

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	In what ways did the Reformation matter to ordinary people?	Why did the Civil War break out in 1642?
Key subject knowledge:	Martin Luther and the Protestant Reformation in Europe and England. The village of Morebath and the impact of the religious changes of the sixteenth century.	The story of Charles I and Parliament from 1625 until 1642, with particular focus on how key events affected the relationship between the two.
Key disciplinary knowledge:	Change and continuity for the village of Morebath; how does a national religious change impact the lives of ordinary people. Similarity and difference between the villagers themselves.	Cause and consequence; how do contingent events and reactions layer upon each other to make war more likely?
Summative Assessment Strategies	In-class quizzes End of unit written assessment	In-class quizzes End-of-unit written assessment.
How does this unit prepare students for future study?	The religious changes of the Reformation are vital for understanding future topics such as the Civil War, the Enlightenment. This units builds on a lot of focus on Catholic Christendom in Year 7 history.	Crucial understanding of the development of Parliament in Britain. A more challenging causal argument required when compared to Year 7 Peasants Revolt unit.

Spring Term	Who should be included in a 'Horrible History' of the Enlightenment?	Why did Dickens choose to write <i>this</i> 'Tale of Two Cities'?
Key subject knowledge:	The developments in Enlightenment Europe, covering political, social, religious, scientific, material, and cultural change.	The French Revolution and Victorian Britain; why was a Victorian writer so keen to write about a revolution seventy years prior?
Key disciplinary knowledge:	Similarity and Difference; what did 'Enlightenment' mean in a variety of fields and arenas?	Significance; what meaning did the Victorians ascribe to the French Revolution and what was the point in telling its story?
Summative Assessment Strategies	In-class quizzes End-of-unit creative assessment.	In-class quizzes End-of-unit written assessment.
How does this unit prepare students for future study?	An exploration of how political changes are accompanied by socio-cultural and technological changes. Helps pupils prepare for Year 9 topics on suffrage and abolition.	Important event in European history that follows neatly from the English Civil War. Helps show that historical accounts are constructed for purpose and audience.

Summer Term	What's the story of the British Empire?	How far did working conditions improve during the nineteenth century?
Key subject knowledge:	Britain's empire in Australia, Jamaica, South Africa, India and more. Impact of the empire on each nation and how this is represented in surviving sources.	Industrial Revolution, and the changing nature of working conditions in British factories. The impact of laws, especially on the state of child labour.
Key disciplinary knowledge:	Sources and evidence; which combination of sources tell the most comprehensive stories about the British Empire?	Change and continuity; how can we track and analyse change over a vast period and many years?
Summative Assessment Strategies	In-class quizzes End-of-unit written assessment.	In-class quizzes End-of-unit written assessment.
How does this unit prepare students for future study?	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.