

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

Teacher 2 History - Year 12 Paper 2 - **South Africa, 1948–94: from apartheid state to 'rainbow nation'****Unit 1. The response to apartheid, c1948–59**
Autumn 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?
<ul style="list-style-type: none"> ● Reasons for the National Party victory 1948. ● Codifying and implementing apartheid, 1948–59: ● The growth of African nationalism, 1948–59: 	<p>Knowledge: Reasons for the NP victory, apartheid legislation, including the pass laws and Bantu Education Act, the growth of African nationalism (ANC, PAC and ANCYL) and resistance in the form of the defiance campaign and freedom charter.</p> <p>Understanding: Students will understand what factors influenced the SA electorate to vote for the NP and the impact that apartheid legislation had. They will examine and evaluate how and why there was a growth in African nationalism and what impact this had. They will also assess the effectiveness of the defiance campaign and the freedom charter. Finally, they will understand why the PAC were formed.</p> <p>Skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events.</p> <p>To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period.</p> <p>To demonstrate understanding of key historical terms and concepts.</p> <p>To analyse and evaluate the causes and consequences of historical events.</p> <p>To analyse and evaluate the significance of individuals, groups, events, developments, and ideas.</p> <p>To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>The content has generally never been taught at secondary schools. Basic skills in writing essays and source analysis will have been covered.</p>	<p>EdExcel Pearson textbooks W Beinart, <i>Twentieth Century South Africa</i> Chapter 6. T Davenport and C Saunders, <i>South Africa: A Modern History</i> Chapters 13 and 14. FILM: <i>Long Walk to Freedom</i> (2013).</p>

Unit 2: Radicalisation of resistance and the consolidation of National Party power, 1960–68
Autumn 2 approx.

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"> ● Resistance to apartheid and government reaction, 1960–61: ● Creating a republic, 1960–61: ● African nationalist radicalisation, 1961–68: moves to armed ● Strengthening ‘separate development’, 1961–68: 	<p>Knowledge: The Sharpeville massacre, the banning of the ANC, The creation of MK and POQA and the beginning of the armed struggle, the creation of the Republic, the Rivonia trial, the strengthening of apartheid through a booming economy and police state.</p> <p>Understanding: To understand the impact of the Sharpeville massacre and the banning of resistance groups and how this prompted the beginning of the armed struggle. Students will evaluate the impact of the Rivonia trial on resistance in SA. They will understand why there was a desire for the creation of a republic. Finally, they will examine why the apartheid regime was strengthened in the 1960s.</p> <p>Skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events.</p> <p>To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period.</p> <p>To demonstrate understanding of key historical terms and concepts.</p> <p>To analyse and evaluate the causes and consequences of historical events.</p> <p>To analyse and evaluate the significance of individuals, groups, events, developments, and ideas.</p> <p>To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>Consistent links made to unit 1. This is in terms of referring to key people and the reactions to decisions made and events that happened in unit one.</p> <p style="text-align: center;">Essay writing skills taught in unit one will continue to be developed.</p>	<p>EdExcel Pearson textbooks T Davenport & C Saunders, <i>South Africa: A Modern History</i> Chapter 15.</p> <p>Saul Dubow, <i>Apartheid, 1948–1994</i> Chapter 3.</p> <p>FILM: <i>Long Walk to Freedom</i></p> <p>Film: Catch a fire</p>

Unit 3 Redefining resistance and challenges to National Party power, 1968–83
Spring 1-Spring 2 Approx.

What are we learning?	Our intention - What knowledge, understanding	Evaluation and assessment methods	Implementation	What additional resources are available?
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	and skills will we gain?			
<ul style="list-style-type: none"> ● Black Consciousness and the Soweto uprising, ● The ANC re-strengthened. ● Domestic challenges to National Party power, 1974–83. ● External pressures on National Party power, 1974–83. 	<p>Knowledge: Black Consciousness and the Soweto Uprising, Steve Biko and the impact of his death, the reorganisation of the ANC in exile, the AAM, the problems in the Bantustans, National Party division and scandal, economic pressures and the international condemnation and calls for economic sanctions, cultural and sporting boycotts.</p> <p>Understanding: To understand why the Soweto Uprising and the death of Steve Biko are key events, to examine the reorganisation of the ANC and evaluate the impact this had .To understand the pressures facing the NP and evaluate the significance of each factor.</p> <p>Skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events.</p> <p>To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period.</p> <p>To demonstrate understanding of key historical terms and concepts.</p> <p>To analyse and evaluate the causes and consequences of historical events.</p> <p>To analyse and evaluate the significance of individuals, groups, events, developments, and ideas.</p> <p>To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>Consistent links made to unit 1 and 2. This is in terms of referring to key people and the reactions to decisions made and events that happened in both units.</p> <p>Essay writing skills taught in previous units will continue to be developed.</p>	<p>EdExcel Pearson textbooks T Davenport & C Saunders, <i>South Africa: A Modern History</i> Chapter 16.</p> <p>Leonard Thompson & Lynn Berat, <i>A History of South Africa</i> Chapter 7. FILM: <i>Cry Freedom</i> (1987)</p> <p>FILM: <i>Long Walk to Freedom</i> (2013).</p>

Unit 4 The end of apartheid and the creation of the 'rainbow nation', 1984–94

Spring 2 – Summer 1 approx.

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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<ul style="list-style-type: none"> ● Revolt in the townships, 1984–87 ● Reasons for Botha’s decision to negotiate, 1985–89, ● Negotiation and compromise, 1989–91: ● A new political settlement, 1992–94: 	<p>knowledge: the formation of the UDF and the different protest strategies, violence, and government suppression. Botha’s total strategy, economic problems and international isolation, the state of emergency. de Klerk’s new course; Mandela’s release; the unbanning of political parties; unrest and violence; CODESA and negotiations; constitutional agreement and elections; the Government of National Unity; international recognition.</p> <p>understanding: To understand the impact of the growing violence and the economic problems facing South Africa. Students will examine and evaluate the relative significance of the various factors and people responsible for bringing an end to apartheid.</p> <p>skills: Define key terms; demonstrate independence; explain logical chains of arguments; evaluate key issues; develop essay writing skills; develop skills in discussion and debate.</p>	<p>To demonstrate knowledge and understanding of key factors and events.</p> <p>To demonstrate breadth of historical knowledge and understanding by making links and drawing comparisons between different aspects of the period.</p> <p>To demonstrate understanding of key historical terms and concepts.</p> <p>To analyse and evaluate the causes and consequences of historical events.</p> <p>To analyse and evaluate the significance of individuals, groups, events, developments, and ideas.</p> <p>To be able to use historical sources critically in their context, deploying appropriate information and reaching substantiated conclusions.</p>	<p>Consistent links made to unit 1, 2 and 3 This is in terms of referring to key people and the reactions to decisions made and events that happened in previous units.</p> <p>Essay writing skills taught in previous units will continue to be developed.</p>	<p>EdExcel Pearson textbooks</p> <p>T Davenport & C Saunders, <i>South Africa: A Modern History</i> Chapter 17.</p> <p>Leonard Thompson & Lynn Berat, <i>A History of South Africa</i> Chapter 8.</p> <p>FILM: <i>Long Walk to Freedom</i> (2013).</p>
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Coursework –

Teacher 2 Summer 2 in year 12 and Autumn 1 and 2 in Year 13.

Teacher 1 Autumn 1 and 2 in Year 13.

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"> ● Analysis and evaluation of historical interpretations. ● How to do independent research. ● The nature and purpose of the work of the historian. 	<p>Knowledge: Historical concepts and terminologies (e.g. historiography; context; objectivity; criteria; change over time;) Historiography, concept of history as interpretation and argument, evaluating different historical interpretations, research skills, referencing.</p> <p>Understanding: Students need to understand the nature and purpose of history as a discipline and how historians work. They need to develop their understanding of the range of methods used by historians in their work, the diverse range of focuses and purposes that historians have, the different perspectives of historians.</p> <p>Skills: enquiry skills; effective record keeping and referencing, planning skills, effective use of a library and the internet. Demonstrate independence; explain logical chains of arguments; analyse and evaluate key issues; develop essay writing skills.</p>	<p>To appropriately identify, select and deploy relevant material which will be discussed in a sustained evaluative argument.</p> <p>To reach and sustain an overall judgement about a matter of historical debate in its historical context. To fully integrate contextual knowledge of the issues.</p> <p>To analyse and explain the differences in historians' views.</p> <p>To establish valid criteria to make a fully justified judgement on historians' argument.</p> <p>To demonstrate an understanding of relevant concepts.</p> <p>To communicate in a concise, well organised, logical, and coherent manner with clarity and precision.</p>	<p>Many of the skills referred to have been taught in both the South African module and the American module when dealing with sources (SA) or the Reagan interpretations (The USA)</p> <p>If students choose a question related to either of the taught sections, they will have covered some of the content.</p>	<p>Questia.com (online library)</p>