



## 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 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

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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!

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### **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?
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### **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 Newbold offers lots of great opportunities for you to really engage with this fabulous subject. A history club is run by the department that offers some great opportunities for students to deepen and expand their knowledge and passion for history.

As part of the KS3 homework curriculum, students are set a project each half term which is linked to the topic that they are studying. Not only do the projects give students an opportunity to showcase and deepen their knowledge of the topic, but students are also able to be creative. The students present their projects at the end of each half term and rewards are given to those students who produce outstanding projects.

We ensure that students are given the opportunity to study the history of their local area, in order for them to examine how national and international events have impacted their local society. In Year 7, students are given the opportunity to undertake a research task on the Black Death, focussing on the village Eyam and through our study of The Industrial Revolution students study the impact of the Industrial Revolution on local areas like Sheffield. 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.

Further to this, exam skills are embedded early on in the curriculum, this is to ensure that when students begin their GCSE the skills needed have already been developed and embedded. 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](https://www.tenjin.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. Our History revision website also provides students with a wide range of resources to

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help them prepare for their GCSE exam. The website also includes revision tips and guides students to the appropriate revision material should parents wish to buy them.

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### **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.

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

Of course we offer the study of GCSE and A Level 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 A level 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.

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Careers that the study of History supports include:

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

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

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

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

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

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

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

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**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.

|                        |                     |                           |                     |                       |                      |
|------------------------|---------------------|---------------------------|---------------------|-----------------------|----------------------|
| <b>Monarchy</b>        | <b>Colonialism</b>  | <b>Foreign Policy</b>     | <b>Liberal</b>      | <b>President</b>      | <b>Holocaust</b>     |
| <b>Authority</b>       | <b>Communism</b>    | <b>Empire</b>             | <b>Middle Class</b> | <b>Prime Minister</b> | <b>Culture</b>       |
| <b>Discrimination</b>  | <b>Conservative</b> | <b>Democracy</b>          | <b>Prejudice</b>    | <b>Propaganda</b>     | <b>Suffrage</b>      |
| <b>Genocide</b>        | <b>Migrant</b>      | <b>Civilisation</b>       | <b>Minority</b>     | <b>Racism</b>         | <b>Settlement</b>    |
| <b>Campaign</b>        | <b>Dictator</b>     | <b>Hierarchy</b>          | <b>Nationalism</b>  | <b>Radical</b>        | <b>Terrorism</b>     |
| <b>Capitalism</b>      | <b>Peasantry</b>    | <b>Political spectrum</b> | <b>Papacy</b>       | <b>Reform</b>         | <b>Totalitarian</b>  |
| <b>Civil liberties</b> | <b>Segregation</b>  | <b>Illegitimacy</b>       | <b>Parliament</b>   | <b>Resistance</b>     | <b>Society</b>       |
| <b>Civil rights</b>    | <b>Militarism</b>   | <b>Imperialism</b>        | <b>Recruitment</b>  | <b>Revolution</b>     | <b>Treaty</b>        |
| <b>Civilian</b>        | <b>Feminism</b>     | <b>Industrialisation</b>  | <b>Persecution</b>  | <b>Royal Court</b>    | <b>Working Class</b> |
| <b>Class</b>           | <b>Feudal</b>       | <b>Epidemic</b>           | <b>Pilgrimage</b>   | <b>Terror</b>         | <b>church</b>        |



## HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY NEWBOLD

|  |  | Half Term 1   | Half Term 2   | Half Term 3   | Half Term 4   | Half Term 5   | Half Term 6  |
|--|--|---|---|---|---|---|--|
| <b>Year 7</b>  |  | <b>Migration to Britain</b><br><i>Celts, Saxons, Romans - How Britain is changed through the process of early migration</i><br><i>Modern Migration - 20th Century</i>   |   | <b>1066</b><br><i>Life in 1066, Edward the Confessor and the contenders to the throne, Battle of Hastings, norman rule and how England was changed by Norman rule</i>   |   | <b>Life in the Middle Ages</b><br><i>Power of the church and monarchy, town and village life, Black Death, Peasants revolt</i>  |  |
| <p>Students will examine a narrative of Britain from the neolithic period into the Middle Ages; they will explore key themes of the relationship between government and the people, the influence of religion on society, migration, invasion, politics, and national division</p>   |  |   |   |   |   |   |  |
| <b>Year 8</b>  |  | <b>Tudors</b><br><i>Henry VII - Mary I</i><br><i>End of the War of Roses, Henry VIII and his wives, break with Rome, dissolution of monasteries, Edward VI, Bloody Mary, Elizabeth (beginnings of Empire)</i> | <b>Stuart England</b> <i>James I and Gunpowder Plots, witchcraft - crime and punishment, Charles I and the Civil War, Cromwell, restoration of monarchy, Charles II</i> | <b>Beginnings of Empire: Impact of Britain on the world</b><br><b>Georgian England</b><br><i>Beginnings &amp; development of the British Empire, expansion of empire, North American/Caribbean colonies, East India company</i> | <b>Industrial Revolution</b><br><i>Working conditions, living conditions, workhouses, inventions of the period, impact of empire on Britons, working class men getting the vote</i> | <b>WWI</b><br><i>Causes of World War One, recruitment, empire troops, conscientious objectors, trench life/conditions, Battle of Somme, weapons of the war, end of war, Treaty of Versailles</i><br><br><b>Inter war years</b><br><i>Britain, Germany, France and America - Impact of WWI on these nations, road to WWII, rise of Hitler, appeasement</i> | <b>WW2</b><br><i>Key battles, key people, Dunkirk, D Day, VE Day</i><br><br><b>The Holocaust</b><br><i>Experiences of people in Nazi Germany</i> |
| <p>Year 8 continues the narrative explored in Y7, by moving on to the development of the Tudor reign, and into global Britain from the growth of the empire through to its collapse. It charts how the expansion of international relations and intercontinental trade forged a more interconnected world, with Britain as a key player. Students will explore the myriad of impacts caused by globalisation on society, civil rights, politics and international relations.</p> |  |   |   |   |   |   |  |
| <b>Year 9</b>  |  | <b>The Cold War</b><br><i>Origins of the Cold War, study of Cold War propaganda,</i>  | <b>The Cold War</b><br><i>Conflict in Asia - Vietnam and Korea</i><br><br><i>End of Cold War</i>  | <b>Civil Rights in USA</b><br><br><i>Key individuals, Presidents, women's rights, minority</i>  | <b>Civil rights in Britain</b><br><br><i>Women, gay rights,</i>   | <b>Making of Modern Britain</b> <i>Britain in the aftermath of WWII, societal</i>   | <b>Making of Modern Britain</b> <i>Britain in the aftermath of WWII, societal change,</i>  |



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|--|--|---|--|--------|--|--|--|--|
|  |  | <i>Berlin Wall, Cuban<br/>Missile Crisis,<br/>Chernobyl</i> |  | groups |  |  |  |  |
|--|--|---|--|--------|--|--|--|--|

|  |  |  |  |   |   |   |   |
|--|--|--|--|---|---|---|---|
|  |  |  |  | <b>Chernobyl</b><br><i>End of WWII and division of Germany, relations between Allied nations, Berlin Wall, Cuban Missile Crisis</i> | <i>African-American rights, Native Americans, Disability rights</i> | <i>change, 1960s and the Permissive Age, attitudes towards minority groups, Powell - Rivers of Blood, windrush, Ireland</i> | <i>1960s and the Permissive Age, attitudes towards minority groups, Powell - Rivers of Blood, windrush, Ireland, Thatcher, Blair and 'Cool' Britannia</i> |
|--|--|--|--|---|---|---|---|

Yr9 picks up on key themes explored in Y8 about the direct consequences of two devastating wars on Britain and the world. It particularly focuses on the international consequences of global conflict and the resulting development of the Cold War. Students will analyse the impact of technological advancements and opposing political and religious ideologies in creating a new world order.

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|----------------|--|--|-----------------------------|----------|-----------------|
| <b>Year 10</b> |  | Unit 2: Elizabeth  | Unit 1: Medicine In Britain |          | Unit 3: Germany |
| <b>Year 11</b> |  | Unit 3: Germany  | Unit 2: American West       | Revision |                 |
| <b>Year 12</b> |  | <p align="center"><b>Component 1:</b> The Tudors: 1485-1603</p> <p align="center"><b>Component 2:</b> The American Dream: reality and illusion, 1945-1980</p> <p><b>Component 3:</b> Personal study whereby students complete a historical investigation and write a 4,000 word essay answering a question which covers approximately 100 years of History: The Abolition of Slavery</p> |                             |          |                 |
| <b>Year 13</b> |  | <p align="center"><b>Component 1:</b> The Tudors: 1485-1603</p> <p align="center"><b>Component 2:</b> The American Dream: reality and illusion, 1945-1980</p> <p><b>Component 3:</b> Personal study whereby students complete a historical investigation and write a 4,000 word essay answering a question which covers approximately 100 years of History: The Abolition of Slavery</p> |                             |          |                 |

