

## **HISTORY**

**What is the importance of the subject? Why should pupils be studying it? Why should they care about it? How might the subject link to the real world/ real life scenarios?**

It is reasonable to expect that anyone studying history has an interest in the past – but that is not the only reason. History helps create thoughtful people and good citizens. By studying people and societies, students learn what it means to be human. They learn the value of ethics, empathy, diversity and social justice. They learn the risks and dangers of certain ideas. They learn about the timeless issues and problems that affect human societies, both past and present. This equips history students to understand and work with the people in their own world. Studying history also creates thoughtful and active citizens who are willing to participate in the political process or in their own communities. Many history students are endowed with healthy scepticism, willingness and a capacity to question their own world, and perhaps find ways to make it better.

A high-quality history education will also help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching will equip students to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Students will:

- Know and understand the history of the British Isles 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.
- Understand the significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- 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.
- 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.
- 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.

### **What are the key concepts or big ideas underpinning the subject?**

Authentic understanding in history comes from developing a grasp of the key concepts and underlying key historical events, themes, and issues. These are:

#### **Change**

Change is probably the most important of all historical concepts. Exploring, explaining and evaluating change is a universal focus for those who study or work in history. When investigating the past, most historians focus not on a specific moment in time but on how society changed and evolved over a longer period. Human societies are never static: all are undergoing some form of change, however minor or unnoticeable it might be. One of the aims of a historian is to identify, describe and explain this process of change. They seek to find out the conditions and factors that caused change. They try to identify how change affected the society in question. The speed of change is also significant. Most historical change is slow, gradual or evolutionary; it causes little disruption to society and its individual members. However, some historical change – like the upheaval caused by a war, a revolution, an economic depression or political radicalism – can be abrupt, fast moving and tumultuous.

#### **Continuity**

Continuity is the opposite of change: it is where things stay more or less the same. Historians are interested in change but are mindful that not everything changes. Even during a period of great upheaval, some institutions, traditions and values will remain constant. The rise of a new monarch or political leader might bring significant change, though the political system itself may remain the same. A revolution might hope to create a new society but it may not change the way that people think or behave. Revolutionary leaders might rebel against oppressive governments, only to end up using similar methods themselves. Continuity can be important because it provides a nation or society with stability and consistency, allowing it to hold together and keep functioning. Too much change can shake the foundations of a society and bring about uncertainty, destabilisation, lack of control, even human suffering. Continuity also shows us how difficult it can be to change some attitudes and human behaviours.

#### **Cause and effect**

Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements. Every significant event, development or change is triggered by at least one cause. To understand an event, the first task of the historian is to identify and study the factors that caused it. Sometimes historical causes can seem straightforward so that 'x' appears to have caused 'y' – but history is rarely this simple or obvious. Significant events usually have multiple causes, some of which may be connected, disguised or subtle. Historical causes can evolve over the long term, building up over months, years, even decades and generations – or they can

be short-term causes, triggering change in a month, a week or even a day. Causes can be political, like the passing of a new law or policy; or economic, like a new invention or the development of new forms of trade or commerce. Every significant historical action or event also has effects or consequences. Historians study the aftermath of these actions and events, to identify and evaluate the impact they had on society. Understanding the effects of an event or change allows us to gauge its significance or importance.

### **Perspective**

Students consider different ways of seeing the world that help explain differences in decisions about, responses to, and interpretations of the past. There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. Perceptions and viewpoints are influenced by people's *values* (deeply held beliefs about what is important or desirable).

### **The use of sources**

Sources are items left behind by the past that provide us with information about the past. They are sometimes referred to as primary sources, contemporary sources or secondary sources. There are many different types of source: official documents and records, letters, chronicles, diaries, physical artefacts, paintings, photographs, murals, maps, buildings, furniture, clothing, archaeological relics and corpses. Historians use sources to access and acquire information about the past. This information, if useful and reliable, can be used as evidence when forming conclusions. Every historical source reveals something useful about the past, though some sources obviously reveal more than others. Students will have to make judgments about how useful a source is for a particular enquiry into an event from the past. A source like the Bayeux Tapestry, for example, will provide more evidence than a weapon found on the battlefield at Hastings. Examining historical sources and extracting evidence is a critical skill for historians and history students alike.

### **Significance**

Significance is the relative importance or value of something. Evaluating historical significance boils down to choosing which things are more important than others. Historical significance is a critical concept because it shapes what we study and the conclusions we reach. Certain topics or pieces of evidence have been emphasised because of their perceived significance. Students, when they form conclusions and arguments, will conclude that certain people, events or factors had more impact or influence on the past than others. It seems obvious that Adolf Hitler, for instance, had a much greater impact on the past than other individuals who lived in Germany during the same time period - but historical significance is often a subjective decision, something that makes it contestable (open to challenge). Different historians often disagree over significance, placing greater value or emphasis on different things. History students are frequently asked to identify and discuss significance – for example, “who was the most significant figure in Nazi Germany?” In this situation, there is not necessarily one correct answer. Different individuals played different roles in the running of the Nazi state. In making judgements about significant, students will use their own judgement, set their own criteria and explain their decision using evidence. Therefore, a student may conclude that Heinrich Himmler was more significant in terms of the police state and concentration camps,

whereas, Josef Goebbels played a more significant role with regard to propaganda, and the early years of the Nazi Party pre-1933 where their focus was on persuasion, on winning votes from the electorate.

### **Political**

The term *political* refers to the institutions, people and processes responsible for leadership and decision making in a society. Political decisions and actions can have a profound impact on the rest of society. For this reason, historians often look first at political leaders and governments, to find out how they acted and responded to certain problems or challenges. Political leaders include monarchs and emperors, presidents, governors, ministers, mayors, community leaders and government officials. The obvious political institution is government, which might exist at a number of levels (national, state, provincial, municipal or communal). Other political institutions include parliaments, assemblies, courts, political parties and the bureaucracy (government departments or public service). Political concepts include values, ideology, laws and policies.

### **Economic**

The term *economic* refers to a society's production and distribution of physical items. Every individual has needs (food, water, housing and clothing) and wants (such as consumer goods or luxury items). All societies develop their own methods of gathering, producing and sharing these wants and needs. Economics is the study of this activity. Economic concepts include production, wealth, land, capital, money, markets and labour. Different sectors of economic production include industry, manufacturing, agriculture and mining. Other economic activities include financial practices like money, taxation, banking and government revenue and expenditure. Ownership of land, capital and the distribution of wealth are also important economic measures. Economics is a complex study in its own right and difficult to master – however it is impossible to understand any society without at least a basic understanding of its economic processes and relationships.

### **Social**

Conditions and standards of living are an important social focus for historians. Broadly speaking, the *social* framework covers how societies are organised and how people live and behave. Many historians focus on social conditions and the ways that societies organise and sustain themselves. Some social aspects can be studied and quantified with statistics, such as demographics, population density, urban populations, family size, birth and death rates and infant mortality. Historians also look at other social aspects and factors, including standards of living, health, gender roles and status, the size and role of families, the availability and level of education, literacy and communication, religious beliefs and social customs. All societies have hierarchies or power structures, based on age, privilege, religious status, economic class or other factors. Historians can also evaluate social mobility (the ability of an individual to move up through the classes) and political participation (the relationship between ordinary people and government).

## What topics will the pupils be studying in each year group?

### Topics Studied in Key Stage 3:

| Year 7   | Year 8  | Year 9                                       |
|--|---|--|
| Chronology, categorisation, usefulness of sources                      | Crime and punishment in Medieval Britain 1066-1509                          | The First World War and the Peace Settlement |
| Anglo-Saxon England (before 1066)                                      | Witches, plague and fire. A local history study.                            | The inter-war years: the Great Depression    |
| The Norman Conquest  | Crime and punishment in Britain 1509-1900                                   | The rise of dictators                        |
| The English Reformation and Counter Reformation (Henry VIII to Mary I) | Britain as the first industrial nation – the impact on society              | Life in Nazi Germany                         |
| The first colony in America  | Britain's transatlantic slave trade: its effects and its eventual abolition | The Holocaust                                |

### Topics Studied in Key Stage 4:

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|--|
| <p><b>Year 10 - <i>Crime and punishment in Britain, c1000–present</i></b></p> <ul style="list-style-type: none"> <li>• c1000–c1500: Crime and punishment in medieval England</li> <li>• c1500–c1700: Crime and punishment in early modern England</li> <li>• c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain</li> <li>• c1900–present: Crime and punishment in modern Britain</li> </ul> |
| <p><b>Year 10 - <i>Case Study, historic environment</i></b></p> <ul style="list-style-type: none"> <li>• Whitechapel, c1870–c1900: crime, policing and the inner city</li> </ul>   |
| <p><b>Year 10 - <i>Anglo-Saxon and Norman England, c1060–88</i></b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxon England and the Norman Conquest, 1060–66</li> <li>• William I in power: securing the kingdom, 1066–87</li> <li>• Norman England, 1066–88</li> </ul>   |
| <p><b>Year 11 - <i>Superpower relations and the Cold War, 1941–91</i></b></p> <ul style="list-style-type: none"> <li>• The origins of the Cold War, 1941–58</li> <li>• Cold War crises, 1958–70</li> <li>• The end of the Cold War, 1970–91</li> </ul>   |
| <p><b>Year 11 - <i>Weimar and Nazi Germany, 1918–39</i></b></p> <ul style="list-style-type: none"> <li>• The Weimar Republic 1918–29</li> <li>• Hitler's rise to power, 1919–33</li> <li>• Nazi control and dictatorship, 1933–39</li> <li>• Life in Nazi Germany, 1933–39</li> </ul>  |

## Topics Studied in Key Stage 5:

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|---|
| <p><b>Year 12 – <i>England 1485–1558: the Early Tudors</i></b></p> <ul style="list-style-type: none"><li>• The government of Henry VII and threats to his rule</li><li>• Henry VII’s foreign policy</li><li>• Henry VIII and Wolsey</li><li>• The reign of Henry VIII after 1529</li><li>• Mid Tudor Crises 1547–1558</li></ul>   |
| <p><b>Year 12 - <i>Democracy and Dictatorships in Germany 1919–1963</i></b></p> <ul style="list-style-type: none"><li>• The establishment and development of the Weimar Republic: 1919–Jan 1933</li><li>• The establishment of the Nazi Dictatorship and its domestic policies Feb 1933–1939</li><li>• The impact of war and defeat on Germany: 1939–1949</li><li>• Divided Germany: The Federal Republic and the DDR 1949–1963</li></ul> |
| <p><b>Year 12 – <i>Topic based essay</i></b></p> <ul style="list-style-type: none"><li>• An independently researched essay of 3000–4000 words in length.</li></ul>  |
| <p><b>Year 13 - <i>Civil Rights in the USA 1865–1992</i></b></p> <ul style="list-style-type: none"><li>• African Americans</li><li>• Trade Union and Labour Rights</li><li>• Native American Indians</li><li>• Women</li></ul>  |

## What key capacities / skills will the pupils develop?

No matter what topic is studied within the History curriculum, students will gain a wide range of very employable and transferable skills, knowledge and attributes:

- The ability to be **independent** when locating, studying and interpreting written and visual material, in order to extract evidence and meaning.
- Become strong **communicators**, to express findings clearly and effectively.
- Form complex arguments coherently and structure thoughts and opinions in a logical manner in both written and verbal **communication**.
- Develop subject knowledge and **understanding** that is highly relevant to many of the challenges facing society and the world today.
- Practice specialist skills including academic research, contextualisation, analysis, problem solving and critical thinking alongside other quantitative and qualitative skills, including the ability to judge evidence.
- Be **positive** about developing an **understanding** of how to **investigate** and tackle problems and examine big issues at a variety of scales and from different perspectives.
- An **understanding** of crucial themes and issues such as: the ways in which people, communities and nations interact; the nature of power and leadership; the difficulties of government and economic management; the impact of war and conflict on societies; and the relationships between different classes, wealth, capital and labour.

- Students will learn how to **independently** think critically about every piece of evidence, testing and evaluating its reliability, credibility, usefulness and significance.
- The experience of working in a team and becoming a good **collaborator**.
- Become **investigators** by developing an interest in how the world works, contemporary issues and other cultures; enjoying learning and inquiring about their world.
- Develop a **positive** view of History as a subject and how it can lead to careers in professions such as politics, law, economics, sociology, philosophy, psychology, museum curation, anthropology, law enforcement, military, teaching, event planning, journalism, administration, market research analysis, human resources, public relations, and management.

### **How are the pupils' learning being assessed in this subject? How does the subject support the learning of all pupils?**

The History curriculum provides opportunities for students to learn new content and build on analytical, evaluative and critical thinking skills in a variety of ways. This in turn provides opportunities for student progress to be assessed in a range of ways. Assessment opportunities include:

- Formal written assessment. This form of assessment occurs at a variety of scales. Students may be required to complete short assessed written tasks during the lesson to check depth of understanding in respect to historical theory or case study detail. There will also be extended formal written assessment on completion of a topic or historical unit of study. Students studying History at Key Stage 4 and 5 can also expect to be exposed to examination questions and past papers.
- Classroom Discussion: Students may be engaged in conversation in order to assess the level of understanding and the degree of progress made. These discussions may take a variety of forms including paired discussion, small group discussion or whole class discussion. The nature of the questions used and the effective targeting of questions allow all students to make progress.
- Classroom Debates: When studying historical issues or events, debate may be used as a form of assessment. Students are required to research key issues surrounding the issue in order to make an informed contribution. Understanding may be assessed by the ability of individuals to explain the issue in a persuasive manner and respond to direct questions. This activity will also provide opportunities to assess empathy for different individuals and groups. This form of assessment is made accessible to all students through the nature of the question debated, the complexity of the role adopted and the research material provided.
- Investigative and research tasks: During the course of the school year, students may be assessed on the completion of an investigative or research task that may involve independent research.
- Decision making task: Students may work either individually or in small groups in order to produce a solution to a historical issue. These assessments involve interpretation of a range of different historical sources / resources in

order to produce a supported conclusion. Differentiation of resources makes the assessment accessible to all students.

- Creative / Design task: Students may be assessed on their ability to design and / or construct, either a structure or policy to address a major historical issue.

Learning materials used in assessment vary in both style and complexity. Differentiated material ensures that assessed tasks are accessible to all students, including providing opportunities for stretch and challenge of the more able students. Where formal written assessment is used, differentiation of question is also in evidence and SEN provision is taken into account.

### **How can pupils progress in this subject?**

As History students progress through the key stages, they continue to build on a broad range of relevant skills whilst learning fresh content. The structure of the History curriculum encourages continuity of learning whilst consistently providing opportunities to consolidate and build on prior learning. The Key Stage 3 curriculum provides excellent opportunities for pupils to investigate, be creative and have fun learning about historical events and human interactions, as well as giving them a sound grounding and preparing them for the nature of tasks required by the examination board at GCSE. Many of the topics taught and issues considered in Key Stages 4 and 5 are introduced in the Key Stage 3 curriculum.

GCSE History naturally leads onto to A-level History. History is regarded as a facilitating subject by the top universities in the country. Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses:

- Modern History
- Classics
- Anthropology
- Sciences (including Biology, Chemistry, Geology, Physics, Environmental Science)
- English
- Sociology
- Psychology
- Politics
- Law
- Economics
- Business
- Medicine

**How does the subject support careers education, information, advice and guidance? What career pathways can pupils take by studying this subject further?**

The skills and knowledge acquired from studying history are valued by many professions. As effective writers and communicators, many history graduates become successful journalists, copywriters, authors, editors, content managers and marketing professionals. Being able to locate, organise and manage information has enabled many history graduates to become outstanding researchers, librarians, information managers and administrators. Other history graduates complete additional study to become lawyers, diplomats and public officials. Politics is another career path for history graduates, some of whom have risen to high office. History is also a useful platform for a career in the military or police forces – or for further studies in economics, business management, records management, social work or psychology.

Some of the most influential and successful people who have ever lived have studied history at university level:

- Prince Charles (British royal, next in line to become king of the United Kingdom)
- John F. Kennedy (President of the United States)
- Louis Theroux (British documentary maker)
- Gordon Brown (British prime minister)
- Richard Nixon (President of the United States)
- George W. Bush (President of the United States)
- Steve Carell (American actor/comedian)
- Winston Churchill (British prime minister)
- Dwight D. Eisenhower (General of the United States Army. President of the United States)
- Sacha Baron Cohen (British actor/comedian)
- Chris Hughes (Co-founder of Facebook)
- Theodore Roosevelt (President of the United States)
- Henry Kissinger (American politician and diplomat)
- Edward Norton (American actor)
- Conan O'Brien (American TV host)
- Bill O'Reilly (American broadcaster)
- Samuel Palmisano (CEO of IBM)
- Joe Biden (Vice-President of the United States)
- Franklin D. Roosevelt (President of the United States)
- Salman Rushdie (British author)
- Antonin Scalia (US Supreme Court Justice)
- Howard Stringer (CEO of Sony)
- H. G. Wells (British author)
- Woodrow Wilson (President of the United States)

## **How can pupils enrich their knowledge and understanding in this subject?**

History is a subject in which there are an abundance of learning resources, in the form of books, magazines, television shows, YouTube channels and websites. In addition, visits to sites where the things we learn about in history actually happened can serve as a catalyst for sparking student's imaginations and showing them a world beyond the classroom. A visit to a historical site can put what is taught in the classroom into context, and many sites offer interactive, hands-on and immersive experiences specifically designed to meet the needs of different groups across the key stages. Not only do visits help with the students' overall enjoyment and deeper understanding of the subject, they also encourage them to realise there are a lot of other historical sites in the country they can visit for their education, like galleries and museums. Recommended sites that would help further students understanding of topics studied in the curriculum are:

- Furness Abbey
- Millom Discovery Centre
- Blackpool Tower Dungeons
- Greater Manchester Police Museum
- People's History Museum: the national Museum of Democracy
- Museum of Liverpool
- International Slavery Museum Liverpool
- York Castle Museum
- Clifford's Tower York
- JORVIK Viking Centre
- York Cold War Bunker
- The British Museum
- The Victoria and Albert Museum
- The Tower of London
- Royal Armouries Museum Leeds
- Carlisle Cathedral