



Students First Raising Standards and Transforming Lives



KS3 Curriculum Specification

History

This Specification provides detail of the core knowledge, concepts and skills that must be covered in Outwood academies across Year 7 and 8 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 it. 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 culture; indeed, 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 smaller 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 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 course, you will be introduced to key historical concepts such as change and continuity, cause and consequence, and significance. 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. It is 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 the 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. Was Dunkirk a triumph or disaster for the British military? Was Winston Churchill a British hero or a war criminal? Was the British Empire a positive influence on the world? Was King John really all that bad? And, was the First World War, a total disaster in which millions of innocent people were killed, 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 expand your mind!

What students will know and understand from their study

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 world 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 behaved in the past. We must serve to explain why we, as people, behave as we do in society. Students need to develop some understanding 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 fix something that has happened we have to look for factors that took shape in the past
- Studying history will test your own moral sense. People throughout history have been in situations and difficult circumstances by they have had to make hard choices. For example, was Neville Chamberlain right in appeasing Hitler in the 1930s 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 only a few days before?

Wider Subject Curriculum

The history department at Outwood Academy Valley offers lots of great opportunities for students to really engage with this fabulous subject. Across Year 7 to 9, students are offered a variety of enrichment programmes and competitions to enthuse them like Humanities Movie Competitions run by the History teachers at Xmas and Easter in the form of quizzes.

As part of the KS3 curriculum, we ensure that students are given the opportunity to study the history of their local area, 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 Year 10, 11 and 12, we encourage students to attend enrichment opportunities to support their GCSE and A-level. For our GCSE and A-Level students we have several online platforms to further enhance what is offered within school. Students can use Quizlet in order to test

their recall of the key units they are studying at GCSEs. This 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 has a 6th form library where students can access a range of historical texts to widen their studies beyond reading the prescribed course texts. We have links to universities, such as the University of York, who provide a Year Day once a year for history students, in order to support them in the development of key skills such as reading, writing to argue, and analysing historical perspectives.

Across the Trust, historical visits are offered to students. In recent years we have offered trips to Poland, Berlin, Battlefields of WWI, Ypres, as well as visits to the local area such as the The National Holocaust Center and Pearlthorpe Activity Center. These trips are designed to provide classroom experiences and to inspire a deeper interest in the subject of history.

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 so that 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 contraction of empires; characteristic features of past European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peoples'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically appropriate 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, national and international history; between cultural, economic, military, political, religious and social history; between short and long term timescales.

Our Outwood Programme of Study for KS3 aligns to the National Curriculum Programme of Study for History. As you can see ~~at the~~ Assessment Objectives are meeting the aims of the National Curriculum.

KS3 Curriculum Topic Delivery Plan

Learning history involves the development of both core knowledge (the 'stuff' of history) and familiarity with the ~~'skills'~~ 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 and (individually) form the focus of specific assessment objectives at GCSE ~~and A~~. 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 conflicting perspectives is core to the challenges we face as educators. 'Britain ought to derive pride in 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 and 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 wars and to also know why Britain's populace is now multi-ethnic. We have a duty to allow our students to study the histories of big BAME communities as related to decolonisation. It is therefore important that any planning of our KS3 provision has the origin of BAME communities as a priority theme.

As part of a diverse curriculum our Key Stage 3 curriculum should 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 spirit it is the duty of all academies to ensure that every student in every school, regardless of location and experience, gains an 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.

KS3 substantive concepts:

As part of our curriculum planning we have considered the coverage of substantive concepts; this will ensure students are given appropriate coverage of these concepts and also are able to have opportunities to revisit them within their history studies. The table below outlines some of the KS3 substantive concepts that may be covered as part of our curriculum offer.

Monarchy	Colonialism	Foreign Policy	Liberal	President	Socialism
Authority	Communism	Gentry	Middle Class	Prime Minister	State
Autocracy	Conservative	Heresy	Minister	Propaganda	Suffrage
Bill	Constitution	Heretic	Minority	Racism	Tariff
Campaign	Dictator	Hierarchy	Nationalism	Radical	Terrorism
Capitalism	Domestic policy	Holy war	Papacy	Reform	Totalitarian
Civil liberties	Fascism	Illegitimacy	Parliament	Resistance	Trade Union
Civil rights	Federal	Imperialism	Patriarch	Revolution	Treaty
Civilian	Feminism	Industrialisation	Persecution	Royal Court	Working Class
Class	Feudal	Judiciary	Pilgrimage	Skilled labourers	Earldom

Example KS3 Programme of Study:

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

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 (1 lesson/s per week)	<p>Migration and Britain before 1066:</p> <p><i>How did early migrants help to shape our lives today?</i></p> <p><i>Celts, Romans, Anglo Saxons, migration</i></p>	<p>Norman Conquest:</p> <p><i>How did the monarchy build and consolidate power?</i></p> <p><i>Contenders to the throne, Battle of Hastings, William in control, castles, Conisbrough Castle local study</i></p>	<p>Norman Conquest:</p> <p><i>How did the monarchy build and consolidate power?</i></p> <p><i>Contenders to the throne, Battle of Hastings, William in control, castles, Conisbrough Castle local study</i></p>	<p>Life in Medieval Britain:</p> <p><i>How did the monarchy control the people?</i></p> <p><i>Norman control, Domesday Book, Feudal System, Conisbrough Castle local study</i></p>	<p>Tudors:</p> <p><i>How did internal/external influences affect the Tudor monarchy?</i></p> <p><i>Henry VII, Henry VIII Edward VI/Mary I Religious change and its impact across the Tudor period, Elizabeth I, Source skills- Elizabethan portraits, Spanish Armada</i></p>	<p>Stuart England</p> <p><i>Why was Stuart England such a time of change?</i></p> <p><i>Gunpowder Plot, James I, Charles I & Civil War, execution of a king, Oliver Cromwell</i></p>

Year 7 overview: A chronological study of the development of monarchy and governance in England. It explores key themes of power, government and the intrinsic link between state and religion. This lays the foundation for the Y8 units that explore the development of a more global Britain.

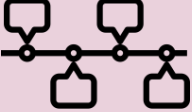
<p>Year 8 (2 lesson/s per week)</p>	<p>British Empire <i>How has the British Empire impacted on Britain today?</i></p> <p><i>Slavery & Triangular trade, India, Africa, Liverpool, colonisation, expansion, pride in the Empire</i></p>	<p>British Industrial Revolution <i>How far has industrial development impacted Britain today?</i></p> <p><i>Change to British landscape, factories, child labour, Sheffield atrages, working conditions, electricity, phone</i></p> <p>Britain and the vote <i>What was the significance of campaigning for the vote for society in Britain ?</i></p> <p><i>Luddites to Women's suffrage study of votes for different genders, Suffragists, Suffragettes</i></p>	<p>WWI <i>What was the global impact of WW1?</i></p> <p><i>Treaty of Versailles, Conscription, Home Front ,Causes,Life/ conditions in the trenches, Famous Battle, Was Haig a butcher, Blackadder as a source</i></p>	<p>WWI <i>What was the global impact of WW1?</i></p> <p><i>Treaty of Versailles, Conscription, Home Front ,Causes,Life/ conditions in the trenches, Famous Battle, Was Haig a butcher, Blackadder as a source</i></p> <p>Russian Revolution <i>From monarchy to Communism, how did the revolution shape Russia?</i></p> <p><i>Early Russia conditions, geography, Monarchy, Romanø deaths, Bolshevik Revolution, Role of Lenin and Stalin, Impacts on Russia.</i></p>	<p>Russian Revolution <i>From monarchy to Communism, how did the revolution shape Russia?</i></p> <p><i>Early Russia conditions, geography, Monarchy, Romanov deaths, Bolshevik Revolution, Role of Lenin and Stalin, Impacts on Russia.</i></p>	<p>1920s America <i>How successful was the Roaring 20s?</i></p> <p><i>Impact of WWI Roaring 20s, Flappers, Ford Model T, Prohibition and Gangsters Economic boom Sport and leisure Wall Street Crash</i></p> <p>DIVERSITY ROLL OVER</p>
<p>Year 8 builds upon Year 7 historical concepts by exploring concepts of imperialism, industrialisation, suffrage and war. It provides a point of comparison to the UK.</p>						


<p>Year 9 (1 lesson/s per week) 9</p>	<p>Black Civil Rights <i>How far did African American rights advance 1860-1960?</i></p> <p><i>Abraham Lincoln, Web Du Bois, Booker T Washington, WW1, KKK, Jim Crow, Segregation, WW2, Rosa Parks, MLK, Malcom X Black rights in the USA today/protest</i></p>	<p>Road to WWII/ Events of WW2 How did the rise of the Nazis lead to World War 2?</p> <p><i>Rise of the Nazis, Hitler in power, Steps to war, events of WWII e.g. Dunkirk Battle of Britain Pearl Harbour, events including Holocaust Atomic Bomb</i></p>	<p>Road to WWII/ Events of WW2 How did the rise of the Nazis lead to World War 2?</p> <p><i>Rise of the Nazis, Hitler in power, Steps to war, events of WWII e.g. Dunkirk Battle of Britain Pearl Harbour, events including Holocaust Atomic Bomb</i></p>	<p>Thinking History: Churchill <i>Is Churchill a British Hero or Villain?</i></p> <p><i>Churchill's military and political career, Gallipoli, Ireland, General Strike, Appeasement, as war Prime Minister, Dunkirk, the Battle of Britain, Dresden, General election of 1945</i></p>	<p>Thinking History: Churchill <i>Is Churchill a British Hero or Villain?</i></p> <p><i>Churchill's military and political career, Gallipoli, Ireland, General Strike, Appeasement, as war Prime Minister, Dunkirk, the Battle of Britain, Dresden, General election of 1945</i></p>	<p>DIVERSITY MODULE</p> <p>How has diversity changed through time?</p> <p>**START GCSE DURING ROLL OVER</p>
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Year 9 tells the story of global development and expands concepts of civil rights, capitalism, facism and war. Through the study of the USA, WWII and a thematic unit on war - international events will draw the strands of Britain together. Britain will be studied as a point of comparison and as a key player as both a driver and inhibitor of change.

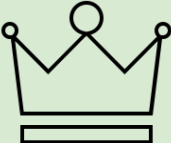
The key requirements which every KS3 curriculum needs to include are as follows:


Unit	Aim <i>Identify how the unit meets NC requirements and where it includes divers</i>	Possible Options	Substantive concepts /Key terms	Second Order concepts <i>Highlighted ones are the key ones linked to assessments</i>	Horizontal Links <i>Consider how this might link to KS2/KS4 Programmes of Study</i>
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<p style="text-align: center;">Thematic Study</p> 	<p>At Valley our Thematic study focuses around warfare through the ages. Starting Roman times, the study progresses through the ages looking at the development of warfare as time goes by. Chances to compare time periods will take place and a study into the wider societal impacts warfare can have will be explored. Change and continuity will be a large focus of this chronological study tracking the different methods used across the time periods studied but also the speed at which change occurred and the reasons for this.</p> <p>We also study Migration in early Britain prior to 1066. This again gives students an excellent chance to study the main characteristics of life in Celtic age, Roman age and then Anglo Saxons times. Through this study students will be able to understand the key similarities and differences of these time periods and make links between them.</p>	<p>- Warfare through time - Migration in Britain before 1066</p>	<p>Dictatorship Monarchy Prime Minister Nationalism Totalitarian Terrorism Autocracy Authority State Reform Progress Change Continuity Democracy Appeasement Defence Militarisation Conscription Romans Celts Anglo-Saxons Migration</p>	<p>Continuity Change Chronology Significance</p>	<p>KS2 Impact of Romans, Vikings, Celts and Anglo Saxons on the British Isles. Migration and Romans in particular is taught at KS2 so this allows the development of this topic in greater depth.</p> <p>Also many general links to warfare and its impacts are made in the KS syllabus (for example in Roman times and famous battles of WW1/WW2). This will be further developed and opportunities to compare to different time periods will further students' knowledge in these areas.</p> <p>KS4 Paper 1 Medicine Factors of change and the impact of the Romans on medicine. Also explanation of Galen and his role played in the development of medicine. Also look at public health and its effect on the health of the country Paper 2 AW a development of ideas/concepts of migration and settlements that is investigated for Plains Indians. Paper 3 Germany contextual links to the background of the Nazis rise to power and the fall out from WW1 and the Treaty of Versailles.</p>
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<p>Historic Environment Study</p> 	<p>This study links to our investigation of World War II and its main events. Our focus will be on London and how this was affected physically by the Blitz. We will also explore the effects this had on the wider society and the links between this and the improved drive and morale boost given to the rest of the country. We will also use evacuation to continue to deepen this study and to look at the effects this had on London and its people and the knock on effects that this event had on the surrounding countryside.</p>	<p>- London and the Second World War including evacuation</p>	<p>Civil Liberties Civilian Constitution Fascism Nationalism Prime Minister State Social Classes Blitz Evacuation Government Society/Social impacts</p>	<p>Chronology Sources/ Utility Interpretations Significance Importance Narrative Knowledge and understanding</p>	<p>KS2 WW2 and evacuation are covered at KS2 and our course allows for a deeper understanding focusing on specific locations and their significance in this event. Students have seen in KS2 the main events of air raids and have tried on gas masks. However, through the use of sources and interpretations we will be able to advance their knowledge on this period to a deeper level whilst also developing key skills required for the remainder of the KS3 KS4 course. Link to KS2 significance/ making judgments skills (in KIPS) will also be developed through this study of work</p> <p>Also link to KS2 depth study of UK as Blitz is a major event</p> <p>KS4 Paper 3 Germany Source/ interpretation skills learnt for KS4 exam skills. Also key contextual knowledge on the Rise of the Nazis and their role in causing WW2 will further prepare our students for the KS4 course.</p>
<p>Local History Study</p>	<p>Local history helps to engage students with historic environments and link national and global events to their own locality. The magnificent keep at Conisbrough Castle is one of South Yorkshire's most striking</p>	<p>Study of Conisbrough Castle (focus War/ castle design)</p>	<p>Monarchy Authority Autocracy Class Feudal</p>	<p>Chronology Significance Importance Narrative</p>	<p>KS2 This series of lessons will build upon the work students should have undertaken on the development of the British monarchy and their impact on</p>


	<p>landmarks. The castle was the centre of a great Norman lordship, given by William the Conqueror to William de Warenne. The keep was probably built in the 1170s or 1180s. Escaping damage in the Civil War, became a picturesque ruin in the 18th and 19th centuries, and inspired Sir Walter Scott's most famous novel, <i>Ivanhoe</i> published in 1819. This study will link a local landmark to their study creating focus and engagement. Bringing history to life, this will make learning much more relevant to this area. The study will allow students to see how castles developed over time, looking at change and continuity in castle design. We will also use chronology to create a narrative of the Norman period to show what was happening in the local areas to society and the great impacts that the Norman conquest had on areas such as a Worksop and its surrounding area.</p>		<p>Gentry Hierarchy Government Norman Conquest Castle Design</p>	<p>Knowledge and understanding</p>	<p>British society. This Historic Environment unit allows the development of this KS2 aspect of history.</p> <p>KS4 Paper 2 American West the development of a narrative account of castle design will follow a similar format to that of the AW paper. Assessments in this section will allow students to begin to develop the skills and technique to answer the KS4 questions that they will find on paper 2.</p>
<p>Aspect of British history prior to 1066</p> 	<p>Coverage of this allows for links to be made to the KS2 curriculum that students will have followed. This allows Outwood Academy Valley to add depth to an area that has been studied previously in their primary curriculum.</p> <p>The narrative of the nation begins here with the development of British society what did the Romans do for Britain. We will explore the early Roman Empire, its expansion into Britain and the long lasting effects that it has on shaping society. Country we have today</p>	<p>- Migration and Britain before 1066</p>	<p>Autocracy Authority State Reform Romans Celts Anglo-Saxons Migration</p>	<p>Knowledge and understanding Utility/sources Narrative Significance/ Importance</p>	<p>KS2 This series of lessons will build upon work students should have undertaken as part of their primary curriculum, looking at the Romans and their impact on Britain. This historic unit allows the development of this KS2 aspect of history.</p> <p>KS4 Paper 2 AW the narrative account question can be practiced during this</p>

	<p>Cause and Significance will play a huge part in this study when looking at the reasons for different developments made during the Roman Empire in Britain. This topic has been taught across our feeder schools and will have given the students an amazing background knowledge that can be developed further.</p>				<p>aspect of the KS3 course preparing for KS4. Looking at the different way that groups migrated also draws comparisons to the migration seen in the AW topic- for example the White Settlers expansion West. The key concepts of migration and the state can be explained fully in preparation for students completing similar themes at ks4 level.</p> <p>Paper 3 Germany, the utility of sources will feature heavily in this section of the course this is a skill that is required in several assessments notably in the Germany paper. Source utility skills can be honed during this part of the KS3 course in preparation for the KS4 assessments.</p>
<p>Medieval Unit 1066 - 1509</p> 	<p>Outwood Academy Valleys Medieval Unit allows for future links to be made to the medieval unit within the Medicine in Britain course that students will study at GCSE. It will also cover the problems faced by medieval monarchs as this will provide background knowledge for the later study of the Tudors.</p> <p>Valley will begin its Medieval investigation with an overview of the formation of the British monarchy from 1066. We will also study the differing ways that leaders have used their power to control the people, drawing comparisons with the world</p>	<ul style="list-style-type: none"> - Norman Conquest - Medieval life - Medieval medicine 	<p>Monarch, Class Papacy, Pilgrimage, , Skilled labourer , Feudal Baron, Peasant, Tithe, Pope, Clergy, Merchant, Priest, Revolt , Reform</p>	<p>Knowledge and understanding Utility/sources Significance/ Importance Narrative Interpretations</p>	<p>KS2 This series of lessons will build upon the work students should have undertaken on the development of the British monarchy and their impact on British society. This Historic Environment unit allows the development of this KS2 aspect of history.</p> <p>KS4 Paper1 Medicine Underpins Medieval Medicine GCSE topic and gives students a secure grounding in theories of supernatural and rational causes of disease, some</p>


	<p>students live in today. ANother aspect of this study will be to look at the impact of early medicine and the impact/consequend of the Black Death on the UK. Again similarities will be drawn to current medica issues vth COVID linking to the lack of knowledge on bacteria during the Black Death.</p>				<p>medieval treatments like trepanning and the theories of the 4 humours. This key SFD will be developed in KS3 so that when it is again used and developed further at KS4 some prior knowledge is already in place. Also links to societal/ governmental changes in other time periods studied throughout KS3 (Tudors Stuarts).</p>
<p>Early Modern Unit 1509 - 1745</p> 	<p>This uniton early modern history is being included at Outwood Academy Valley to maintain the narrative of British History. Key terms/concepts that we will cover include; the growth in the influence of parliament and the challenge to the power the monarchy andthe concept of the divine right to rule. Coverage of this allows for future links to be made to the Renaissance unit within the Medicine in Britain course that students will study at GCSE. Coverag of the Tudors and Stuarts is critical for our students,as this will be preparatory work that can be built on further at GCSE. Students will gain an understanding of Eng society in this period. There will be coverage of religious changethe reasons for this change, and the impact on religion</p>	<ul style="list-style-type: none"> - Tudors & Stuart society* - Age of exploration* - Development of the slave trade* - English Civil War 	<p>Pope, Papacy , Parliament, Vagabond, Catholicism, Church of England, Divine Right, Government, House of Lords, House of Commons, Privy Council</p>	<p>Knowledge and understanding Interpretations Significance/ Importance Inference</p>	<p>KS2 Developing the Narrative of British history- started at KS2this is now developed in more depth. Some stud on religion and its significance in British history will have been carried out in KS2 this part of the course allows for a deeper understanding of this over a broader time period.</p> <p>KS4 The use of Interpretation assessment will allow students to develop key skills for Paper 3 Germany. ALso inference questions will also be used for assessment here in preparation fo paper 3. Links to paper 1 AW canlao be made as Importance assessment questions will be completed on</p>

	<p>within England and the relationship England had with other countries within Europe at the time. An understanding of the key differences between the Catholic, Protestant and Puritan church will also be covered, as will the role of government and parliament within England at this time.</p> <p>A full narrative will be covered in terms of Stuart and Tudor history. The Monarchs of these time periods will be investigated to show how their actions affected the country and society as a whole. A narrative account will trace the main changes that took place and how these economic/ social/ political changes affected the lives of everyday people in Britain and how some of these things still affect people today.</p> <p>Religion will also be a key focus during this part of the course. A focus on the formation of the church of England and the changing role of religion in the lives of UK citizens will be explored making relevant links to current relationships with the church and society today. Also the differences between Catholic and/Protestant and Puritan beliefs will underpin later teachings of this at KS4 level.</p>				<p>aspects of the slave trade these will directly support the students examination technique for Paper 1.</p>
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<p>Late Modern Unit 1745 - 1901</p> 	<p>In this unit students can examine developments in political power and industry and empire. Outwood Academy Valley focuses on Britain and the industrial revolution with the continued development of the empire.</p> <p>The study of the British Empire will cover some major themes in British related history- slavery, the Industrial Revolution and the social impacts this has for British people. There will be a chronological focus on key events during this time period and links to current events to do with British control of the Commonwealth and Black rights today.</p> <p>This will give us the perfect chance to trigger students' social and emotional skills and highlight the huge role that race has played throughout the development of the British Empire. Also we will link this to the social and economic changes that the Industrial Revolution provided for Britain and look at how some of these changes shape the world we live in today.</p>	<p>- Industrial revolution - British empire</p>	<p>Industrialisation Class Hierarchy Middle Class Parliament Reform Trade Union Working Class Agricultural, , factory, Textiles, Steam, Machinery, Transport, George Stephenson, colonies, Transatlantic, Trade, indigenous,</p>	<p>Chronology Sources/ Utility Interpretations Significance Importance Narrative Inference Knowledge and understanding</p>	<p>KS2 Developing the Narrative of British history started at KS2. This series of lessons will build upon the work students should have undertaken on the development of the British industrial/ economic/ class societal changes over time. and their impact on British society. This Late Modern unit allows the development of this KS2 aspect of history.</p> <p>KS4 KS4 Paper 2 AW the narrative account question can be practiced during this aspect of the KS3 course preparing for KS4. Telling the story of the Industrial Revolution and its impact on the British Empire in a chronological way will mirror the skills required for the Narrative question on paper 2 Paper 3 Germany inference skills in relation to historical sources on different classes</p>
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					views on the results of the Industrial Revolution will allow the development of this skill that is featured in question 1 of paper 3.
<p>Modern/ Contemporary Unit 1901 - present</p> 	<p>This unit allows teachers at Outwood Academy Valley to show history's relevance to our modern society by examining historical events and periods which have had a profound impact on our society today. If we consider the impact of the end of World War Two and the division of Germany, leading to the emergence of the USA and Soviet Union as superpowers with vastly different ideologies, we can investigate the relevance that these issues bring to bear today. Key terms/concepts we will cover include; the different ideologies of democracy/dictatorship, communism/capitalism, political spectrums with students examining the differing beliefs of left and right wing political groups. Coverage of this allows for future links to be made to the World War One historic environment and also provides preparatory work for links to the Weimar and Nazi Germany unit that students will study at</p>	<ul style="list-style-type: none"> - Women's Suffrage - USA 1920s - WWI - WWII - 	<p>Capitalist, Communist Fascist, Persecution , Suffrage, Independence Feminism Ghetto , Rearmament, Reparations, Republic, Treaty of Versailles, Holocaust, Democracy, , Depression, Trench warfare, Armistice,</p>	<p>Chronology Sources/ Utility Interpretations Significance Importance Narrative Knowledge and understanding</p>	<p>KS 2 This area of the course allows a more in depth continuation of the modern time period that primary schools teach at KS2. Stretching students knowledge further on the topics they will have covered (Suffrage/WW1/WW2) and then going further by developing their awareness of key historic events like the Russian Revolution and the development of the USA in 1920s. This will give students the opportunity to look at how 2 modern superpowers were developed and give them new insights into different types of modern governments today.</p>

	<p>GCSE. Outwood Academy Valleys main topics in this areas will be:</p> <ul style="list-style-type: none"> - Women's Suffrage - USA - WWI - WWII and the Holocaust <p>This will give teachers ample time to be able to explain the most significant events of these major topics and allow depth studies using sources and interpretations.</p> <p>During WW1/11 and the Russia elements of this part of the course we can investigate democracy vs dictatorship and make comparisons to Britain today compared to the past politically.</p> <p>The Germany study will also underpin the work students do for the KS4 topic and will allow them a good introduction to the key elements of this topic and attempt to master some of the exam skills they will require for the GCSE course but also across subjects for example comprehension of text in English.</p> <p>Women's suffrage will also give us the opportunity to look at women's rights and equality in detail and show how far opportunities for women in the workplace and politically have improved since the beginning of the 1900s.</p> <p>Finally our study of the Holocaust will allow students to develop empathy towards the mistreatment of minorities, whilst</p>				<p>KS 4</p> <p>AW paper 2 significance question students will practice this skill when looking at the significance of different events in WW2 like Pearl Harbour and the reaction it triggered from USA into joining the war effort.</p> <p>Also sources for Paper 3 Germany source utility skills will be practiced with various opportunities to analyse first hand accounts of soldiers/ nurses/ journalists from WW1/WW2 - this will develop skills required for the German paper at KS4.</p>
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	<p>comparing this to civil rights issues of the current time period like BLM. Also it will show students how to understand how as historians we can learn from the past to make sure that the same mistakes are not made in our current day lives.</p>				
<p>World History Unit</p> 	<p>In this unit we are demonstrating to students the relevance of the study of history, as this unit is important in students being able to understand the modern world and current events. It also provides students with an opportunity to study an area or topic which is not British to provide a point of comparison for students and to allow them to study societies and cultures which may be vastly different to their own.</p>	<p>-Russian Revolution</p>	<p>Communism Authority Dictator Fascism Revolution Tsar Poverty Resistance Political Social</p>	<p>Chronology Sources/ Utility Interpretations Significance Importance Narrative Inference Knowledge and understanding</p>	<p>KS 2 This area of the course allows a more in depth continuation of the modern time period that primary schools teach at KS2. Stretching students knowledge further on the topics they will have covered in relation to Government and Politics and</p>

	<p>Our study of the Russian Revolution will show pupils a different social, economic and political philosophy to the ones they are familiar with from the Western world. This will allow them to analyse the differences and similarities from our own country to that of a different country from History, Russia.</p>		<p>Government</p>		<p>then going further by developing their awareness of key historic events like the Russian Revolution. This will give students the opportunity to look at how modern superpowers were developed and give them new insights into different types of modern governments today.</p> <p>KS45 The themes that run through this topic are used in all GCSE examined topics that we study. Furthermore themes of politics, social and economic policies become the key discussion points for essay answers at A Level and in KS4 essay writing.</p>
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Chronology : Students must have a secure understanding of time periods and centuries. They must understand terms such as the nineteenth century and know that a reference in the question to the outbreak of cholera in 1854 was during the nineteenth century. In that specification there are too many cases where students fail to score any marks because the question was about the nineteenth century and they wrote about dates in the 1900s. Students should understand chronological terms, such as medieval, Middle Ages, Renaissance, modern, and that, for example, 'the 1500s' is the sixteenth century and that 'c1900' means 'around 1900'.

Assessment in KS3 History:

Students in History are assessed in four areas:

Knowledge & Understanding Aims 1 & 6	Demonstrate knowledge & understanding of the key features and characteristics of the periods studied.
Thinking Historically Aims 1, 3 & 4	Explain and analyse historical events and periods studied using second order historical concepts *second order concepts: similarity, difference, change, continuity, consequence, significance, causation
Using Evidence Aims 5 & 6	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied
Historical Interpretations Aims 5 & 6	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations might differ) in the context of historical events studied

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 (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 of empires; characteristic features of past European societies; achievements and follies of mankind
3. Gain and deploy 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, to make connections, draw contrasts, analyse trends, frame historically questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used and interpreted 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. As you can see above the assessment of students meets the aims of the National Curriculum.

What do good historians do? [What do good historians do?](#)

1) Good historians explain why things happen

They can show how events have many causes and how these causes link together. They see that some causes are more important than others and things happen due to the actions of people as well as other causes e.g. the economy or politics.

2) Good historians understand how things changed or stayed the same

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same while other things developed rapidly. They can talk about turning points in history, and judge the pace and amount of change.

3) Good historians understand historical perspectives

They understand that people in the past had very different ideas about the world and that people living in the same period could have had vastly different experiences. They think about the time in which people lived and how this affected them.

4) Good historians understand historical significance

They can explain the significance of events/figures/periods by looking at the changes that resulted from them. They can select and justify criteria for making judgements about significance.

5) Good historians are skilful at using evidence

They can use evidence to make suggestions about what the past was like. They can compare different sources and decide on the most useful to find out about a topic. They are also careful to think about how reliable evidence is for a particular enquiry.

6) Good historians think about interpretations of the past

They examine historians' interpretations carefully. They think hard about why people interpreting the past have made particular claims and about the kind of evidence on which they were based. They think about the content in which historical interpretations were created and how this affects them.

7) Good historians can conduct historical enquiries

They know how to ask questions, suggest possible answers, refine their claims and support them with evidence. They can communicate their findings clearly and pursue enquiries with independence.

How do we assess?

In history, students will undertake a range of both formative and summative assessments throughout their KS3 program. Students will complete regular low stakes quizzes and short answer questions as part of their normal in class work. This might take a variety of forms, include the use of retrieval tasks such as Quiztory, Tangled Timelines or Level Up activities. Ideally these assessments are based on a combination of fingertip and residual knowledge, in order to secure strong progress in history for our students. They will also complete a number of summative assessments that have been designed to try and cover the broad range of aims of curriculum, across the key stage. Example assessments are linked here:

Age Related Expectations

For KS3 teachers, they will enter one of the following for each student: emerging, developing, achieving, exceeding, excelling.

- ★ Year 7 Praising Stars 1 will be an effort grade only. You will only input a ‘working at’ age related expectation from Praising Stars 2 onwards
- ★ In order to be considered to be **working at a particular ‘age related expectation’** students need to be meeting the criteria for that descriptor. This may have been demonstrated during class work, homework or the KIPs and it is perfectly acceptable to say they are currently working at a level if they have only demonstrated that particular skill once, as they have shown they are able to meet that criteria.
- ★ It may be the case that students meet an ‘age related expectation descriptor’ on one assessment but then fail to achieve this again on a later assessment which tests the same objectives, this is a normal part of a students’ learning journey. Remember, progress is not typically linear, and a students’ understanding of topics often differs, so we would expect to see a trend of this nature. Staff need to keep referring back to the OGAT ARE descriptors to find the level of best fit for students, based on the cumulative knowledge/data that is being built up for each student, taking everything into account: class work, home work, verbal contribution, short-answer responses, knowledge quizzes and end of unit assessments.

Every teacher should consider:

1. What ‘age related expectation’ the student is working at overall. Think about – Have they ‘achieved’ everything that has been asked of them up to this point, using the assessment grid/marketing grids?
2. The Praising Stars entry for the student based on the level of best fit.

This will then be used to complete Praising Stars entry.

Remember, judgements are made based on everything a student has done up to this point. This includes classwork, in class discussion, homework, quizzes and end of unit assessments. Students may underperform on an assessment, yet you believe they are more capable than they have demonstrated. It is absolutely reasonable therefore to award higher as this is a holistic judgement and not based simply on what one KIP score. Professional judgement, in all cases, needs to be applied, and any uncertainty over an entry needs to be discussed with other colleagues in the department.

Excelling <i>Working well above ARE</i>	Wide-ranging ,accurate and relevant knowledge is included, showing strong knowledge and understanding of the period studied. cv	Judge the relative importance of causes and consequences. Explicitly and clearly explain how events link together to form a sequence of historical events.	Analyse different categories of change/continuity, as well as quantify the nature and extent. Able to compare the experiences of different groups. Able to reach substantiated judgements that are persuasive.	Able to categorise similarities and differences in a range of varied contexts. Analyses reasons for and reaches substantiated judgements of the nature and extent of similarity and difference.	Able to understand significance from a range of different perspectives and groups, able to quantify the impact on different groups, and appreciate the durability of an event in terms of its significance in the present day.	Make judgments on the usefulness of a source considering its provenance in light of contextual events, using your own knowledge. Students can ask valid historical questions of sources and explain why they can be used to further an enquiry.	Able to understand how historical interpretations are constructed, reach judgements on the relative value of interpretations based on their provenance and purpose, as well as their content.
Exceeding <i>Working beyond ARE</i>	Accurate and relevant knowledge is included, showing good knowledge and understanding of the period studied.	Able to categorise factors of causation/consequences of historical events (e.g. political, social, economic). Developed explanation of a range of causes/consequences of events.	Understand and explain types of change (economic, social, political). Understanding of nature and extent of change and continuity. Experiences of different groups may be compared. Substantiated judgement.	Analyses the nature and extent of similarities and differences within and between past societies and periods. Developed explanation of reasons for similarities and differences.	Able to appreciate the significance of an event to the people at the time, begin to understand how deeply people lives were affected, how many people were affected, and the length of time people were affected.	Able to comment on the usefulness of a source based upon consideration of its content and its provenance. Students can ask valid historical questions of sources and identify certain sources could be used to further an enquiry.	Able to explain why historians disagree over historical events using contextual knowledge.
Achieving <i>Working at ARE</i>	Some accurate and relevant knowledge is included, showing some knowledge and understanding of the period studied.	Able to explain how a range of factors cause an event to occur and how there are various consequences.	Some analysis of change/continuity. Able to categorise types of change but not the extent of change.	Able to compare and contrast features of past societies and periods and explain reasons for similarities and differences.	Able to categorise events/historical figures/period in order of significance and explain reasons behind the decisions made.	Able to use contextual knowledge of events to support inferences. Able to comment on the usefulness of a source based on consideration of content or provenance. Students can formulate their own valid historical questions but struggle to select appropriate sources to use to further an enquiry.	Able to use contextual knowledge to support or challenge a historical interpretation. Begins to offer reasons why historians disagree.
Developing <i>Working towards ARE</i>	Limited knowledge of the event/period studied. Some accurate and relevant knowledge is included but may be generalised.	Able to describe causes/consequences of events in history and categorise short and long term causes.	Able to describe change and continuity and recognise that the two can exist together.	Able to describe features of past societies and periods to examine similarities and differences between them.	Able to compare events/historical figures/ period and make unsubstantiated judgements about their significance.	Able to make simple inferences from sources but they are often unsupported. Students are able to make limited comments on the usefulness of a source. Students are able to ask their own simple questions about an enquiry or identify appropriate sources to further an enquiry.	Able to make simple comments to agree with or challenge a historical interpretation with limited support. Can identify differences between interpretations with some support provided.
Emerging <i>Working below ARE</i>	Few factual details identified, those provided may not be directly relevant to the question focus.	Able to identify causes/consequences of events in history.	Able to identify change and continuity by looking at developments between two periods.	Able to identify similarities and differences between different events and societies.	Able to give reasons why an event/historical figure/ period is significant.	Able to select relevant information from sources but make unsupported comments on the usefulness of a source. Students ask simple questions about enquiry but are unable to identify sources to further the enquiry.	Able to identify the view given in a historical interpretation but will offer no support. Able to identify differences between interpretations but with no support.
	Demonstrate knowledge & understanding of the key features and characteristics of the periods studied	Explain and analyse historical events and periods studied using second order historical concepts *second order concepts: similarity, difference, change, continuity, consequence, significance, causation				Analyse, evaluate and use sources (contemporary the period) to make substantiated judgements, in context of historical events studied	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations might differ) in

Area of Assessment							the context of historical events studied
	Knowledge & Understanding	Cause & Consequence	Change & Continuity	Similarity & Difference	Significance	Using Evidence	Historical Interpretations
Thinking Historically							