our intention - What knowledge, understanding**	**Evaluation and assessment methods**	**Implementation**	**What additional resources**

	and skills will we gain?			**are available?**
Unit 4: Changing quality of life 1917-80 • Economic environment in the USA 1917-80 and increasing aspiration. • Patterns of economic change and their effects on living standards • Economic impact on varying social groups • Developments in leisure and travel • Development in quality of life in the USA 1917-80.	**Knowledge**: Boom, bust, recovery 1917-1941, economic impact of WW2, post-war affluence and growth of consumerism, economic crisis of 1970s, anti-poverty policies and economic divisions, development in use of cars, airlines and leisure time. Key economic vocab eg stagflation, bull market. **Understanding:** Understands why USA went through a boom economy followed by crash and reasons for recovery. Understands reasons for post-war boom and development of suburbs and consumerism. Will be able to explain patterns of economic change and impact on living standards, can explain benefits and gains for a variety of social groups across the period. Can interpret and explain graph evidence for economic change. **Skills:** Improving skills in answering A-Level standard essay questions. Refining skills in discussion and debate. Defining key terms. Continue to develop individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference of economic change in USA.	• Achieving over targets set on content tests (typically 75%) • Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time) • Ability to engage in debate and discussion with class around unit knowledge.	Consistent links made to unit 1, 2 and 3. References made to government policy (U1), attitudes of US presidents (U1), reasons for key events eg Great Depression, WW2 (U1), impact of economy on variety of social groups (U2), impact of economy on women (U3), social impact of leisure time (U3).	EdExcel Pearson textbooks

Summer 1 Approx.

What are we learning?	Our intention - What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Unit 5: Society and culture in change 1917-80 • Aspects of society and culture which were both transformed and transforming in the years 1917–80. • Changing position of women 1917-80 • Experiences and attitudes towards immigration • Diversity of the immigrant experience. • The extent to which popular culture and broadcast news both reflected and influenced society.	**Knowledge**: Changing position of women 1917-80 and impact of Great Depression, Roaring Twenties, WW2, suburban life, womens liberation movement for women in society. Impact of immigration; American responses to immigration, government policy on immigration, development of cinema, radio, TV and impact on society, growth of popular culture, key figures. **Understanding:** Evaluate extent to which women's position changed 1917-80, and wider economic/government policy for women, understand draw of immigrants to US and evaluate how and why Americans responded positively or negatively to immigrants. Understand how cinema and radio impacted popular culture, social influence of TV and news media. **Skills:** Developing skills in answering A-Level standard essay questions. Developing skills in discussion and debate. Defining key terms. Developing individual work ethic and collaborative work in groups. Evaluating extent of significance, change, continuity, similarity and difference in US society and culture.	• Achieving over targets set on content tests (typically 75%) • Confident ability to answer set essays for Section A (depth understanding) and Section B (Breadth understanding over time) • Ability to engage in debate and discussion with class around unit knowledge.	Consistent links made to unit 1 and unit 2. References made to government policy (U1), attitudes of government to minorities (U2), attitudes of US presidents over time (U1), impact of key historical events on social groups (U1).	EdExcel Pearson textbooks

Summer 2 approx.				
What are we learning?	**Our intention - What knowledge, understanding and skills will we gain?**	**Evaluation and assessment methods**	**Implementation**	**What additional resources are available?**
Unit 6: Impact of the Reagan presidency 1981-96. • What effect did Reagan's economic policies have? • To what extent was 'big government' reduced? • What was the nature and extent of social change? • To what extent were the presidency and US politics revitalised?	**Knowledge**: Reagan's administration, key political policies 1980-1996 including but not limited to; social change and welfare provision, living and working conditions, impact on minorities, business and industry, public image, 'New Right thinking', changes to the political environment. **Understanding:** Understanding and evaluating Reagans impact on the USA as president, how to read and understand interpretations, effect of Reagan's political policies on economy, social welfare, industry and politics. **Skills:** Developing existing skills in reading, understanding and analysing historical interpretations, introducing skills in answering A-Level Section C interpretations essay questions. Refining skills in discussion and debate. Defining key terms. Continue to develop individual work ethic and collaborative work in groups. Evaluating historical interpretations of Ronald Reagan to reach an independent opinion on a set question.	• Achieving over targets set on content tests (typically 75%) • Develop ability to answer Section C interpretations essays. • Ability to engage in debate and discussion with class around unit knowledge.	Build on understanding of historical interpretations introduced in KS3 and KS4. Refer back to prior unit knowledge established U1 – 4 on impact of previous presidents to compare against impact of Reagan.	EdExcel Pearson textbooks