

## 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 Overview: History 2021-22

### Paper 1 – Medicine Through Time 1250-present

What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<ul style="list-style-type: none"> <li>• Unit 1: Medieval Medicine 1250-1500</li> </ul>	<p><b>Knowledge:</b> Key figures: Hippocrates, Galen. Key events: The Black Death. Key terminology: apothecaries, barber-surgeons, Four Humours, miasma, Theory of Opposites, purging, flagellation, herbal remedies. Key ideas on what people during the period knew about causes, treatment, and prevention of illness.</p> <p><b>Understanding:</b> Can explain what people believed about causes, treatment and prevention of illness during the period and why those ideas existed. How and why the Church limited medical knowledge. How and why the Black Death spread and was treated. What action was taken by authorities.</p> <p><b>Skills:</b> Answering 12mark essays with knowledge and explanation. Writing logical, well-reasoned essays that clearly answer the question. Discussing and debating with peers. Developing independent learning and research ability. Creating an argument backed up with clear factual evidence.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. Interest will also be apparent.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context so they move from explanation to analysis.</p> <p>Home learning will be fully completed and handed in on time.</p>	<p>Black Death and medieval towns/villages studied in Year 7. Should have some awareness of period from prior learning.</p>	<p>EdExcel Pearson textbooks</p> <p>BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

What are we learning?	Our Understanding- What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<ul style="list-style-type: none"> <li>Unit 2: Renaissance Medicine 1500-1750</li> </ul>	<p><b>Knowledge:</b> Key figures: Harvey, Vesalius, Sydenham, Charles II. Key events: Great Plague 1665, setting up the Royal Society. Key terminology: printing press, 'On The Fabric of the Human Body', quarantine, circulatory system, anatomy, dissection, herbal remedies, natural causes. Key ideas on what people during the period knew about causes, treatment, and prevention of illness.</p> <p><b>Understanding:</b> What people believed about causes, treatment and prevention during the period and why those ideas existed. How and why understanding of medicine began to change. How and why attitudes to the Church began to change. How and why the Great Plague was treated including action taken by the authorities and why this differed to the Black Death.</p> <p><b>Skills:</b> Identifying similarities and differences between this period and previous periods. Answering 4, 12 and 16 mark essays. Developing independent learning and research ability. Creating an argument backed up with clear factual evidence.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. They can identify change or continuity in aspects of the course across time and they actively and consciously make this part of their learning as the course moves on.</p> <p>In 4mark essays they can accurately identify a difference or a similarity between an aspect of the course across time, and support with details.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context so they move from explanation to analysis. In 16mark essays they will additionally be able to weigh the importance of factors, or the amount of change/ similarity, in order to say how far they agree with a given statement.</p>	<p>Links to previous material on Hippocrates/Galen and Black Death (U1) to identify changes in thinking. Links to previous material of miasma, religious understanding, superstition (U1) to identify continuity of thinking.</p>	<p>EdExcel Pearson textbooks BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

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<ul style="list-style-type: none"> <li>Unit 3: Industrial Medicine 1750-1900</li> </ul>	<p><b>Knowledge:</b> Key figures: Jenner, Lister, Pasteur, Koch, Nightingale, Chadwick, Snow, Behring. Key events: Cholera epidemic, Great Stink, Public Health Acts 1848 and 1875. Surgery: anaesthetics, antiseptics, aseptic practice, blood transfusion. Key terminology: vaccines, inoculation, smallpox, cowpox, spontaneous generation, germ theory, sterilisation, microbes, microbiology, hospital care, ether, chloroform, nitrous oxide, laissez-faire, anthrax, tuberculosis.</p> <p><b>Understanding:</b> Can explain what people believed about causes, treatment and prevention during the period and why those ideas existed. Explain why inoculation wasn't successful, why vaccination was successful and the role of the government in development its use. Explaining how and why Germ Theory was discovered and further developed. How and why scientific ideas were developed. How and why hospital and nursing care improved. What action was taken by authorities on public health and why this changed over time.</p> <p><b>Skills:</b> Identifying similarities and differences between this, and previous periods. Answering</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. They can identify change or continuity in aspects of the course across time and actively and consciously make this part of their learning.</p> <p>In 4mark essays they can accurately identify a difference or a similarity between an aspect of the course across time, and support with details.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context so they move from explanation to analysis. In 16mark essays they will additionally be able to weigh the importance of factors, or the amount of</p>	<p>Industrial Revolution studied in Year 8 including living conditions in cities and growth of cities/disease in this period.</p> <p>Link back to previous beliefs in U1 and U2 (miasma, supernatural causes, herbal remedies) to explain how and why understanding and treatment changed.</p> <p>Links made to hospital care in U1 to explain how Nightingale and Seacole changed nursing/hospitals.</p>	<p>EdExcel Pearson textbooks BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

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<ul style="list-style-type: none"> <li>Unit 4: Modern Medicine 1900-present</li> </ul>	<p><b>Knowledge:</b> Key people: Ehrlich, Hata, Fleming, Florey, Chain, Crick &amp; Watson, Rosalind Wilson, Domagk, William Beveridge, Aneurin Bevan. Key events: WW1, WW2. Key terminology: DNA, plastic surgery, brain surgery, keyhole surgery, x-ray, blood transfusions, penicillin, magic bullet, syphilis, blood poisoning, NHS, lung cancer, public health campaigns.</p> <p><b>Understanding:</b> The role of government, technology, scientific experimentation, individuals, war and chance in the discovery and development of medical knowledge. Can explain what people believed about causes, treatment and prevention during the period and why those ideas existed; how and why scientific ideas were developed; how and why health care improved. How and why ideas on prevention began to develop as well as causes and treatment.</p> <p><b>Skills:</b> Identifying similarities and differences between this, and previous periods. Answering 4, 12 and 16mark essays. Developing independent learning and research ability.</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. They can identify change or continuity in aspects of the course across time and actively and consciously make this part of their learning.</p> <p>In 4mark essays they can accurately identify a difference or a similarity between an aspect of the course across time, and support with details.</p> <p>In 12mark essays they can select relevant factors to answer 'why' questions and will be able to place those factors in context, so they move from explanation to analysis. In 16mark essays they will additionally be able to weigh the importance of</p>	<p>WW1 and WW2 studied in Year 9.</p> <p>Link back to hospitals introduced in U1 and U2 to explain how and why they have changed over time.</p> <p>Links back to key surgery issues discussed in U3 to compare change over time.</p> <p>Links back to authority action in U2 and U3 to compare change over time.</p>	<p>EdExcel Pearson textbooks BBC Bitesize</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

	Creating an argument backed up with clear factual evidence.	factors, or the amount of change/ similarity, in order to say how far they agree with a given statement.  Home learning will be fully completed and handed in on time.		
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<ul style="list-style-type: none"> <li>Unit 5: The British Sector of the Western Front 1914-1918</li> </ul>	<p><b>Knowledge:</b> What was the Western Front, the Ypres Salient, key battles (2<sup>nd</sup> Battle of Ypres, the Somme, Hill 60, Arras, Passchendale). The nature of trench life and warfare –lice, gas, creeping barrage, tank, mines, machine gun etc. The types of illness and injuries these led to- trench fever, gas gangrene, shrapnel, trench foot. The treatment of injuries - gas, shell-shock, plastic surgery &amp; Harold Gillies, amputation, brain surgery &amp; Harvey Cushing, blood transfusions, blood banks, Carrol-Dakin method, Thomas Splint. Stages in chain of evacuation, triage, RAMC, FANY, field ambulance, ambulance wagons, hospitals. Types of historical sources.</p> <p><b>Understanding:</b> How and why understanding of injuries and treatment developed. Why the trench environment led to physical and mental illness. How the chain of evacuation developed and why it was effective. Why mortality rates decreased between 1914-1918. How sources can be useful or not useful.</p> <p><b>Skills:</b> Analysing and evaluating historical sources. How to place sources within a</p>	<p>In classroom discussion, and written work, students will use relevant, accurate, factual knowledge of course content. This will include the ability to identify a range of key features of the topic.</p> <p>Home learning will be fully completed and handed in on time.</p> <p>The usefulness of historical sources for a named enquire will be judged based on a combination of their content (including inferences) compared to own knowledge and the context of their production –(Nature, Origin and Purpose) drawing valid conclusions.</p> <p>There will be secure knowledge of a good range of the type of sources</p>	<p>Links made to U3 to establish what prior medical knowledge existed before WW1 (x-rays, blood groups, anaesthetics, antiseptics but not wide spread and effective blood transfusions, antibiotics or specialist surgeries).</p>	<p>EdExcel Pearson textbooks</p> <p>BBC Bitesize</p> <p>National Archives “Britain on the Western Front.”</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

	historical context. How to use factual knowledge to judge a historical source. Understanding how sources are used by historians. Identifying key features of aspects of the topic. Discussing and debating with peers. Developing independent learning and research ability.	available at the time and how they could be used in an historical enquiry.		
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