



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.

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.

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 Ripon, offers lots of great opportunities for you to really engage with this fabulous subject.

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. 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 we encourage students to attend enrichment opportunities to support their studies at GCSE. For our KS4 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. Many students also find Seneca Learning very accessible and it builds confidence very quickly.

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?

Of course we offer the study of GCSE and History and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of History into GCSE or not you will have gained access to this enriching subject and its study will have taught you 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 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



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 and (individually or collectively) form the focus of specific assessment objectives at GCSE and A-level. 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, religions, 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.

KS3 substantive concepts:

As part of our curriculum planning we have considered the coverage of substantive concepts and as part of our planning will ensure students are receiving an appropriate coverage of these concepts and also are able to have opportunities to revisit them within their historical 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	State
Authority	Communism	Gentry	Middle Class	Prime Minister	Suffrage
Campaign	Constitution	Heresy	Minority	Propaganda	Tariff
Capitalism	Dictator	Heretic	Nationalism	Racism	Terrorism
Civil liberties	Federal	Hierarchy	Papacy	Radical	Totalitarian
Civil rights	Feudal	Illegitimacy	Parliament	Reform	Trade Union
Civilian		Imperialism	Persecution	Resistance	Treaty
Class		Industrialisation	Pilgrimage	Revolution	Working Class
				Royal Court	Earldom
				Skilled labourers	

HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY RIPON

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>What was life like before 1066?</p> <p>Understanding of chronology before 1066. Key features of the Stone, Bronze and Iron Ages. The rise of the Roman Empire and its impact on Britain. What was life like within the Roman Empire? Why did the Roman Empire fall and what was its legacy?</p> <p>What were the key characteristics of the Anglo-Saxons?</p> <p>Tribal divisions in England pre-Norman Conquest, lifestyle of the Anglo-Saxons and their origins. Introduction to Edward the Confessor.</p>	<p>Why did William win the Battle of Hastings?</p> <p>Death of Edward the Confessor and the contenders to the throne, events leading up to the battle including Stamford Bridge and Fulford. What happened at the Battle of Hastings, including problems experienced by Harold. As king - William's problems and solutions of governing England - resulting in the Harrying of the North.</p>	<p>Thematic Study: How and why did castles change over time?</p> <p>Why were castles needed and what were the first castles like with a focus on the motte and bailey. Key defensive and attack features, changes in castles over time.</p>	<p>What was the significance of the Magna Carta in medieval England?</p> <p>The Domesday Survey and the feudal system to establish what England was like after the Norman Conquest - focus on King John with debate on was he a good or bad king? Why did France and the Church pose a threat and why were the barons unhappy? The establishment of the Magna Carta and the development of Parliament over time.</p>	<p>How did the Black Death change medieval England?</p> <p>People's beliefs about the causes of the Black Death and suitable treatments. Consequences of the Black Death leading to the Peasants' Revolt and the consequences of the revolt to show how life changed.</p> <p>To what extent was the Mali Empire different to medieval England?</p> <p>What were other areas of the world like in the middle ages? Similarities and differences between</p>	<p>How and why did religion change in Tudor England?</p> <p>What was England like in 1485 and how religious were people at this time? What were Henry VIII's problems and solutions? What religious changes occurred under Edward VI and Mary I? Why was Mary I considered 'Bloody Mary'? Elizabeth's approach to religious division.</p> <p>Local History Study - What was the significance of Fountains Abbey?</p> <p>What were the key features of Fountains</p>

					African Mali and European England.	Abbey and how did the Abbey change over time? Why did Henry VIII dissolve the monasteries?
Year 8	<p>How did the Industrial Revolution change society in Britain?</p> <p>Origins of the Industrial Revolution with a focus on why population increased. Understanding changes in agriculture and machines and the impact on society. Why transport was revolutionary. This links to reasons for the British Empire and the impact of the Empire e.g. slavery.</p>	<p>Was Africa the Dark Continent before the Europeans arrived?</p> <p>What was Africa like before slavery? How have historians interpreted African history and what sources have historians used? What empires and kingdoms have existed in Africa over time with a focus on Benin.</p> <p>Why was slavery abolished?</p> <p>Understanding the origins of slavery and the triangular trade. Conditions on the middle passage and on plantations. Why was slavery abolished?</p>	<p>To what extent did life change for African Americans after the abolition of slavery?</p> <p>The Abolition of Slavery and how life changed for former slaves with a focus on the Tulsa Massacre. Features of the Civil Rights Movement including MLK and Rosa Parks. Why was the Civil Rights Act passed and how far did life improve for black Americans?</p>	<p>What was the impact of the French Revolution?</p> <p>The causes of the French Revolution with a focus on the Bastille. Consequences of the French Revolution and the rule of Napoleon. Understanding the Battles of Trafalgar and Waterloo and the role of Wellington.</p>	<p>What was the significance of the Titanic disaster?</p> <p>Understand how the Industrial Revolution led to the development of larger cruise liners and what was special about the Titanic. Understand the events of the Titanic and how certain decisions and actions led to disaster. Debate on who was responsible. Comparison to the Birkenhead disaster.</p>	<p>Why were women given the right to vote in 1918?</p> <p>What was life like for women in 1900? What were the key features of the Suffragette Movement with a focus on Emily Davison. What role did women play in WWI and why were women given the right to vote? Focus on Nancy Astor as the first female M.P.</p> <p>How did the USA develop in the 20th century?</p> <p>Why was there an economic boom in</p>

						the 1920s and how did this affect different parts of society? What were attitudes to immigration? Social changes in the 1920s such as Prohibition. How did the standard of living change? The Wall Street Crash.
Year 9	<p>What was the impact of WWI on Edwardian society?</p> <p>Understand the idea of industrial warfare and the causes of WWI. Different aspects of WWI including recruitment, trench life, medical conditions, homefront. Understand why WWI ended with a focus on the Treaty of Versailles.</p>	<p>Was the Armenian Massacre in 1915 genocide?</p> <p>Understand the term 'genocide'. Examine the different viewpoints of the Turkish and Armenian as well as international views. Debate whether or not Armenia was a genocide.</p>	<p>How were soldiers and civilians affected by WWII?</p> <p>Students will develop an awareness of how WWII began with a look at Hitler but also recapping their understanding of the end of WWI and the impact of the Treaty of Versailles. Appeasement will show how people attempted to avert war. Students will</p>	<p>How and why was the Holocaust able to happen?</p> <p>Understand the origins of Anti-Semitism pre-Nazi Germany as well as Nazi views. Focus on Anne Frank. Examine how the treatment of Jews changed over time and in different locations e.g. ghetto and camps. Understand the Final</p>	<p>What was the impact of WWII on the 20th century?</p> <p>There will also be a chance to understand how and why the war ended and the consequences, such as the dropping of the atomic bomb and its effects.</p>	<p>Why did the USA fail in Vietnam?</p> <p>What were the origins of the Cold War and key differences between capitalism and communism. Why did the United States get involved in Vietnam and what were the key features of the Vietnam War? Why did people protest and what was the role of the media?</p>

			<p>develop an understanding of the different theatres of war including the home front as well as examining key turning points such as D-Day.</p> <p>Historic Environment Study - the Blitz</p> <p>Develop an understanding of how London was affected by the Blitz campaign, how people were affected and how they coped.</p>	<p>Solution and its impact on the Jewish population. Explain why the Holocaust was able to happen.</p>		<p>How have historians interpreted the Vietnam War?</p>
Year 10	Unit 2: Early Elizabethan England		Unit 1: Medicine In Britain		Unit 3: Weimar & Nazi Germany	
Year 11	Unit 3: Weimar & Nazi Germany	Unit 2: American West, c1835 - c1890	Revision			