



*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 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.

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.

### **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

## **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. There is also 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 - 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 [tenjin.outwood.com](http://tenjin.outwood.com) in order to test their recall of the key units they are studying at GCSE. This also provides a gap analysis for students, so they are able to see their areas of weakness, so they focus their revision further. 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 Thackray Medical Museum and Berlin/Krakow. 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.

<b>Portland KS3 Programme of Study:</b> Chronology will be covered and reviewed throughout the Key Stage to develop student understanding of centuries, time periods etc.						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 7</b> (1 lesson/s per week)	<i>Why were the silk roads and the city of Baghdad important in shaping the medieval world?</i>	<i>How disruptive were the Normans?</i>	<i>What does the life of Eleanor of Aquitaine reveal about the medieval world?</i>	<i>Why did the English barons keep rebelling?</i>	<i>What were the effects of English expansion?</i>  <i>What does the story of Mansa Musa reveal about medieval west Africa?</i>	<i>What were the consequences of the Black Death?</i>
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Year 8</b> (2 lesson/s per week) <b>LEGACY</b>	<i>Why was the early 17th century such a period of turmoil?</i>	<i>How did ideas of racism develop?</i>	<i>How did the British Empire impact the wider world?</i>	<i>Why was 1750 - 1900 a period of British change?</i>	<i>Why was World War one called the 'Great War'?</i>	<i>Did World War One destroy democracy in Europe?</i>
	Half Term 1 & 2		Half Term 3 & 4		Half Term 5 & 6	

<b>Year 9</b> (2 lessons per week)	<i>Did World War two bring about the worst of humanity?"</i>	<i>How did the Holocaust impact Europe?</i>	<i>How did the Cold War shape the modern world?</i>	<i>Did some individuals shape the American Civil Rights Movement more than others?</i>	<i>Why did Britain become more multicultural after WW2?</i>

### Edexcel History GCSE

	<b>Half Term 1 &amp; 2</b>	<b>Half Term 3 &amp; 4</b>	<b>Half Term 5 &amp; 6</b>
<b>Year 10</b>	Unit 2: Early Elizabethan England	Unit 1: Medicine in Britain	Unit 3: Weimar and Nazi Germany
<b>Year 11</b>	Unit 3: Weimar and Nazi Germany	Unit 2: American West	Revision

### AQA History A level

<b>Year 12</b>	Unit 1: Stuart Britain and the Crisis of Monarchy, 1603–1702 Unit 2: Revolution and Dictatorship: Russia and the Soviet Union, 1917–1953
<b>Year 13</b>	Unit 3: NEA Development of American Civil Rights 1865 - 1965 Unit 1: Stuart Britain and the Crisis of Monarchy, 1603–1702 Unit 2: Revolution and Dictatorship: Russia and the Soviet Union, 1917–1953