

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

HISTORY - Year 8 Unit 1 – Life in Stuart England
Autumn Half Term 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?
<p>Following a recap of the Chronology skills built on in year 7, we move onto the Stuart era to give context to the English Civil War in the next unit.</p> <p>Learning about the different beliefs people had and how powerful those beliefs could be.</p> <p>National Curriculum: The development of church, state and society.</p>	<p>KNOWLEDGE: Various aspects of everyday life in Stuart England such as leisure, houses, work, and some less common religious beliefs in the religious revival e.g. 5th Monarchists.</p> <p>Differences between the Catholic and Protestant Churches. Ideas about witchcraft. The Gunpowder Plot.</p> <p>UNDERSTANDING: How and why religion underpinned and influenced everything in England in the 17th C. Why there was a period of witchcraft hysteria. Why there was a plot against King James I.</p> <p>SKILLS: Concepts of comparison by looking at similarities and differences between Catholic and Protestant Churches; issues in 17th C that led to the witch craze and effect of fear on issues today.</p>	<ul style="list-style-type: none"> • Confident application of chronology skills e.g. placing BC and AD dates into chronological order, years into centuries etc • Being able to discuss, with examples, how life in the 17th C was different for different people in society as well being different from today. • Identifying valid and detailed similarities and differences between religious groups using specific terminology. • Being able to explain the powerful role fear played in society and drawing parallels with modern situations driven by fear, hysteria and sometimes zealous religious beliefs. 	<p>In Y7 students will have covered religious belief and change under the Tudors (Reformation).</p> <p>They will have some understanding of the importance of religion in everyday life e.g. through the role of religious houses in the Tudor period.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Renaissance, Revolution and Reformation'.</p>

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>Why English people went to war with each other in 1642. Main events of the Civil War. The changing nature of warfare - weapons, battles, tactics, role of key leaders. What happened to the Monarchy after the war. How to analyse and use sources. HL 'Meanwhile, elsewhere Louis XVI became King of France'</p>	<p>KNOWLEDGE: About King Charles I, Prince Rupert and Oliver Cromwell. The political systems in the 17th C and today. The different causes of the war. Who fought whom, what happened in the war and how it was fought. The execution of the King. 'Meanwhile, elsewhere...' task on ascension of Louis XVI to the throne of France.</p> <p>UNDERSTANDING: Why the war began and that there were several reasons both long and short term; that wars are fought in different ways including with propaganda; why it was necessary for Parliament to reform their army and why this was effective; how our political system today differs to that of the 17th. History is not simply about events in Britain.</p> <p>SKILLS: Second order concepts of cause and consequence, similarity and difference. Chronological understanding through writing narrative accounts. Developing skills of source analysis by considering purpose, origin and nature. Revision skills.</p>	<ul style="list-style-type: none"> • Confident understanding of the people and events leading to Civil War shown through class discussion, written work and factual tests. Examples are used to demonstrate points. • Written work has clarity. • Correctly using terms such as Parliament, Primogeniture, Divine Right of Kings. • In sources work, understanding and judgement go beneath the surface features; the provenance of a source is used in a valid way and linked with content and knowledge of the period in order to judge source utility for a named enquiry. • In their narrative analysis essay assessment, on the steps leading to the English Civil War, they include an accurate sequence of events, showing the effects of each step and explaining how it led to the next. A good range of appropriate linking and effect terms are used. • Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions designed to find out more or showing additional acquired knowledge. 	<p>Year 7 work looked at the causes, weapons and tactics of a major battle (Battle of Hastings)</p> <p>The importance of correctly sequencing events was covered in year 7 and here the narrative essay on the causes of the war develops this further.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Renaissance, Revolution and Reformation'.</p>

Spring Term 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?
<p>What the French Revolution was and why it happened. Comparison with English Civil War outcomes.</p> <p>National Curriculum: political power, Industry and Empire.</p>	<p>KNOWLEDGE: What France was like in the 18th C. including different levels of society within the estates system, the monarchy and the power of the Church. The situation leading to the Revolution and events within it such as the execution of the monarchs and the Terror.</p> <p>UNDERSTANDING: Why there was a Revolution and how and why events spiralled out of control during the Terror.</p> <p>SKILLS: comparing the French Revolution to the English Civil War and identifying basic similarities and differences.</p>	<ul style="list-style-type: none"> • Assessing the leadership and qualities of King Louis, Robespierre and Napoleon. • Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions designed to find out more about the social conditions of the time. • In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. • Written work always includes examples / evidence and is written with clarity. For example when considering the role of Robespierre as hero or villain. 	<p>Students will have completed a 'Meanwhile elsewhere ...' task on the ascension of King Louis XVI to the French throne in Unit 2.</p> <p>Links are made here, back to the English Civil War, in order to compare with the French Revolution.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Renaissance, Revolution and Reformation'.</p> <p>About 50 places offered on trip to France including visit to Palace of Versailles & linking to this topic.</p>

HISTORY - Year 8 Unit 4 – The British Empire including the slave trade

Spring Term 2

What are we learning?	Our intention - What knowledge, understanding	Evaluation and assessment methods	Implementation	What additional resources
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	and skills will we gain?			are available?
<p>About the British Empire – its scope, why we had an Empire and the effects of our ruling on those countries. The African slave trade. Australia as a penal colony. Lizzie le Blond.</p> <p>National Curriculum: political power, Industry and Empire.</p>	<p>KNOWLEDGE: The extent and wealth of the British Empire. The transatlantic slave trade; how slaves were captured, transported and sold into slavery in America; what it was like to be a slave. What happened in other parts of the British Empire including India (Cawnpore), Ireland (potato famine) and South Africa (wars and concentration camps). Australia as a penal colony to 1868. The uncommon life of a woman: Lizzie le Blond. The link between the British Empire and the Commonwealth of Nations.</p> <p>UNDERSTANDING: Why Britain wanted an Empire and how British rule had both positive and negative consequences. Why many people supported slavery, reflecting attitudes of the time with strong emphasis on how these are, and must be, very different today. That whilst we teach about common beliefs and situations in the past (e.g. on women) some people managed to transcend these.</p> <p>SKILLS: Being an effective member of a team and a desk pair; source analysis; evaluating evidence about what happened in a South African concentration camp; identifying different interpretations of the British Empire and beginning to give reasons for differences.</p>	<ul style="list-style-type: none"> • Consistent focus in teamwork activities and support for others where needed. • Increasingly valid and detailed evaluation of sources is shown through analysis of the content in the light of own knowledge about the context of its production e.g. viewpoint of author. • Engagement and interest demonstrated through active participation in lessons e.g. asking valid questions designed to find out more such as why prejudice existed and how it was used to justify actions. • In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. • Written work always includes examples / evidence and is written with clarity. It focuses well on the question set. • Independent work on home learning tasks is completed fully and accurately. • When using interpretations broad sweeps of similarity and difference can be identified and supported. Reasons for differences can be suggested. 	<p>Topics are largely new though there is a link with the Elizabethan age and exploration in Y7.</p> <p>In skills - source analysis continues to be developed.</p>	<p>TEXTBOOK: 'History in Progress Book 2'</p> <p>TEXTBOOK: Folens 'Industry, Reform and Empire.'</p>

HISTORY - Year 8 Unit 5 – Development of African American Civil Rights

Summer Term 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?
<p>How the fight to get equal rights for black people began in America began.</p>	<p>KNOWLEDGE: What happened to black people after slavery ended. The Jim Crow Laws. The people and key events involved in the fight for Civil Rights. Bristol (UK) bus boycott.</p> <p>UNDERSTANDING: What Civil Rights are. That once slavery ended black people were free but not equal. That the fight for Civil Rights took a long time to bring about even legal change, that change involved a range of factors and, in fact, continues in the ‘Black Lives Matter’ campaign today. That the Civil Rights issue was not confined to the USA.</p> <p>SKILLS: Detailed understanding of a range of Source material such as songs and cartoons; identifying a key difference in interpretations and evaluating evidence which supports or challenges those views.</p>	<ul style="list-style-type: none"> Increasingly valid and detailed understanding of sources is shown through analysis of the content of a wider range, such as cartoons, songs etc., in the light of own knowledge. Engagement and interest demonstrated through active participation in lessons e.g. may have knowledge of recent events such as riots in US in 2020. In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. Written work always includes examples / evidence and is written with clarity. It focuses well on the question set. Judgements are made and supported. Independent work on home learning tasks is completed fully and accurately. When using interpretations broad sweeps of similarity and difference can be identified and supported. Reasons for differences can be suggested. 	<p>Knowledge links to slavery in unit 4, Year 8.</p> <p>Further opportunities for interpretations and Source work.</p>	<p>News reports from June 2020 on protests in USA at death of George Floyd.</p>

HISTORY - Year 8 Unit 6 – Changing Britain

Sumer Term 2

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>The Industrial Revolution and its impact.</p>	<p>KNOWLEDGE: How British industry changed; what factory and living conditions were like; what medicine and treatment was like; The Peterloo massacre and the fight for democracy; the growth of leisure in the Victorian period; Crime and Punishment.</p> <p>UNDERSTANDING: Why machinery changed and factories were built; that this revolution impacted on the way people worked and lived; that power was in the hands of relatively few people but that there were campaigns for this to change; why leisure activities became more widely available and accessible; why ideas about justice, punishment and policing changed.</p> <p>SKILLS: Justifying a point of view using evidence.</p>	<ul style="list-style-type: none"> Engagement and interest demonstrated through active participation in lessons <i>such as showing empathy for young workers and interest in technical developments.</i> In oral discussion key ideas are supported with examples / evidence and show high levels of retention of knowledge as lesson sequences develop. Written work always includes examples / evidence and is written with clarity. It focuses well on the question set <i>such as why the policing and prison system changed.</i> Judgements are made and supported. Independent work on home learning tasks is 	<p>The struggle for power – monarchy, Church and people is a constant thread in Y7 study of monarchs, and this also links to Unit 1 in Y8 on English Civil War.</p> <p>Looking ahead, the brief introduction to medicine and treatment in this period links to GCSE History Paper 1 – history of medicine.</p>	<p>TEXTBOOK: ‘History in Progress Book 2’</p> <p>Folens ‘Industry, Reform and Empire.</p>

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