

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.

| 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>The key events of Weimar Germany; the political, social and economic conditions</p> | <p>KNOWLEDGE: The impact of Stresemann; economic recovery; changes in society; cultural changes; the impact of the Wall Street Crash.</p> <p>UNDERSTANDING: Students will understand the influence of Stresemann and will be able to use this to evaluate the strengths and weakness of the Weimar Republic. They will be able to analyse the impact of different events and evaluate their overall impact on the support the Weimar Government received.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations</p> | <p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p> | <p>Students have started this unit at the end of year 9 and so have an understanding of the early years of Weimar Republic. They will build on this by considering how the Republic developed as the period progressed.</p> | <p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p> |
| <p>HISTORY – paper 3 Unit 2 – The Rise of Hitler</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>The origins of the Nazi Party and its growth throughout the 1920's</p> | <p>KNOWLEDGE: The DAP and its evolution into NSDAP; The role of Hitler in developing the party; the 25 point programme; Munich Putsch; the Lean Years; Nazi Supporters; Hitler as Chancellor</p> <p>UNDERSTANDING: Students will understand how the conditions of the Weimar Republic led to the formation of DAP; the importance of Hitler's role in NSDAP; the success and failures of Hitler's different</p> | <p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> | <p>Students will use their prior knowledge of Weimar Germany to understand the support for Hitler and the NSDAP.</p> <p>They will use their knowledge of key</p> | <p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p> |

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| | <p>attempts to gain power; the reasons why different groups in German society supported him.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations.</p> | <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p> | <p>events to understand the context of Hitler's actions.</p> | |
| HISTORY – paper 3 Unit 3 – Hitler's consolidation of Power | | | | |
| 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 immediate steps Hitler took to consolidate his power and how the Nazi's maintained their power.</p> | <p>KNOWLEDGE: Removal of opposition including the Reichstag Fire, the Enabling Act and the Night of the Long Knives; the setting up of the police state and the use of propaganda; the extent of support, in particular from the Church, youth and Law.</p> <p>UNDERSTANDING: Students will understand how and why Hitler removed immediate threats to his power and how he became the Fuhrer; how the Nazis set up a Police State and why this was so successful; how life improved in many ways for the German people and their resulting support; how Hitler dealt with opposition, how extensive this was and its impact.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations.</p> | <p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p> | <p>Students will use their understanding of Hitler's aims and methods to evaluate his later actions. They will also use their understanding of life in Weimar Germany to understand some reasons for his support.</p> | <p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p> |

HISTORY – paper 3
Unit 4 – Life in Nazi Germany

| 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>The changes Hitler made to Germany and what it was like to live there</p> | <p>KNOWLEDGE: Nazi policies towards women and children; how they tackled economic and unemployment issues; the treatment of minorities and the Jews.</p> <p>UNDERSTANDING: how much life under the Nazis changed; the impact of his policies and the extent to which Hitler successfully realised his aims for Nazi Germany.</p> <p>SKILLS: Recall and explain key facts; analyse the causes and consequences of events and evaluate their importance; draw inferences from sources; analyse the usefulness of sources; analyse historical interpretations.</p> | <p>Home learning is full and accurately completed.</p> <p>A secure recall and understanding of events is apparent in both written work and class discussions.</p> <p>The ability to make and support valid inferences from sources and also evaluate them.</p> <p>The ability to analyse the causation and consequences of events.</p> <p>The ability to evaluate interpretations using both own knowledge and source material.</p> | <p>Students will use their understanding of Hitler’s aims and methods to evaluate his later actions. They will also use their understanding of life in Weimar Germany to make comparisons with life in Nazi Germany.</p> | <p>Germany textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p> |