

## 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 rationale 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 Unit Overview revised for 2021/22**

<b>HISTORY - Year 7 Unit 1 – Introduction</b>
<b>Autumn Term 1</b>

What are we learning?	Our intention - What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Key aspects of chronology; why we study history; how historians find out about the past; how to research effectively</p>	<p><b>KNOWLEDGE:</b> the type of Sources available to historians. The importance and uses of the subject.</p> <p><b>UNDERSTANDING:</b> that historical knowledge is crucial to our understanding of the world, the relationships between countries, the attitudes of people etc. That historical knowledge is constructed from a range of sources rather than being 'factual'.</p> <p><b>SKILLS:</b> use timelines with both BC and AD dates; place years into centuries; have an awareness of the quality of resources available to student historians and how they should be used; consider issues which may strengthen or weaken sources as evidence.</p>	<p>Being able to accurately place BC and AD dates on a timeline.</p> <p>Being able to confidently say which century any year is in.</p> <p>Showing clear awareness of what constitutes a quality and appropriate resource for student research, as well as how they should be used.</p> <p>Participating in discussion about studying history as an academic subject with valid ideas and justification for their views.</p>	<p>Students should have covered chronology and have some idea about using sources and constructing the past from KS2. The work in this unit checks what they can do already, reinforces key ideas to all and provides a further learning opportunity for those who have not yet fully grasped terms and ideas which are used constantly in the subject.</p>	

**HISTORY - Year 7 Unit 2 – The Norman Conquest and after (depth Study)**

**Autumn Term 2 (students will have completed preparatory work and will probably begin by writing their essay on the Battle of Hastings)**

What are we learning?	Our intention - What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
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<p>Life in Anglo-Saxon England in the mid-11<sup>th</sup> century; the problem of the succession in 1066; claims to the English throne; the Battle of Hastings; life under the Normans; the Anarchy under Maud and Stephen.</p>	<p><b>KNOWLEDGE:</b> The nature of everyday life in England across a period of about 30 years and how this changed; who wanted the throne of England in 1066 and their motives; events before and during the Battle of Hastings; methods the Normans used to control England; the role of women in Saxon and Norman society.</p> <p><b>UNDERSTANDING:</b> Why England was invaded in 1066; why the Normans were successful in Battle; why a range of methods were needed to control the Anglo-Saxon population and how and why these worked; why women are often absent in conventional histories of these events though they did still play a variety of significant roles; that changes in England, following the conquest were not uniform varying e.g. by class, location etc.</p> <p><b>SKILLS:</b> second order concepts of change, continuity, similarity, difference, cause and consequence; evaluation of nature and extent of change; methods for revision of key content; essay writing skills.</p>	<ul style="list-style-type: none"> <li>Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions about monarchy and ruling at this time which are designed to find out more.</li> <li>In oral discussion key ideas are supported with examples / evidence so they can explain the validity of a claim to the English throne for example.</li> <li>Written work always includes evidence and is written with clarity for example in their causation essay assessment, they give three clearly explained reasons for Norman success at the Battle of Hastings. These are developed with evidence which is placed in context and is therefore analytical.</li> </ul>	<p>Students could have studied life in Anglo-Saxon England, at KS2. A.S. life is revisited at the start of this topic to ensure all students have a foundation for later work in the unit which evaluates change under the Normans. They may also have KS2 knowledge of the Viking claim to England &amp; the death of Edward which are covered here in the issue of succession.</p> <p>Looking ahead, this topic is covered in depth at KS4 under GCSE Paper 2: Anglo-Saxon and Norman England.</p> <p>Some essay styles are introduced within this module (causation; identifying similarity and difference; explaining a consequence).</p>	<p>Textbook: Pearson 'History in Progress 1066 to 1603'</p> <p>Textbook: Folens 'Invasion, Plague and Murder'.</p>
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**Spring Term 1 students will probably reach the reign of Edward I by half term**  
**Spring Term 2 students will complete their work on the Middle Ages**

What are we learning?	Our intention - What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Everyday life in the Middle Ages; King Henry II and Thomas Becket; King John and Magna Carta; King Edward I and the conquest of Wales and Scotland; Richard II and the Peasant's Revolt; Richard III and the princes in the Tower; chronology; opportunities to extend learning to include what was happening in other countries and cultures at this time e.g. the Mongol Empire, Incas.</p>	<p><b>KNOWLEDGE:</b> what life was like in both towns and the countryside; events leading to the death of Thomas Becket; events leading to the Magna Carta; arrival of the Black Death in England in 1348; events of the Peasants' Revolt; the disappearance of the Princes Edward and Richard and the possible involvement of their uncle in this; optional work on Genghis Khan, Isabella of France, the Incas, Vasco de Gama, witchcraft in Europe.</p> <p><b>UNDERSTANDING:</b> that life was difficult, but could also be pleasurable for people in the past; why there was conflict with monarchs over power in England both from the Catholic Church, the barons and the people; how the Black Death impacted on society including people's religious faith and their acceptance of the existing hierarchy; that the history of other parts of the world have interest and importance; that history is an interpretation of the past constructed for different reasons at different times; how historians investigate and theorise.</p> <p><b>SKILLS:</b> writing supported comparisons about a difference; preparing and organising the stages of an event into a sequence in order to be able to write an analytical account of it; explaining two consequences of an event; finding inferences in sources; chronology; revision of events.</p>	<ul style="list-style-type: none"> <li>Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions <b>about the role of the Church and the power struggle between Church and monarch.</b></li> <li>In oral discussion key ideas are supported with examples / evidence and <b>show high levels of retention of knowledge as lesson sequences develop.</b></li> <li>Written work always includes examples / evidence and is written with clarity. <b>This is shown in new types of extended writing, for example in their narrative analysis essay assessment on the death of Thomas Becket. In this they include an accurate sequence of events in which they show the effects of each step made by Becket or the King,</b> explaining how it led to the next.</li> <li>Independent research on home learning tasks is</li> </ul>	<p>Source and interpretations work, about the Princes in the Tower, links to ideas introduced in Unit 1. This is also the case with the work of historians and the search for Richard III's body.</p> <p>The importance of correctly sequencing events was covered in Unit 1 and here the narrative essay on Becket applies this.</p> <p>Similarity or difference essays were introduced in Unit 2 and the opportunity to practice and improve these is in Unit 3.</p> <p>Revision techniques were covered in unit 2 and further opportunities for revision are offered here.</p> <p>Aspects of chronology from Unit 1 are revisited in Unit 3 to ensure this is secure.</p>	<p>Textbook: 'History in Progress 1066 to 1603'</p> <p>Textbook: Folens 'Invasion, Plague and Murder'.</p>

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**HISTORY - Year 7 Unit 4 – The Tudors (breadth study)**

**Summer Term 1 will focus on the reign of Henry VIII**  
**Summer term 2 will focus on succession issues and the reigns of other Tudor Monarchs.**

<b>What are we learning?</b>	<b>Our intention - What knowledge, understanding and skills will we gain?</b>	<b>Evaluation and assessment methods</b>	<b>Implementation</b>	<b>What additional resources are available?</b>
<p>Changing religious ideas in the early 16<sup>th</sup> C; the reign of Henry VIII; events of the succession in 1553; the reign of Elizabeth I; optional work on witchcraft in Europe in this period, Suleiman the Magnificent, Grace O'Malley female pirate and the disappearance of the settlement of Roanoke.</p>	<p><b>KNOWLEDGE:</b> That Protestant ideas were spreading in Europe; Henry VIII's quest for an heir and the religious changes he made to England; the early life and character of Elizabeth I and events of her reign such as the execution of Mary Queen of Scots and the events and threat of the Spanish Armada. Optional work – the reign of Suleiman; Grace O'Malley's actions as a pirate; the mystery of the settlement of Roanoke in America.</p> <p><b>UNDERSTANDING:</b> Why religious beliefs were changing and how that links to the key content of this unit i.e. actions of Henry VIII in his marriages and the establishment of the Church of England, the events of Elizabeth I's early life and reign; why the Spanish Armada was defeated; that the history of other parts of the world have interest and importance; how women could be successful monarchs and that they did not always fit the stereotypical role and view of women in</p>	<ul style="list-style-type: none"> <li>Engagement and interest show in active participation in lessons e.g. asking valid questions <b>about the ruling of Britain at this time.</b></li> <li>In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge <b>as lesson sequences develop.</b></li> <li>Written work always includes examples / evidence and is written with clarity. <b>It focuses well on the question set.</b></li> <li>In their narrative analysis essay assessment, they include an accurate sequence of events <b>leading to the defeat of the</b></li> </ul>	<p>The importance of correctly sequencing events was covered in Unit 1, this was applied in Unit 3 and is practiced again here in the Narrative analysis question on the events of the Spanish Armada.</p> <p>Revision techniques were covered in unit 2 and 3; further opportunities for revision are offered here.</p> <p>Some students will have analysed portraits of Elizabeth I at KS2. This gives them an opportunity to share that knowledge and develop their skills further.</p>	<p>Textbook: Pearson: 'History in Progress 1066 to 1603'</p> <p>Textbook: Folens: 'Renaissance, Revolution and Reformation'.</p>

	<p>society at this time; how monarchs projected the image of themselves which they wanted to promote.</p> <p><b>SKILLS:</b> Writing a narrative account analysing events of the Spanish Armada; explaining why the monasteries were closed; explaining two consequences of their closure; analysing portraits of Elizabeth I for hidden meanings and propaganda techniques.</p>	<p><b>Spanish Armada</b> in which they show the effect of each step and explain how it led to the next.</p> <ul style="list-style-type: none"><li>• Independent research on home learning tasks is completed fully and accurately.</li><li>• <b>The analysis of contemporary source material is done in detail and with an understanding of the context of its production.</b></li></ul>		
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