



HISTORY

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 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 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 expand 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?

Wider Subject Curriculum

The history department at Outwood Academy City Fields, 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. This is as part of the Humanities Club that runs weekly and focuses on bringing History to life outside of the students timetabled lessons. 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 Year 10 and 11, we encourage students to attend enrichment opportunities to support their studies at GCSE. For our GCSE students we have several online platforms to further enhance what is offered within school. Students can use quiz.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. Historical visits are planned to be offered to students including the National Coal Mining Museum, Sandal Castle, Wakefield Cathedral and the Thackray Medical Museum.

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 Academy City Fields Programme of Study for KS3 aligns to the National Curriculum Programme of Study for History.

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, 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:

| | | | | | |
|------------------------|------------------------|-----------------------|---------------------|-----------------------|---------------------|
| 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 |

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|---------------------|-----------------|--------------------------|--------------------|--------------------------|----------------------|
| Civil rights | Federal | Imperialism | Patriarch | Revolution | Treaty |
| Civilian | Feminism | Industrialisation | Persecution | Royal Court | Working Class |
| Class | Feudal | Judiciary | Pilgrimage | Skilled labourers | Earldom |

HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY CITY FIELDS

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---------------|---|---|--|--|--|--|
| Year 7 | History Skills Preview Quiz Chronology & Historical time periods Introduction to concepts, sources & interpretations Britain before 1066 The Celts, The Anglo Saxons & The Vikings | The Norman Conquest Contenders to the throne Battle of Hastings William's problems Feudal System Domesday Book Thomas Becket Local History: Sandal Castle | Life in the Middle Ages Death of Thomas Becket Living in medieval villages and towns The Great Famine, The Black Death, Religion in medieval life Wakefield Cathedral Historic Environment: Fountains Abbey - Role of monasticism | Life in the Middle Ages Problems facing medieval kings Agincourt 1415 The Wars of the Roses Two princes disappearance Peasants revolt Historic Environment: Wharrah Percy | The Tudors Henry VII Henry VIII and his six wives The Reformation Edward VI and growth of Protestantism Mary I 'Bloody Mary' | Elizabethan England Elizabethan England: poverty, exploration, entertainment and education Elizabethan portraits Gloriana |
| Year 8 | Stuart England James I Witchcraft Gunpowder Plot Charles I & Civil War and the execution of Charles I Cromwell and the Interregnum Restoration of monarchy | Africa Dark Continent Rise and fall of African Empires Benin/Ashanti Contact and Trade Slavery before slave trade The British Empire Slavery and Triangular Trade | The Industrial Revolution Working/living conditions/political change Coal mining Historic Environments: Saltaire (Titus Salt) & Whitechapel (Jack the Ripper) Local history study: Eastmoor and mining Including attitudes | The Industrial Revolution Working/living conditions/political change Coal mining Historic Environments: Saltaire (Titus Salt) & Whitechapel (Jack the Ripper) Local history study: Eastmoor and mining | Britain: On the brink of war Britain in 1900 Suffragettes and Suffragists Liberal reforms 1906 - 1914 Long and short term causes of WWI | WWI Life in the trenches Propaganda and conscription Key battles WWI medicine and treatment, The Armistice, Impact of empire - India/Canadian/Anzac contribution to war effort |

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|--------------------------|--|---|--|---|--|---|
| | | | towards disability | Including attitudes towards disability | | |
| Year 9 | Germany after WWI <i>The Treaty of Versailles</i> <i>The Weimar Republic</i> <i>Golden Age 1924 - 29</i> <i>Rise of Hitler and the Nazis</i> <i>Wall St Crash and the Great Depression</i> | Life in Nazi Germany <i>Life in Nazi Germany</i> <i>Persecution of minorities</i> <i>The Final Solution and</i> <i>The Holocaust, attitudes</i> <i>to Jews across time</i> <i>Anne Frank</i> | WWII <i>The steps to war 1934 - 39</i> <i>Events of the war 1939 - 45</i> <i>Phoney War</i> <i>The Blitz and Evacuation</i> <i>Battle of Britain, Dunkirk</i> <i>Stalingrad, Pearl Harbour, D</i> <i>Day, Bombing of Japan</i> | Making of Modern Britain <i>How did Britain become</i> <i>such a diverse nation?</i> <i>Narrative of migration to</i> <i>Britain culminating in</i> <i>examining Post War Britain</i> <i>Windrush/Powell - Rivers of</i> <i>Blood - Migration into</i> <i>Wakefield since 1950</i> | Post War USA <i>The Cold War</i> <i>Cuban Missile Crisis</i> <i>JFK assassination</i> <i>Space Race inc moon</i> <i>landing conspiracy</i> <i>Civil Rights Movement</i> <i>of the 1960's</i> <i>Vietnam War</i> | World Conflict <i>Arab Israeli Wars</i> <i>Falklands Invasion</i> <i>Persian Gulf War</i> <i>Rwandan Civil War</i> <i>9/11 terror attacks</i> <i>Invasion of Afghanistan</i> |
| Year 10 (Edexcel) | Unit 2: Elizabeth | | Unit 1: Medicine In Britain | | | Unit 3: Germany |
| Year 11 (Edexcel) | Unit 3: Germany | Unit 2: American West | | Revision | | Exam Period |