

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.

HISTORY - Year 9 Term 1 – World War One (depth study)				
What are we learning?	Our intention - What knowledge, understanding	Evaluation and assessment methods	Implementation	What additional resources

	and skills will we gain?			are available?
<p>A brief overview of the 20th century; The causes of WW1; the soldiers' everyday experience of WW1; the fighting of WW1; the Treaty of Versailles.</p>	<p>KNOWLEDGE: an idea of events in the 20th century including some focusing on conflict and some on progress. Then, what tensions there were in Europe in the early 20th C. leading to the outbreak of war in 1914; the daily life of a soldier in the trenches and beyond; the treatment on the Home Front of conscientious objectors; changing technology and fighting techniques; the terms of the Treaty of Versailles.</p> <p>UNDERSTANDING: Why, and how, factors such as alliances contributed to starting the war and understanding that those causes had different levels of significance; that soldiers' experiences of the war were many and varied; that war often brings about changes in technology and some areas of medicine; that the unfair nature of the terms of the Treaty of Versailles had implications for peace in Europe.</p> <p>SKILLS: Writing an evaluative essay with a developed conclusion; writing an essay making inferences from two sources and judging their usefulness; writing an essay about two key features of an aspect of trench life; revision – for essays and knowledge test.</p>	<p>Engagement and interest demonstrated through active participation in lessons e.g. seeking to find out more about topics, linking in family history.</p> <p>In oral discussion key ideas are supported with examples / evidence and this, and attainment in tests, shows high levels of retention of knowledge as lesson sequences develop.</p> <p>Written work always includes examples / evidence and is written with clarity. It focuses well on the question set.</p> <p>In their 16mark essay assessment, they explain the effect of a range of factors leading to WW1, often in context, and make supported judgements.</p> <p>Independent research on home learning and classroom tasks is completed fully and accurately.</p> <p>The analysis of contemporary source material is done with a deep understanding of the context of its production and in detail.</p>	<p>Revision techniques are discussed regularly and further opportunities to practice revision skills are offered here.</p> <p>Students have frequently answered causation questions including in essays e.g. in Unit 2 of Year 7. This unit develops that work by adding evaluation and judgement.</p> <p>Source work builds on that done in Y7 (e.g. Richard III) and Y8 (Slavery).</p> <p>Looking ahead this unit links to the Historic environment section of the History GCSE course, which is nested within Paper 1, and covers the 'British Sector of the Western Front 1914-18: injuries, treatment and the trenches.' It also links to the final unit of A' level Paper 3 'The British Experience of Warfare: c.1790 to c.1918'</p>	<p>Textbook: '20th Century World'</p>

HISTORY - Year 9 Term 2 – Disasters and the fight for rights

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>Three disasters of the 20th Century; the fight to extend people's rights.</p>	<p>KNOWLEDGE: what happened in three (of four possible) disasters – Titanic, Aberfan, Chernobyl or Hillsborough including the attitudes of those in authority over these events; the position of women in Edwardian Britain and the campaign of the Suffragettes and Suffragists in trying to bring about change to this; Windrush and racism; abolition of the death penalty; changes in LGTB rights; attitudes towards the campaigners and their campaigns.</p> <p>UNDERSTANDING: Why three of these disasters took place and any similarities between them; how different women's lives were in the past and that this was not a homogenous experience but varied by social class etc.; the different ways in which some present day rights and freedoms for all genders and classes were fought for and attained - including an awareness of the cost of this to individuals, that the extension of democratic and other rights were needed for a range of people that not all women supported the campaign for the vote and not all men opposed it.</p> <p>SKILLS: Writing a causation essay; writing a similarities essay; revision for essays and</p>	<p>Engagement and interest demonstrated through active participation in lessons e.g. seeking to find out more about topics.</p> <p>In oral discussion key ideas are supported with examples / evidence and this, and attainment in tests, shows high levels of retention of knowledge as lesson sequences develop. There is also evidence of a growing awareness that people in the past had a variety of experiences which do not always fit commonly accepted narratives.</p> <p>Written work always includes examples / evidence and is written with clarity. It focuses well on the question set. Nuanced, rather than broad and sweeping statements are often included.</p> <p>In their 12mark essay assessment, they explain the role of at least three factors in causing their chosen disaster. 4mark question refers to two disasters and supports the stated similarity with details. 16mark question evaluating the reasons for Britain becoming a fairer society</p>	<p>Revision techniques are discussed and expected to be used regularly and further opportunities to practice revision skills are offered here.</p> <p>Students have previously answered causation questions. This unit gives a further opportunity to practice this skill on a topic which students find particularly interesting, and which can therefore enhance their attainment. Looking ahead this question is of a type which appears on each of the three history GCSE exam papers.</p> <p>A similarity and difference question also appear as an access question in GCSE Paper 1.</p> <p>A 16mark essay was written in Y9 term 1 so this provides</p>	<p>Textbook: '20th Century World'</p>

	knowledge test; listening skills in class discussion and discussing gender and class issues with respect	Independent work on home learning tasks is completed fully and accurately.	an opportunity to practice and improve. Knowledge links to Unit 6 in Y8 – the fight for democracy in the 19 th century.	
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HISTORY - Year 9 Term 3 – Conflict and Progress

What are we learning?	Our intention - What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
The policy of appeasement in the 1930s; Life on the British Home Front; the Holocaust; Conflict in Israel/Palestine; Conflict in Ireland; technological and medical developments of the 20 th century.	<p>KNOWLEDGE: what appeasement is and how it was used as a policy in Europe in the 1930s; rationing, the Blitz, evacuation, the role of civilian volunteers; the gradual separation of Jewish people and others in Nazi Germany, life in the ghettos, the Final Solution. How the state of Israel was established and conflict about this; the situation in Ireland, partition and 'The Troubles'; aspects of the Cold War; key developments in technology and medicine.</p> <p>UNDERSTANDING: Reasons for the policy of appeasement; the roots of antisemitism, that this was not confined to Germany, the way human rights of certain groups were taken away in Germany and then in occupied Europe, the ways in which the Final Solution was made possible; Why and how the state of Israel was established and why this caused conflict with Palestine; What led to the partition of Ireland, what it was like living through 'The Troubles' and what led to the Good Friday agreement; Why there was a Cold War and how and why this led to events</p>	<p>Engagement and interest demonstrated through active participation in lessons e.g. seeking to find out more about topic.</p> <p>In oral discussion key ideas are supported with examples / evidence and this shows high levels of retention of knowledge as lesson sequences develop.</p> <p>Written work always includes examples / evidence and is written with clarity. It focuses well on the question set.</p> <p>Independent research on home learning and class work tasks is completed fully, accurately and may include support for other members of their team when working in groups.</p>	<p>Revision techniques are discussed regularly and further opportunities to practice revision skills are offered here.</p> <p>Students will further practice skills from Y7 and Y8 on working with interpretations. Looking ahead this skill appears in GCSE history paper 3.</p> <p>Looking ahead this unit covers some of the content of Paper 2 (Superpower relations), for students who have opted for GCSE history whilst allowing all students to gain knowledge of something which has legacy in current affairs. There is also some linkage to GCSE Paper 1 – Medicine and Treatment.</p>	Textbook: '20 th Century World'

	<p>such as the Cuban Missile Crisis and the Berlin Wall; What key developments in technology and medicine there have been and how these have impacted on society; Looking back across the 20th century to understand that both conflict and progress have been key features of the period.</p> <p>SKILLS: Essay writing of a variety of types; effective revision; identifying differences in interpretations of the past and also possible reasons for these; Making and justifying a judgment about the nature of the 20th century.</p>			
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