



HISTORY

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.

The 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 you will have the exciting opportunity to study the history of our nation and how people's lives have shaped it. You 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, you will have the opportunity to examine the influence that global events have had on the shaping of our nation. Across your study, you will be introduced to key historical concepts such as change and continuity, cause and consequence, and significance and you will use these in lessons to draw conclusions, analyse trends and patterns in history and frame historically-valid questions. Your study of History will encourage you to think deeply and help you more effectively analyse; and then prioritise information, which will allow you to make informed decisions – a great life skill that all universities and employers will appreciate.

Across your study you 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. You 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 you to frame your own historical questions, and through the use of the methods of historical enquiry, will enable you to make supported judgements to answer them.

History is a subject which contains the best debates and the best arguments; you will examine key historical debates such as: Was Dunkirk a triumph or disaster for the British military? Was the British Empire a positive influence on the world? Was Nelson Mandela a terrorist or a freedom fighter? And, was the First World War a total disaster in which millions of innocent people were led to their slaughter, or a just war that put an end to the imperialist ambitions of an autocrat and an attempt to stand up for the rights and freedoms of the people of Europe? Seems challenging - you are going to love it! History will broaden your mind!

What skills will the study of History teach you?

You are a citizen in this world and you need to know about the various consequences of the decisions taken by the people of the past, to provide you with a broad cultural awareness. It will teach you 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 will you know and understand from your study of History?

- You 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.
- You 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 your 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 Two, despite being Allies only days before?

How does your study of History support your study in 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 you to look at patterns and trends, requires you to construct a coherent and well-structured argument. You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects.

How can you deepen your understanding of History?

The History department at Outwood Academy Hasland Hall offers lots of great opportunities for you to really engage with this fabulous subject. Across Year Key Stage 3 students are offered a variety of enrichment programmes and competitions to enthuse them. We encourage students to engage with Historical literature and films, comparing the historical truth with the dramatic representation of events, such as the D-Day landings at Key Stage 3.

As part of the Key Stage 3 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. 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 Key Stage 4, we encourage students to attend enrichment opportunities to support their studies at GCSE and A-Level. For our Year Key Stage students we have several online platforms to further enhance what is offered within school. Students can use 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.

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.

Our Outwood Programme of Study for KS3 aligns to the National Curriculum Programme of Study for History.

How can History support your future?

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 you have been able to study History e.g. historical thinking will help your future application 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

Hasland Hall KS3 Programme of Study:

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

The overall aim of this programme of study is to provide students with the necessary grounding in historical understanding and skill to enable them to progress in their study. Also, it is important that diverse history and local history is embedded throughout units, rather than as stand alone units (with the exception of the Disability unit in Year 8.) This will continue to be a driving focus of curriculum development.

<p>Year 7 (1 lesson per week)</p>	<p>How did the British Isles change before 1066? <i>Iron Age, Romans, Early Medieval (pre c1066)</i> <i>Features of each society</i> <i>Boudicca's resistance to Romans</i> <i>Impact and difference in invasion</i></p> <p>Second order concept: <i>change (progress/regress) and continuity</i></p> <p><i>Substantive concepts: Invasion and resistance</i></p>	<p>Did the Normans bring a 'truckload of trouble?' <i>Causes, events and consequences of Battle of Hastings.</i></p> <p>Local History: <i>Harrying of the North.</i></p> <p>Second order concept: <i>consequences. Main focus on consequences of Norman conquest.</i></p> <p><i>Evaluation of Simon Schama's interpretation</i></p> <p><i>Substantive concepts: monarchy,, resistance,</i></p>	<p>Why did Medieval monarchs face so many problems? <i>Problems facing Medieval monarchs, linking to significant events: Black Death, Peasants Revolt, Religion and Beckett, Magna Carta</i></p> <p>Second order concepts: <i>cause and consequence, significance</i></p> <p><i>Substantive concepts: Monarchy, authority, resistance, religion</i></p>	<p>Why did religion cause such problems for the Tudors? <i>Henry VII - Elizabeth I</i> <i>Religious change and its impact across the Tudor period.</i></p> <p>Local history: <i>Derbyshire Papists(Babington and Foljambe)</i></p> <p>Second order concepts: <i>cause and consequence</i></p> <p><i>Substantive concepts: Reformation, heresy, religion</i></p>	<p>Was Elizabeth I's reign really a 'Golden Age'? (2 lessons per week) <i>Exploration, social history: problem of poverty and class divide.</i></p> <p>Diversity: <i>investigation in to 'Black Tudors' case studies by Kauffman</i> <i>Leisure/fun-</i></p> <p>Second order concepts: <i>diversity and similarity.</i></p> <p>Local History: <i>Bess of Hardwick and Hardwick Hall</i></p>		
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		hierarchy, authority, Feudalism, religion			<i>Substantive concepts: class, working class, poverty, hierarchy, exploration</i>		
<p>Year 7 overview: Aim is to introduce historical concepts of resistance, invasion, power and governance and the intrinsic link between state and society. Chronological study demonstrates to students the significance of religious belief and the growing diversity in society including class. Links with local history embedded. Utilises ‘meanwhile, elsewhere’ home learning to link to wider world events- this becomes more of a focus into Years 8 and 9.</p>							
<p>Year 8 (2 lessons per week)</p>	<p>How far did monarchy change 1603-1714?</p> <p><i>Stuart dynasty, causes of the Civil War, Cromwell's republic, Glorious Revolution and establishment of a constitutional monarchy</i></p> <p>Second order concepts: change, continuity and significance</p> <p><i>Substantive concepts: monarchy, authority, parliament</i></p>	<p>Is it puerile to label the British Empire ‘good’ or ‘bad’?</p> <p><i>Chronological understanding of the phases of the British Empire. Life in Africa prior to Transatlantic slave trade- highlight misconceptions, Transatlantic slave trade. Then move onto the later British Empire- why did Britain want an empire? Comparison of British rule in India and other colonies- evaluation of why there were differences. Then link to Industrial Revolution- working class history and child labour. Comparisons</i></p>	<p>Was the case of ‘Jack the Ripper’ inevitable?</p> <p><i>Historic environment study of Whitechapel and the Jack the Ripper murders. Focus on social history of the area: living conditions, crime, treatment of migrants to the area. Ripper victims: reinforce concepts of gender and class inequality- role of press fueling misogyny and racism</i></p> <p>Source skill- role of newspaper and sources from the time.</p> <p>Second order</p>	<p>How did gunpowder change warfare?</p> <p><i>Thematic. Begins with BC examples up to and including WWI. Depth WWI include recruitment, role of underage and Empire soldiers. Also includes the Treaty of Versailles. Evaluate the role of gunpowder in changing warfare.</i></p> <p>Second order concepts: change, continuity, significance</p> <p><i>Substantive concepts: warfare, treaty, nationalism, militarism, imperialism, alliances</i></p>	<p>Was the vote worth dying for?</p> <p><i>Main focus women's campaign for suffrage but include overview with other protests, including Chartists, as well as world wide examples</i></p> <p>Local History: Derbyshire/South Yorkshire campaigners. Rise of Chartism in Sheffield- Samuel Holberry</p> <p>Second order concepts: similarity, diversity, cause and consequence</p> <p><i>Substantive concepts: suffrage, authority, parliament, misogyny,</i></p>	<p>Have attitudes towards disability changed?</p> <p><i>Begins with definitions of disability and mini thematic study of attitudes towards disability. However the unit is mainly 19th C and modern with focus on entrepreneurs, impact of social history and movements to build equality.</i></p> <p><i>Links to other social and equality movements in Britain and elsewhere</i></p> <p>Second order concepts: change and continuity</p> <p><i>Substantive concepts: minority, disability, reform, campaign</i></p>	<p>Round Two: Why was the World at War again? (1 lesson per week)</p> <p><i>WW2- causation and battle overview. Depth into 1941/2 turning point battles. Enquiry into Dresden and debate on nuclear weapon use</i></p> <p>Second order concepts: significance and cause</p> <p><i>Substantive concepts: warfare, militarism</i></p>

		<p><i>across the Empire:</i></p> <p>Interpretation: Sanghera's 'it is puerile'</p> <p>Local History: Arkwright's Mill</p> <p>Second order concepts: similarity, diversity, cause, significance</p> <p>Substantive concepts: Empire. Slavery,, industrialisation, trade, indigenous</p>	<p>concepts: cause and consequence</p> <p>Substantive concepts: minority. Poverty, reform, misogyny</p>		Chartism		
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Year 8: builds upon Year 7 historical concepts by expanding concepts of empire, industrialisation and resistance. Focus on social history includes historic environment study and the link of empire and the Industrial Revolution. Continues with Meanwhile, Elsewhere home learning projects to extend understanding.

<p>Year 9 (1 lesson/s per week) 8</p>	<p>What was it like to live under Nazi Rule?</p> <p><i>Start with Nazi rise to power. Overviews on education, youth, etc but focus on Holocaust - (Thematic lesson on anti-semitism over time)</i></p>	<p>Why was JFK assassinated?</p> <p><i>Presidency: key events (cold war, civil rights movement) Assassination- source skills- different theories</i></p> <p>Second order concepts: cause, significance</p>	<p>Why was the 1980s a decade of turmoil?</p> <p><i>Significant events and their impact (Miners Strike 1984, Brixton, etc) Social history. Debate around the premiership of Thatcher</i></p> <p>Local History:</p>	<p>Did 9/11 change the world?</p> <p><i>War on terror, brief overview of Afghanistan history (links to cold war, etc) 9/11 causes, events. with the concept of memorialisation and heritage- start with 9/11 memorials and compare across a</i></p>			
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	<p>Second order concepts: cause, consequence, diversity</p> <p>Substantive concepts: Holocaust, totalitarian, persecution, opposition, resistance</p>	<p>Substantive concepts: assassination, Civil Rights, Cold War, capitalism, communism, president</p>	<p>Miners Strike</p> <p>Second order concepts: cause and consequences, significant</p> <p>Substantive concepts: trade union, prime minister, foreign policy, domestic policy, Conservative</p>	<p>range from KS3 study including</p> <p>Local History. Use to emphasise significance in History.</p> <p>Second order concepts: cause, consequence, significance</p> <p>Substantive concepts: terrorism, ideological</p>			
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Year 9: Expands concepts of Capitalism, Communism and Facism as context moves into the modern period. Local history continues to be embedded throughout before the final unit considers what we should remember and memorialise in History.

KS4- GCSE History- PEARSON EDEXCEL

Y10:

Early Elizabethans, 1558-1588

British Medicine: Historic Environment- British medicine on the Western Front, 1914-1918, Medicine Through Time c1250-present

Weimar and Nazi Germany 1918-1939

Y11:

Weimar and Nazi Germany, 1918-1939

The American West c.1835-c.1890, Exam plan revision schedule