

History	Gatsby Benchmark 4 - Linking Curriculum Learning to Careers	September 2021 – July 2022
	Gatsby Benchmark 5 - Encounters with employers and employees	
	Gatsby Benchmark 6 - Experiences of workplaces	

History lends itself well to Careers and Enterprise Education, both in terms of its subject matter which provides students with a broad understanding of the world, and through the skills learnt, which are transferable to a wide range of careers.

Through History, students learn about inspirational individuals who changed the world through their ideas and enterprise. They trace patterns of change and continuity in politics, economy and society through time, enhancing their understanding of modern life and their place in the world. This knowledge can be applied to a wide range of careers, including setting up in business, accountancy and social work.

Skills associated with learning History include research; describing, explaining and analysing people and events; developing knowledge and understanding; critically analysing sources; evaluating interpretations/viewpoints; arguing a case; and reaching judgements. These skills can be applied to a wide range of careers including law, politics and journalism. The emphasis on using detailed, specific and accurate facts, and asking questions about the origins of facts, is a key life-skill and of growing importance in today's world.

These skills are built into our lessons through the Schemes of Work, with specific links to possible careers.

More generally students work both independently and in teams in History, and particular emphasis is placed upon communicating through a range of media, including essay-writing, presentations and debates.

The History Department organise a range of trips throughout the school year, which support opportunities for students to investigate related careers. These include trips to Duxford Imperial War Museum, where students meet museum workers, tour guides, engineers, technicians and pilots; the Houses of Parliament, where students meet politicians and educationalists; and A-level lectures in London, where students meet specialist History academics.

	AUTUMN	SPRING	SUMMER
Year 7			
	Living and Believing	Living and Believing	Power and Protest
<i>ACTIVITY</i>	What does the Black Death tell us about people's beliefs in the Middle Ages?	Why is it important to remember the Chartists?	Who should be King? Job interviews for a suitable candidate in 1066
<i>OUTCOME</i>	Describing and explaining different viewpoints in context, making inferences from sources, empathy	Explaining and analysing the importance of people and events in context, understanding the long-term implications of historical events, making links to today, reaching a judgement	Arguing a case, decision-making skills, weighing up evidence, reaching a judgement
<i>ACTIVITY</i>	Who was to blame for Thomas Becket's murder?	Were workhouses fair to the Victorian poor?	How did William I consolidate his power after 1066?
<i>OUTCOME</i>	Arguing a case, decision-making skills, weighing up evidence, developing reasoning skills, reaching a judgement	Arguing a case, decision-making skills, weighing up evidence, reaching a judgement, comparing and contrasting social attitudes today and in the past, understanding the wider world	Assessing methods of political and social control in context, weighing up effectiveness, reaching a judgement, making links to today
<i>ACTIVITY</i>	What impact did Henry VIII's reforms have on ordinary people? Dissolution of the Monasteries	Did Emily Davison intend to become a martyr?	What caused the English Civil War 1642-51?
<i>OUTCOME</i>	Making inferences from sources, developing reasoning skills, reaching a judgement	Arguing a case, decision-making skills, weighing up evidence, developing reasoning skills, reaching a judgement	Describing, explaining and analysing causes in context, making links between reasons, reaching a judgement
<i>ACTIVITY</i>	Does Mary Tudor deserve to be known as 'Bloody Mary'?	How far has Black British life changed since the 1960s?	What links can we make between the English Civil War and the fall of the Ming Dynasty?
<i>OUTCOME</i>	Weighing up evidence, developing reasoning skills, reaching a judgement	Assessing change and continuity/similarity and difference in social context, weighing up evidence, reaching a judgement, contrasting social attitudes today and in the past, understanding the wider world	Assessing similarity and difference in context, weighing up evidence, reaching a judgement
Year 8			
	Power and Protest	Conflict and Co-operation	Conflict and Co-operation
<i>ACTIVITY</i>	How did slaves rebel and how successful were they?	How and why do historians disagree about the Crusades?	Does Field-Marshal Haig deserve his nickname 'Butcher of the Somme'?
<i>OUTCOME</i>	Describing, explaining and analysing reasons and methods, analysing success, comparing and contrasting social attitudes today and in	Evaluating different viewpoints and reasons for these, reaching a judgement	Research skills, analysing sources, weighing up evidence, developing reasoning skills, teamwork, reaching a judgement

	the past, understanding the wider world, reaching a judgement		
<i>ACTIVITY</i>	Who benefitted from the British Empire?	How should we remember Owain Glyn Dwr? Hero or rebel?	Were Conscientious Objectors right not to fight?
<i>OUTCOME</i>	Describing and explaining different viewpoints in context, comparing and contrasting social attitudes today and in the past, understanding the wider world, reaching a judgement	Describing and explaining different viewpoints (interpretations) in context, reaching a judgement	Research skills, arguing a case, teamwork, reaching a judgement, links to wider moral issues
<i>ACTIVITY</i>	What is the Arab-Israeli conflict and why is it so difficult to resolve?	What explains the rise of the KKK?	How far was Hitler to blame for the outbreak of World War Two?
<i>OUTCOME</i>	Describing, explaining and analysing cause and consequence in context, making links between reasons, making links to world events, understanding the wider world	Describing, explaining and analysing cause and consequence in context, making links between reasons, making links to world events, understanding the wider world	Arguing a case, decision-making skills, weighing up evidence, reaching a judgement
<i>ACTIVITY</i>	What is the situation in Northern Ireland today?	Who had the biggest impact on the civil rights campaign: Martin Luther King or Malcolm X?	Should the atomic bomb have been dropped on Japan?
<i>OUTCOME</i>	Assessing change and continuity/similarity and difference in context, contrasting attitudes today and in the past, understanding the wider world	Research skills, arguing a case, teamwork, reaching a judgement, making links to world events, understanding the wider world	Arguing a case, predicting outcomes, making judgements in context, understanding the wider world, making links to world events

Year 9

	The Holocaust and Women through Time	Migration to Britain c800-modern day	Migration to Britain c800-modern day
<i>ACTIVITY</i>	What do sources suggest about the position of Jews in Europe in the 19 th and early 20 th centuries?	What was it like to live in the Danelaw?	How and why did migrants experience extreme prejudice in 19th century Britain?
<i>OUTCOME</i>	Analysing sources, weighing up evidence, developing reasoning skills, reaching a judgement	Describing and explaining key features, communicating knowledge and understanding	Describing, explaining and analysing causes in context, making links between reasons, making links to broader events
<i>ACTIVITY</i>	Why do historians disagree about Kristallnacht, 1938?	How well were Jewish people treated in Medieval England?	How did world events impact on 20th century migration to Britain?
<i>OUTCOME</i>	Describing and explaining different viewpoints in context, reaching a judgement	Evaluating key features in context, reaching a judgement, understanding the wider world	Describing, explaining and analysing causes in context, making links to broader events, understanding the wider world

<i>ACTIVITY</i>	How far did life change for women in Tudor and Stuart times?	How did religious change lead to Huguenot and Palatine migration to Britain in the 1600s?	How and why have migrants taken action in 20th century Britain?
<i>OUTCOME</i>	Describing, explaining and analysing change and continuity in context, reaching a judgement	Describing, explaining and analysing cause and consequence in context, making links between reasons, making links to broader events	Describing, explaining and analysing cause and consequence in context, making links between reasons, making links to broader events, understanding the wider world
<i>ACTIVITY</i>	The role of the Tudor Queens: how have historians' views of women changed over time?	How did changes in 19th century Britain lead to changes in migration patterns?	What influence has Caribbean culture had on Notting Hill?
<i>OUTCOME</i>	Describing and explaining different viewpoints in context, reaching a judgement	Describing, explaining and analysing change in context, reaching a judgement	Describing, explaining and analysing consequence in context, making links to world events, understanding the wider world
Year 10			
	Weimar and Nazi Germany	Weimar and Nazi Germany	Elizabeth I
<i>ACTIVITY</i>	What impact did the end of World War One have on Germany?	How did Hitler consolidate his power to become Dictator by 1934?	How strong was Elizabeth I, and what challenges did she face in 1558?
<i>OUTCOME</i>	Research skills, describing and explaining key features, communicating knowledge and understanding	Describing, explaining and linking key features in context, communicating knowledge and understanding	Describing and explaining key features in context, communicating knowledge and understanding
<i>ACTIVITY</i>	How 'golden' were the Golden Years? Economic and political recovery under Stresemann	Why did the Nazis persecute Jews and other minority groups?	Was Elizabeth right to finally execute Mary Queen of Scots?
<i>OUTCOME</i>	Arguing a case, decision-making skills, weighing up evidence, reaching a judgement, understanding the wider world	Research skills, describing, explaining and analysing reasons in context, making links between reasons, understanding the wider world	Arguing a case, decision-making skills, weighing up evidence, reaching a judgement
<i>ACTIVITY</i>	Munich Putsch: success or failure?	LONG-TERM REVISION: How did York change under the Vikings?	Why did the Spanish Armada fail?
<i>OUTCOME</i>	Analysing sources, making links to own knowledge, reaching a judgement	Describing, explaining and analysing change and continuity in context, reaching a judgement	Arguing a case, decision-making skills, weighing up evidence, making links between reasons, reaching a judgement
<i>ACTIVITY</i>	How did the Nazis win the support of the German people?	LONG-TERM REVISION: What impact did 19th century migrants have on British political thought?	How well organised was the attempt to colonise Virginia?

OUTCOME	Describing and explaining key features in context, communicating knowledge and understanding, understanding the wider world	Describing, explaining and analysing cause and consequence in context, making links to broader events	Weighing up evidence, developing reasoning skills, reaching a judgement
Year 11			
	Cold War and Superpower Relations	Revision	Revision
ACTIVITY	What was the Cold War and why did it begin?	Revision: How did religious change lead to migration from Africa and India in the 1600s?	Revision: How much of a threat was the Rebellion of the Northern Earls?
OUTCOME	Describing and explaining key features in context, communicating knowledge and understanding, understanding the wider world	Describing, explaining and analysing cause and consequence in context, making links between reasons, making links to broader events	Weighing up evidence, arguing a case, developing reasoning skills, reaching a judgement
ACTIVITY	Why was the Berlin Wall built?	Revision: How similar was the treatment of Ayahs, Lascars and Africans in 19th century Britain?	Revision: How far did education improve in Elizabethan times?
OUTCOME	Describing, explaining and analysing reasons in context, making links between reasons, understanding the wider world	Describing, explaining and analysing similarity and difference in context, making links between reasons, making links to broader events	Arguing a case, decision-making skills, weighing up evidence, reaching a judgement
ACTIVITY	What were the consequences of the Cuban Missile Crisis?	Revision: How fair was the Treaty of Versailles?	Revision: How and why did the arms race intensify in this period?
OUTCOME	Describing, explaining and analysing the consequences of the Cuban Missile Crisis, in context	Weighing up evidence in context, developing reasoning skills, reaching a judgement	Describing, explaining and analysing reasons in context, making links between reasons, reaching a judgement, understanding the wider world
ACTIVITY	What impact did Gorbachev's 'new thinking' have on the Cold War?	Revision: How did the Nazis use terror to keep control?	Revision: Why did Czechoslovakia erupt in 1968?
OUTCOME	Research skills, describing and explaining key features, communicating knowledge and understanding, understanding the wider world	Describing and explaining key features in context, communicating knowledge and understanding	Describing, explaining and analysing reasons in context, making links between reasons, reaching a judgement, understanding the wider world

VISITS Gatsby Benchmarks 5 and 6.

While on your visit please provide an opportunity for some students to ask employees questions such as:

- Why did you choose to work here?
- Did you always want to do the job you do now?
- What skills are important in your job role?
- Do you have any qualifications specific to your job?
- Have you had other jobs before this one?
- Could you tell us what a typical day at work would be like for you?
- If we wanted a career similar to yours what advice would you give us?

Any other careers information?