



## 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 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 Two, despite being Allies only days before?

### **Wider Subject Curriculum**

Outwood Academy Adwick offers lots of great opportunities for students to really engage with this fabulous subject. 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 such as studying Conisbrough Castle and the Cadeby Mining Disaster. Giving students this opportunity allows them to undertake an enquiry that will equip them for the subsequent GCSE level study of the 'historic environment'; but it will also inspire the students with the knowledge that history does not just happen somewhere else – somewhere more important; it also happened in the places where they and their families live and work.

In Year 10, 11, 12 and 13 we encourage students to attend enrichment opportunities to support their studies at GCSE and A-Level. For our GCSE and A-Level students we have several online platforms to further enhance what is offered within the academy. Students can use [quiz.outwood.com](http://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 Post-16 we actively encourage our students to visit university libraries to support their study. In Year 10, 11, 12 and 13 we encourage students to attend enrichment opportunities to support their studies at GCSE and A-Level. For our GCSE and A-Level students we have several online platforms to further enhance what is offered within the academy. Students can use [quiz.outwood.com](http://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 Post-16 we actively encourage our students to visit university libraries to support their study. There is also the opportunity for our Post-16 students to join a debating club, which helps them to develop their ability to discuss historical events at length as well as developing their skills of summation and judgement.

At Outwood Academy Adwick, historical visits are offered to students. In recent years we have offered trips to: Poland, as well as visits to local areas such as Conisbrough Castle. These trips are designed to enrich classroom experiences and to inspire a deeper interest in the subject of history and in the future we hope to offer more opportunities with the reopening of attractions like the Thackray Medical Museum in Leeds to further develop our students.

### **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 Academy Adwick Programme of Study for KS3 aligns to the 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, 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 to be the way it is.

**KS3 substantive concepts:**

<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>

**HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY ADWICK**

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Year 7</b>	<p><b>Early Empires &amp; their relationship with Britain</b> <i>Looking at different empires and how they interact with and develop England e.g. Romans, Anglo-Saxons, Vikings</i></p>	<p><b>Norman Conquest</b> <i>The Norman Conquest of England looking at the Battle of Stamford Bridge, Battle of Hastings, Harrying of the North, Castles. inc. Conisbrough castle</i></p>	<p><b>Creation of Parliament</b> <i>The state of England under King John, Magna Carta, Henry III, Provisions of Oxford, Simon De Montfort and the Creation of the First Parliament</i></p> <p><b>Mansa Musa and the Mali Empire</b> <i>How different was the Mali Empire to medieval England? Origins of the Mali Empire. Who was Mansa Musa? How advanced was the Mali Empire?</i></p>	<p><b>Tudors</b> <i>Henry VII, Henry VIII, Mary I, Edward VI, Elizabeth I. Mary Queen of Scots and the Spanish Armada</i></p>	<p><b>Stuarts and the English Civil War</b> <i>James I, Charles I, the English Civil War, Oliver Cromwell, Charles II.</i></p>	<p><b>Crime and Punishment through Time</b> <i>Law and Order in the Middle Ages, Trial by Ordeal, Law and Order in the 17th and 18th century, Highwaymen, Historical Environment study - Jack the Ripper and Whitechapel</i></p>



<b>Year 8</b>	<b>Slavery</b> <i>Africa before the, transatlantic slave trade, how slavery came to an end. Focus on William Wilberforce and Olaudah Equiano</i>	<b>Industrial Revolution</b> <i>Industrial Revolution in factories, comparison with Saltaire and Bradford, explaining how this changed Britain and the Empire, Cadeby Mine Disaster</i>	<b>Women's Suffrage</b> <i>The position of women in 1900, Suffragettes vs Suffragists, Emily Davison and Emmeline Pankhurst. How this changed Britain</i>	<b>WW1</b> <i>Causes of WW1, focus on specific battles e.g. Verdun, the Somme. The aftermath of WW1 e.g. Treaty of Versailles</i>	<b>America in the 1920s</b> <i>America in the 1920s, prohibition, development of culture in the USA e.g. flappers</i>	<b>Nazi Germany</b> <i>How did the Nazis come to power, how did they change Germany, how did they lead to the start of WWII. Focus on treatment of minorities</i>
<b>Year 9</b>	<b>WWII</b> <i>Causes of WWII, key strategies e.g. Blitzkrieg, Battle of Britain. End of WWII, Holocaust</i>	<b>Post-War Britain</b> <i>NHS, Beveridge report, Windrush generation, Race riots. How Britain became more multicultural</i>	<b>Race relations in the USA</b> <i>Focus on individuals who developed race relations in the USA as well as legislation - Jim Crow, Brown vs Board of Education, MLK, Malcolm X, Emmett Till</i>	<b>A Post-War World (Cold War &amp; Vietnam)</b> <i>Cuban Missile Crisis, Causes of Vietnam War, Vietcong, Ho Chi Minh Trail, use of napalm, Consequences of Vietnam War for USA, War on Terror</i>	<b>Attitudes towards Disability</b> <i>Have modern attitudes been influenced by historical models of disability? Impact of the Industrial Revolution, Attitudes towards difference in the 19th century. How did the disability rights movement develop?</i>	
<b>Year 10 (Edexcel)</b>	Unit 2: Elizabeth		Unit 1: Medicine In Britain		Unit 3: Germany	
<b>Year 11 (Edexcel)</b>	Unit 3: Germany	Unit 2: American West		Revision	Exam Period	

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Year 12 (AQA)</b>	1871 - 1929 The Quest for Political Stability  Making of Modern Britain 1951 - 1979	1871 - 1929 The Quest for Political Stability  Making of Modern Britain 1951 - 1979	1871 - 1929 The Quest for Political Stability  Making of Modern Britain 1951 - 1979	1871 - 1929 The Quest for Political Stability  Making of Modern Britain 1951 - 1979	1871 - 1929 The Quest for Political Stability  Making of Modern Britain 1951 - 1979	Revision  NEA - Ireland 1778 - 1923

<b>Year 13 (AQA)</b>	1929 - 1991 The Quest for Political Stability  Making of Modern Britain 1979 - 2007	1929 - 1991 The Quest for Political Stability  Making of Modern Britain 1979 - 2007	1929 - 1991 The Quest for Political Stability  Making of Modern Britain 1979 - 2007  NEA Submission - Ireland 1778 - 1923	1929 - 1991 The Quest for Political Stability  Making of Modern Britain 1979 - 2007  Revision	Revision  Exam Period	Exam Period
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**New 2022/23 curriculum: Y7 2022-2025**

<b>Outwood Academy Adwick KS3 Programme of Study:</b> Chronology will be covered and reviewed throughout the Key Stage to develop student understanding of centuries, time periods etc.						
	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Year 7</b> (1 lesson per week)	<b>Early Empires &amp; their relationship with Britain</b> <i>Looking at different empires and how they interact with and develop England e.g. Romans, Anglo-Saxons, Vikings</i>		<b>Norman Conquest</b> <i>The Norman Conquest of England looking at the Battle of Stamford Bridge, Battle of Hastings, Harrying of the North, Castles. inc. Conisbrough castle</i>		<b>Creation of Parliament</b> <i>The state of England under King John, Magna Carta, Henry III, Provisions of Oxford, Simon De Montfort and the Creation of the First Parliament</i>	<b>Mansa Musa and the Mali Empire</b> <i>How different was the Mali Empire to medieval England? Origins of the Mali Empire. Who was Mansa Musa? How advanced was the Mali Empire?</i>
<b>Year 8</b> (2 lessons per week)	<b>The English Monarchy during the Renaissance</b> <u>Tudors</u> <i>Henry VII, Henry VIII, Mary I, Edward VI, Elizabeth I. Mary Queen of Scots and the Spanish Armada</i> <u>Stuarts and the English Civil War</u> <i>James I, Charles I, the English Civil War, Oliver Cromwell, Charles II.</i>	<b>Imperialism and Africa</b> <i>Africa before the, transatlantic slave trade, exploration and how slavery came to an end. Reasons for the Empire. Focus on William Wilberforce and Olaudah Equiano. Finish with Jim Crow Laws.</i>	<b>Industrial Revolution</b> <i>Industrial Revolution in factories, comparison with Saltaire and Bradford, Cadeby Mine Disaster. (Including a Historic Environment Study: Whitehall &amp; Jack the Ripper)</i>	<b>Women's Suffrage</b> <i>The position of women in 1900, Suffragettes vs Suffragists, Emily Davison and Emmeline Pankhurst. How this changed Britain (discussion of WWI).</i>  <b>WW1</b> <i>Causes of WW1, focus on specific battles e.g. Verdun, the Somme. The aftermath of WW1 e.g. Treaty of Versailles</i>	<b>America in the 1920s</b> <i>America in the 1920s, prohibition, development of culture in the USA e.g. flappers</i>	<b>Churchill</b>  <i>Bengal famine, Dresden, Dunkirk, Gallipoli, Appeasement, Should Churchill's Statue be removed?</i>

<p><b>Year 9</b> (1 lesson per week)</p>	<p><b>Nazi Germany</b> <i>How did the Nazis come to power, how did they change Germany, Focus on treatment of minorities. Holocaust.</i></p>	<p><b>WWII</b> <i>Causes of WWII, key strategies e.g. Blitzkrieg, Battle of Britain. End of WWII.</i></p>	<p><b>Race relations in the USA</b> <i>Legacy of Jim Crow laws. Focus on individuals who developed race relations in the USA as well as legislation - Brown vs Board of Education, MLK, Malcolm X, Emmett Till</i></p>	<p><b>A Post-War World (Cold War &amp; Vietnam)</b> <i>Cuban Missile Crisis, Causes of Vietnam War, Vietcong, Ho Chi Minh Trail, use of napalm, Consequences of Vietnam War for USA, War on Terror</i></p>	<p><b>Attitudes towards Disability</b> <i>Have modern attitudes been influenced by historical models of disability? Impact of the Industrial Revolution, Attitudes towards difference in the 19th century. How did the disability rights movement develop?</i></p>
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