

5.1 History enriching the curriculum: How does history enrich the whole curriculum life of the school and local community?

The department tries to ensure that students, especially pupil premium students, can experience a rich cultural history by subsidising school trips and ensuring visitors are invited into school. We work with local community history and archaeology clubs and engage with academia.

See Evidence in 2.5 and 5.5 for community.

This year we have run 3 school trips and had two speakers into school. This will increase next year once covid, cost of living crisis and Brexit have settled. University speakers have been invited into school to inspire uptake to university.

Looking forward to tomorrow's visit. I'm afraid my DBS check hasn't been processed, so with apologies to Ralph I'm going to need a chaperone tomorrow.

Fiona, I wonder how many students (roughly) are in the class?

All the best,

Lecturer in Chinese History
NDH 3014, School of History and Heritage
University of Lincoln

Thank you for saying you will run the session. They are a nice lot and keen to hear you talk as they did not do very well in their recent medicine mock!

They study Hippocrates theory of the 4 humours, Galen's theory of opposites, the role of the church in running hospitals and a brief look at universities, doctors' treatments, Islamic knowledge, black death, bleeding and monasteries. They need to know more about the training of doctors, medicines, astrology, urine samples, Islamic impact, black death, monasteries - anything that will help them remember the facts. Everything we talked about would be perfect. The only thing they really are confident with is the theory of the 4 humours, bleeding and balance! In the later period they look at the shift towards more public health in the plague, hospitals being specialised and changes to training of doctors such as Hunter.

Hope this helps! They have so much to learn they just get confused, so artefacts to help them remember will be brilliant.

Speak soon.
Kind regards,
Fiona

Department provides help to other trust schools and to primary feeder schools (see earlier evidence)

My provisional agenda is

- 1) Introductions
- 2) Sharing our different curriculum maps/long term overview plans (Please can you bring 6 hard copies of your 7 year curriculum map to share with others)
- 3) Setting focus for future meetings in the year/next academic year

I have also added you all to the BWT History Team and you can store soft copies of your curriculum maps there if that is easier. The link is below

[Curriculum Maps 2022 - 23](#) (let me know if you have issues get into this)

Extra-curricula clubs are run in school.

BHE	Spanish GCSE Support Club SUIR (BU1)	Endangered Species Club (Year 7 & 9) CHPE (BL3)	
	French GCSE Support Club SOAL (BU2)	French GCSE Support SOAL / SYAM (BU1 and BU2)	KS4 Geography Revision JOJO/SEHO/HEBI/JAHA (BL3/5)
	KS3 Fun French and Spanish FLA (BU1)	Genealogy Club LABR (BL7)	GCSE Spanish with the FLA FLA (BU1)
	KS4 History Intervention FRO (BU4)	KS3 History Club ANKL (BU5)	GCSE French with the FLA FLA (BU2)

The department engages with the historical community

From: Kitson, Alison <a.kitson@ucl.ac.uk>


Subject: Teach Climate History

Dear all,

For most of you in the northern hemisphere, we hope you had a wonderful summer and we hope that all of you, wherever you live, are well. We are looking forward to taking our conversations and work forwards this year, building on our thinking so far. We would like to meet online six times across the year, always on a Thursday 4.30-6pm UK time. During the sessions, we will spend some time in our thematic groupings and also some time as a whole group thinking about any principles that are emerging. We will also continue to invite speakers along to share their insights on environmental/climate history.

Drop down history days have been run for students, who do not go on school trips

Welcome to
Tudor England

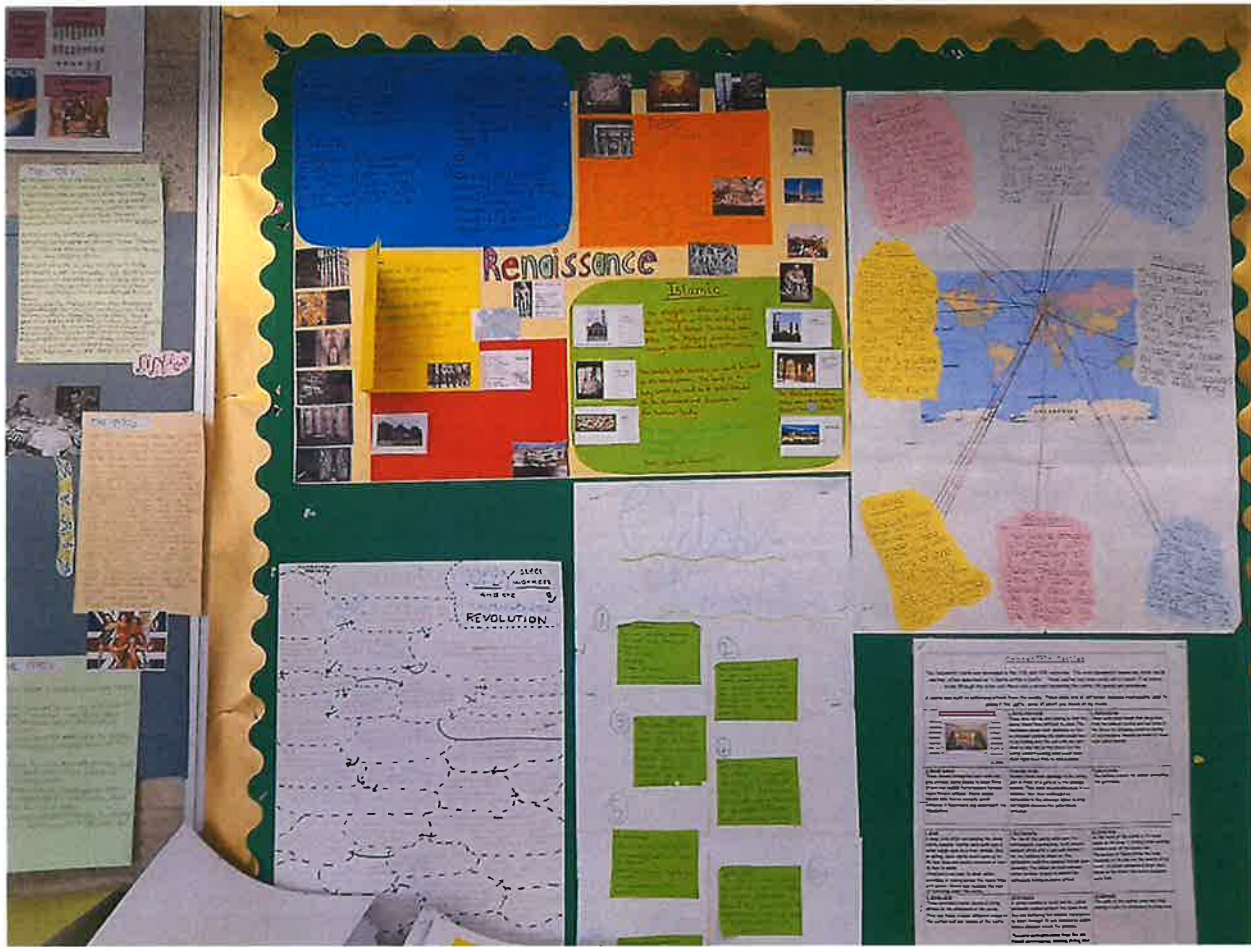


Name: _____

5.2 Learning environments: How do learning environments encourage enthusiasm for history learning and reflect the high status of history within the school?

While displays are confined to classrooms in this school and display space can be limited, history classrooms try to be vibrant places maximising the use of space to celebrate student achievement.

Displays showing work from all year groups. (see also earlier evidence 1.3, 4.4)



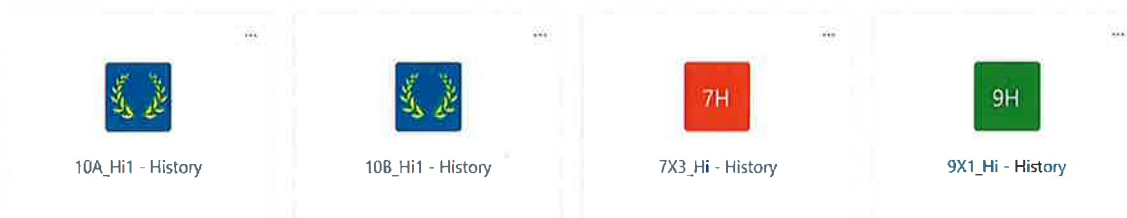
Displays to encourage high aspirations and status of history

Thanks to the internet for providing the inspiration for this one.

5.3 Website and communications: How does history contribute to the school's online communications?

History has a dedicated section on the school VLE, there is also a collaborative Trust section for history, and each history class communicates with staff through their own pages to support learning. In addition, the website and social media platforms promotes the department.

There is extensive use of the VLE to support student learning. This was developed as online lessons during covid and has continued to support student learning across all Key Stages.



Documents > General 🔍

Name	Modified
Class Materials	
Germany	November 11, 2022
health	April 24
interwar	March 29

Documents > General > NEA

Name	Modified
AQA training	March 17
books	January 4
essays on witch craze	January 4
interpretation 2023	January 4
Mr Franklin	January 17
paperwork	January 4
sources	January 4
Stuart age lessons	January 4

Documents > General > exam questions

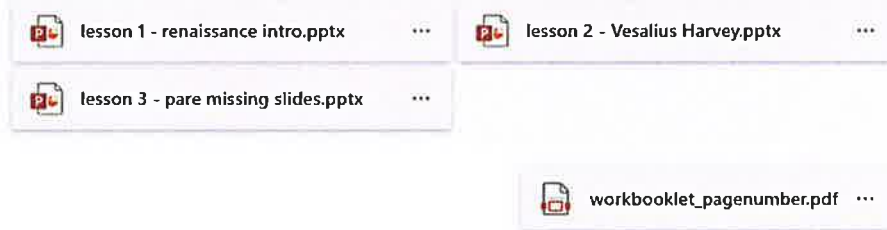
Name	Modified
2017	March 29
2018	March 29
2019	March 29
2020	March 29
2021	March 29

It is particularly useful for ensuring students working from home or abroad can keep up to date

KC can you send me the power point for the lessons im missing i have my book at home so i can work in my book

24 May

24/05 13:21



please complete these lessons and pages up to p.14 in the workbooklet 😊

The VLE also provides a useful communication channel for ensuring best practice amongst staff by sharing resources within and across the Trust

The screenshot shows a VLE interface with the following elements:

- Navigation: General, Posts, Files, Home, HOME, +
- Actions: + New, Upload, Edit in grid view, Sync, ...
- Documents list:

Name	Modified
HISTORY	September 16, 2020
INFORMATION TECHNOLOGY	September 16, 2020
KS5 Laser Meetings	October 5, 2021

	Adam Crawte 10/04/2021, 10:24
History - Secondary Curriculum	The meeting "Brooke Weston Trust Curriculum Day - History Presentation from James Rawlins (Bedford Free School)"

The school website and social media platforms celebrate student success and promotes the subject. (also see 4.4)



Corby Business Academy Year 9 Options - History 2022

Year 7 Castle Project



Year 7 have been learning about the Mediaeval World and the changes the Normans brought to England, especially Corby and Weldon.

Standing in the heart of Rockingham Forest, the local area was greatly affected by the Norman invasion. The word 'forest' was first used by the Normans and basically meant 'keep out'. The strict forest laws created the 'Gangs of Corby' led by our own Robyn Hode. Looking down across the forest was the imposing Rockingham Castle, which was improved and enlarged over the centuries.

Castle development has been a focus for the Year 7 lessons and students were set the task of creating their very own historically accurate Norman fortification. A wide range of materials and formats were used ranging from Lego to Minecraft software and cake mix to cardboard.

A splendid display showing hundreds of hours of conscientious work were the result



5.4 Community links: How is the wider community involved in history education at the school and beyond?

The department is proactive in developing community links that have an impact on the learning and teaching in the subject within the school and wider community. There is wide use of learning outside of the classroom.

The department has developed links with the local community heritage centre. Utilising their knowledge of the local area to develop links about events such as the Midland Revolt of 1607, a movement against enclosure, in which the Lordless Corby residents took a leading role. A revolt we link to English as it appears in Shakespeare's Coriolanus.

In addition the centre provided us with rare, out of publication sources that reveal oral histories of Scottish migration to make Corby the only town outside Scotland with a Highland Games.



Corby Heritage Centre

756 likes • 236 followers



The plight of **John McCahill** senior, who arrived in Corby in 1934, typifies that of many of the newcomers.

I arrived in Corby in February 1934. The place was much smaller than I thought, but it had a lot more people than I thought it should have. There were hundreds of men standing around and I found out that they were all looking for digs, and a job. So I joined in, but I couldn't find any digs anywhere. I decided that I would have to get rid of my cases and change my clothes. Someone told me to go to the 'Nags Head', but what a sight I saw when I got there. The entire attic was covered in hundreds of cases, all stored for the duration.

So cases stored, and clothes changed, I went looking for work. It took all day but I eventually found it digging holes for concrete piles, starting next day at 7.00 am. But where to sleep? I wandered around but couldn't find anywhere with a bed, so I had to settle for a hedgerow on Stanlon Lane. There was very little sleep that night, as the weather was cold, frosty with a bitter wind. But there were hundreds like me.

I worked all that week from 7 am to 7 pm, and it was gruelling work. We had little to eat except what we could get from the site café. It didn't make things easier knowing that I would have to return to my hedge at night. I was now covered in an assortment of dirt, grease and mud from working on that piling rig, and when Friday came I was glad the boss let us off at noon. I now had a weekend off with nowhere to spend it. I did know though, that I had to get washed properly, and more important, to get some proper sleep. I knew no matter how hard I tried I would never get anywhere to stay in Corby, and if I never got cleaned up, I never would get digs anywhere else!

... walk towards Walden

Hi all,

Thank you for supporting the History heritage day on Wednesday. Please see the timetables for the day attached.

Group 1/a: Judy and Mandy
Group 2/b: Dan and Deidre
Group 3/c: Ane' and Vivienne
Group 4/d: Fiona and Louise

As you'll see we all have a virtual talk for period 1 (ZOOM link attached in document). Then groups 1 and 2 will be heading to Kirby Hall for the morning, and 3 and 4 for the afternoon.

Kirby Hall - worksheet

1. As you walk towards the main entrance arch, what date does it say it was built?

Is this date from the Tudor period?



2. On the information board by the entrance, read the information.



When was Kirby Hall built?

Who was it built by?

Who bought the house when the first owner died?

3. Walk through the entrance, look up, find the two fireplaces.

Why would a fireplace be on the second floor?



4. Look at the ornate (decorated) columns by the entrance, draw or describe the right hand one?



The department actively tries to get students aware of and visiting local historical sites of interest and to develop historical skills when visiting such sites.

The department also prioritises ensuring students have a good grasp of national community issues, such as Holocaust survivor talks in school and trips to the Holocaust centre and Auschwitz

Subject: Holocaust trip to Nottingham & Guest speaker in school

A trip has all been organised, we have 40 paid students on it which was the maximum allowed. The coach is booked and everything is sorted. It will just need someone to go and take charge, James Aston and Vivienne are the supporting members of staff (7&8 students) so it is really just taking charge and organising packed lunches if any free school meal students, Danny Loake will provide a list of these. There are also two sixth formers going on the trip as they have planned it as part of their Holocaust outreach programme (Aimee Foster and Alisha Anderson) The trip is in school time and will be back before the buses leave at 3.30pm. The day is organised by the staff at the centre, they split them into groups to do different activities and then after lunch everyone goes into the theatre to meet a survivor.

The other thing is we have organised for a speaker to come into school, we did this last year and it was a great success. I have the main theatre booked and the speaker. They have said yr 7 & 8 students are too young to come in though so I have suggested the girls speak to you to see if you want to open it up to yr 9-13 History students. We did this last year and they really got a lot from it. I will forward you the details shortly, they suggest having around 150-200 students i think so others can be invited too, lots of staff came last year as well as most of year 10. They are also sending an educator for the morning, they will take groups of 15 -20 for half hour slots and they can tailor it to whatever you would like them to learn about, this can be younger years if you prefer (we used yr8 & 9 history students last year)

Dear All

Would anyone like to join the Lessons from Auschwitz project run by The Holocaust Education Trust? I went 2 years ago so will not be allowed to join this time, much as I would like to.

You would be required to attend the following events. It has all been organised so you would just need to turn up. All travel expenses are covered.

I have requested a teacher place on the Auschwitz trip but we have to wait for this to be confirmed.

5.5 How does the department contribute to the wider local community?

The department actively seeks and develops partnerships beyond the school and participates in projects that will enhance pupils and community. The history department plays an active role in disseminating and sharing practice with other schools in the community.

CBA has been core in developing local history among the three Corby Trust schools providing Victoria Country History, Heritage Centre and Archaeological investigation adapted resources for everyone to use.

Hi all,

Thanks to everyone for uploading resources. Local history is now on teams.

Claire the Midland revolt stuff would work for Kettering if you have time 😊

Kind regards,
Fiona

The school actively promoted the once in 20 years Pole Fair celebrating Elizabeth I donating land to the Corby people. Picture Northamptonshire Telegraph



**39629248-Corby Pole Fair 2022,
celebrations of the once every 20 year
Corby Pole Fair Pageant acted by Corby
Business Academy June 3 2022**