



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 our 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 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 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 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 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 II, 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 Programme of Study for KS3 aligns to the National Curriculum Programme of Study for History. As you can see above 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 ‘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:

You may wish to consider as part of your curriculum planning about the KS3 substantive concepts below and ensure students are receiving an appropriate coverage of these concepts and also are able to have opportunities to revisit them within their historical studies.

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

City Fields KS3 Programme of Study:

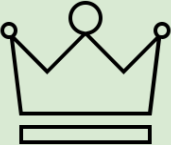
Chronology will be covered and reviewed throughout the Key Stage to develop student understanding of centuries, time periods etc.

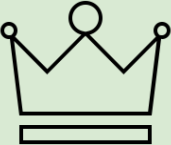
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 (1 lesson per week)	World Views c1000 <i>Why were the Silk Roads and the city of Baghdad important in shaping the mediaeval world</i>	Contested Land and Power How disruptive were the Normans?	Contested Land and Power What does the life of Eleanor of Aquitaine reveal about the medieval world? Why did the English Barons keep rebelling?	Empires: Expansion and Collapse What were the effects of English expansion?	Empires: Expansion and Collapse What does the story of Mansa Musa reveal about medieval west Africa?	Empires: Expansion and Collapse What were the consequences of the Black Death?
Year 8 (2 lessons per week)	Stuart England <i>James I Witchcraft Gunpowder Plot Charles I & Civil War and the execution of Charles I Cromwell and the Interregnum Restoration of monarchy</i>	Africa <i>Dark Continent Rise and fall of African Empires Benin/Ashanti Contact and Trade Slavery before slave trade</i> The British Empire <i>Slavery and Triangular Trade</i>	The Industrial Revolution <i>Working/living conditions/political change Coal mining Historic Environments: Saltaire (Titus Salt) & Whitechapel (Jack the Ripper) Local history study: Eastmoor and mining</i> Including attitudes towards disability	The Industrial Revolution <i>Working/living conditions/political change The French Revolution Coal mining Historic Environments: Saltaire (Titus Salt) & Whitechapel (Jack the Ripper) Local history study: Eastmoor and mining</i> Including attitudes towards disability	Britain: On the brink of war <i>Britain in 1900 Suffragettes and Suffragists Liberal reforms 1906 - 1914 Long and short term causes of WWI</i>	WWI <i>Life in the trenches Propaganda and conscription Key battles WWI medicine and treatment, Objectors, The Armistice, Commemoration</i>
Year 9 (2 lessons per week)	Germany after WWI <i>The Treaty of Versailles The Weimar Republic Golden Age 1924 - 29 Rise of Hitler and the Nazis Wall St Crash and the Great Depression</i>	Life in Nazi Germany <i>Life in Nazi Germany Persecution of minorities The Final Solution and The Holocaust, attitudes to Jews across time Anne Frank</i>	WWII <i>The steps to war 1934 - 39 Events of the war 1939 - 45 Phoney war The Blitz and Evacuation Battle of Britain, Dunkirk Stalingrad, Pearl Harbour, D Day, Bombing of Japan</i>	Making of Modern Britain <i>Theme: Migration in Britain - How did Britain become such a diverse nation? Narrative of migration to Britain culminating in examining Post War Britain Windrush/Powell - Rivers of Blood - Migration into Wakefield since 1950</i>	Post War USA <i>The Cold War Cuban Missile Crisis JFK assassination Space Race inc moon landing conspiracy Civil Rights Movement of the 1960's including inspirational black people The Vietnam War</i>	World Conflict after 1970 <i>Arab Israeli wars Falklands Invasion Persian Gulf War Rwandan Civil War 9/11 terror attacks Invasion of Afghanistan</i>

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

Please note: The suggested units are exactly that – suggestions. You may choose to develop a unit of study that is not listed below for your academy if you wish.

Unit	Aim <i>Identify how the unit meets NC requirements and where it includes diversity</i>	Unit Title	Substantive concepts/ Key terms	Second Order concepts	Horizontal Links <i>Consider how this might link to KS2/KS4 Programmes of Study</i>
Aspect of British history prior to 1066 	Coverage of this unit allows for links to be made to the KS2 curriculum that students will have followed. This allows us to add depth to an area that may have been studied previously in their primary curriculum. The narrative of the nation begins first with the migration of the Celts into Britain, then the subsequent arrival of the Anglo Saxons and finishes with the Viking invasion in the 8th century. Students will investigate the role of these tribes in shaping Britain, its society, monarchy and customs and language. This unit introduces the idea of multiculturalism which links to later KS3 units on migration and multiculturalism. Students are encouraged to see Britain as a nation made up of a range of cultures that have all contributed to the multi-cultural and tolerant Britain we know today.	Britain before 1066	Authority Earldom Monarchy Archaeologist Bishop Druid Henge Hillfort Roundhouse Solstice Witan	Similarity and Difference Significance	Coverage of this allows for links to be made to the KS2 curriculum that students will have followed. In this unit students will gain a greater depth of understanding of the Celts, Angles and Saxons that migrated to Britain. This will also give students a greater understanding of the multicultural nature of the UK and students will be reintroduced to the theme of migration and its impact later in their KS3 programme of study. In KS4, students go on to study Medicine Through Time, where they are required to look at public health and also an examination of migration within the American West unit, as students look at the reasons for migration west, focusing on push/pull factors, and the settlement of the west. This study also requires an examination of the impact that this settlement had on Native American civilisation and culture.

Medieval Unit 1066 - 1509  Local History Study 	This unit focuses on the development of Church, state and society in medieval England from 1066. Coverage of this unit allows for future links to be made to the medieval unit within the Medicine in Britain course that students will study at GCSE. We also cover the problems faced by medieval monarchs to provide background knowledge for the later study of the Tudors. Local history helps to engage students with historic environments and link national and global events to their own locality. This includes an investigation into the local region, and examines the impact the Norman conquest had on the local area. By examining the changing nature and use of Sandal Castle students are able to trace an overview of key events throughout British History and how the local area was affected by them. Students will learn how the castle evolved over the centuries, from a mighty medieval fortress to a luxurious Tudor mansion, to a Civil War stronghold and a romantic Victorian ruin.	The Norman Conquest (Including a Local History Study of Sandal Castle)	Earldom Feudal Monarchy Papacy Pilgrimage Abbey Baron Castle Catholic Duke Feudal System Harrying Knight Merchant Monastery Motte and Bailey Peasant Tithe	Cause & Consequence Significance	This unit allows us to build on the KS2 curriculum, as most students have already covered some aspect of the Norman Conquest. This unit also continues the cohesive narrative of British History and the theme of a diverse and multicultural Britain that runs through the entire KS3 curriculum. This unit also links to the KS4 curriculum, as students look at the power of the monarchy and importance of religion when studying early Elizabethan England. Students also study Elizabethan society and therefore they are reintroduced to ideas such as the feudal system. Students have been exposed to local history within their primary curriculum, looking at local sites to assess the impact of national and global events of their region. This is an opportunity to reintroduce and develop this aspect of history.
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Medieval Unit 1066 - 1509  Historic Environment Study 	This unit focuses on the development of Church, state and society in medieval England up to 1509. Coverage of this unit allows for future links to be made to the medieval unit within the Medicine in Britain course that students will study at GCSE. We also cover the problems faced by medieval monarchs to provide background knowledge for the later study of the Tudors. Local history helps to engage students with historic environments and link national and global events to their own locality. This includes an investigation into the local region, and examines the impact the Norman conquest had on the local area. Students will examine the origin history of Wakefield Cathedral, which traces its history to the Normans in 1090, as part of a unit on the power of the Church in the medieval period. The UNESCO World Heritage site of Fountains Abbey and the abandoned medieval village of Wharrah Percy are also examined to better help the students understand the nature of society and the role of the different classes and roles that helped to shape it in the middle ages.	Life in the Middle Ages (Including Historic Environment Studies of Fountains Abbey, Wakefield Cathedral and Wharrah Percy)	Earldom Monarchy Papacy Pilgrimage Abbey Baron Black Death Castle Cathedral Catholic Duke Merchant Monastery Motte and Bailey Peasant Plague Tithe Village	Cause & Consequence Significance Evidence	This unit would allow us to build on the KS2 curriculum, as most students have already covered some aspect of the Norman Conquest. This unit also continues the cohesive narrative of British History and the theme of a diverse and multicultural Britain that runs through the entire KS3 curriculum. This unit also links to the KS4 curriculum, as students look at the power of the monarchy and importance of religion when studying early Elizabethan England. Students also study Elizabethan society and therefore they are reintroduced to ideas such as the feudal system. Students have been exposed to local history within their primary curriculum, looking at local sites to assess the impact of national and global events of their region. This is an opportunity to reintroduce and develop this aspect of history. It also links to the KS4 topic of medicine through time where students are required to examine the changing nature of medical understanding, care and treatment. By studying the impact of the Black death in their local area students will gain a greater understanding of medicine during the medieval period.
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Early Modern Unit 1509 - 1745 	In this unit we seek to maintain the narrative of British History. Key terms/concepts are examined such as the growth in the influence of Parliament, the challenge to the power of the monarchy and the 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. Coverage of the Tudors is critical for our students, as this will be preparatory work that can be built on further at GCSE. Students will gain a greater understanding of English society in this period including an examination of what Tudor society was really like and what it meant to be poor in Tudor England. There will be coverage of the Reformation and the religious change it swept into England and the relationship that England had with other countries within Europe at this time. An understanding of the key differences between the Catholic and Protestant and Church are covered, as is the changing role of government and parliament within England at this time.	The Tudors	Class Government Papacy Catholicism Church of England House of Commons House of Lords Pope Poverty Privy Council Reformation Vagabond	Cause & Consequence Significance	The KSI-2 programme of study requires students to study British history that extends pupils' chronological knowledge beyond 1066. This provides a coherent narrative of the British Isles and this unit allows us to look at economic and political issues across time and how they influenced and developed the nation. It is also a continuation of the story of the creation of a multicultural England. In KS4, students go on to study Elizabethan England, where they are required to look at the impact of religious change and how unsettling this was. This requires students to have an understanding of the religious context and the political and social implications of religious change. This unit will also provide a background of relevant knowledge as a basis for Elizabethan England at KS4 when studying gender and political struggles at KS3.
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Early Modern Unit 1509 - 1745 	This unit examines England under the rule of Elizabeth I. England is now a leading European Protestant country with ambitions to trade internationally and develop an Empire. England's society, religious make-up and political structures - as well as its international rivalries and conflicts - are examined to give students a greater understanding of English history at this point. Coverage of this unit allows for future links to be made to the Renaissance unit within the Medicine in Britain course that students will study at GCSE and will better prepare students for the Early Elizabethan England depth study undertaken at KS4. There will be coverage of religious change; the reasons for this change and the impact on religion within England and the relationship England had with other European countries at this time. An understanding of the key differences between the Catholic, Protestant and Puritan Church will also be covered. This unit also provides an opportunity to explore the changing role of women in society and their significance by exploring the impact of this female monarch, and that	Elizabethan England	Colonisation Class Government Papacy Armada Catholicism Church of England Gloriana House of Commons House of Lords Netherlands Pope Poverty Protestant Puritan Privy Council Reformation Vagabond	Cause & Consequence Significance	The KSI-2 programme of study requires students to study British history that extends pupils' chronological knowledge beyond 1066. This provides a coherent narrative of the British Isles and this unit allows us to look at economic and political issues across time and how they influenced and developed the nation. It is also a continuation of the story of the creation of a multicultural England. In KS4, students go on to study Elizabethan England, where they are required to look at the impact of religious change and how unsettling this was. This requires students to have an understanding of the religious context and the political and social implications of religious change. This unit will also provide a background of relevant knowledge as a basis for Elizabethan England at KS4 when studying gender and political struggles at KS3.
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	of her half sister Mary I, during the Tudor period.				
Early Modern Unit 1509 - 1745 	In this unit we seek to examine the function of the Stuarts, the first kings of the United Kingdom and the changing nature of the British monarchy and society as a whole through the devastating impact of the English Civil War, the execution of Charles I and the abandonment of the monarchy with Oliver Cromwell's Interregnum. The Stuart dynasty was a period which saw a flourishing Court culture but also much upheaval and instability brought about not only by the civil war but by the Great Plague and Great Fire of London. Students will closely examine the reasons why it was an age of such intense religious debate and radical politics. Students learn about the huge growth in the power of Parliament during this time and the declining power and influence of the monarchy even after the restoration of Charles II.	Stuart England	Class Colonialism Royal Court Parliament Catholic Catholicism Cavalier Church of England Civil War Government House of Commons House of Lords Interregnum Plague Puritan Roundhead Supernatural Superstition Witchcraft	Evidence Interpretations	Students will have already begun to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 at KS2, but this will have been very varied. This unit allows them to continue to build a chronological history of the country and make connections with their KS2 study. Provides links with the Elizabethan England unit with its concepts of links with Henry VIII and his marriage affecting legitimacy, challenges over the succession leading to the rise of the Stuarts and the beginning of the slave trade with John Hawkins.

World History Unit 	Studying African history before the transatlantic slave trade allows students to be able to understand that the history of the continent of Africa does not begin with the slave trade. It provides an opportunity to compare medieval and early modern England with West Africa in the same time period and address any misconceptions about what Africa and its people were like at that time. It also provides students with the opportunity to consider a society very different to anything that they have studied before. Students will consider and make a judgement on how different Africa was to medieval and early modern England as well as how advanced the continent was. This unit demonstrates that the history of Africa predates slavery by thousands of years. By not just concentrating on a period in time during which Europeans lorded it over black people it avoids reinforcing all the negative stereotypes that may have been associated with Africa such as the narrative of Black people as victims. By focussing on the great empires of Africa, the many innovations that came from African people, and that the continent was very much on a par with the rest of the world until slavery decimated it, we are able to help to build a sense of pride in Black History that gives all students a	Africa	Imperialism Patriarch Racism Resistance Dark continent Benin Ashanti Ghana Trade Transatlantic Slavery	Similarity and Difference Cause and Consequence	Students will have studied a non - European society that provides a contrast with British history at KS2 so this will be a familiar experience for them. This will either have been early Islamic civilization (including a study of Baghdad cAD 900, Mayan civilization cAD 900 or Benin (West Africa) cAD 900 - 1300. Contrasting Africa to medieval England will allow them to continue to develop their awareness of world history as well as tackle any misconceptions about early European and African history. This will also continue at KS4 with a depth study of the American West and a focus on the Plains Indians to avoid a solely British and European focus to our student's experience of history.
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	sense of belonging and identity. In turn this will also help to improve social cohesion between young people in our school community.				
Late Modern Unit 1745 - 1901 	In this unit we examine developments in political power and industry and empire. This unit provides an opportunity to examine Britain's role in the slave trade and asks the question, 'is the British Empire something to be proud of'? This unit provides students with an opportunity to address the questions; how should the British Empire be remembered? Is it something we should be proud of or something we should apologise for? Here we will examine Britain's involvement and contribution to the creation of the Slave Trade and its abolition. We consider the extent to which Britain and key individuals such as Wilberforce contributed towards the abolition of slavery.	The British Empire	Colonialism Imperialism Racism Resistance Colony Commonwealth Competition Dependency Dominion Empire Indigenous Materials Slavery Triangular Trade	Cause & Consequence	The KS1/2 programme of study requires students to study British history that extends pupils' chronological knowledge beyond 1066. This provides a coherent narrative of the British Isles and this unit allows us to look at economic and political issues across time and how they influenced and developed the nation. It also links with previous topics at KS3 exploring the impact of migration to the UK such as the Anglo-Saxon and Viking settlement and the Norman conquest. In KS4, students go on to study Medicine Through Time, where they are required to look at the Industrial era in Britain and the medical developments that were made. Students will also examine the development of the empire which will prove to be beneficial when students progress to study exploration at KS4 for Elizabethan England.

Late Modern Unit 1745 - 1901  Historic Environment Study  Local History Study 	This unit examines developments in political power and industry and empire. It also provides an opportunity to examine social class and the exploitation of the working classes touching on the concepts of capitalism through the industrial revolution. Through all of these units, students are given the opportunity to explore how people's lives have shaped the UK and how Britain has influenced and been influenced by the world. This unit provides an excellent opportunity to examine the concepts of social class and the social inequalities that existed in the past as well as in today's society as a result of innate social status. Students will examine the philanthropy and social idealism of Titus Salt and his building of the village Saltaire for his factory workers and their families. We will look to contrast this with the austere and unforgiving environment of Whitechapel in East London in the latter part of the 19th century and the industrial coal mining hotbed that was Eastmoor, our students' very own local environment. The concept of capitalism is introduced here and will be picked up again when we look at the Vietnam War in Year 9, as are the notions of labour and societal reforms which are looked at in more depth in the KS4 Medicine Through time unit.	The Industrial Revolution (Including Historic Environment Studies on Saltaire and Whitechapel and a Local History Study on Eastmoor and mining)	Capitalism Class Industrialisation Middle class Reform Working class Agricultural Canal Coal Colonies Cottage Industries Factory Industrial Machinery Philanthropy Steam Trade Welfare	Consequence Change and Continuity	The KS1/2 programme of study requires students to study British history that extends pupils' chronological knowledge beyond 1066. This provides a coherent narrative of the British Isles and this unit allows us to look at economic and political issues across time and how they influenced and developed the nation. In KS4, students go on to study Medicine Through Time, where they are required to look at the Industrial era in Britain and the medical developments that were made.
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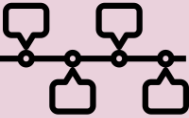
Modern/ Contemporary Unit 1901 - present 	Through this unit we will demonstrate history's relevance to our modern society by examining a historical movement which has had a profound impact on our society today. In this unit students examine the impact of the suffrage movement in improving the rights of women in the past and present. It focuses on key women in history and celebrates their significance and impact.	Britain: On the Brink of War	Bill Campaign Feminism Liberal Radical Reform Resistance Suffrage Civil Disobedience Enfranchisement Militancy Suffragists Suffragettes Voting	Cause & Consequence Significance	Students will have examined significant turning points within History as part of their KS1/2 curriculum. This unit allows students to revisit some of these and also provides British history that extends pupils' chronological knowledge into the 20th century. This allows us to pick up the theme of women in History previously covered in the Year 8 Tudor topic where we study female monarchs and is also picked up again later when we study other significant women in history such as Rosa Parks, Florence Nightingale and Marie Curie. It picks up the theme of protest first covered during the medieval unit in Year 7 when we study the Harrying of the North and is covered again in the Slave Trade, Civil Rights and Vietnam War units where political protest and rebellion feature heavily.
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Modern/ Contemporary Unit 1901 - present 	Through this unit we will demonstrate history's relevance to our modern society by examining a historical event which has had a profound impact on our society today. This unit asks the questions: Was WWI a senseless loss of lives? Could it have been avoided? Who is mostly responsible and why is it important to remember? Students are given another opportunity to examine the positive impact that people of colour have made to Britain and its History by examining the contribution to the war effort of a range of peoples from around the Empire. 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 GCSE.	WWI	Colonialism Imperialism Nationalism President Prime Minister Propaganda Treaty Armistice Assassination Colony Empire Commonwealth Conscription Propaganda Europe Remembrance Trench	Cause and Consequence Evidence Interpretation	Students will have examined significant turning points within History as part of their KS1/2 curriculum. This unit allows students to revisit some of these and also provides British history that extends pupils' chronological knowledge into the 20th century. By studying the key events and consequences students are provided with background knowledge to the Weimar and Nazi Germany GCSE unit as well as Section A of GCSE Paper 1 on the Historic Environment of Medicine on the Western Front.
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World History Unit 	This is an opportunity to demonstrate 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. This is an opportunity for students to examine a topic that is non-British and introduces the concept of capitalism whilst giving students a greater understanding of how the global economy works in modern society. In this unit students examine the effects of WWI on Germany and its new Weimar Government through its shaky and vulnerable beginnings to its more stable period of success known as the 'Golden Age'. The seeds of fascism in Germany have been sown by the unfair terms of the Treaty of Versailles and students are able to track how the economic situation of a country can hugely impact the choices made at the ballot box by its people.	Germany after WWI	Capitalism Communism Dictator Fascism Foreign Policy Revolution Abdication Armistice Culture Economy Hyperinflation Kaiser Loans Mutiny Nazi Putsch Uprising Strike	Cause and Consequence	If students have studied turning points in British history at KS2 they may have made some connections to events in Europe and European history but there will have been little or no development of this. This unit will allow them to develop their awareness of European history as well as consider if Britain's experience at this time was the same. Provides links with the Weimar and Nazi Germany aspect of the GCSE specification through the extremist politics. Students are encouraged to see the parity of bigger groups taking on smaller groups like the Spartacist Revolt and the treatment of the leaders Rosa Luxembourg and Karl Liebknecht. As well as providing an overview of the history of this period in Germany.
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World History Unit 	In this unit students study the complete control that the Nazis have after 1933 with the advent of Hitler as Germany's Chancellor from 1933 and then as the Fuhrer a year later. Students examine how Hitler was able to keep control through a combination of skilful propaganda and censorship and the use of terror through agencies such as the Gestapo and the SS. The racism and warped ideologies of the Nazis are examined which culminates in the hateful persecution of minorities in Nazi Germany and then ultimate manifestation of hate and bigotry: The Holocaust. Students, through sensitive materials, learn about the emptying of the ghettos and the transportation of Europe's Jews to the concentration and death camps of Eastern Europe. The history of anti Semitism since the killing of Christ is explored, both in the UK and Europe.	Life in Nazi Germany	Dictator Persecution Propaganda Minority Aryan Censorship Concentration camp Eugenics Gestapo Holocaust Homosexual Race studies	Cause and Consequence	If students have studied turning points in British history at KS2 they may have made some connections to events in Europe and European history but there will have been little or no development of this. This unit will allow them to develop their awareness of European history as well as consider if Britain's experience at this time was the same. Provides links with the Weimar and Nazi Germany unit giving an insight into the persecution of minorities but in particular the persecution of the Jews including the boycott of Jewish shops and businesses, the Nuremberg Laws and Kristallnacht.
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Modern/ Contemporary Unit 1901 - present 	Through this unit we will demonstrate history's relevance to our modern society by examining World War Two which has had a profound impact on our society today. The unit covers the role of Fascism in the starting of WWII, examines key turning points in the war and asks the question, 'how should significant individuals like Churchill and Neville Chamberlain be remembered'? Key terms/concepts covered include; the different ideologies of democracy/dictatorship. Coverage of this including the impact of the Treaty of Versailles in helping to cause WWII provides preparatory work for links to the Weimar and Nazi Germany unit that students will study at GCSE.	World War II	Campaign Civil rights Constitution Dictator Fascism Foreign Policy Liberal Minister Nationalism President Prime Minister Propaganda Racism State Totalitarian Blackout Blitz Evacuation Pacify	Interpretation Cause and Consequence	Students will have examined significant turning points within History as part of their KS1-2 curriculum. This unit allows students to revisit some of these and also provides British history that extends pupils' chronological knowledge into the 20th century. This unit has clear links to the KS4 curriculum, as students look at the power and impact of governments when studying Weimar and Nazi Germany.
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Thematic Study 	The study of history often focuses heavily on change but the study of a longer time scale allows students to understand that change can occur at different rates and that change can coexist with continuity. Students will appreciate the role of factors which both prompt and influence change but they will also develop an understanding that ‘change’ is not always the same as ‘progress’ and that key changes may be dependent on long term developments. They will gain a better understanding of the importance of social attitudes and values and gain a deeper understanding that a factor may play a significant role in one time period but a minor role in another. These are all important aspects of historical understanding which are difficult to develop when studying shorter timescales of c50 years. Students in this unit will study Migration over time into Britain after the end of World War Two. How and why has Britain become such a diverse nation? Students will examine the narrative of migration to Britain culminating in examining Post War Britain and migration into Wakefield and Yorkshire since 1950.	Making of Modern Britain	Colonialism Liberal Minority Nationalism Racism British Identity Immigration	Change and Continuity Significance Evidence	A continuation of the KS2 topic of Romans in Britain and their impact. This links to the KS3 programme of study, as one key aim is for students to have a coherent narrative of the British Isles and this unit allows us to look at migrant groups across time and how they influenced and developed the nation. This unit therefore allows us to reintroduce a range of historical periods we have covered previously throughout KS3, but with a focus on migration. In KS4, students go on to study the American West, where they are required to look at migration of white settlers into US territories, across the Plains. This requires students to study push/pull factors of reasons why people migrate, and will allow students to build on their prior knowledge of migration as a theme.
World History Unit	This is an opportunity to demonstrate 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. Students examine a topic that is non-British and investigates the concepts of capitalism and communism in	Post War USA	Capitalism Communism Assassination Cold War Conspiracy Domino Theory	Significance Evidence	Students will have examined significant turning points within History as part of their KS1/2 curriculum along with a study of a non European society to provide a contrast with British history. This unit is an opportunity to develop

	greater depth thus giving students a greater understanding of how the global economy and difference in political ideology works in modern societies. The world following World War Two is a topic that takes some twists and turns. Pupils will examine how communism, through the Soviet Union, was able to form a formidable power bloc to rival and threaten the USA's capitalist alliance. Students investigate the killing of an American President, evaluate the Space Race that ensued and examine the reasons why the Civil Rights Movement of the 1960's gained such prominence both at home in America and abroad.		Satellite State Soviet Union Space Race		this by demonstrating the impact key events can have around the world. Links with the GCSE unit on Weimar and Nazi Germany by examining the concepts of communism and capitalism.
World History Unit 	This is another unit whereby departments can demonstrate 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 is non-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. Students investigate a series of conflicts that occur primarily in the east: Vietnam, Afghanistan, Lebanon and the Iran/Iraq war. The theme of geopolitics is explored as the students seek to examine the causes and drivers of these terrible conflicts. Students are not likely to have studied in any form these topics before and the freshness of the subject matter coupled with their experience in examining other conflict units,	World Conflict after 1970	Capitalism Communism Dictator Imperialism President Revolution Diplomatic Economic Expansionism Freedom Fighter Ideological Islamic Mullah	Interpretations Causes & Consequences	Students will have examined significant turning points within History as part of their KS1/2 curriculum along with a study of a non European society to provide a contrast with British history. This unit is an opportunity to develop these. There are also links to the KS3 units on WWII, women's suffrage and the civil rights movement by exploring the use and impact of political protest and the use of propaganda and the media as well as returning to the concept of civil war started in Year 8 Stuart unit. Links with the GCSE unit on Weimar and Nazi Germany by examining the concepts of communism and capitalism.

	will allow for in depth understanding and historical reasoning to occur.				
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 the current 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 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. 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 are able to 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 ones 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 programme of study. 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, but may include the use of retrieval tasks such as Quiztory, Tangled Timelines or Level Up activities. Ideally these assessments will focus 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 our curriculum, across the key stage. Example assessments are linked here:

 **KS3 History Quiz example**

 **End of unit assessment**

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/marking 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 on 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 by 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's 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 that 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/periods 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 its 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/ periods 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 an enquiry but are unable to identify sources to further the enquiry.	Able to identify the view given in an historical interpretation but will offer no support. Able to identify differences between interpretations but with no support.
Area of Assessment	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 to the period) to make substantiated judgements, in the context of historical events studied	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations might differ) in the context of historical events studied
	Knowledge & Understanding	Cause & Consequence	Change & Continuity	Similarity & Difference	Significance	Using Evidence	Historical Interpretations
		Thinking Historically					