

History at Key Stage 3 at Cottenham Village College strives to build pupils' historical knowledge of Britain and the wider world, while at the same time inducting pupils into the mindsets, processes, and concepts that historians use within the discipline of history. This helps pupils develop a sense of *what* historians know about the past, and *why* they know it. Our goal is for pupils to foster a sense of curiosity about past communities, think critically, weight evidence, and understand ranging experiences of a diverse human past.

At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In History these strategies can include in-lesson quizzes, practice paragraphs with guidance and teacher input, whole-class feedback sessions based on student assessment, homework tasks based around responding to feedback.

Autumn Term	What can we learn from Sutton Hoo?	How did Islam spread?	What light can a saint's story shed on early medieval Christendom?
<b>Key subject knowledge:</b>	Anglo Saxon England, the so-called 'Dark Ages', material culture and primary sources	The story of Muhammad and the first Muslims in Makkah. The spread of Islam through the Arab empires and trading.	Early medieval Christianity and European socio-political life. Art and architecture
<b>Key disciplinary knowledge:</b>	Using primary sources to support claims about how past civilisations lived their lives.	Causal reasoning working alongside historical narrative.	Sources and evidence, developing a sense of period
<b>Summative Assessment Strategies</b>	In-class quizzes End of unit written source analysis.	In-class quizzes End-of-unit written summary.	In-class quizzes End-of-unit written essay.
<b>How does this unit prepare students for future study?</b>	Working constructively with sources is a fundamental building block in the study of history, revisited in the medieval peasants' unit.	An important development in world history and an investigation into how religion can influence and respond to societal changes.	Scale-switching from previous Islam topic, as pupils are now studying a very small-scale story that says something wider about an entire continent.

Spring Term	What was the Domesday Book for?	Who was drawn to Jerusalem in 1095?	What does the life of Mansa Musa reveal about medieval Mali?
<b>Key subject knowledge</b>	Norman England, The Battle of Hastings, local history of Bourn, the Domesday Book	The First Crusade: the Byzantine Empire, the divisions within the Islamic World, and motives of the First Crusaders	Empire of Mali, key moments in the life of Mansa Musa (including his pilgrimage to Mecca, take-over of Gao and Timbuktu and growth of Timbuktu as centre of learning)
<b>Key disciplinary knowledge</b>	Change and continuity, sources and evidence	Similarity and difference	Historical significance
<b>Summative Assessment Strategies</b>	In-class quizzes End-of-unit written assessment.	In-class quizzes End-of-unit written assessment.	In-class quizzes End-of-unit written assessment.
<b>How does this unit prepare students for future study?</b>	Important chapter in national history, lays groundwork for later study on political/social developments in Britain.	Another switch away from British history, and towards more European/global history.	Follows previous units on spread of Islam and importance of religion to the medieval world. Non-Eurocentric topic highlighting African history.

Summer Term	Which sources reveal the most about medieval peasants?	Why did the peasants' revolt in 1381?	What makes the Silk Roads a world of wonder for Peter Frankopan?
<b>Key subject knowledge</b>	Peasants working lives in Britain, diversity of experience and different material culture remnants (written records, archaeological finds, court and manorial record rolls)	Black Death, changes in peasants lives after the Black Death, Statute of Labourers, Sumptuary Laws, John Ball, Hundred Years' War, poll taxes, Peasants Revolt	Trade across the Silk Roads, Baghdad as a centre of riches and learning
<b>Key disciplinary knowledge</b>	Sources and evidence, similarity and difference	Causation	Historical interpretations
<b>Summative Assessment Strategies</b>	In-class quizzes End-of-unit written assessment.	In-class quizzes End-of-unit written assessment.	In-class quizzes End-of-unit written assessment.
<b>How does this unit prepare students for future study?</b>	A more detailed look at the lives of peasants, revisiting skills first seen in the Autumn Term Sutton Hoo topic.	An in-depth look at causal reasoning, looking at accumulating reasons that build on each other.	Introduction to the notion of historical interpretations (the arguments historians construct from evidence).

