



## 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.

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.

Its study will make you question the world around us and encourage you to develop a deeper understanding of why certain people act as they do. Looking at the history of the East and West, we can see why political tensions between the two have continued on after the end of the Cold War, and arguably remain today. In reading the history of the USA, we can see why racial tension continued past the abolition of slavery, and is a key issue still at the forefront of American life.

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. 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 our History revision website [www.history.outwood.com](http://www.history.outwood.com) which 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. Historical visits are offered to students. Beamish Open air Museum and Thackray Museum of Medicine are recent examples. These trips are designed to enrich classroom experience and to inspire 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. 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.

### **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 National Curriculum Programme of Study for History.

### KS3 Curriculum Topic Delivery Plan

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

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

KS3 needs to therefore be seen as an opportunity to build the core knowledge and understanding of the procedural concepts required, in order for our students to excel in history. These years are to be used not to repeat content being delivered at GCSE; but to allow us to build horizontal links to the GCSE topics, embedding within our students the core knowledge required to succeed in the discipline of history. The importance of delivering a diverse curriculum given the tumultuous events of 2020 and the Black Lives Matter movement, we have a moral duty to reflect on our curriculum provision, and to try and deliver a more inclusive national history.

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

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

planning of our KS3 provision has the origin story of BAME communities as a priority theme. As part of a diverse curriculum our Key Stage 3 curriculum should also represent the history of other groups in society to represent the diverse nature of the classroom each teacher encounters. This will include subject content that examines as either a depth study or across the curriculum in breadth the history of all genders, religions, social classes, 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.

**How we assess in history:**

Students will be assessed at regular intervals using both formative and summative assessments. Students will be assessed on varying skills such as: Change and Continuity, Cause and Consequence and Chronology. Students will utilise various ways to work on using historical sources and information to be able to analyse and evaluate topics often based around key enquiry questions. There are 3 assessment points for Y7-9 and 6 assessment points for years 10 and 11 that we term Praising Stars©. For younger years 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.

**KS3 substantive concepts:**

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

|                  |                     |                       |                     |                       |                  |
|------------------|---------------------|-----------------------|---------------------|-----------------------|------------------|
| <b>Monarchy</b>  | <b>Colonialism</b>  | <b>Foreign Policy</b> | <b>Liberal</b>      | <b>President</b>      | <b>Socialism</b> |
| <b>Authority</b> | <b>Communism</b>    | <b>Gentry</b>         | <b>Middle Class</b> | <b>Prime Minister</b> | <b>State</b>     |
| <b>Autocracy</b> | <b>Conservative</b> | <b>Heresy</b>         | <b>Minister</b>     | <b>Propaganda</b>     | <b>Suffrage</b>  |
| <b>Bill</b>      | <b>Constitution</b> | <b>Heretic</b>        | <b>Minority</b>     | <b>Racism</b>         | <b>Tariff</b>    |
| <b>Campaign</b>  | <b>Dictator</b>     | <b>Hierarchy</b>      | <b>Nationalism</b>  | <b>Radical</b>        | <b>Terrorism</b> |

|                        |                        |                          |                    |                          |                      |
|------------------------|------------------------|--------------------------|--------------------|--------------------------|----------------------|
| <b>Capitalism</b>      | <b>Domestic policy</b> | <b>Holy war</b>          | <b>Papacy</b>      | <b>Reform</b>            | <b>Totalitarian</b>  |
| <b>Civil liberties</b> | <b>Fascism</b>         | <b>Illegitimacy</b>      | <b>Parliament</b>  | <b>Resistance</b>        | <b>Trade Union</b>   |
| <b>Civil rights</b>    | <b>Federal</b>         | <b>Imperialism</b>       | <b>Patriarch</b>   | <b>Revolution</b>        | <b>Treaty</b>        |
| <b>Civilian</b>        | <b>Feminism</b>        | <b>Industrialisation</b> | <b>Persecution</b> | <b>Royal Court</b>       | <b>Working Class</b> |
| <b>Class</b>           | <b>Feudal</b>          | <b>Judiciary</b>         | <b>Pilgrimage</b>  | <b>Skilled labourers</b> | <b>Earldom</b>       |

### **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   |
|---------------|--|--|---|---|---|---|
| <b>Year 7</b> | <p><b>What is History?</b><br/> <b>Preview Quiz</b><br/> <b>How much did the Romans change Britain?</b></p> <p>The end of the Iron Age. Roman Empire, the reasons for wanting an empire, the advantages that come from having an empire.</p> | <p><b>How did the Normans change Anglo-Saxon Society?</b></p> <p>Why is the Norman Conquest a significant part of British history? Contenders to the throne, Battle of Hastings, how did William implement his control? Harrying of the North.</p> | <p><b>What problem did Medieval Kings face?</b></p> | <p><b>Why was religion a major problem for the Tudors?</b></p> <p>The significance of the Tudor monarchs: Henry VII, Henry VIII, Edward VI and Mary Tudor - the religious changes in Tudor society.</p> | <p><b>Should Elizabeth I be remembered as Gloriana?</b></p> <p>Elizabethan England - features of Elizabethan society, the Catholic threat, The Spanish Armada &amp; Exploration</p> | <p><b>All 5 units are spread out across the 6 half terms. Opportunity to embed key skills and address any misconceptions.</b></p> <p>Students will be completing a milestone piece of work.</p> |



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|----------------------|--|--|--|---|--|---|
|                      |  |  | <p>The importance of religion during the Mediaeval Period, murder of Archbishop Thomas Becket. King John and the Magna Carta. The influence of religion during the Black Death and the Peasants Revolt.</p>          |   |  |   |
| <p><b>Year 8</b></p> | <p><b>How far did the power of the Monarchy change under the Stuarts?</b><br/>Students will be studying Tudor to Stuart rule, The English Civil War, Cromwell, Power of Parliament , Execution of King Charles I, The Republic 1660, The Return of the Monarchy.</p> | <p><b>What Impact did Britain have on India?</b><br/>Identify where the Mughal Empire fits into the wider chronological framework.<br/>Students will be given the opportunity to identify and explain the growth of the British Empire, and why it would want to colonise India.<br/>Understand the impact</p> | <p><b>What was Britain's role in the Slave Trade?</b><br/>Explain how the slave trade impacted people's lives after the colonisation<br/>Demonstrate an understanding of the role of slavery in the world today.</p> | <p><b>What was the impact of the Industrial Revolution?</b><br/>Explain why there was an increase in poverty throughout the time period.<br/>The impact of the industrial revolution on a range of people, including women and children</p> | <p><b>How did society find its voice in 20th Century Britain?</b><br/>Understand who had a voice at the beginning of the 20th Century and why.<br/>Understand why different groups of people would migrate to Britain, including the Windrush generation, refugees, and South Asia<br/>The challenges facing</p> | <p><b>What were the causes and events of World War I ?</b><br/>To explain how the war affected different types of people: British soldiers, colonial soldiers, men, women and children on the Home Front.</p> |

|                          |   |  |  |   |  |  |
|--------------------------|---|--|--|---|--|--|
|                          |   | of the British Raj on Indian society and culture.  |  |   | migrants in Britain, in particular the South Asian community in Middlesbrough.   |  |
| <b>Year 9</b>            | <p><b>Have attitudes towards disability evolved over time?</b><br/>Exploring changing attitudes and legislation towards Disability.<br/>Students will be investigating and comparing how disability was viewed in different time periods throughout British history.</p> <p><b>What were the causes and events of World War II?</b><br/>To understand the WW2 in the local context, such as the Blitz on Middlesbrough railway station<br/>To explain how WW2 and its impact shaped the world</p> | <p><b>Why was the Holocaust able to happen?</b><br/>Understand Jewish culture and history in Europe which allowed for a rise of anti semitism and students will explore the persecution of the minorities.</p> | <p><b>Was Winston Churchill a hero or a villain?</b><br/>Describe Churchill's life chronologically in order to understand the significance of events<br/>Make a judgement about whether Winston Churchill was the 'greatest Briton' based on evidence.</p> | <p><b>How did Britain change after 1945?</b><br/>Describe the reforms that took place post-war and how they helped to improve the welfare of society in the United Kingdom.</p> | <p><b>Did the Civil Rights Movement achieve its aims?</b><br/>Significance of key individuals such as Martin Luther King, Malcolm X, Rosa Parks and Mamie Till.<br/>To draw comparisons between the Civil Rights Movement and Black Lives Matter to decide if the Civil Rights Movement achieved its aims.</p> |  |
| <b>Year 10 (Edexcel)</b> | <p><b>Unit 2: Elizabeth</b><br/>This option is one of the Paper 2 depth study options.</p>  | <p><b>Unit 1: Medicine in Britain</b><br/>The British Sector of the Western front: 1914-1918<br/>c1250–c1500: Medicine in</p>  | <p><b>Unit 3: Germany</b><br/>Key topic 1: The Weimar Republic 1918–29</p>   |   |  |  |

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|                                 | <p>Key topic 1: Queen, government and religion, 1558–69</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> | <p>Medieval England.</p> <p>c 1500–c 1700: The Medical Renaissance in England.</p> <p>c 1700–c 1900: Medicine in eighteenth- and nineteenth-century Britain.</p> <p>c 1900–present: Medicine in modern Britain.</p>  | <p>Key topic 2: Hitler’s rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Key topic 4: Life in Nazi Germany, 1933–39</p> |
| <p><b>Year 11 (Edexcel)</b></p> | <p><b>Unit: 3 Germany</b></p> <p>Key topic 2: Hitler’s rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Key topic 4: Life in Nazi Germany, 1933–39</p>                 | <p><b>Mocks November</b></p> <p><b>After Mocks, the start of a new unit. American West Unit 2</b></p> <p>Key topic 1: The early settlement of the West, c1835–c1862</p> <p>Key topic 2: Development of the plains, c1862–c1876</p> <p>Key topic 3 : Conflicts and conquest, c1876–c1895</p> <p>Conflict and Conquest on the plains. The American West Tells the story of how the world of the early settlers and the indigenous people clashed violently. In this way it incorporates a wider representation of History and the consequences for the victor and the loser.</p> | <p><b>To complete American West Unit 2, by February half term</b></p> <p>Revision and consolidation</p> <p>To work on an exam plan.</p>                          |