



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 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 broaden your mind! I bet you can't wait to get started...

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.

Across the teaching of subjects, teachers will make reference to your learning in other areas such as History and this will help you to develop your understanding. There are even opportunities to apply this learning in Y7 and 8 when interdisciplinary study days are organised to deepen your understanding across the curriculum such as when our History and English departments work together to explore whether war poetry/literature has actually distorted our view of World War One.

How can you deepen your understanding of History?

The History department at Outwood Academy Acklam offers lots of great opportunities for you to really engage with this fabulous subject. Our KS3 enrichments offer a range of different after school sessions to engage students in History, One of our popular enrichments is KS3 Humanities Film Club where we have students watching films and documentaries linked to the topics they are studying in their History and Geography lessons. This also gives us the opportunity to promote culture, diversity and British Values.

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. In Year 8 as part of a study of the Industrial Revolution, students are given the opportunity to undertake a research task on the local steel and shipping industry which was the 'heart' of Middlesbrough in its heyday. Through our study of Britain in both World Wars KS3 students are able to explore how local areas were impacted by the shelling of coastal towns such as Hartlepool and how Middlesbrough was impacted by the bombing of its Railway station during World War Two. 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 Years 10 and 11 we encourage students to attend enrichment opportunities to support their studies at GCSE. Our GCSE students 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. Our History revision website also provides students with a wide range of resources to help them prepare for their GCSE exam. The website also includes revision tips and guides students to the appropriate revision material should parents wish to buy them. We have links to Middlesbrough College, Prior Pursglove College, Macmillan College and Cleveland College of Art, and are able to provide GCSE students with appropriate resources and reading materials to give them a taste of what they would study at A- Level. We have also developed links with University of Teesside and our students have been given the opportunity to visit history workshops linked to the following: Holocaust, Civil Rights Movement, Living through the Wars and we have had guest speakers in from the university through our careers programme. Such workshops have brought 'History to Life' and have allowed the students to express their thoughts and opinions. Furthermore it has allowed them to consolidate their understanding of these key areas.

Across the Trust, historical visits are offered to students. In recent years we have offered trips to the Imperial War Museum, the National History Museum, Beamish and Eden Camp. In the future we would like to offer trips to the Thackray Museum of Medicine. These trips are designed to enrich classroom experiences and to inspire a deeper interest in the subject of History.

Why not join and take a look at what the History Department offers in your school and get involved! Become a historian!

How are you assessed in History?

Throughout the 5 year History course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE and A Level study. In Key Stage 3 we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study against expectation. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

Key Assessment Objectives

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

How can History support your future?

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

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

HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY ACKLAM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p>How much did the Romans change Britain?</p> <p>Demonstrate an understanding of where Roman Britain fits into the wider chronological framework.</p> <p>Students to be able to demonstrate what the Iron Age was and why it came to an end. .</p> <p>Explain the characteristics of the Roman Empire, the reasons for wanting an empire, the advantages that come from having an empire.</p> <p>Second order concept: Change and continuity, Causation, Significance</p>	<p>How did the Normans change Anglo-Saxon Society?</p> <p>Students will be able to make supported judgements on the impact of Norman invasion and conquest, able to make direct comparisons to Anglo Saxon Society.</p> <p>Second order concept: Significance, change and continuity.</p>	<p>What problem did Medieval Kings face?</p> <p>Demonstrate an understanding of the importance of the Catholic Church and how it played a significant role in the lives of the people during the Middle Ages. Demonstrate understanding of the causes and the consequences of the Black Death and its impact on Medieval Society.</p> <p>Second order concept: Significance, change and continuity.</p>	<p>Why was religion a major problem for the Tudors?</p> <p>Explain how and why England became Protestant under Henry VIII</p> <p>Summarise the changes in religion from the 1530s to 1603</p> <p>Second order concept: Cause and Consequence,, Evidence and Significance,</p>	<p>Should Elizabeth I be remembered as Gloriana?</p> <p>Make a Judgement why Elizabeth I's reign can be described as a golden age</p> <p>To come to an overall conclusion about whether Elizabeth deserves to be remembered as 'Gloriana', and to be able to justify their judgements with evidence from previous lesson</p> <p>Second order concept: Change and continuity, cause and consequence, similarity and difference</p>	<p>All 5 units are spread out across the 6 half terms. Opportunity to embed key skills and address any misconceptions.</p> <p>Students will be completing a milestone piece of work.</p> <p>Second order concept: Significance, Evidence, Interpretation, Judgement</p>
Year 8	<p>What Impact did Britain have on India?</p>	<p>What was Britain's role in the Slave</p>	<p>What was the impact of the Industrial</p>	<p>How did society find its voice in 20th</p>	<p>What were the causes and events of World</p>	<p>Is the 'Roaring Twenties' an accurate</p>

	<p>Describe where the Mughal Empire fits into the wider chronological framework.</p> <p>Explain the growth of the British Empire, and why it would want to colonise India.</p> <p>Understand the impact of the British Raj on Indian society and culture.</p> <p>Make a judgement about the most significant reason that Britain left India.</p> <p>Second order concept: Change and continuity, similarity and difference, significance, cause and consequence</p>	<p>Trade?</p> <p>Explain how the slave trade impacted people's lives after the colonisation</p> <p>Demonstrate an understanding of the role of slavery in the world today</p> <p>Second order concept: Change and continuity, significance</p>	<p>Revolution?</p> <p>Explain why there was an increase in poverty throughout the time period.</p> <p>Analyse the impact of the industrial revolution on a range of people, including women and children</p> <p>Second order concept: Cause and consequence, change and continuity, significance</p>	<p>Century Britain?</p> <p>Understand who had a voice at the beginning of the 20th Century and why.</p> <p>Understand why different groups of people would migrate to Britain, including the Windrush generation, refugees, and South Asia</p> <p>Describe the challenges facing migrants in Britain, in particular the South Asian community in Middlesbrough</p> <p>Second order concept: change and continuity, significance, similarity and difference, interpretations</p>	<p>War I ?</p> <p>To explain how the war affected different types of people: British soldiers, colonial soldiers, men, women and children on the home front.</p> <p>To describe the difference in treatment between white British soldiers and soldiers from colonies in the British Empire</p> <p>Second order concept: Cause and consequence, significance</p>	<p>description of the USA in the 1920s?</p> <p>To explain the reasons people would migrate to the USA in the 1920s Push and Pull Factors</p> <p>To describe the reasons for the economic boom, including Henry Ford, and its impact on different groups in society</p> <p>Second order concept: Causation and consequence, significance, interpretation</p>
<p>Year 9</p>	<p>Have attitudes towards disability evolved over time?</p> <p>- Analyse and compare how disability was</p>		<p>Why was the Holocaust able to happen?</p>	<p>Was Winston Churchill a hero or a villain?</p>	<p>How did Britain change after 1945?</p>	<p>Why did the Allies of World War Two become enemies?</p>

	<p>viewed in different time periods throughout British history.</p> <p>Second order concepts: Change and continuity, similarity and difference, significance</p> <p>What were the causes and events of World War Two?</p> <p>Link their learning to the end of the First World War (end of year 8) and why Germany would be unhappy following the conclusion of the war</p> <p>To describe the different experiences of people throughout the war: children, civilians</p> <p>Second order concepts: Significance, cause and consequence,</p>	<p>Understand Jewish culture and history in Europe which allowed for a rise of anti semitism</p> <p>Second order concepts: change and continuity, cause and consequence, significance, similarity and difference</p>	<p>Describe Churchill's life chronologically in order to understand the significance of events</p> <p>Make a judgement about whether Winston Churchill was the 'greatest Briton' based on evidence</p> <p>Second order concepts: Significance, Interpretations</p>	<p>Describe the reforms that took place post-war and how they helped to improve the welfare of society</p> <p>Second order concepts: Change and Continuity, Significance and impact, cause and consequences</p>	<p>Identify features of communism and capitalism and explain how and why the USSR and USA promoted these respectively</p> <p>Discuss the changes of the European landscape following WW2, including the Iron Curtain, Berlin Wall and the division of Germany.</p> <p>Second order concepts: Did the Civil Rights Movement achieve its aims?</p> <p>Understand the significance of key individuals such as Martin Luther King, Malcolm X, Rosa Parks and Mamie Till</p> <p>To draw comparisons between the CRM and Black Lives Matter to decide if the Civil Rights Movement achieved its</p>
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					<p>aims</p> <p>Second order concepts: Significance, cause and consequences, change and continuity</p>
<p>Year 10 (Edexcel)</p>	<p style="text-align: center;">Unit 2: Elizabeth</p> <p>This option is one of the Paper 2 depth study options.</p> <p>Part (a) carries 4 marks, is compulsory and targets AO1. It focuses on describing features.</p> <p>Part (b) carries 12 marks, is compulsory and targets AO1/AO2. It focuses on causation.</p> <p>Part (c) carries 16 marks and allows students a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.</p> <p>Key terms</p> <p>It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with for this option. The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.</p> <p>Lords, Commons, Privy Council, legitimacy, vestments, papacy, clergy, ciphers, the slave trade, privateers/privateering, colonisation, enclosure, inflation, real wages, vagabondage,</p>	<p style="text-align: center;">Unit 1: Medicine in Britain</p> <p>Section A: It builds upon second-order historical concepts such as change and continuity, cause and consequence, significance. Students are able to re-activate their learning on World War One and its significance, as well as additionally applying new information on how it changed medicine as a consequence. It introduces students to new exam questions and skills, including historical enquiries and how sources are used to build up evidence of historical time periods and events.</p> <p>Section B: Students are able to explore the key events, individuals and changes from Medieval (c.1250) to present day, examining how these changes were able to take place. Students will apply knowledge from their previous topic on Elizabethan England and will strengthen their skills and knowledge for upcoming topics at GCSE.</p>	<p style="text-align: center;">(Half Term 6 into Year 11)</p> <p style="text-align: center;">Unit 3: Germany</p> <p>Assessment In the modern depth study, students will be assessed on all four Assessment Objectives. The questions may relate to any content specified in the four Key topic areas. Students answer three questions; question 3 is divided into four parts.</p> <ul style="list-style-type: none"> - Question 1: targets AO3, and requires students to make inferences from one source. - Question 2: targets AO1/AO2, and focuses on explanation of causation. - Question 3(a): targets AO3 and uses two contemporary sources. One of them may be visual, but at least one will be written. Students assess the usefulness of both sources for a specified enquiry, making use of their knowledge of the historical context. - Question 3(b): targets AO4 and uses two written interpretations taken from secondary sources. Students explain how the two interpretations differ. - Question 3(c): targets AO4 and uses the same interpretations as part (b). Students suggest why the two interpretations differ. They may use the contemporary sources provided for Question 3(a) to help them answer this question. - Question 3(d): this targets AO4 and re-uses the interpretations. It requires students to evaluate one 		

	<p>idle poor, deserving poor, navigation, Catholic, circumnavigation, financial, Monarch, nobility, Puritan</p> <p>Key word cards are available on history.outwood.com to download and use in lessons with students.</p>		<p>interpretation, making use of the other interpretation and their knowledge of the historical context. Students should be aware that interpretations are based on evidence from their period of study and they should be aware of a range of evidence that can be used to reach conclusions. They should study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students should understand a range of reasons why interpretations may differ and should be aware that differences in view, based on conclusions drawn from evidence, are legitimate and can be explained. Students should be able to evaluate given interpretations using their own knowledge of Germany in the years 1918–39</p>
<p>Year 11 (Edexcel)</p>	<p>Unit: 3 Germany</p>	<p>Mocks 13th-24th November 1 hr week Medicine 2 hrs per week Germany After Mocks, the start of a new unit. American West Unit 2</p> <p>This unit introduces students to the impact of conflict and conquest on the plain. This develops key concepts which are threaded throughout the History curriculum including: democracy, government, religion and law and order. It is the development of a thematic study of the American West and tells the story of how the world of the early settlers and the indigenous people's clashed violently. In this way it incorporates a wider representation of History and the consequences for the victor and the loser.</p>	<p>To complete American West Unit 2, by February half term Revision and consolidation</p>

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