

## **History at Lord Lawson of Beamish Academy**

### **What are the aims of the department?**

Key Stage 3 History is a chance to explore the world around us, to learn about people who came before us and made the world the way it is today. At KS3 we will see not only power wrestled between the hands of some significant individuals, but also challenged by the people they sought to subject. At KS3 we will see Kings rise and fall, people oppressed and set free, and rights fought for and won. We will learn to write like historians and question the evidence that is put in front of us to reach our own judgements. We will compare events, study causes and consequences, and try to make meaning of some difficult and challenging concepts and events. Beyond this, Key Stage 3 History is essential in preparing students to develop those skills required of them at Key Stage 4 and 5. These skills are divided into two categories – **extended writing** and **source/interpretation analysis**, around which formative and summative assessments are focused.

### **Our aims of KS3 are as follows:**

- To understand how the past links to our students today.
- To understand the local history of the North East
- To understand chronology from 1066 to today, with a clear understanding of how Britain has been shaped, influenced and the position of influence in the wider world context
- To have knowledge and understanding of a wide range of local and world events through thematic and depth studies

### **This is because:**

- We think History is the best subject ever! We love the stories and we think there is something for everyone to be interested in.
- We want to pass on our love of our subject and inspire the next generation of historians.
- We need to understand the past to make sense of the world today, especially to understand our own heritage. This is critical for our students to understand the world in which they live.
- We can develop a lot of key skills but in particular, critical, analytical thinking, writing and questioning skills.

### **The key knowledge we want our students to understand is:**

- Local History: What was happening in the North East at the time of the Norman Conquest, how the Industrial Revolution affected the North East, the impact on the local area of castles and Durham Cathedral, the role of the North East in the Slave Trade and its abolition. (FYI these will be inserted into the key knowledge units below).

- Y7 History from below: The Norman Conquest, Thomas Becket, King John & the Magna Carta, Simon de Montfort and the first parliament, the Peasants Revolt, the Wars of the Roses & the Tudors (the role of the church in medieval England through these topics).
- Y8 Challenges to authority: Civil War, Glorious Revolution, Slavery, Industrial Revolution.
- Y9 War as the locomotive of History: causes, events & consequences of both world wars, The Holocaust, The Cold War.

## What will my child study in years 7, 8 and 9?

In key stage 3 students' study 10 units of work that assess how students handle sources and interpretations, as well as their extended historical writing. Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

### Year 7

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Topic/Theme/ Focus</b>	<p><b>How do historians work?</b></p> <p>Use primary and secondary sources of evidence to learn about the history of Newcastle.</p> <p>Analyse secondary sources using skills of description and inference.</p>	<p><b>The Normans</b></p> <p>Establish who the Normans were and why they came to England.</p> <p>Explain how the Normans changed day to day life in England.</p> <p>Explain how William the Conqueror established control over England.</p>	<p><b>Medieval England</b></p> <p>Establish what daily life was like in Medieval England e.g. distribution of towns/villages/ how life is different to now.</p> <p>Explain the impact of key events throughout this period e.g. the Black Death.</p> <p>Explain how and why the church had so much influence on ordinary people's lives and the conflict between the church and the crown.</p>	<p><b>The Wars of the Roses and the Tudors</b></p> <p>To identify and explain how the Tudor family came to rule England.</p> <p>To compare Tudor monarchs.</p> <p>To evaluate the problems of Elizabeth I, in particular the legacy of religious problems.</p> <p>Why religion was so important and a driver for change and control.</p>
<b>Key vocabulary</b>	evidence sources castle bailey keep	Norman succession crisis battle conquest	church the church king peasant revolt	dynasty reformation Catholic Protestant pilgrimage

	describe infer	harrying control	plague parliament	armada
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Year 8

	Unit 1	Unit 2	Unit 3
<b>Topic/Theme/ Focus</b>	<p><b>The English Civil Wars &amp; the Glorious Revolution</b></p> <p>Compare and assess the reasons why Civil War began, and why parliament won the Civil War.</p> <p>Explain changes in the way England was governed.</p> <p>Students will be able to judge the success of the Glorious Revolution and compare change/continuity in England over time.</p>	<p><b>The Transatlantic Slave Trade</b></p> <p>Explain what was important to people living in pre-colonial West Africa.</p> <p>Understand the origins of the transatlantic trade in enslaved people.</p> <p>Evaluate different methods of resistance to the transatlantic trade.</p> <p>Assess the role of the North East in the trade and its abolition.</p> <p>Weigh up the utility of artefacts linked to the trade.</p>	<p><b>The Industrial Revolution</b></p> <p>Identify and explain the causes, events and consequences of the industrial revolution.</p> <p>Explain why living standards needed to improve and the mobilisation of the working class.</p> <p>Explain why the Industrial Revolution was so significant.</p> <p>Consider the changing role and spheres of women over time.</p>
<b>Key vocabulary</b>	civil war Royalist Parliamentarian revolution Bill of Rights	artefact Triangular Trade middle passage resistance petition abolition	industry reform working class suffrage suffragette

Year 9

	Unit 1	Unit 2	Unit 3
<b>Topic/Theme/ Focus</b>	<p><b>WWI</b></p> <p>Identify, explain and make links between the long term, short term and trigger causes of WWI.</p> <p>Make a judgement using interpretations as to the main causes of WWI.</p> <p>Evaluate the impact of WWI on Europe.</p>	<p><b>Rise of Fascism</b></p> <p>Explain the impact of WWI on Germany.</p> <p>Explain and make links between WWI, the Weimar Republic and the reasons for the Nazis gaining power.</p> <p>Explain what life was like under Nazi rule.</p>	<p><b>The Holocaust</b></p> <p>Develop an understanding of the lives of Jews in Europe before WWII.</p> <p>Consider how the Holocaust happened.</p> <p>Consider who was to blame for the Holocaust.</p> <p>Examine the role of resistance to the Holocaust.</p>
<b>Key vocabulary</b>	<p>militarism alliances imperialism nationalism trenches censorship</p>	<p>democracy dictatorship fascist Nazi oppression propaganda</p>	<p>perpetrator bystander resistor liberation genocide anti-semitism</p>

**What will my child study in years 10 and 11?**

In key stage 4 students study 4 units of work that culminate in 2 exams at the end of year 11. Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary.

### Years 10 and 11

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Topic/Theme/ Focus</b>	<p><b>America, 1920–1973: Opportunity and inequality.</b></p> <p>This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.</p> <p>Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p> <p>Part one: American people and the 'Boom'</p>	<p><b>Conflict and tension: the inter-war years, 1918–1939.</b></p> <p>This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.</p> <p>Part one: Peacemaking</p>	<p><b>Britain: Power and the people: c1170 to the present day.</b></p> <p>This thematic study will enable students to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time. It considers the causes, scale, nature and consequences of protest to that relationship. By charting the journey from feudalism and serfdom to democracy and equality, it reveals how, in different periods, the state responds to challenges to its authority and their impact. It allows students to construct an understanding of the rights and responsibilities of the citizen.</p> <p>Part one: Challenging authority and feudalism</p>	<p><b>Norman England, c1066–c1100</b></p> <p>This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p> <p>Part one: The Normans: conquest and control</p> <p>Part two: Life under the Normans</p> <p>Part three: The Norman Church and monasticism</p>

	<p>Part two: Bust – Americans' experiences of the Depression and New Deal</p> <p>Part three: Post-war America</p>	<p>Part two: The League of Nations and international peace</p> <p>Part three: The origins and outbreak of the Second World War</p>	<p>Part two: Challenging royal authority</p> <p>Part three: Reform and reformers</p> <p>Part four: Equality and rights</p>	<p>Part four: The historic environment of Norman England</p>
<b>Key vocabulary</b>	<p>boom</p> <p>bust</p> <p>depression</p> <p>New Deal</p> <p>segregation</p> <p>civil rights</p> <p>feminism</p>	<p>peacemakers</p> <p>colonies</p> <p>treaty</p> <p>crisis/crises</p> <p>appeasement</p> <p>hostility</p> <p>Anschluss</p> <p>plebiscite</p> <p>pact</p>	<p>Students will study the importance of the following factors:</p> <ul style="list-style-type: none"> <li>○ war</li> <li>○ religion</li> <li>○ chance</li> <li>○ government</li> <li>○ communication</li> <li>○ the economy</li> <li>○ ideas such as equality, democracy, representation</li> <li>○ the role of the individual in encouraging or inhibiting change</li> </ul>	<p>succession</p> <p>sub regulus</p> <p>feigned retreat</p> <p>motte and bailey</p> <p>Domesday survey/book</p> <p>harrying</p> <p>monasticism</p> <p>priory</p> <p>pope</p>

## What will my child study in years 12 and 13?

In Key stage 5 students' study 3 units of work (two examined units worth 80% and one non-examined piece of coursework worth 20%). Please click on the links below to see the theme/topic/focus of the unit, a detailed overview of the fundamental knowledge and skills your child will develop in each unit of work and the key vocabulary

### Year 12 and 13

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
<b>Topic/Theme/ Focus</b>	<p><b>The Tudors: England, 1485–1603</b></p> <p>This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:</p> <ul style="list-style-type: none"> <li>• How effectively did the Tudors restore and develop the powers of the monarchy?</li> <li>• In what ways and how effectively was England governed during this period?</li> <li>• How did relations with foreign powers change and how was the succession secured?</li> <li>• How did English society and economy change and with what effects?</li> <li>• How far did intellectual and religious ideas change and develop and with what effects?</li> <li>• How important was the role of key individuals and groups and</li> </ul>	<p><b>Democracy and Nazism: Germany, 1918–1945</b></p> <p>This option provides for the study in depth of a period of German history during which a newly developed democratic form of government gave way to a dictatorial Nazi regime. It explores political concepts such as 'right' and 'left', nationalism and liberalism as well as ideological concepts such as racialism, anti-Semitism and Social Darwinism. It also encourages reflection on how governments work and the problems of democratic states as well as consideration of what creates and sustains a dictatorship.</p>	<p><b>Historical investigation (non-exam assessment): African-American Civil Rights</b></p> <p>The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification. Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:</p> <ul style="list-style-type: none"> <li>• ask relevant and significant questions about the past and undertake research</li> </ul>

	<p>how were they affected by developments?</p>		<ul style="list-style-type: none"> <li>• develop as independent learners and critical and reflective thinkers</li> <li>• acquire an understanding of the nature of historical study</li> <li>• organise and communicate their knowledge and understanding in a piece of sustained writing</li> </ul>
<p><b>Key Text</b></p>	<p>There are a number of useful key texts that would support this unit. Such as:</p> <ul style="list-style-type: none"> <li>• I Dawson, The Tudor Century</li> <li>• N Fellows, Disorder and Rebellion in Tudor England</li> <li>• G R Elton, England Under the Tudors</li> <li>• J Guy, Tudor England</li> </ul>	<p>For the Democracy and Nazism section of the course students read academic texts from leading historians on the period such as:</p> <ul style="list-style-type: none"> <li>• Eric Weitz</li> <li>• Neil Macgregor</li> <li>• Mary Fullbrook</li> <li>• Anna von der Goltz</li> <li>• Frank McDonough</li> <li>• Richard Evans</li> <li>• Matthew Stibbe</li> <li>• Detlev Peukert</li> <li>• Julia Boyd and</li> <li>• Nikolaus Wachsmann</li> </ul> <p>Students are taught different note taking techniques and introduced to seminar style learning through these texts.</p>	<p>As part of a study on African-American Civil Rights, students will analyse interpretations from a broad range of historians on the topic, including:</p> <ul style="list-style-type: none"> <li>• Howard Zinn</li> <li>• James Cone</li> <li>• Adam Fairclough</li> <li>• Eric Foner</li> <li>• Hugh Brogan</li> </ul>
<p><b>Key vocabulary</b></p>		<p>autocracy diktat eugenics Freikorps</p>	<p>emancipation civil rights accommodationist separatist</p>

		proportional representation Reichstag Volksgemeinschaft	non-violent protest
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