



HISTORY

History

Why is the study of History important?

History means, in its simplest form: the past. However, it is also about what historians have actually written about the past. It provides us with a way to make sense of current affairs. The study of history is critically important, as everything which is happening around us has been influenced by, and is a direct result of, that which preceded it. In this way, the study of history is explicitly relevant to all of us.

Its study will make you question the world around us and encourage you to develop a deeper understanding of why certain people act as they do. Looking at the history of the East and West, we can see why political tensions between the two have continued on after the end of the Cold War, and arguably remain today. In reading the history of the USA, we can see why racial tension continued past the abolition of slavery, and is a key issue still at the forefront of American life. When studying the history of Britain, we can see the effects of migration on our cultural identity; and how this is an issue which leads to considerable debate in our society. When studying history, it is evident that there are patterns in human behaviour which tend to repeat themselves. Whether it is the role of a charismatic leader such as Churchill, or even charismatic dictators like Caesar through to Hitler, or the significance of religion in human conflict, humans have a habit of ignoring contributing factors which can lead to wars and oppression. It is the role of history and the historian to comment on such events and attempt to avoid it in the future.

From Year 7 you will have the exciting opportunity to study the history of our nation and how people's lives have shaped it. You will get the opportunity to learn about the influence that Britain has had on the world, and focus on times such as when it was referred to as "the workshop of the world"; a point in history where you could rightly claim that the "sun never set on the British Empire". As well as examining Britain's influence on a global scale, you will have the opportunity to examine the influence that global events have had on the shaping of our nation. Across your study, you will be introduced to key historical concepts such as change and continuity, cause and consequence, and significance and you will use these in lessons to draw conclusions, analyse trends and patterns in history and frame historically-valid questions. Your study of history will encourage you to think deeply and help you more effectively analyse; and then prioritise information, which will allow you to make informed decisions – a great life skill that all universities and employers will appreciate.

Across your study you will explore key themes such as the struggle between the church and crown, and the impact that this had on the ruling classes but also on the lives of the ordinary people. You will examine how this struggle led to defining moments in our history like Henry VIII's break with the Roman Catholic Church, and how his religious conflicts caused later problems for monarchs such as Elizabeth I as she faced the consequences of religious tensions and conflict during her reign. Lessons will provide a wide range of opportunities for you to frame your own historical questions, and through the use of the methods of historical enquiry, will enable you to make supported judgements to answer them.

History is a subject which contains the best debates and the best arguments; you will examine key historical debates such as: Was Dunkirk a triumph or disaster for the British military? Was Winston Churchill a British hero or a war criminal? Was the British Empire a positive influence on the world? Was King John really all that bad? And, was the First World War a total disaster in which millions of innocent people were led to their slaughter, or a just war that put an end to the imperialist ambitions of an autocrat and an attempt to stand up for the rights and freedoms of the people of Europe? Seems challenging - you are going to love it! History will expand your mind!

What skills will the study of History teach you?

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

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

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

- You will understand people and societies. The study of history allows us to investigate how people and societies behave. Information from the past must serve to explain why we, as people, behave as we do in society. Students need to develop some sense of how societies function, simply to run their own lives
- You will understand modern events and current issues. The past causes the present and so the future. Anytime we try to find out why something happened we have to look for factors that took shape earlier

- Studying history will test your own moral sense. People throughout history have been in situations and difficult circumstances whereby they have had to make hard choices. For example, was Neville Chamberlain right in appeasing Hitler in the 1930s or did he in fact make the Second World War an inevitability? Was Churchill right to sink the French naval fleet after they surrendered in World War II, despite being Allies only days before?

How does your study of History support 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?

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. For example, in Year 8, pupils study the Industrial Revolution with an emphasis placed on the North East. They investigate how Middlesbrough, Saltburn and Redcar have changed over time as a result of historical processes. 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 GCSE studies. 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. At Outwood Academy Redcar, historical visits are offered to students. In Year 7, students are given the opportunity to go to Pickering Castle to see the Motte & Bailey Castle to link with the Normans unit. Also in Year 8, students are able to attend the Land of Iron at Cleveland Ironstone Museum as part of industrialisation. We are looking at organising trips to Polands and the Battlefields of WWI in the near future to complement the Year 8, 9 and 10 curriculum. These trips would be designed to enrich classroom experiences and inspire a deeper interest in the subject of History. At Outwood Academy Redcar we hope to develop opportunities for our students to learn outside the classroom.

How is your History curriculum planned?

The History curriculum at Outwood Academy Redcar is planned around core knowledge, substantive concepts, second-order concepts and disciplinary knowledge.

1. **Core Knowledge** (e.g. key dates, chronology, names of individuals and events)

2. **Substantive Concepts**

Monarchy	Colonialism	Foreign Policy	Liberal	President	Socialism
Authority	Communism	Gentry	Middle Class	Prime Minister	State
Autocracy	Conservative	Heresy	Minister	Propaganda	Suffrage
Bill	Constitution	Heretic	Minority	Racism	Tariff
Campaign	Dictator	Hierarchy	Nationalism	Radical	Terrorism
Capitalism	Domestic policy	Holy war	Papacy	Reform	Totalitarian
Civil liberties	Fascism	Illegitimacy	Parliament	Resistance	Trade Union
Civil rights	Federal	Imperialism	Patriarch	Revolution	Treaty
Civilian	Feminism	Industrialisation	Persecution	Royal Court	Working Class
Class	Feudal	Judiciary	Pilgrimage	Skilled labourers	Earldom

3. **Second Order Concepts**

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

4. **Disciplinary Knowledge** (e.g. students' ability to frame a historical enquiry and analyse reliability, validity and utility)

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.

How do we ensure that your History curriculum is diverse?

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 are you assessed in History?

Throughout the 5 year History course (3 years in KS3 and 2 years in GCSE if chosen) 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. There are assessment points each year that we term Praising Stars©. For KS3 these are termly and for KS4 these are every half term. For years 7, 8 and 9 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 in years 10 and 11 we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets.

Key Assessment Objectives

AO1: Knowledge & Understanding

- Demonstrate knowledge & understanding of the key features and characteristics of the periods studied.

AO2: Thinking Historically

- Explain and analyse historical events and periods studied using second order historical concepts
- *second order concepts: similarity, difference, change, continuity, consequence, significance, causation

AO3: Using Evidence

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

AO4: Historical Interpretations

- Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations might differ) in the context of historical events studied

What does studying History at KS4 look like?

At Outwood Academy Redcar, if you choose to study History you will begin your 2 year GCSE qualification in Year 10. The exam board is Pearson Edexcel. The units studied are: Medicine in Britain (Thematic Course), British Sector of the Western Front (Historic Environment), Elizabethan England (Period Study), American West (Period Study) and Weimar & Nazi Germany. The course is 100% examination with three exam papers at the end of Year 11. There is a range of support available inside and outside of the classroom, including free revision guides, enrichments, and access to resources on history.outwood.com.

How does History support your future?

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

Legal profession	Archivist	Media	Politics	Teaching
Journalism	Writer	Public Sector Administrator	Business & Commerce	Museum Curator

HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY REDCAR

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	How was Britain governed before 1066? How did William increase and consolidate his power in England?	How important was religion in the Middle Ages? Who had the power in the Middle Ages?	How similar was Medieval Europe and the Mali Empire?	How significant was the Black Death in changing the balance of power in England?	To what extent did religion change in Tudor England?	How far did the Stuarts change the power of the monarchy?
Year 8	How did industrialisation change places like Middlesbrough and Redcar?	What is the story of slavery?	Was Emily Davison a martyr?	How significant were the Suffragettes in the fight for women's suffrage?	What was the main cause of World War One?	How did experiences of the First World War differ?

Year 9	<p>What was life like in 1920s America?</p> <p>What was life like in 1930s Germany?</p>	How do we remember the Holocaust?	How did modern attitudes to disability develop?	Did the Civil Rights Movement achieve its aims?	How cold was the Cold War?	Did Chernobyl lead to the collapse of the Soviet Union?
Year 10	Unit 2: Elizabeth		Unit 1: Medicine In Britain			Unit 3: Germany
Year 11	Unit 3: Germany	Unit 2: American West		Revision		