



## 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 War a total disaster in which millions of innocent people were led to their slaughter, or a just war that put an end to the imperialist ambitions of an autocrat and an attempt to stand up for the rights and freedoms of the people of Europe? Seems challenging - you are going to love it! History will broaden your mind!

### **What skills will the study of History teach you?**

You are a citizen in this world and you need to know about the various consequences of the decisions taken by the people of the past, to provide you with a broad cultural awareness. It will teach you to...

- **Analyse issues and events**
- **Express your ideas both orally and in written form**
- **Put forward ideas and arguments in a concise manner**
- **Gather, investigate and assess materials**
- **Base conclusions on research and generate further ideas**
- **Organise material in a logical and coherent way**
- **Be independent**
- **Pose questions and seek answers – A love of enquiry!**

#### **What will you know and understand from your study of History?**

- You will understand people and societies. The study of History allows us to investigate how people and societies behave. Information from the past must serve to explain why we, as people, behave as we do in society. Students need to develop some sense of how societies function, simply to run their own lives.
- You will understand modern events and current issues. The past causes the present and so the future. Anytime we try to find out why something happened we have to look for factors that took shape earlier.
- Studying History will test your own moral sense. People throughout history have been in situations and difficult circumstances whereby they have had to make hard choices. For example, was Neville Chamberlain right in appeasing Hitler in the 1930s or did he in fact make the Second World War an inevitability? Was Churchill right to sink the French naval fleet after they surrendered in World War Two, despite being Allies only days before?

#### **How does your study of History support your study in other subjects?**

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

History touches on so many other subjects such as Geography and English Literature, any subject that analyses information, asks you to look at patterns and trends, requires you to construct a coherent and well-structured argument. You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects.

### **How can you deepen your understanding of History?**

The History department at Outwood Grange Academy offers lots of great opportunities for you to really engage with this fabulous subject. Across Year KS3 students are offered a variety of enrichment programmes and competitions to enthuse them. The weekly Horrible Histories club offers the opportunity to explore different topics in History, such as life in Mao's China and to learn about History in different ways, through drama, literature and art. We encourage students to engage with Historical literature and films, comparing the historical truth with the dramatic representation of events, such as the D-Day landings at KS3 or the rule of Louis XIV at A Level.

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. At Outwood Grange students analyse the significance of Pontefract castle, now a ruin but once described as 'The key to the north' by Henry VIII. Giving students this opportunity allows them to undertake an enquiry that will equip them for the subsequent GCSE level study of the 'historic environment'; but it will also inspire the students with the knowledge that history does not just happen somewhere else – somewhere more important; it also happened in the places where they and their families live and work.

In KS4 and KS5, we encourage students to attend enrichment opportunities to support their studies at GCSE and A-Level. For our Year KS4 students we have several online platforms to further enhance what is offered within school. Students can use Tenjin.Outwood.Com in order to test their recall of the key units they are studying at GCSE. This also provides a gap analysis for students, so they are able to see their areas of weakness, so they focus their revision further. At Post-16 we actively encourage our students to visit university libraries to support their study. The Post-16 centre has a 6<sup>th</sup> form library where students can access a range of historical texts to widen their studies beyond reading the prescribed A-Level course texts. The NEA element of the French Revolution is particularly important in this sense as students are required to research historiography and incorporate this fully into their answer, thus developing their skills of academic historical reading is vital. We have links to universities, such as the University of Huddersfield who have presented symposium lectures about the causes of the French Revolution and the use of propaganda in Nazi Germany. There is also the opportunity for students to join the academy debating club and compete in regional and national competitions, discussing current affairs and controversial issues in an academic manner.

### **Aims of the National Curriculum:**

1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world)
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Our Outwood Programme of Study for KS3 aligns to the National Curriculum Programme of Study for History.

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

History is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. History of Art, History and French, Archaeology, History and Philosophy, History and Politics, History and English. The very fact that you have been able to study History e.g. historical thinking will help your future application be it for colleges, universities, apprenticeships or employment.

Careers that the study of History supports include:

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

### **KS3 Curriculum Topic Delivery Plan**

Learning history involves the development of both core knowledge (the 'stuff' of history) and familiarity with the 'second-order' or procedural concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated. The following six areas of conceptual understanding are specifically named in the current National Curriculum and (individually or collectively) form the focus of specific assessment objectives at GCSE and A-level. None of them can be taught separately from the substance of history, but effective planning needs to encompass and address them all:

- Cause and consequence
- Change and continuity
- Similarity and difference
- Significance

- Evidence
- Interpretations

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

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

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

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

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

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

### **KS3 substantive concepts:**

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

|                 |                 |                   |              |                   |               |
|-----------------|-----------------|-------------------|--------------|-------------------|---------------|
| Monarchy        | Colonialism     | Foreign Policy    | Liberal      | President         | 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       |

### HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD GRANGE ACADEMY

|        | Half Term 1  | Half Term 2   | Half Term 3   | Half Term 4   | Half Term 5   | Half Term 6 |
|--------|--|---|---|---|---|-------------|
| Year 7 | <p><b>Roman Empire:</b><br/>Development of Empire, governance and how Roman government and society impacted upon Britain</p> | <p><b>Medieval England</b><br/>Contenders to the throne<br/>William the Conqueror<br/>Harrying of the North<br/>Castles<br/>The Church<br/>Local study - Pontefract</p> | <p><b>Life in the Middle Ages</b><br/>Problems facing medieval kings<br/>(inc. Peasants revolt)</p> | <p><b>Tudors</b><br/>Henry VII - Mary I<br/>Religious change and its impact across the Tudor period<br/>Elizabeth I<br/>Source skills -<br/>Elizabethan portraits</p> | <p><b>Stuart England</b><br/>James I - Witchcraft &amp; Gunpowder Plot<br/>Charles I &amp; Civil War<br/>Local study - English Civil War - Strategic position of Pontefract castle<br/>Literacy focus: I, Coriander</p> |             |

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|----------------|--|---|---|---|---|---|
|                |  | Castle  |   | Exploration   |   |   |
| <b>Year 8</b>  | <b>French Revolution</b><br>Causes<br>Napoleonic era   | <b>British Empire</b><br>Exploration<br>Scramble for Africa<br>Case study: Brazil                               | <b>British Empire</b><br>Slavery & Triangular trade<br><br>Literacy focus: Heart of Darkness - Joseph Conrad                                | <b>British Empire</b><br>Industrial Britain<br>Focus on Britain itself - working/living conditions, political change<br><br>'Meanwhile/elsewhere' lessons   | <b>Crime and Punishment</b><br>Review of time periods<br>Romans, Medieval, Middle Ages (witchcraft)<br>Industrial Britain<br>Cause study: Whitechapel Britain 1900<br>'Meanwhile/elsewhere' lessons |   |
| <b>Year 9</b>  | <b>WWI</b><br>Suffragettes<br>Causes of WWI<br>Life in the trenches<br>Treaty of Versailles<br>Impact of empire - India contribution to war effort | <b>1920s America</b><br>Impact of WWI<br>Economic boom<br>Gangsters<br>Black rights<br>Creation of a superpower | <b>World War II and Nazi Germany</b><br>Holocaust covered here - (Attitudes towards Jews across time)<br><br>Literacy focus: The Book Thief | <b>Making of Modern Britain</b><br>Theme: Migration in Britain - How did Britain become such a diverse nation? Narrative of migration to Britain culminating in examining Post War Britain Incl. Windrush | <b>Cold War &amp; Vietnam</b><br>Ideologies: communism vs capitalism<br>Relations decline events: Berlin Wall, arms race, Bay of Pigs & Cuban Missile Crisis<br>Proxy war: Vietnam                  | <b>Race relations in the USA and South Africa</b><br>Civil Rights, Black rights |
| <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><b>Component 1:</b> Quest for political stability: Germany 1871-1991</p> <p><b>Component 2:</b> Making of Modern Britain, 1951-2007</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 causes of the French Revolution.</p>  |
| Year 13 | <p><b>Component 1:</b> Quest for political stability: Germany 1871-1991</p> <p><b>Component 2:</b> Making of Modern Britain, 1951-2007</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 causes of the French Revolution.</p> |

### CURRENT LEGACY CURRICULUM

|        | HalfTerm 1   | HalfTerm 2  | HalfTerm 3  | HalfTerm 4   | HalfTerm 5  | HalfTerm 6  |
|--------|--|---|---|--|---|---|
| Year 8 | <p><b>French Revolution</b><br/>Causes<br/>Napoleonic era</p>  | <p><b>British Empire</b><br/>Exploration<br/>Scramble for Africa<br/>Case study: Brazil</p>                                 | <p><b>British Empire</b><br/>Slavery &amp; Triangular trade<br/><br/>Literacy focus: Heart of Darkness - Joseph Conrad</p>                            | <p><b>British Empire</b><br/>Industrial Britain<br/>Focus on Britain itself - working/living conditions, political change</p>  | <p><b>Crime and Punishment</b><br/>Review of time periods<br/>Romans, Medieval, Middle Ages (witchcraft)<br/>Industrial Britain<br/>Cause study: Whitechapel Britain 1900<br/>'Meanwhile/elsewhere' lessons</p> |   |
| Year 9 | <p><b>WWI</b><br/>Suffragettes<br/>Causes of WWI<br/>Life in the trenches<br/>Treaty of Versailles<br/>Impact of empire - India contribution to war effort</p> | <p><b>1920s America</b><br/>Impact of WWI<br/>Economic boom<br/>Gangsters<br/>Black rights<br/>Creation of a superpower</p> | <p><b>World War II and Nazi Germany</b><br/>Holocaust covered here - (Attitudes towards Jews across time)<br/><br/>Literacy focus: The Book Thief</p> | <p><b>Making of Modern Britain</b><br/>Theme: Migration in Britain - How did Britain become such a diverse nation? Narrative of migration to Britain culminating in examining Post War Britain</p> | <p><b>Cold War &amp; Vietnam</b><br/>Ideologies: communism vs capitalism<br/>Relations decline events: Berlin Wall, arms race, Bay of Pigs &amp; Cuban Missile Crisis<br/>Proxy war: Vietnam</p>                | <p><b>Race relations in the USA and South Africa</b><br/>Civil Rights, Black rights</p> |

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|---|---|--|--|-----------------------|--|--|
|   |   |  |  | <i>Incl. Windrush</i> |  |  |
| <b>Year 10<br/>(Current Yr 10 will cover Unit 3 Germany in Yr 11)</b> | Unit 1: Medicine In Britain   |  |  | Unit 2: American West |  |  |
| <b>Y11</b>  | Unit 2: American West   |  |  | Revision              |  |  |
| <b>Y12</b>  | <p><b>Component 1:</b> Quest for political stability: Germany 1871-1991</p> <p><b>Component 2:</b> Making of Modern Britain, 1951-2007</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 causes of the French Revolution.</p> |  |  |                       |  |  |
| <b>Y13</b>  | <p><b>Component 1:</b> Quest for political stability: Germany 1871-1991</p> <p><b>Component 2:</b> Making of Modern Britain, 1951-2007</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 causes of the French Revolution.</p> |  |  |                       |  |  |