

Curriculum progression overview – History department

Vision:

The overarching aim of the History department at Netherwood is for students to leave knowing the things that matter; to them and to the locality, and to understand how Barnsley has had an impact on the nation and the wider world! Student will leave in Year 11 with a working knowledge of the events that have shaped the locality to what it is today and be equipped with the skills to be critical thinkers; to understand the narratives of the past; to be able to communicate and justify their thinking and to be fully rounded and tolerant citizens.

Why study History?

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 powerful knowledge will you gain in 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.

Barnsley and its heritage feature firmly within all study units. Students will investigate local people and events and see the impact of these events at a national and international level; looking at events such as the lives of monks at Monk Bretton Priory, the Wars of the Roses, the rise and fall of the coal industry including The Oaks disaster and the World Wars. They will study the lives of Barnsley people, such as James Hudson Taylor; the Earls of Fitzwilliam; Parkin Jeffcock; Celia Wray and Arthur Scargill. Throughout the Key Stage there will be opportunities to visit significant places within the local area and invite guest speakers and experts in to enable students to see and hear for themselves and to gain a deep and rich understanding of the part of the past that matter to them!

How does studying History support your studies 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 (see separate link), any subject that analyses information, asks you to look at patterns and trends, requires you to construct a coherent and well-structured argument. You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects. Across the teaching of subjects, teachers will make reference to your learning in other areas such as History and this will help you to develop your understanding.

How are you assessed in History?

Students complete an assessed piece of work for most study units. Assessment is designed to be sequenced in order to enable the development of the second-order concepts throughout the curriculum. These are:

- Change and Continuity
- Diversity
- Interpretations
- Causation
- Significance

At KS3, students sit two formative assessments: a mid-year and an end-of-year test. These are designed to assess both recent topic studied but also cumulative knowledge from previous years.

How can History support your future progression?

Of course we offer the study of GCSE History and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of History into GCSE or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

History is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. History of Art, History and French, Archaeology, History and Philosophy, History and Politics, History and English. The very fact that you have been able to study History e.g. historical thinking will help your future application be they for colleges, universities, apprenticeships or employment.

Careers that the study of History supports include:

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

What enrichment opportunities are there in History?

Educational visits and/or guest speakers are offered to all students in every year group. These visits seek to embellish and enrich students' experiences of the curriculum while enabling them to fully appreciate the local History on their doorsteps and develop their understanding of the topics they will study :

- Year 7: Conisbrough Castle & Monk Bretton Priory
- Year 8: Elsecar industrial village & Wentworth Woodhouse/Cannon Hall
- Year 9: Flanders Battlefields & Experience Barnsley exhibition
- Year 10: York Cold War Bunker
- Year 11: Thackray Medical Museum

5 year model:

	Year 7 (as normal)	Year 8	Year 9 (as normal)	Year 10	Year 11			
01/09	Expectations	I: Was there an 'English Revolution'? [CHANGE]	T: How has warfare changed between Roman times and the 20 th Century? [CHANGE]	AQA 8145 1BC- part 2: The significance of events in Asia for superpower relations: China; Korea; Vietnam	AQA 8145 2AA- part 2: The impact of the Renaissance on Britain Dealing with disease: traditional and new methods of treatments Prevention of disease: inoculation			
07/09	A: Where has Barnsley been part of? [CHANGE]							
14/09								
21/09								
28/09	B: How did Domesday Book help William control England? [EVIDENCE]					U: What does the Titanic reveal about Edwardian society? [DIVERSITY]	Military rivalries: Arms & Space Races The 'Thaw': Hungarian Uprising; U2 Crisis, Paris Peace Conference	
05/10								
12/10								
19/10						L: Why is the Declaration of the Rights of Man so significant? [SIGNIFICANCE]	AQA 8145 1BC- part 3: Berlin Wall Cuba Prague Spring Détente and SALT 1	
02/11	C: Was John a bad 'medieval king'?							
09/11								
16/11		M: How did coal from Barnsley fuel the Industrial Revolution? [CAUSATION]	V: How have the trenches been interpreted? [INTERPRETATIONS]	Summative Assessment	Summative Assessment			
23/11	D: Why does the portrayal of Robin Hood change? [INTERPRETATIONS]							
30/11								
07/12		Summative Assessment	Summative Assessment	AQA 8145 2AA- part 1: Medieval medicine: treatment and beliefs Medical progress: the contribution of religion Public health in the Middle Ages	AQA 8145 2AA- part 4: Modern treatment of disease The impact of war and technology on surgery Modern public health			
14/12	Summative Assessment							
04/01								
11/01	E: Why did the peasants revolt in 1381? [CAUSATION]					N: What was the impact of the Industrial Revolution on peoples' lives? [DIVERSITY]	W: Why is Lenin's 'All Power to the Soviets' article so significant? [SIGNIFICANCE]	
18/01								
25/01								
01/02								
08/02		O: What are the limits of the evidence for life on a slave plantation? [EVIDENCE]	X: Why did people vote for Hitler and the Nazis? [CAUSATION]	AQA 8145 2AA- part 2: The impact of the Renaissance on Britain Dealing with disease: traditional and new methods of treatments Prevention of disease: inoculation	Summative Assessment			
22/02	F: In what ways was the Battle of Wakefield significant? [SIGNIFICANCE]							
01/03								
08/03								
15/03								
22/03	G: Was the Reformation the same everywhere? [DIVERSITY]	P: What does James Hudson Taylor reveal about the reasons for Imperialism? [CAUSATION]	Y: To what extent was the Second World War a 'Total War'? [CHANGE]	AQA 8145 2AA- part 3: The development of Germ Theory A revolution in surgery Improvements in public health				
12/04								
19/04	H: Why was there a Pilgrimage of Grace? [CAUSATION]	Q: How should we remember the British Empire? [INTERPRETATIONS]	Summative Assessment	Summative Assessment				
26/04								
03/05								
10/05								
17/05		R: When was Britain closest to a Revolution? S: Who have been the most significant women in Britain from Roman times to the present day?	Z: How should we remember the Holocaust? [SIGNIFICANCE]	AQA 8145 2AA- part 4: Modern treatment of disease The impact of war and technology on surgery Modern public health				
24/05	Summative Assessment							
07/06								
14/06	I: Was there an 'English Revolution'? [CHANGE]	S: Who have been the most significant women in Britain from Roman times to the present day?	AA: Who deserves a statue in Barnsley?					
21/06								
28/06								
05/07	J: Where was the centre of the World? [DIVERSITY]							
12/07								