

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 - Paper 2 Superpower Relations
Unit 1 –The origins of the Cold War**

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 Cold War started and why tensions increased.</p>	<p>KNOWLEDGE: The end of WWII; definitions of communism and capitalism; WWII conferences; dropping of the atomic bombs; Truman Doctrine; Marshall Aid; Hungarian Uprising; Berlin Blockade and Airlift.</p> <p>UNDERSTANDING: Students will be able to explain why there were tensions between the two ideologies and leaders and explain the consequences of each sides' actions.</p> <p>SKILLS: Recall key events; analyse the causes and consequences of events and evaluate their importance.</p>	<p>The ability to write an analytical narrative account of events which is in chronological order, describes the effect of each stage and therefore explains how it links to the next step.</p> <p>The ability to explain at least two consequences of events in detail.</p> <p>The ability to explain the importance of events by showing what they led to etc.</p>	<p>Students will probably not have covered the knowledge content in history before apart from the dropping of the atom bombs on Japan .</p> <p>They will have written narrative accounts previously e.g. analysing events leading to the death of Thomas Becket (Y7) and The English Civil War (Y8)</p> <p>They will have written essays analysing the importance of events e.g. causes of WW1 (Y9)</p>	<p>The Cold War textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

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HISTORY – paper 2 The Cold War Unit 2 – The Crisis Years				
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 series of Crises in the Cold War and their effect	<p>KNOWLEDGE: The Berlin Ultimatum and the Wall; Bay of Pigs; Cuban Missile Crisis; Prague Spring</p> <p>UNDERSTANDING: Why these crises escalated tension between East and West. The consequences of each event and the importance of each event for the development of the Cold War and the relationship between the superpowers.</p> <p>SKILLS: Recall key events; analyse the causes and consequences of events and evaluate their importance.</p>	<p>The ability to write an analytical narrative account of events which is in chronological order, describes the effect of each stage and therefore explains how it links to the next step.</p> <p>The ability to explain at least two consequences of events in detail.</p> <p>The ability to explain the importance of events by showing what they led to etc.</p>	Students will use their work from Unit 1 to understand the changing relationship between East and West.	<p>The Cold War textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p> <p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>

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HISTORY – paper 2 Unit 3 – Détente and the end of the Cold War				
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 events of Détente and its end; the end of the Cold War	<p>KNOWLEDGE: Détente; the War in Afghanistan; actions of Presidents Carter and Reagan; Gorbachev’s reforms; The fall of the Eastern Bloc; The end of the USSR.</p> <p>UNDERSTANDING: Students will understand the cause of Détente and the reasons for its failure; analyse the</p>	The ability to write an analytical narrative account of events which is in chronological order, describes the effect of each stage and therefore explains how it links to the next step.	Students will use their work from Unit 1 and 2 to understand the complex relationship between East and West.	<p>The Cold War textbook</p> <p>Hodder textbook</p> <p>BBC Bitesize</p> <p>GCSE Pod</p>

	<p>roles of Carter and Reagan; evaluate the success of Gorbachev's reforms and evaluate the reasons for the fall of the USSR.</p> <p>SKILLS: Recall key events; analyse the causes and consequences of events and evaluate their importance.</p>	<p>The ability to explain at least two consequences of events in detail.</p> <p>The ability to explain the importance of events by showing what they led to etc.</p>		<p>Revision guides: Pearson, Hodder, Scholastic, CGP.</p>
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