

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	Who would agree that the USA was a 'Sweet Land of Liberty'?	Why have historians disagreed about the abolition of the slave trade?	What were the suffragettes fighting for?
Key subject knowledge:	The early years of the United States of America and the experiences of migrants, Native Americans, and African Americans	Abolition of the slave trade with reference to William Wilberforce and the accounts of four different historians	The wide variety of suffrage groups of the nineteenth and twentieth centuries in Britain.
Key disciplinary knowledge:	Similarity and difference; how did different groups of people experience the same historical process?	Interpretations; how and why did historians create historical interpretations that differ?	Similarity and Difference; how did the different suffrage groups compare to each other and what can we say that they all shared?
Summative Assessment Strategies	In-class quizzes End of unit written assessment	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?	Important to understand the origins of the modern United States before studying the abolition of the slave trade.	Building on previous units in KS3 that explore how accounts are created. Focus on the power of popular protest sets up work on suffrage in the next topic.	Useful for understanding the shifting rights of women in the UK, and the political foundations for change around the time of the First World War.

Spring Term	What did the Great War mean to Cottenham?	Why did the First World War break out in 1914?	For whom did Russia become a 'communist paradise'?
Key subject knowledge:	Local history; a study of how to use war records to investigate the impact of the Great War on Cottenham.	The causes of the First World War; assassination, imperialism, militarism, alliances, nationalism	Russian Revolution 1917 and Stalin's control of Russia up until the 1950s.
Key disciplinary knowledge:	Sources and evidence alongside similarity and difference; how can we use a database to investigate local lives in Cottenham?	Causation; how can we use metaphors like MacMillian's cliff edge to explain complex causal relationships?	Similarity and difference alongside sources and evidence; who were the 'winners and losers' in Stalin's Russia and how do sources reflect this?
Summative Assessment Strategies	In-class quizzes End-of-unit written assessment.	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?	Understanding the impact and horror of the First World War helps prepare students to study its causes and impact.	Useful for understanding how geo-political conflicts develop and thus provides a basis for understanding the rest of Year 9 History.	Provides context to the rise of dictatorships and the Cold War topics studied later.

Summer Term	When was the Second World War won?	How should we remember the Holocaust?	When was the Cold War the scariest?
Key subject knowledge:	Key events of the Second World War: Battle of Britain, Pearl Harbor, Stalingrad, D Day, Hiroshima	Stories of the Holocaust including Anne Frank, persecution of a variety of groups, background of anti-Semitism and reactions to the Holocaust	Key events of the Cold War; origins, Berlin Blockade and Wall, Cuban Missile Crisis, Vietnam
Key disciplinary knowledge:	Narrative; how do we structure narratives around key turning points?	Historical Significance and diversity – how did different groups experience and respond to the Holocaust.	Cause and consequence; how do contingent events build towards an overall sense of fear
Summative Assessment Strategies	In-class quizzes End-of-unit written assessment.	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?	Important context for next unit on the Holocaust and final unit on the Cold War	Vital topic for understanding twentieth-century history. Statutory requirement on the National Curriculum.	Core knowledge needed for understanding current geographical political and cultural dividing lines.