



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. Diversity is incredibly important to the study of history and we pay particular attention to the changing role of women and people of colour through time between year 7 and year 9. We trace the story of people of colour from Africa before the slave trade to the civil rights movement. We examine the fight for rights which women took on at home and in the workplace after World War Two.

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. At Danum, our exciting and

ambitious curriculum follows the story of Britain from the Roman conquest to the September 11th attacks in 2001. We also visit other interesting countries and time periods as we examine the impact of events, change and upheaval on the nature of power, and on everyday people.

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

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

What skills will the study of History teach you?

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

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

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

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

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

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

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

How can you deepen your understanding of History?

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. Giving students this opportunity allows them to undertake an enquiry that will equip them for

the subsequent GCSE level study of the 'historic environment'; but it will also inspire the students with the knowledge that history does not just happen somewhere else – somewhere more important; it also happened in the places where they and their families live and work.

In KS4, we encourage students to attend enrichment opportunities to support their studies at GCSE and A-Level. For our KS4 students we also have our revision website history.outwood.com. Students can use this 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.

Aims of the National Curriculum:

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

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

How can History support your future?

Of course we offer the study of GCSE and A Level 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 A level 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 it for colleges, universities, apprenticeships or employment.

Careers that the study of History supports include:

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

KS3 Curriculum Topic Delivery Plan

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

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

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

The importance of delivering a diverse curriculum

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

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

In our curriculum we need to ensure that we educate our students about our country and how it came to its current state. To deliver this successfully, our students need an awareness of how Britain came to be a culturally diverse, multi-ethnic nation. Dr Puri argues that it is our responsibility to ensure that our students leave school with an understanding of Britain's historic successes, and how the British Empire contributed to the outcomes of the world wars and to also

know why Britain's populace is now multi-ethnic. We have a duty to allow our students to study the arrival stories of big BAME communities as related to decolonisation. It is therefore important that any planning of our KS3 provision has the origin story of BAME communities as a priority theme.

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

KS3 substantive concepts:

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

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

Civilian	Feminism	Industrialisation	Persecution	Royal Court	Working Class
Class	Feudal	Judiciary	Pilgrimage	Skilled labourers	Earldom

HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY DANUM

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 (1 lesson per week)	<p>Why are the Romans so Significant to Doncaster and the world?</p> <p><i>How did the Romans influence the world, what legacy did they leave in Doncaster and how should they be remembered?</i></p>	<p>Power and Authority - Who ruled Mediaeval England?</p> <p><i>From where was power derived in the mediaeval period? Who ruled, and how? How much consent was there? How much did William the Conqueror change?</i></p>	<p>Everyday Life - what was Life like in Mediaeval England?</p> <p><i>From public health, to fun and games, from staying in an inn to being disabled, what was it like to live, play and love in mediaeval England?</i></p>	<p>How far did the Tudors change England?</p> <p><i>How did Henry VII secure his throne after the Battle of Bosworth, how did Henry VIII change over time and how did the Elizabethans change the world?</i></p>	<p>Did the Stuarts destroy the Idea of Monarchy?</p> <p><i>What did Charles so doggedly believe, why did it make him unpopular and why did he lose his head over it? What came after this regicide and how successful was this experiment in abolition of the monarchy?</i></p>	<p>Were the French better at Revolting?</p> <p><i>What did the French monarch do to lose their heads and why was Marie Antoinette pilloried? Did the French Revolution achieve its aims? W</i></p>
Year 8 (2 lessons per week)	<p>What was the impact of the Industrial Revolution?</p>	<p>Was the British Empire a Gift or a Curse to the World?</p>	<p>Was World War One a Failure of Leadership?</p>	<p>Did World War One change the World?</p> <p><i>What were the reverberations around</i></p>	<p>Why was 'Never Again Forgotten so Soon?</p>	<p>Was World War Two a victory for Good over Evil?</p>

	<i>What was England like before the industrial revolution, and how did the revolution change it? How important was coal, and why? Why was Britain at the front of the revolution?</i>	<i>Who was responsible for the slave trade, how important were the Elizabethans in this act? Was the British Empire a power for good, or evil, and what was life like living in it? Why did the empire collapse?</i>	<i>What were the long and short term causes of the Great War; and how did Britain become dragged into the conflict? What was life like for the men who signed up to fight and how did they get there?</i>	<i>the world, caused by the trauma and chaos of World War One? How did attempts to resolve this war create a path to another war? Who were the winners and losers?</i>	<i>How far did the world recover from World War One and what significant mistakes were made? What steps along the way made a dangerous path to a second world war, and who was to blame?</i>	<i>Did acts of atrocity only occur one side of World War Two, was it as simple as that? Can some acts of evil cancel out greater evil? What momentous decisions were made, and what was the difference between propaganda and reality?</i>
Year 9 (1 lesson per week)	How far did Britain Modernise in the Post-War Period? <i>To what extent did Britain modernise, what resistance was there and in what ways did it change? How much change is still left to do?</i>		How close did the Cold War bring the world to destruction? <i>How close did ideas and belligerence come to destroying the planet? Who was more to blame?, How did we step up to the brink and then step back down?</i>		Did the Jungle or the Vietnamese defeat the USA? <i>Why did American young men go off to fight on the other side of the world over a clash of ideas? How powerful was the USA and did it receive the bloody nose it deserved?</i>	
Year 10	Unit 2: Elizabeth		Unit 1: Medicine In Britain			Unit 3: Germany
Year 11	Unit 3: Germany		Unit 2: American West		Revision	