

3.1 Broad and balanced curriculum: How does history contribute to the delivery of a broad and balanced curriculum?

Curriculum time across the Key Stages

	Year group	Curriculum time
KS3	Year 7	2 hours a week
	Year 8	5 hours a fortnight
KS4	Year 9	5 hours a fortnight
	Year 10	5 hours a fortnight
	Year 11	5 hours a fortnight
KS5	Year 12	9 hours a fortnight (10 until 2026)
	Year 13	10 hours a fortnight

3.1 Broad and balanced curriculum: How does history contribute to the delivery of a broad and balanced curriculum?



Mrs P Canning



← Reply

↩ Reply all

→ Forward



Mon 27/04/20

To: 🕒 Mr D Ramsden; 🕒 Mrs S Chaventre; 🕒 Mrs L Kemp; 🕒 Mrs E Park; 🕒 Mr J Eden

Cc: 🕒 Mr J Linz; 📧 Mrs S Bee



Final report_A_Portrait_of_Th...

2 MB



Hi All

SJ and I were at the launch event for this report on Friday evening, and wanted to pass it on. The report is the first time that real research has been done into the current position of the teaching of the British **Empire** in the UK today. It focused most on History and English (for obvious reasons) but the idea of the report is to give recommendations and principles for the teaching of the British **Empire** and related themes across all subjects.

I thought I should pass it on - it is hopefully going to be an important development. The report shows that students and teachers feel that the British **Empire** and its legacies are an important part of school curricular today, but a tiny fraction feel it is being done well.

Perhaps if there is time when year 11 and 13 are gone we could set up an opportunity for teachers for whom it is relevant to discuss?

On a practical basis, SJ and I were wondering if there would be scope for Cultures Day for year 7 to be either off timetable or have focused lessons in timetabled subjects, learning about why Britain has such diverse cultures today, and the legacies of the **empire** in the different subjects? We could invite families to share their **Empire** and migration stories and feed into that?

Thanks

Pam

Email to Head, Deputy Head in charge of curriculum, heads of English, Geography and RE about the Portrait of Empire, Migration of Belonging Report

3.1 Broad and balanced curriculum: How does history contribute to the delivery of a broad and balanced curriculum?

Slides from the History, RE and English cross curricular day on the death penalty

The History of the Death Penalty

- Read through the cards on the history of the death penalty.
- Number them in chronological order
- How does Bentley's case fit into the broader history of the death penalty?

Did anything surprise you about the history of the death penalty?

Some questions to consider

Consider each question, discuss with the people around you and be prepared to feedback to the class.

- How precious is a human life?



3.1 Broad and balanced curriculum: How does history contribute to the delivery of a broad and balanced curriculum?

Feedback from parents after a cross curricular day organised by History alongside Citizenship, RE and English. 2025 also ran with ICT

What was your child able to tell you about the legacies of WW2 and what they learned today?	What did your child think is the most important legacy of the Second World War?	What did your child think of the day as a whole?	Any other feedback?
They learned about the killing of innocent people and if it was right or wrong. The enigma code and how it took two years off the war.	Code break	5	
About Hitler and his last days and many SS offices that were tracked post WW2.	that there is reprecussions from war crimes.	5	Dominic really enjoyed the day.
It's important to remember that not all Germans wanted the war. Some Germans were Jewish victims of the holocaust. ICT such as code breaking moved forward. Nations learned to cooperate for a common objective. News laws were passed to prevent war crimes, and 'rules of war' were established to protect people. After the war there was less support for the Riggt Wing but support is rising again.	People learned to live happily with less, and became more self-sufficient, whilst becoming part of stronger communities.	5	
Hitlers henchmen and how they got caught. How some of the Jews tried to runaway to claim refugee status. Hitler was a right wing.	How Hitlwr died	5	Really enjoyed the day and learnt a lot about the history of ww2. Would like to learn more about the history of Palestine Israel and learn about all the wars happening today too.
Hitler and his Henchmen's outcome after the end of the 2nd World War	The end	5	So much enjoyed
The Nuremberg trials How higher ranked nazis for prosecuted	Nuremberg trials	5	
My child was able to tell me about what happened to Hitler's henchmen after world war ii. Also what the refugees wrote on their diaries.	My child felt that human rights are the most important legacy of world war ii.	5	My child felt the day was very interesting and she learned many things about the legacies of world war ii.
Hitler killed himself, the other people who also lulled themselves. Trump and Musk are basically Nazis.	The enigma machine because it determined the whole war and it led to computers.	5	He said he gave it 5 stars because he enjoyed learning about history. He learned about things that he was not aware of beforehand, such as the information about cyanide capsules. He also liked having the full day on one theme which was taught through different curriculum
The code breaking, how modern right wing groups are becoming more powerful again, what happened to high level nazis. The impact of fake news. The Nuremberg trials.	The impact on modern political groups, and the code breaking has had impact on modern technology.	5	Bree really enjoyed the day, she was looking forward to it and came home buzzing, keen to tell us all about it. She has clearly grasped the messages you were trying to convey in the lessons.
The Nuremberg trials, what happened to the nazi leaders after ww2	To not repeat the mistakes of the nazis	5	
About the rise of the far right and the trials	The past influences the present, and what we do with this knowledge is the future	4	No
Yes. We discussed the contribution of code breaking (Alan Turing).9)	The impact on refugees and survivors	4	No
He learned that life was very difficult, but also the structure of Nazi leadership. Refugees and how much they have done to help the war efforts .	Death of 60 million people .	4	
they learnt about the enigma machine and enjoyed looking at the political spectrum.	.	4	
Bella learnt about refuge, the holocaust, Hitler killing himself by poison,	The Holocaust	4	
Fascism after the war and what happened with Hitler's henchmen. Also, the Enigma machine, how refugees wrote their diaries before and after.	Fascism after the war	4	More interactive quizzes will be useful in the future.

Calendar of curriculum and recording points in progress for 2026-7

				Whole school events	Year 7	Year 7 RecordingP Es	Year 8	Year 8 RecordingPEs	KS3 Enrichment	Year 9	Year 9 Recording PPEs	Year 10	Year 10 Recording PPEs	Year 11	Year 11 Recording PPEs	KS4 Enrichment	Year 12 Eliz	Year 12 CWIA	Year 12 UK Politics	Year 12 UK Govern ment	Year 12 Recording and PPEs	Year 13 Russia	Year 13 Coursework	
Term 1 - 7.5 weeks	Week 1	1	01-Sep	Year 7 and 12 only Thurs Whole school Friday	What did the Silk Road mean to those it connected 200BC-1400AD? 7 lessons												Elizabeth I: Introductio n The nature of Elizabetha n Monarchy, Governme nt and Parliament	The Western Powers and Asia Before 1950 The Korean War	Democr acy	Constit ution				
	Week 2	2	07-Sep			How did Humans become a global species? 2 lessons			Introduction to History and Medieval		Finishing Cold War unit 3 - 7		Unit 1 Germany 10 + 2 or 3											
	Week 3	1	14-Sep	Open Eve Thurs			How did Transatlantic slavery create ideas about race and racism? 6 lessons																	
	Week 4	2	21-Sep																					
	Week 5	1	28-Sep																Topic 1: The nature of Government	How to write an effective coursework essay				
	Week 6	2	05-Oct	Black History Month. Assembly and Competition	Who were the Anglo Saxons? - 2 lessons intro migration there		Liberty Fill the gap lesson How far did the British Abolition campaign improve the lives of enslaved Africans? 6 lessons + 2 for assessment		Unit 1 Richard and John - 15 lessons		Unit 1 Medieval Crime and Pinishment - 8 lessons + 2 fortnightly revision		Start unit 2 Germany				Y12 MCQ Tests							
	Week 7	1	12-Oct		Did the Normans bring a 'truckload of trouble? - 4 lessons							Revision						Y12 Intro Recording: 6-10 Oct				Plan deadline		
	Week 8	2	19-Oct									PPE Exams									Topic 2: The impact of dictatorial			
Term 2 - 7 weeks	Week 1	1	02-Nov		Who held power in Medieval Europe?		How should History recognise its connections to the history of people of African Descent? 5 lessons			Unit 1 Richard and John - 15 lessons		Unit 2 EM crime and punishment - 8 lessons + 2 fortnightly revision		PPE Exams			Elizabeth I: Elizabeth and Religion	The Korean War Indochina	Party Policies	Parliam ent		Topic 2: The impact of dictatorial regimes on economy and society		
	Week 2	2	09-Nov	Remembrance Assembly			How far did the campaigns of the nineteenth century lead to a 'victory of the people'? 4		Unit 2 - How far was the Third Crusade a complete failure? 7 lessons		Unit 2 EM crime and punishment - 9 lessons + 2 fortnightly revision		Unit 2 Germany - 12 lessons + 3 revision/fee dback lessons									Topic 2: The impact of dictatorial	Writing and recreating coursework essays - submitting first draf	
	Week 3	1	16-Oct																					
	Week 4	2	23-Nov				Why did Europe 'sleepwalk' into a World War in 1914? 6 lessons + one for writing			Unit 2 - aftermath of Crusades and		Unit 3 Germany											Khrushchev Depth Study	
	Week 5	1	30-Nov																					
	Week 6	2	07-Dec																					
	Week 7	1	14-Dec																					
Term 3 - 6 weeks	Week 1	2	04-Jan		Is the story of the Medieval period one of conflict or coexistence?		Was there a 'uniform' experience of the First World War? 6 lessons			Unit 3 - John's downfall 10 lessons		Finish EM C and P					Elizabeth I: Elizabeth's managem ent of financial, economic, and social affairs Elizabetha n later years	Johnson's Vietnam Policy	Election s	PM and Cabinet		Y12 Interim Recording: 12-16 Jan	Topic 3 Impact of War and Revolution on	Acting on feedback from first draft of coursework
	Week 2	1	11-Jan				Fill the gap - impact of WW1 in Middle East				PPEs in class		Unit 3 Germany - 12 lessons + 3 revision											
	Week 3	2	18-Jan																					
	Week 4	1	25-Jan	Holocaust Memorial Day Assembly																				
	Week 5	2	01-Feb			Women, windows or war, how did women get the vote? 5 lessons			Richard and John revision, practice exam and feedback Start Russia		Unit 3 industrial Crime and Punishment - 12 lessons + 3 fortnightly revision						Y12 Parents Eve: 5 Feb	Topic 3 Impact of War and Revolution on	Acting on feedback from first draft of coursework					
	Week 6	1	08-Feb	LGBTQ+ History Assembly	Largely darkness?									PPEs										

3.2 How broad and balanced is the history curriculum?



Curriculum statement at the start of year group summaries shared on school website

‘Preparing today for a better future, using the lessons of the past’

At LHS we believe that History matters. We aim to teach an authentic History that reflects the student body, which students are engaged with. We want students to see the wider importance of what they have learned about the past - making links to the world today. We aim to teach a varied curriculum, which takes significant events, people, themes, and experiences from the past and inspires students, building an understanding of the world they live in.

We want to teach a curriculum which builds hope, showing students examples of individuals and groups resisting oppression, to teach our students to spot discrimination and avoid being bystanders. We also teach students the confidence and communication skills to stand up for what they believe in. We want students to be informed about the community they are from, to foster respect and tolerance for everyone.

We teach students that History is a construct, a deliberate storytelling of the past, constructed in many cases by those in power, and how efforts to change this have been made. We consider how history is actively remembered and why views about events in the past have changed. Students will learn how to effectively consider debates about the past, form arguments, and to use and challenge evidence to support their views, all important skills across the curriculum, and for life after Little Heath. As part of ensuring students are able to communicate their understanding to a high standard, we provide timely, meaningful, and supportive feedback to students’ work.

We believe in celebrating success and progress in history, and hope to encourage students to have a thirst for knowledge; to understand how historical enquiry works and be eager to find out more about the past. History teachers build strong relationships with students to encourage positive behaviour for learning and students taking responsibility for becoming successful historians and ensure lessons are accessible and challenging to all.

We aim for Little Heath Historians to:

1. Study diversity, hidden histories and controversial stories
2. Challenge stereotypes
3. Ask big questions and answer big questions through enquiry
4. Have detailed knowledge about the past
5. Evaluate arguments
6. Make well-reasoned judgements
7. Interrogate evidence
8. Examine causes and consequences
9. Study change and continuity
10. Consider significance
11. Write academically
12. Explore the idea that history and the past are not the same

3.2 How broad and balanced is the history curriculum?

KS3 – planned curriculum and
assessment map 2025-6
Year 7

Term	Enquiry	Outcome/ Assessment	Concept/skills focus	Teacher Recording	School recording
1	What did the Silk Road mean to those it connected 200BC-1400AD? 7 lessons	Museum design	Source analysis	H/I/F	
	Who were the Anglo Saxons?				
	Plug the gap lesson/Intro theme – early migration				
	Did the Normans bring a 'truckload of trouble'?	Answer to enquiry	Change and continuity	H/I/F	
2	What mattered most to medieval people?		Significance		
	Plug the gap lesson – Medieval migration				
	What was biggest problem the Plantagenets faced?	Knowledge test and answer to enquiry	Significance??	H/I/F	Allocating bands
	How should we remember England's medieval queens?	Textbook page	Interpretations		
3	Why did people go on Crusade?	Assessment – ??	Causation	E/S/D	
4	Was medieval African history 'largely darkness'?	Topic page completed	Interpretations		Interim recording
	How can we learn about the Tudors?				
5	When did parliament become more powerful than the Monarch?	Assessment – knowledge test and answer to enquiry	Change and continuity	E/S/D	Parents evening
D6	What can material culture tell us about the changing relationship of Britain and India?	Completed topic page	Sources		End of year recording
	Plug the gap lesson – Migration – Tape letters				
	Was 1700-1900 'Disastrous and Terrible' or 'the Dawn of Liberty'?	Answer to enquiry – debate/display	Interpretations		

3.2 How broad and balanced is the history curriculum?

KS3 – planned curriculum and
assessment map 2026-7
Year 8

Term	Assessment point	Outcome/ Assessment	Concept/skills focus	Teacher Recording	School recording
1	How did Humans become a global species?				
	How did Transatlantic slavery create ideas about race and racism?	Completed topic page	Causation		Intro recording
	Fill the gap lesson – French Revolution				
	How far did the British Abolition campaign improve the lives of enslaved Africans?	Assessment – knowledge test and answer to enquiry	Change and continuity	E/S/D	
2	How should Reading recognize its connections to the history of people of African Descent? Fill the gap – migration lesson on Windrush	Letter to Reading Museum	Interpretations		
	Democracy – victory for the people?		Change and continuity		
	Why did Europe ‘sleepwalk’ into a World War in 1914?	Knowledge test and answer to enquiry	Interpretations	E/S/D	
3	Was there a ‘uniform’ experience of the First World War	Completed topic page	Similarity and difference		Interim recording
	Fill the gap lesson – Impact of WW1 in Middle East				
	Women, windows or war, how did women get the vote?	Completed topic page	Causation		Parents eve
4	How far did the Treaty of Versailles sow the seeds for the Second World War?	Answer to enquiry	Causation	E/S/D	
	What can Historical Sources reveal to about how the Second World War was fought?	Museum display choices	Sources		
5	How unique was the Holocaust?	How far was the Holocaust a unique event in history? And knowledge test	significance	E/S/D	
	Fill the gap lesson – Impact of Holocaust on Middle East?				
	Global 1960s				
	Fill the Gap lesson – Yom Kippur War				
6	What does <u>broadcasting</u> and the media reveal about the lived experience of the ‘Swinging Sixties’?	Completed topic page	Sources		
	Final Middle East Theme lesson – why still fighting today?				
	End/summary of KS3 lesson/topic. Turning point lessons if 6 lessons or more left				

3.2 How broad and balanced is the history curriculum?

Student responses to History curriculum at the end of Year 8

HISTORY AT LHS

At Little Heath school we make sure to look at as many different perspectives of history to see how other people felt about it. This is important because we want peoples voices who havent been heard → since it reveals secrets we never knew of; we are a community not a department and that is what makes us special. just

RACISM - YR8

I found racism the most interesting topic to learn about because it was interesting and shocking to see what happened to our ancestors. It has helped us understand how to deal with racism and how racism is happening today.

- we learn history to avoid mistakes in the future
- to look at the different perspectives.

History in LHS

In history class in Little Heath School, we learn about various topics such as:

WWI WWII Protest Slave Trade Crusades and many more!

The LHS curriculum teaches as many perspectives as possible so that pupils will get an understanding how both sides felt. We also 'unsilence' many hidden histories as majority of the time you get majority of the history based on white men, ridding the voice of women and people of colour at the time. The LHS curriculum stops that as it clearly teaches different views and gives people of all race and gender a voice.

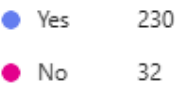
This type of teaching gives pupils a wide spread view on various events in the world.

Apart from that, the teachers also make the lessons more enjoyable by making them more interactive and interesting which in the end, improves pupils' engagement with learning.

3.2 How broad and balanced is the history curriculum?

8. Do you think that we study a wide range of topics in History?

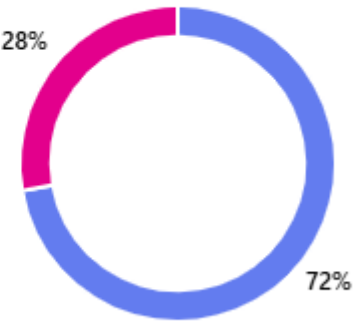
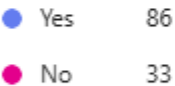
[More details](#)



Responses to student survey in June 2026. Some year 7 identified aspects of history that they will then study in year 8 – others identified some areas we are working on including more of, e.g. Irish and LGBTQ+ Histories.

9. Do you see yourself reflected in the History curriculum? (This means do you see your heritage/culture/sexuality represented?)

[More details](#)



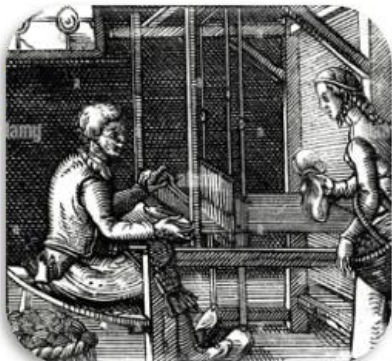
3.2 How broad and balanced is the history curriculum?

What can we learn from the Tape Letters about experiences of migration to Britain?

Aims

- ✓ To know that there has been migration to Britain throughout its history
- ✓ To explore the impact that migration to Britain has had through time

Enquiry Question: How has migration shaped Britain?



Example of slide at start of 'fill the gap' lesson on migration – in Sept 2026 we started adding those into topics rather than teaching as stand-alone topic at the end of year 8.

We take the same approach with conflict in West Asia

3.2 How broad and balanced is the history curriculum?

Example of year 8 homework
set at the end of legacies of
Transatlantic slavery enquiry

Ask me...
about Reading's links to the
transatlantic slave trade and
its legacy

**Use these words to
help me:**

- Mural
- Portraits
- Black Boy pub
- Museum
- Baptism records
- Windrush
- Caribbean
- Servants
- Haynes family

Home signature


History learning postcard 

Please summarise what Ella (name) was able to teach you
about what they've been learning in history. Were they able to tell you anything
new?

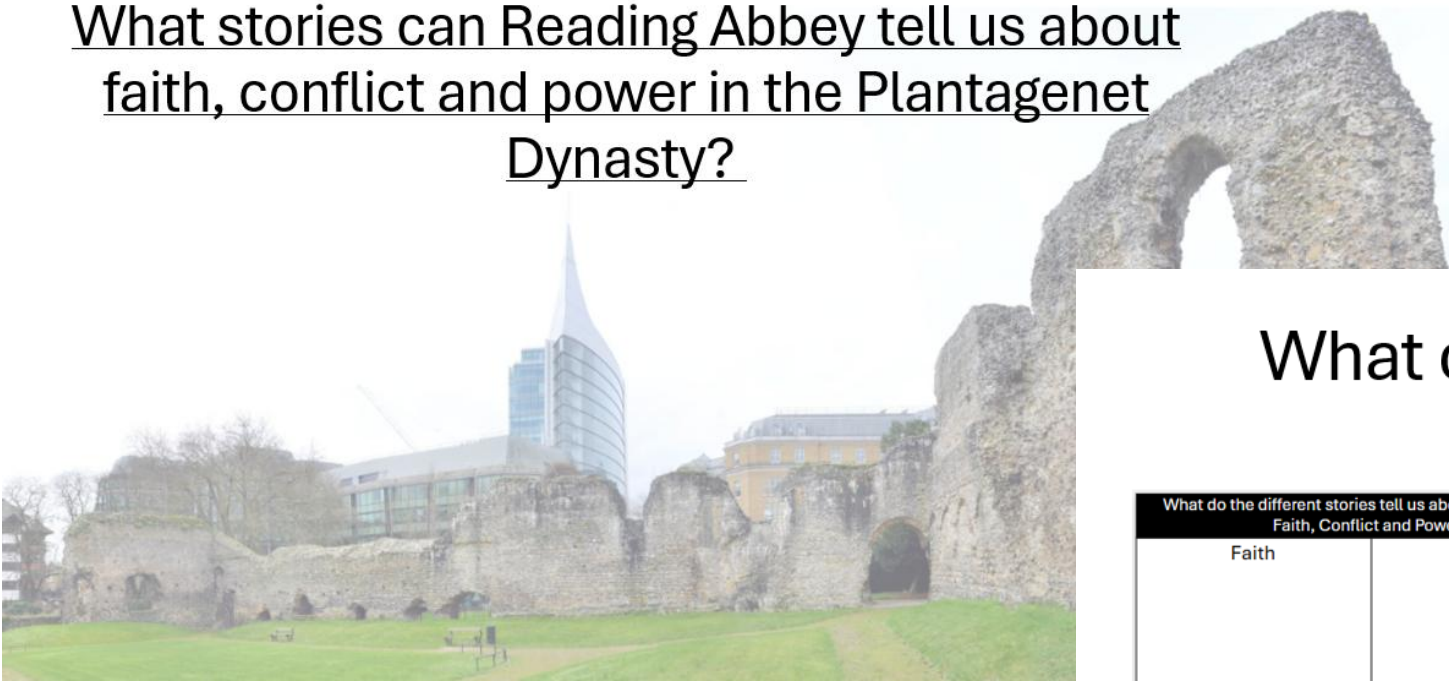
Ella has been able to articulate
well what she has been learning in the
history lessons. She has explained the location
and significance of the mural in Reading,
and the figures portrayed in it. She has
also been telling us about the Haynes
family, and the power and influence
they held. This was something we
didn't know - having heard the name
in Reading before - we didn't realise
it had so much history within the
town!

3.2 How broad and balanced is the history curriculum?

Saturday, 13 June 2026

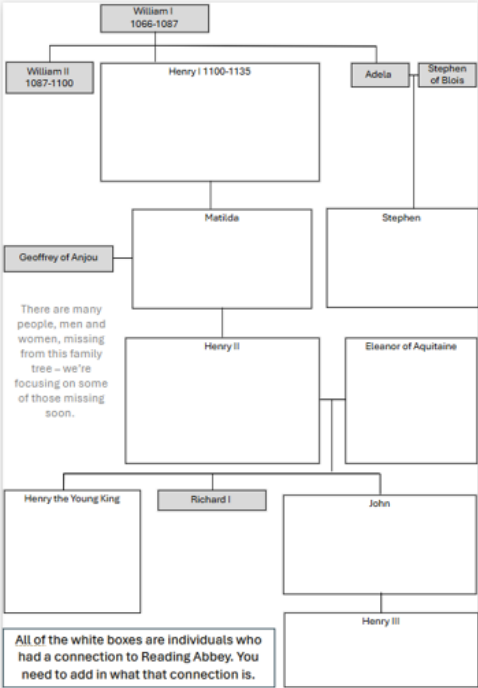
What stories can Reading Abbey tell us about faith, conflict and power in the Plantagenet Dynasty?

Slides from year 7 lessons using Reading Abbey as focus to introduce the Plantagenet dynasty



What can looking at Reading Abbey tell us about the Plantagenets?

What do the different stories tell us about the themes of Faith, Conflict and Power?	
Faith 	Conflict 
Power 	
Which theme do you think is most important for Reading Abbey? 	



3.2 How broad and balanced is the history curriculum?

UNIT TITLE: **How should Reading recognise its connections to the history of people of African descent?**

YEAR GROUP: Year 8 TERM/TIMING: Term 2

There is guidance on specific lesson activities and how to adapt them in the notes on the PowerPoint slides.

Ideally, students would have knowledge of the British transatlantic slave trade (TAST) and the 1807 and 1833 abolition movements. The Justice 2 History enquiries on these are ideal: <https://justice2history.org/resources>. If students have not had an introduction to these, it would be worth expanding these lessons, or introducing the TAST and abolition campaigns before starting these. The Reading International Solidarity Centre (RISC) has carried out a significant amount of research on Reading's links to the slave trade, and in 2007 produced an exhibition summarising their research. It is well worth reading through before teaching this enquiry: <http://antislavery.ac.uk/items/show/34>.

Many of these lessons could take two lessons for a longer enquiry. Activities that are less essential to the flow and development of the enquiry are identified by a green background, while the main slides are all blue.

PLANNING FOR AND DIRECTION OF LEARNING		
INTENT	Why are we studying this? <i>Write 3-5 bullet points explaining why we are teaching this unit.</i> - Teaching local history to make students aware of the history of the area they live in - Teaching an aspect of black history linked to local history demonstrates to students how much a part of British History black Britons have always been – challenges racist narratives and anti-immigration feeling today - Chance to consider how history has been constructed and how some aspects have been ignored or under represented - Chance to consider the issue of historical evidence about underrepresented groups in history	
	National Curriculum / Specification references: <i>List links to National Curriculum or exam specification</i> - Ideas, political power, industry and empire: Britain, 1745-1901 - Challenges for Britain, Europe and the wider world 1901 to the present day including studying the Holocaust - A local history study	
IMPLEMENTATION	Links to prior learning: Links to Year 7 enquiries on, Black Tudors, and African Kingdoms which establish some of the history of people of African descent before the transatlantic slave trade.	Links to direction of learning and bigger picture: Future migration topic at end of year 8
	Carries on from previous enquiry on transatlantic slave trade Links to previous stand-alone lesson on 'liberty' Link to the enquiry on the British Empire which establishes the growth of the Empire and the impact on the colonies. Also links to empire topic through discussion of museums and public history. Link to abolition enquiry previously studied	
ADAPTIVE TEACHING		
Opportunities for Support, Stretch and Scaffold: <i>Give examples of specific lessons / tasks/ skills to support all students at all levels including SEND and DA</i> A challenging enquiry with lots of opportunities for higher level thinking about the construction of history as a discipline. Reading historians writing as it is, without amending or simplifying wording is stretch, but definitions and delivery will scaffold and support – e.g. lesson 2 extract from Olusoga and lesson 4 extract from Akala. Very different in terms of language choice – opportunity to discuss different tone and purpose of writing with students. Using Reading's petition in lesson 3 in its original format means students are being exposed to varied language and communication, but this is delivered with support and scaffolding so all students access and are challenged. Option in outcome to present argument in form of display rather than letter means that some students who are stronger at non literacy-based tasks can demonstrate their understanding in a way that shows their strengths. Use of whiteboards for 'risk free' discussion of key vocabulary		
Key Subject Specific Vocabulary:		Independent Learning Opportunities:
Mural Community Descent Significance Baptised Georgian Unfree servant Pageboy	Archive Constrained Destitute Predicament Militia Beneficiaries Plantation House of Representatives	Colonialism indentured labour Abolition Campaign Abolitionist Commemorated Curator
		Timeline on the TAST and the history that is connected to Reading. This could be set at any point in the first three lessons and is ongoing throughout the enquiry – it would be needed while students are working on the outcome.

Scheme of work top page for enquiry on the local legacies of British slavery – (Pam Canning's fellowship enquiry). Enquiry also taught in other local schools

3.2 How broad and balanced is the history curriculum?

Homework set to complement lesson focus on the creation of Israel and conflict in the West Asia

● Mrs R. Rayner set this flexible task for group [8X/Hi5](#) - History

Set on Thu 11 Jun

Due on Fri 17 Jul

Task description

Hi Y8,

As promised I have had a little look to see if I can find you anything else to help explain how the (re)creation of Israel at the end of WW2 is linked to the current conflicts in the Middle East.

I found:

- A really useful report from Newsround from February 2024. It has a little bit of the history we studied on 11/6/26 combined with mention of the flare up in troubles between Israel and Hamas (armed Palestinian group) which flared up again in October 2023.
- BBC article which explains who Hamas are and why they object to Israel being in Palestine. There is a link within this explaining the history of the conflict.
- For really in depth knowledge (i.e. if really keen to find out more!) on this conflict the Imperial War Museum 2 videos which explain in a bit of detail. The first explains promises GB made in WW1 (Balfour Declaration) and the second the creation of Israel after WW2.

I would always encourage linking what we study in History to modern events and doing some more research, but be careful where you click as there is obviously some pretty horrible things going on in the world.

Mrs Rayner

3.2 How broad and balanced is the history curriculum?

I think she deserves a statue because a statue should honor a person who has shaped the world for good, and I believe that Edith is a prime example of that. Rights that women have today were made possible by people like Edith, and that shows her significance.



I chose Edith Sutton because she represents true and powerful determination and courage, after devoting herself to fighting for women's rights. When it comes to people who can make a real change, Edith is a pure example of how you don't need to be well-known, you only need resilience and confidence, along with a set heart.

made with Bronze

Stone base, with metal plaque

Edith Mary Sutton (1862-1955)

A courageous suffragette and campaigner, a voice for equality, and a force for change.

I personally would put this statue near a town hall or courthouse to show the significant political history of Edith/the statue.

lovely!! (H)

which Reading campaigner should we commemorate with a statue?

In graduation outfit to represent her academic achievements.

Proudly holding her certificate and lifting her cap to show her pride in ~~achievements~~ her achievements and her strong belief in women's rights.

Placed on the campus of Reading University to represent her receiving her professorship there.

The plaque will read...

Edith Morley
1875-1969

Edith Morley was a groundbreaking academic and suffragist activist. She was the first ~~person~~ woman in England to receive a honorary professorship. Edith used her education as a platform to challenge tradition ideas about women's roles and encourage others to take action. She was a fierce advocate for the NUWSS.

I chose Edith Morley for my statue design because I think that her achievements should stand as inspiration for everyone who believes in making a difference and fixing the world one step at a time. I think she is a great role model for all generations to come, ~~because~~ because she required a very high qualification despite the ideas about women at the time making ~~it~~ very difficult for her. I ~~believe~~ believe that this makes her worthy of a statue because she persevered despite the many obstacles in her way.

Women

it

Amazing next!

Student homeworks – design for statue to woman from Reading who campaigned for votes for women.

Also 1.2

3.3 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?



Post on school's social media page about trip to archives and Reading Museum investigating Henry VIII's progresses to Reading. Students conducted research in the archives and wrote reports on what they found. SJ's research uncovered genuinely new evidence about Henry's progresses which was shared with Historic Royal Palaces.

3.3 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?

Links to videos created by SJ Bee's project – now used in year 7 lessons for that enquiry

Showing how we've developed pupil's ability to research and conduct own enquiries – two videos that go with SBE's fellowship project:

[Little Heath History Investigates | Archives](#)

[Little Heath History Investigates...](#)

[ARCHAEOLOGY](#)

3.3 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?

How do we communicate our theories about the past?

Examples of slides used in the sessions done with local primary schools in term 6

MODAL LANGUAGE:
Words/phrases which show how certain we are about something.

How many modal words/phrases can you think of?
Here are some to get you started:

- Possible
- Certain

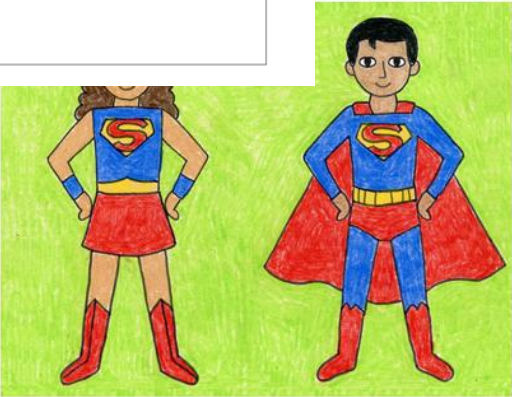
Write your ideas here...

My Theories	
Modal language ideas:	Building your theory:
Establish level of certainty	It is likely that...
Set out your theory	the skeletons were...
Support with evidence	For example, they were buried with...
Explain	This suggests that the skeletons were probably... because...

Religion	Wealth

Health	Lifestyle

ver of all
and
sts is...



ASKING QUESTIONS!



Their questions... 

Are the key... 

To unlocking the evidence... 

3.3 Enquiry: How is enquiry used to effectively develop pupils’ historical thinking and understanding?

What did the Silk Road mean to those it connected, 200BC – 1400AD?

All teaching is done through enquiries – each enquiry has its own topic page which students complete as they go through the topic.

KEY WORDS

Sources	
Evidence	
Interpretation	
Dynasty	
Golden Era	
Empire	
Caliphate	
Conquer	
Nomadic Tribe	

CULTURAL EXCHANGE

CONQUEST

CO-EXISTENCE

TRADE

TRAVEL

Taking over another country

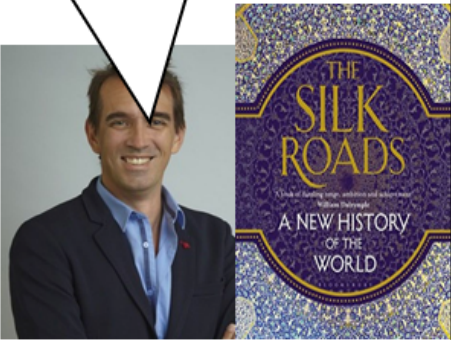
Swapping of ideas

Cultures getting on with each other

Moving to another country

Selling goods for profit

The first towns and cities in history grew up along the Silk Roads. The names of many places in the Ancient World seem mysterious to us today. But this was a world where empires exchanged goods, ideas, languages and faiths across thousands of miles. This is where our story begins.



Why are we learning about this?

Highlight what you think the most important reason is or write your own.

- To introduce History from perspective
- To show how interconnected world has been in the past
- To use material sources to about the past
- Because...

What have you found most interesting/engaging about this topic?



Steppe Earrings	Byzantine Hunter Silk	Blue Qur'an	Astrolabe	Gold Dinar
OBJECTS FROM THE SILK ROAD				

3.3 Enquiry: How is enquiry used to effectively develop pupils' historical thinking and understanding?



edexcel



Name: _____

Class: _____ Teacher: _____

The Reigns of King Richard I and King John, 1189-1216

Unit 3: King John's Downfall, 1205-1216

Why did John's 'dysentery save his dynasty'?



edexcel



Name: _____

Class: _____ Teacher: _____

Super Power Relations and the Cold War, 1941-1991

Unit 1: The origins of the Cold War 1941-1958

Our Question: Why did Allies turn to Enemies by 1958?



All teaching is done through enquiries – Year 9 topics are taught using booklets with a different enquiry for each topic

Also 1.3

3.3 Enquiry: How is enquiry used to effectively develop pupils’ historical thinking and understanding?

KS3 History Concept and Assessment map					
Change and continuity		Causation and consequence	Similarity/difference or significance	Evidential Thinking	Interpretations
Year 7					
Term	Enquiry	Outcome/ Written Assessment Oral Assessment	Concept/skills focus	Teacher Recording	School recording
1	What did the Silk Road mean to those it connected 200BC-1400AD? 7 lessons	Museum design	Evidential Thinking	H/I/F	TBC
	Who were the Anglo Saxons?				
	Plug the gap lesson/Intro theme – early migration				
	Did the Normans bring a ‘truckload of trouble’?	Oracy - Debate	Change and continuity	H/I/F	
2	Who held power in Medieval Europe?	Knowledge test and answer to enquiry	Evidential thinking	H/I/F	Allocating bands
	Plug the gap lesson – Medieval migration	Textbook page	Interpretations		
3	Is the story of the Medieval Period one of conflict or coexistence?	Assessment – ??	Similarity and difference?	E/S/D	
4	Was medieval African history 'largely darkness'?	Topic page completed	Interpretations		
	How can we learn about the Tudors?		Evidential Thinking		
5	When did parliament become more powerful than the Monarch?	Assessment – knowledge test and answer to enquiry	Change and continuity	E/S/D	
6	What can material culture tell us about the changing relationship of Britain and India?	Completed topic page	Evidential thinking		
	Plug the gap lesson – Migration – Tape letters				
	Was 1700-1900 ‘Disastrous and Terrible’ or ‘the Dawn of Liberty’?	Oracy – discussion as contrasting historians?	Interpretations		

All teaching is done through enquiries – These are the planned enquiries for 2026-7, with plans to introduce oracy based assessments after attending series by the HA