



## 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 has preceded it. In this way, the study of History is 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.

We have taken a chronological approach to History so that you will understand the progression of events that have led to current events. This begins in pre-history and ends with an examination of modern terrorism. You will be taught by direct instruction following a knowledge rich curriculum. Your teachers will ensure that you fully understand concepts before moving on and support you by modelling how to work as an expert historian.

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!

### **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 at Outwood Academy City 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 7 we investigate Sheffield Castle with its deep roots in the middle ages and what it reveals about the city's forgotten medieval heritage. We explore its wide-reaching history using online tours of the historical site to introduce a research project for students to investigate further. In Year 8, students are able to delve into how the Sheffield Blitz shows how the Second World War was fought on the doorsteps of Sheffield. Why was the city attacked? How did it affect the lives of the local people? 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. We also explore historical events using music from the songs that directed escaping slaves to the underground railroad, a method of breaking free from the plantations, to how music influenced changes during the Civil Rights movement in America. Students also become involved in one of the most controversial legal cases in American history, taking on the roles of defence and prosecution, which allows them to connect with evidence and use it in the form of a debate.

At GCSE we promote all forms of educational material including online homeworks, useful documentaries and cartoons. We also have several online learning platforms to further enhance what is offered in school. Students can use [tenjin.outwood.com](http://tenjin.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 areas where they could improve and focus their revision further. We encourage students to attend enrichment opportunities to support their studies at GCSE, this includes; tutor time and after school groups, which are targeted to different aspects of the GCSE course. This allows students to focus their revision on all the examination criteria and essential exam skills.

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?**

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

### **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

challenges 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 student 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; this 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>

#### **HISTORY CURRICULUM PROGRESSION PATHWAY AT OUTWOOD ACADEMY CITY**

Chronology will be covered and reviewed through the Key Stages to develop student understanding of centuries and time periods etc.

The overall aim of this programme of study is to provide students with the necessary grounding in historical understanding and skill to enable them to progress in their study. Also, it is important that diverse history and local history is embedded throughout units, rather than as stand alone units. This will continue to be a driving focus of curriculum development.



## KS3 Programme of Study:

Chronology will be covered and reviewed throughout the Key Stage to develop student understanding of centuries, time periods etc.

Year 7 overview	Students will examine a narrative of Britain from the neolithic period to the 19 <sup>th</sup> century; they will explore key themes of the relationship between government and the people, the influence of religion on society, migration, invasion, politics, and national divisions.			
	Unit 1	Unit 2	Unit 3	Unit 4
Year 7 1 lesson per week	<p><b>How did migration before 1066 affect Britain?</b></p> <p><i>Resources, migration, systems of rule, cause and consequences, religion and hierarchy</i></p> <p>Change and continuity Cause and consequence Evidence</p>	<p><b>Did the Normans bring a 'truckload of trouble'?</b></p> <p><i>Feudal system, autocracy, Social class. Invasion and Succession.</i></p> <p>Significance Cause and consequence Interpretations</p>	<p><b>How powerful were Medieval monarchs?</b></p> <p><i>Living in medieval times (inc. Black Death)</i></p> <p><i>Role of religion in medieval life</i></p> <p>Similarity and difference - across periods and social groups Interpretations Evidence</p>	<p><b>Did the Tudors reform Britain?</b></p> <p><i>Henry VII - Elizabeth I</i></p> <p><i>Religious change and its impact across the Tudor period. Religion, Earls, Papacy, heretic, royal court, protestantism, Catholicism, legitimacy,</i></p> <p>Change and continuity Significance Interpretations Evidence</p>



<b>Year 8 Overview</b>	Year 8 continues the narrative explored in Y7, by moving on to the development of global Britain from the growth of the empire through to its collapse. It charts how the expansion of international relations and intercontinental trade forged a more interconnected world, with Britain as a key player. Students will explore the myriad of impacts caused by globalisation on society, civil rights, politics and international relations.				
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>Year 8</b> 2 lesson/s per week)	<b>How did steel and industry change power in Britain?</b>  <i>Industrial revolution - Women's suffrage</i> <i>Democracy, industry, campaign, suffrage, feminism, constitution, Liberal, middle class, working class, propaganda, reform, radical, skilled labourers, Trade union, Local Study sheffield</i> <b>Cause and Consequence</b> <b>Change and continuity</b>	<b>What were the consequences of growth of the British Empire and the transatlantic slave trade?</b>  <i>1700 imperialism-the abolishment of the slave trade. Persecution, empire, Foreign relations, trade, industry, campaign, civil liberties, civil rights, colonialism, Parliament, racism, resistance,</i> <b>Cause and consequence</b> <b>Significance</b> <b>Change and Continuity</b>	<b>How did WWI change Britain and Europe?</b>  <i>Life in the trenches</i> <i>Treaty of Versailles</i> <i>Impact of empire - Colonial contribution to war effort, technology, local study: Sheffield. Imperialism, Alliances,</i> <b>Cause and Consequence</b> <b>Significance</b> <b>Evidence</b>	<b>Why did World War 2 change the world?</b>  <i>Treaty of Versailles- Liberation-dictatorship, facism, persecution, warfare, Nationalism, Local study: Sheffield during the Blitz, homefront. Concentration camps, racism, liberation.</i> <b>Cause and Consequence</b> <b>Significance</b> <b>Evidence</b>	<b>Is humanity a victim of war?</b>  <i>What leads to events which shock humanity?</i> <i>Why do people attack societies and civilisations in order to be victorious in war?</i> <i>When does humanity take second place to power?</i> <i>Holocaust, atomic bomb, Dresden, India</i> <b>Cause</b> <b>Consequence</b> <b>Significance</b>

<b>Year 9 Overview</b>	Yr9 picks up on key themes explored in Y8 about the direct consequences of two devastating wars on Britain and the world. It particularly focuses on the international consequences of global conflict and the resulting development of the Cold War. Students will analyse the impact of technological advancements and opposing political and religious ideologies in creating a new world order.			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Year 9</b> 2 lesson per week	<b>Why did war continue in the world, 1943-1989?</b> <i>How did tensions increase between the east and west and what changed to end the communist empire.</i> <i>Communism, Capitalism, technology, weapons, presidents, dictatorship, terrorism, restrictions, revolutions, detente, domestic policy, foreign policy and isolationism.</i> <i>Cause and consequence</i> <i>Significance</i> <i>Change and Continuity</i> <i>Evidence</i>	<b>Why was the Vietnam War a different kind of war?</b> <i>Allow you to develop communism vs capitalism</i> <i>Historial environment study, conflict, terrorism, technology, protests</i> <i>Cause and consequence.</i> <i>Judgement</i> <i>Evidence</i> <i>Interpretations</i>	<b>Did Chernobyl lead to the collapse of the USSR?</b> Describe events at Chernobyl in April 1986 and explain how the Soviet Union responded to the Chernobyl disaster. <i>Communism, economy, revolution, authority, domestic policy, reform, state</i> <i>Cause and consequence.</i> <i>Judgement</i> <i>Evidence</i> <i>Interpretations</i>	<b>Is Britain the utopia of fair play?</b> <i>From Martin Luther King to BLM</i> <i>Women of Dagenham</i> <i>Birth of Pride</i> <i>Racism, discrimination, bills, federal, civil liberties and rights, America and Britain, Protests and resistance.</i> <i>Cause and consequence</i> <i>Significance</i> <i>Change and Continuity</i> <i>Evidence</i>

<b>Year 10</b>	<b>Unit 2: Elizabeth</b>		<b>Unit 1: Medicine in Britain</b>	
<b>Year 11</b>	<b>Unit 3: Germany</b>	<b>Unit 2: American West</b>		<b>Revision</b>

