



*Students First Raising Standards and Transforming Lives*



# **KS3 Curriculum Specification**

## **History**

### **Outwood Academy Portland**

This Specification provides detail of the core knowledge, concepts and skills that must be covered in Outwood academies across our Year KS3 Curriculum. This document provides subject teachers with a clear scheme of delivery, age related assessment framework and overview of pedagogical content knowledge.

### **Why is the study of history important?**

History means, in its simplest form: the past. However, it is also about what historians have actually written about the past. It provides us with a way to make sense of current affairs. The study of history is critically important, as everything which is happening around us has been influenced by, and is a direct result of, that which preceded it. In this way, the study of history is explicitly relevant to all of us.

Its study will make you question the world around us and encourage you to develop a deeper understanding of why certain people act as they do. Looking at the history of the East and West, we can see why political tensions between the two have continued on after the end of the Cold War, and arguably remain today. In reading the history of the USA, we can see why racial tension continued on past the abolition of slavery, and is a key issue still at the forefront of American life. When studying the history of Britain, we can see the effects of migration on our cultural identity; and how this is an issue which leads to considerable debate in our society. When studying history, it is evident that there are patterns in human behaviour which tend to repeat themselves. Whether it is the role of a charismatic leader such as Churchill, or even charismatic dictators like Caesar through to Hitler, or the significance of religion in human conflict, humans have a habit of ignoring contributing factors which can lead to wars and oppression. It is the role of history and the historian to comment on such events and attempt to avoid it in the future.

From Year 7 students will have the exciting opportunity to study the history of our nation and how people's lives have shaped it. They will get the opportunity to learn about the influence that Britain has had on the world, and focus on times such as when it was referred to as "the workshop of the world"; a point in history where you could rightly claim that the "sun never set on the British Empire". As well as examining Britain's influence on a global scale, they will have the opportunity to examine the influence that global events have had on the shaping of our nation. Across their study, they will be introduced to key historical concepts such as change and continuity, cause and consequence, and significance and they will use these in lessons to draw conclusions, analyse trends and patterns in history and frame historically-valid questions. The study of history will encourage students to think deeply and

help them more effectively analyse; and then prioritise information, which will allow them to make informed decisions – a great life skill that all universities and employers will appreciate.

Across their study, students will explore key themes such as the struggle between the church and crown, and the impact that this had on the ruling classes but also on the lives of the ordinary people. They will examine how this struggle led to defining moments in our history like Henry VIII's break with the Roman Catholic Church, and how his religious conflicts caused later problems for monarchs such as Elizabeth I as she faced the consequences of religious tensions and conflict during her reign. Lessons will provide a wide range of opportunities for students to frame their own historical questions, and through the use of the methods of historical enquiry, will enable them to make supported judgements to answer them.

History is a subject which contains the best debates and the best arguments; students will examine key historical debates such as: To what extent did the Tudors totally transform England? Did World War One end democracy in Europe? Did World War Two bring about the worst of humanity? Seems challenging - students are going to love it! History will expand minds!

### **What students will know and understand from their study**

We are citizens in this world and need to know about the various consequences of the decisions taken by the people of the past, and to provide students with a broad cultural awareness. It will teach students to...

- ★ **Analyse issues and events**
- ★ **Express your ideas both orally and in written form**
- ★ **Put forward ideas and arguments in a concise manner**
- ★ **Gather, investigate and assess materials**
- ★ **Base conclusions on research and generate further ideas**
- ★ **Organise material in a logical and coherent way**
- ★ **Be independent**
- ★ **Pose questions and seek answers – A love of enquiry!**

### **What students will know and understand from the study of history?**

- They will understand people and societies. The study of history allows us to investigate how people and societies behave. Information from the past must serve to explain why we, as people, behave as we do in society. Students need to develop some sense of how societies function, simply to run their own lives
- They will understand modern events and current issues. The past causes the present and so the future. Anytime we try to find out why something happened we have to look for factors that took shape earlier
- Studying history will test students' own moral sense. People throughout history have been in situations and difficult circumstances whereby they have had to make hard choices. For example, was Neville Chamberlain right in appeasing Hitler in the 1930s or did he in fact make the Second World War an inevitability? Was Churchill right to sink the French naval fleet after they surrendered in World War II, despite being Allies only days before?

### **How does the study of History support the study of other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

History touches on so many other subjects such as Geography and English Literature, any subject that analyses information, asks students to look at patterns and trends, requires them to construct a coherent and well-structured argument. They will learn methods of thinking and research that are widely applicable to other subject areas helping thinking in all subjects.

### **How can History support the future?**

Of course we offer our students the opportunity to study GCSE and A Level History and we encourage continued study in this fantastic subject. Whether students have continued their study of History into GCSE or A level, they will have gained access to this enriching subject and its study at KS3 will have taught them to think differently and deeply.

History is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. History of Art, History and French, Archaeology, History and Philosophy, History and Politics, History and English. The very fact that students have been able to study History e.g. historical thinking will help future applications be it for colleges, universities, apprenticeships or employment.

Careers that the study of History supports include:

- ★ Legal profession
- ★ Journalism
- ★ Archivist
- ★ Writer
- ★ Media
- ★ Public sector administration
- ★ Politics
- ★ Business and commerce
- ★ Museum curator
- ★ Teaching

### **How can students deepen their understanding of History?**

As part of the KS3 curriculum, we ensure that students are given the opportunity to study the history of their local area, in order for them to examine how national and international events have impacted their local society. In year 7 through our Medieval unit, students are given the opportunity to undertake a research task on Conisbrough Castle. In year 8 we allow them to bring in artefacts and medals from home linking to World War 1 and 2. Giving students

this opportunity allows them to undertake an enquiry that will equip them for the subsequent GCSE level study of the 'historic environment'; but it will also inspire the students with the knowledge that history does not just happen somewhere else – somewhere more important; it also happened in the places where they and their families live and work.

We encourage students to attend enrichment opportunities to support their study of History. For our students we have several online platforms to further enhance what is offered within school. Students can use [Tenjin.Outwood.Com](http://Tenjin.Outwood.Com) in order to test their recall of the key units they are studying at both KS3 and KS4. This also provides a gap analysis for students, so they are able to see their areas of weakness, so they focus their revision further. Our History website ([history.outwood.com](http://history.outwood.com)) also provides students with a wide range of resources to further their study of history and to also help them prepare for their GCSE exam. The website also includes revision tips and guides.

Across the Trust, historical visits are offered to students. In recent years we have offered trips to: Poland, Berlin and the Battlefields of WWI. These trips are designed to enrich classroom experiences and to inspire a deeper interest in the subject of History.

### **Wider Subject Curriculum**

The history department at Outwood Academy Portland offers lots of great opportunities for students to really engage with this fabulous subject. Across Year 7 to 9, students are offered enrichment programmes and competitions to enthuse them. We offer an advent calendar competition every year at both KS3 and KS4. Y9 are also given the fascinating opportunity to have a talk with a Holocaust survivor or second generation Holocaust survivor - these personal experiences help to really bring history alive in the classroom. The department has also innovated a history lending library containing both fiction and wider reading opportunities to offer students a chance to chase their passions within the subject and gain a wider understanding of history.

As part of the KS3 curriculum, we ensure that students are given the opportunity to study the history of their local area of Worksop, in order for them to examine how national and international events have impacted their local society. Giving students this opportunity allows them to undertake an enquiry that will equip them for the subsequent GCSE level study of the 'historic environment'; but it will also inspire the students with the knowledge that history does not just happen somewhere else – somewhere more important; it also happened in the places where they and their families live and work.

In KS4 and KS5, we encourage students to attend enrichment opportunities to support their studies at GCSE and A-Level. For our GCSE students we offer a GCSE Revision Station and several online platforms to further enhance what is offered within school. Students can use [history.outwood.com](http://history.outwood.com) in order to

test their recall of the key units they are studying at GCSE. At Post-16 we actively encourage our students to visit university libraries to support their study. Each Post-16 centre has a 6<sup>th</sup> form library where students can access a range of historical texts to widen their studies beyond reading the prescribed A-Level course texts.

Across the Trust, historical visits are offered to students. In recent years we have offered trips to the Battlefields of WWI, the National Civil War Centre and the Thackray Medical Museum. These trips are designed to enrich classroom experiences and to inspire a deeper interest in the subject of history and we hope to continue them into the future.

### **Aims of the National Curriculum:**

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world)
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **KS3 Curriculum Topic Delivery Plan**

Learning history involves the development of both core knowledge (the 'stuff' of history) and familiarity with the 'second-order' or procedural concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated. The following six areas of conceptual understanding are specifically named in the current National Curriculum. None of them can be taught separately from the substance of history, but effective planning needs to encompass and address them all:

- Cause and consequence
- Change and continuity
- Similarity and difference
- Significance
- Evidence
- Interpretations

KS3 needs to therefore be seen as an opportunity to build the core knowledge and understanding of the procedural concepts required, in order for our students to excel in history. These years are to be used not to repeat content being delivered at GCSE; but to allow us to build horizontal links to the GCSE topics, embedding within our students the core knowledge required to succeed in the discipline of history.

### **The importance of delivering a diverse curriculum**

Given the tumultuous events of 2020 and the Black Lives Matter movement, we have a moral duty to reflect on our curriculum provision, and to try and deliver a more inclusive national history.



In *The Imperial Hangover*, Dr Samir Puri examined the mixed legacies of empires for later generations, and argued that Britain is trapped between two irreconcilable sentiments: 'Britain's Grandeur and Guilt of Empire'. He states that 'accommodating diverse and often contradictory perspectives is core to the challenge we face as educators. 'Britain ought to derive pride from its past accomplishments, while simultaneously building an awareness and a humility around its involvement in controversial historical episodes. Achieving both will be tough'.

In our curriculum we need to ensure that we educate our students about our country and how it came to its current state. To deliver this successfully, our students need an awareness of how Britain came to be a culturally diverse, multi-ethnic nation. Dr Puri argues that it is our responsibility to ensure that our students leave school with an understanding of Britain's historic successes, and how the British Empire contributed to the outcomes of the world wars and to also know why Britain's populace is now multi-ethnic. We have a duty to allow our students to study the arrival stories of big BAME communities as related to decolonisation. It is therefore important that any planning of our KS3 provision has the origin story of BAME communities as a priority theme.

As part of a diverse curriculum our Key Stage 3 curriculum should also represent the history of other groups in society to represent the diverse nature of the classroom each teacher encounters. This will include subject content that examines as either a depth study or across the curriculum in breadth the history of all genders, religions, social classes, sexualities and disabled people. Whether or not the local area reflects the national picture, it is the duty of all academies to ensure that every pupil in every school, regardless of location and experience, gains a broad understanding of British society as a whole. They need to learn to see society from a variety of viewpoints and have an understanding of how society became the way it is.

**Portland KS3 Programme of Study:**

Chronology will be covered and reviewed throughout the Key Stage to develop student understanding of centuries, time periods etc.

	<b>“England is not English” How far do you agree?</b>		<b>How far did the power of the monarchy change? 1066 - 1400?</b>		<b>To what extent did the Tudors totally transform England?</b>
	<b>Half Term 1</b> Migration to England and impact re 1066.	<b>Half Term 2</b> Anglo Saxons	<b>Half Term 3</b> Norman Conquest	<b>Half Term 4</b> The changing nature of monarchy in the Middle Ages	<b>Half Term 5/6</b> To what extent did the Tudors totally transform England?
<b>Year 7</b> (1 lesson/s per week)	Romans, Angles and other groups that migrated to England. <b>Focus on pre 1066 migration and the impact this had.</b>	<b>Anglo-Saxon England:</b> <i>Focus on Worksop and changes from prehistory, Edward the Confessor, witan, Anglo-Saxon society, Edward’s death, contenders to the throne</i>	<b>Battle of Hastings &amp; Norman Conquest</b> <i>Battle of Stamford Bridge, Battle of Hastings, Domesday Book, Feudal system, Harrying of the North, Resistance, inheritance.</i>	<b>Power &amp; the changing role of the monarchy in the Middle Ages</b> <i>Thomas Becket, Magna Carta, Simon de Monfort and first parliament, impact of the Black Death, peasants revolt</i>	<b>Reformation:</b> <i>What was the reformation, what was the impact in Europe and England Henry VII, Battle of Bosworth, remaining Tudors monarchs,</i>  <b>Tudors</b> <i>Remaining Tudors monarchs, Tudor society, Black Tudors, religious change in the period</i>  <i>Was Worksop typical of Early Modern society?</i>

Year 7 is delivered as a chronological narrative with a focus on how the development of power has shaped Britain and how, in the case of the Reformation, been shaped by the wider world. Year 7 also allows students to explore significant aspects of British history, such as the Battle of Hastings, Magna Carta and the English Civil War. The regular focus on Worksop allows students to put their growing perspective and knowledge into context by applying it to local and national history.

	<b>Half Term 1</b> African Kingdoms	<b>Half Term 2</b> “How did the idea of racism develop?”	<b>Half Term 3</b> “How did the British Empire impact the wider world?”	<b>Half Term 4</b> “Why was 1750 - 1900 a period of British change?”	<b>Half Term 5</b> “Why was World War One the war to end all wars?”	<b>Half Term 6</b> “Did World War One destroy democracy in Europe?”
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<p><b>Year 8</b> (2 lesson/s per week)</p>	<p><b>Meanwhile elsewhere. English Civil War, African Kingdoms</b></p> <p><i>Benin Empire, Oyo Empire, Mali Empire, Ethiopian Empire, Kongo Kingdom, Final comparison.</i></p>	<p><b>When was ‘race’ invented?</b></p> <p><i>Who lived in Tudor England, did the Reformation cause colonisation, who went to the Americas, why was the world opening up to the Tudors and Stuarts, who were the powhatan people, what was the relationship like between the Powhatan and the British, what were attitudes to people of African descent, how did the transition to enslavement have an impact, what can Anthony Johnson tell us, when was race invented.</i></p>	<p><b>Empire and the world</b></p> <p><i>What was Empire, colonialism, imperialism? What did England look like when part of an empire? What did the empire look like over time? What do historians think of the empire now? What was Africa like before European Empires colonised? How did the Empire impact Africa? What impact did the Empire have on India? How are ideas about the Empire shaped (then and now)?</i></p>	<p><b>Industrial Britain</b></p> <p><i>Political change, Peterloo, growth of industry and resultant changes in society, public health, increased government intervention, impact of Worksop , impact of Empire on industrial Britain. Abolition.</i></p>	<p><b>World War One:</b></p> <p><i>Causes of WWI, trench warfare, empire soldiers, Pals Battalions (Worksop) local study at the cenotaph, stages of WWI, Somme, US entry, conscientious objectors, impact at home, political change, end of war; Treaty of Versailles</i></p>	<p><b>Rise of Dictators &amp; road to war:</b></p> <p><i>Hitler, Mussolini, Stalin, causes of WWII, appeasement</i></p>
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Year 8 continues the chronological narrative, but takes in the significant aspect of the history of the wider world as well as the impact of this on Britain. Year 8 continues to trace the impact of power on the lives of the people, including ideas such as the development of race, imperialism, empire and eventually world war. Regular revisits to Worksop allow students to put their growing perspective and knowledge into context by applying it to local and national history.

	<p><b>Half Term 1 &amp; 2</b></p> <p>“Did World War two bring about the worst of humanity?”</p>	<p><b>Half Term 3 &amp; 4</b></p> <p>“Why is it important to learn the lessons of the past: Genocide?”</p>	<p><b>Half Term 5 &amp; 6</b></p> <p>“Why did Britain become multicultural after World War Two?”</p>
<p><b>Year 9</b> (1 lesson a week)</p>	<p><b>WWII</b></p> <p><i>Warfare in WW2, Bengal famine, Blitz, Dresden, Sinking of the French Fleet, Holocaust, Red Army. Moral questions and justifications.</i></p>	<p><b>Persecution of minorities</b></p> <p><i>Holocaust covered here - (Attitudes towards Jews across time)</i></p>	<p><b>Multicultural Britain</b></p> <p><i>End of Empire, immigration, WIndrush generation, EU, problems, Pride, women’s rights, Black Lives Matter</i></p>

<p>Year 9 continues the chronological approach and addresses some of the big questions and debates in modern history, such as “Did World War Two bring about the worst in humanity?” and the Holocaust. It builds on the substantive concepts that have been considered in year 7 and 8 and ends with a focus on how history has shaped the modern, multicultural Britain that our students live in today.</p>			

### Edexcel History 9 - I

<b>Year 10</b>	<b>Unit 2:</b> Early Elizabethan England	<b>Unit 1:</b> Medicine in Britain	<b>Unit 3:</b> Germany
<b>Year 11</b>	<b>Unit 3:</b> Germany	<b>Unit 2:</b> American West	<b>Revision</b>

### AQA History A Level

<b>Year 12</b>	<b>Unit 1:</b> Stuart Britain and the Crisis of Monarchy, 1603–1702 <b>Unit 2:</b> Revolution and Dictatorship: Russia and the Soviet Union, 1917–1953
<b>Year 13</b>	<b>Unit 3: NEA</b> Development of American Civil Rights <b>Unit 1:</b> Stuart Britain and the Crisis of Monarchy, 1603–1702 <b>Unit 2:</b> Revolution and Dictatorship: Russia and the Soviet Union, 1917–1953