

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.

Teacher 3 HISTORY - Year 12

Paper 3 Unit 1 – The French Wars (depth study)
Autumn 1

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Main military events of the wars between Britain and France between 1793 and 1815. Focus on naval war up to 1805 and Peninsular War 1808 to 1812. The Battle of Waterloo. The roles and significance of Admiral Lord Nelson and the Duke of Wellington.</p>	<p>KNOWLEDGE: how the war began and the British use of coalitions of allies; the conditions of service of the British army and navy; the war at sea and the role of Nelson in winning at Trafalgar and his legacy to 1815; how the war in the Iberian Peninsula began and how Wellington took command; the nature and outcome of some of the main battles on land 1808 to 1815 which exemplify the factors involved in eventual defeat of the French.</p> <p>UNDERSTANDING: Why the war began and why Britain did not initially fight the French directly on mainland Europe; why and how Nelson and Wellington were effective commanders; the role and significance of a range of other factors leading to the eventual defeat of the French on land such as the navy, supply system, weaponry and training linked to the skills of the British infantry, the British economy and government, allies, failures of the French.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; independent reading beyond core content.</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied e.g. can make judgments on the significance of the roles of Wellington and Nelson in the context of other factors favouring the British.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value.</p> <p>Can write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written source based essays for their A' level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A' level history Year 12 courses.</p>	<p>Pearson Textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Hodder textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Film: 'Master and Commander'</p> <p>Film: 'Waterloo'</p> <p>DVD: 'Bloody Britain: Trafalgar'</p>

**HISTORY - Year 13 Paper 3 Unit 2 – The Crimean War (depth study)
Autumn 2**

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Main military events of the war between Britain and Russia between 1854 and 1856. State of preparedness of the British for war. The work of Florence Nightingale and Mary Seacole. Reporting of the war.</p>	<p>KNOWLEDGE: overview of how the war began; issues of leadership and supply; the nature and outcomes of the battles of Alma, Balaclava, Inkerman and the Siege of Sebastopol; the medical work of Nightingale and Seacole; the work of Times’ reporters William Russell and Thomas Chenery; the photography of Roger Fenton; the impact in Britain of this first media war.</p> <p>UNDERSTANDING: Why leadership of the army was often poor; why there were severe problems with supply and medical provision and how much of this was under the control of the Commander in Chief or others; why and how reporting of the war led to change.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; reading beyond core content; regular independent revision/ topic review</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied e.g. can make critical judgements of British commanders and others such as Nightingale and Seacole. Also shows knowledge of different situations and standards of the past.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value in essays.</p> <p>Can also write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written source-based essays for their A’ level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A’ level history Year 12 courses.</p> <p>Some students may have studied the role of Nightingale in their GCSE History of Medicine course.</p>	<p>Pearson Textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Hodder textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>3 episodes of a documentary on the Crimean War.</p>

HISTORY - Year 13 Paper 3 Unit 3 – The Boer War (depth study)
Autumn 2 / Spring 1 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Main military events of the war between the Boers and the British between 1899 and 1902. Fitness of the British military for war. Phases of the war. Impact of the war.</p>	<p>KNOWLEDGE: brief overview of how the war began; the 4 phases of the war – key events, commanders, tactics. Strengths and weaknesses of the two sides. Controversy of final phase of war including roles of Emily Hobhouse and Millicent Fawcett. Reporting of the war including that of Winston Churchill. Who support or campaigned against the war. The Khaki election of 1900.</p> <p>UNDERSTANDING: Why the war was fought in different phases; the command roles of Buller, Roberts and Kitchener and the extent to which they deserve credit or criticism for events; that the duration of the war, over a much smaller enemy, led to military reform; that the final phase of the war was highly controversial and how this impacted on the idea of ‘Empire’; that the war gave women such as Hobhouse and Fawcett political experience; why the level of support for the war is difficult to gauge; why the war impacted politics.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; reading beyond core content; regular independent revision/ topic review</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value.</p> <p>Can write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written source-based essays for their A’ level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A’ level history Year 12 courses.</p> <p>Some students may have studied the British Empire in Year 8 including a brief look at their involvement in South Africa.</p>	<p>Pearson Textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Hodder textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Film: ‘Young Winston’ – South Africa scenes.</p> <p>Andrew Marr: ‘The Making of Modern Britain’ Boer War section</p>

HISTORY - Year 13 Paper 3 Unit 4 – WW1 (depth study)
Spring 1 and Spring 2 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>War on the Western Front and aspects of the British Home Front in WW1</p>	<p>KNOWLEDGE: brief overview of how the war began; the nature of trench life and warfare; key battles from 1916 – 1918 (the Somme, Passchendaele, Cambrai, the German Spring Offensive of 1918 and the British 100day counter offensive); leadership of Douglas Haig; the development of new weaponry and tactics; the nature of war reportage and propaganda; how the war in the air developed; the impact of German bombing of Britain.</p> <p>UNDERSTANDING: Why trench warfare began; why this war was different in scale and why this led to some difficulties of command and supply; why weapons and tactics developed as they did; why the best British propaganda came from the Germans themselves; why and how information on the war was controlled; why the war in the air developed from reconnaissance to fighting to bombing; why air defences developed; the nature of support for the war.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; reading beyond core content; regular independent revision/ topic review.</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value.</p> <p>Can write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written source-based essays for their A' level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A' level history Year 12 courses.</p> <p>Many students will have studied aspects of WW1 in Year 9.</p>	<p>Pearson Textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Hodder textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>DVD 'WW1 in colour' 'The war in the air' and others from set as relevant.</p>

**HISTORY - Year 13 Paper 3 Unit 3 – The role of the people and the (breadth study)
Summer 1 approx.**

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>The main focus is on the changes in the way the British government organised the British people for war.</p>	<p>Knowledge: The role of the state in initiating a range of changes, from 1790 to 1918, to reform the military into an efficient and effective fighting force. This includes the recruitment and organisation of officers and other ranks and the use of the latest technology particularly in the army and navy. Students will also need to know the changing roles of the civilian population, the different groups within society that were affected by these changes at different periods of time, and the economic and social climate within which these changes were initiated.</p> <p>Understanding: Why changes were implemented at particular times and why certain changes can be seen as key turning points such as the reduction in the size of the navy after 1815, the McNeill-Tulloch Report of 1855, Cardwell’s army reforms 1868–74, Fisher’s reforms at the Admiralty 1904–10 and the introduction of conscription in 1916.</p> <p>Skills: Students should be able to write essays which consider the relative significance of breadth aspects across time or the relative significance of key turning points.</p>	<p>In class discussion students should be able to name key turning points in changes made by the state across a period of at least 100 years, and show understanding of the reasons why they were made, why they were important and what their main effects were.</p> <p>In essays students should be able to explore and evaluate key aspects of the breadth study e.g. how far they agree that the civilian population was far more important during the First World War than previous wars. Or whether a turning point in technology, such as the development of the breech-loading cannon, was the most influential technological advance in warfare across a period of 100 years or more.</p>	<p>From the previous Y13 work students will have depth knowledge of four wars in which the role of the people, government and military change has been in the background.</p>	<p>Pearson Textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Hodder textbook: ‘The British experience of warfare, c.1790 to 1918’</p>