



History



Curriculum Vision

Students at Holderness Academy will experience a broad and ambitious History curriculum, rich in knowledge, which ignites curiosity and prepares them well for future learning or employment regardless of their starting points.

Curriculum Principles	Curriculum Purpose
Curiosity of History	We want students to develop a love and curiosity for learning and understanding History. We will ensure we foster a lifelong interest in historical developments and understanding of the world.
Breadth, depth & application of historical knowledge and skills.	The curriculum model centres around re-visiting themes and skills sequentially, offering opportunity to further increase, embed and secure knowledge, skills and understanding throughout.
High aspirations for careers in a modern society	Links to further study and careers is intricately woven into every topic throughout all key stages, to continually raise the aspirations of our students at all levels. Extensive wider curriculum opportunities are thoroughly embedded, to constantly expose our students to guest speakers, educational visits, FE and HE opportunities.
Outstanding future citizens	We want to inspire and encourage students to build cultural capital, have an appreciation and understanding of the relevance and impact that history has on the local community and wider world.
Transferrable historical skills	We aim to give students a greater understanding of History with regards to the content, skills and legacy of historical events to be able to think and analyse information critically, for their lifelong benefit and to make informed decisions in society and the world.



History



Curriculum Implementation

Key Principles

The History curriculum is heavily knowledge based which means the sequencing of our teaching must be designed to allow students to develop **disciplinary knowledge** alongside the **substantive knowledge**.

At Holderness Academy, the key principles of effective teaching focus on promoting active engagement and fostering long-term understanding. These principles include;

- **reviewing prior learning** to build on what students already know and **connect new concepts**
- assessing comprehension through questioning and feedback to check understanding throughout the lesson
- scaffolding and modelling by providing support and clear examples as students develop new skills and knowledge
- offering opportunities for both guided and independent practice to reinforce learning.

These metacognitive processes are essential in helping students achieve a deep and secure understanding of each subject.

History Knowledge Rich Curriculum Structure

Subject Discipline	Domain Knowledge Threads	Domain Skills
Church, State and Society	Medieval Britain 1509-1745 Medieval Britain following the Norman Conquest	Chronology The desire to know and understand the development of key events through time. Cause and Consequence Understanding interconnectivity of events, their causes, and their impacts. Significance / Importance Identify significant events, make connections, draw contrasts, and analyse trends within and between periods of time. Historical Interpretations To understand how and why contrasting arguments and interpretations have been constructed. Source Inference / Analysis Understand how different types of historical sources are used rigorously to make historical claims. Change and Continuity Understand how historians make judgements about the extent, nature or pace of change across time. Literacy Skills The ability, confidence, and willingness to engage with language (subject specific) to acquire, construct and communicate meaning in all aspects of daily life.
	Early Modern Britain 1509-1745 The creation of Modern Britain	
	Modern Britain 1745-Present The factors and events that have shaped Britain and still have an impact today.	
Political power, Industry and Empire	British Empire To understand Britain's place in the wider world and its historical legacies around the world today.	
	Industrial Revolution The impact of the Industrial Revolution on society, government, and Britain's place in the wider world.	
	Transatlantic Slave Trade and Legacy The impact of the Slave Trade on modern identities and migration.	
Britain, Europe and the wider world	Twentieth Century Conflicts To understand the challenges of conflict.	
	Holocaust To understand persecution and its legacy	
	Post War World Britain's place in the world since 1945	
Local History Study	The History of Hull World events in a local context.	

Building on prior learning – What can learners do by the end of Key Stage 2?

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

What are the knowledge gaps from Key Stage 2?

- Some students struggle to have a sense of chronological understanding and have difficulty arranging time periods into the correct order.
- Source analysis is a difficult skill, and some students are unable to make an inference from a historical source. Others have difficulty recognising bias in historical sources and forming their own judgment on the utility and reliability of historical sources.
- Students struggle to understand the difference between a source and a historical interpretation.
- Students can discuss and describe different historical periods but lack explanation skills.

History: Key Stage 3: Year 7 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
How did Britain change from the Medieval mind into the Modern?						
Knowledge Focus	<p>How do Historians study the past?</p> <p>Historical skills, Chronology, Source Analysis, Bias, Importance of historical interpretations.</p> <ul style="list-style-type: none"> • Make an inference • Place dates in chronological order • Identify bias in a text or source • Describe change and continuity between the Roman and Saxon period. 	<p>How much did William 'Conquer' Saxon England?</p> <p>Life in Saxon England, Rivals to the throne, Battle of Hastings, William's control, Castles, life in Norman England.</p> <ul style="list-style-type: none"> • Identify contenders to the throne 1066 • Describe events of the Battle of Hastings • Describe/ explain impact of the Norman Conquest including castle building, introduction to the feudal system. • Compare life before and after the Norman Conquest. 	<p>How much did life change during the Middle Ages? 1000-1500</p> <p>Castles, Life in the Middle Ages, Importance of the Church, The Black Death, The Peasants Revolt, War of the Roses.</p> <ul style="list-style-type: none"> • Identify features on Medieval leadership and control. • Describe daily life in the Middle Ages. • Identify and describe the Black death-causes and impact including the Peasants Revolt. • Explain the impact of Thomas Beckett, King John & War of the Roses. 	<p>To what extent did the Tudors 'reform' England?</p> <p>Religious reforms under the Tudors, Henry VIII, Reformation and its impact, Elizabeth I, Mary Queen of Scots, Spanish Armada.</p> <ul style="list-style-type: none"> • Identify different Tudor monarch's- Henry VIII, Edward VI, Mary I, Elizabeth I • Describe Tudor Life • Explain Religious changes under the Tudor monarchs • Identify/ describe causes, events, and outcomes of the Spanish Armada. 	<p>How did the Renaissance change the way that people think?</p> <p>Leonardo Da Vinci, Artists Renaissance Medicine, Exploration, Shakespeare, The Witch Craze.</p> <ul style="list-style-type: none"> • Describe different aspects of the Renaissance- explorers, artists, medical advancements. • Explain the change of ideas in Renaissance Europe. • Assess the impact of new ideas / discoveries during the Renaissance. 	<p>How does Hull reflect the change from the Medieval to the Modern mind? Local Study</p> <p>Roman / Viking Settlements in East Yorkshire, Henry VIII and the citadel, the importance of William Wilberforce, the whaling industry, cholera epidemics, Amy Johnson, Hull in the two world wars, the fishing industry and the Headscarf Revolutionaries.</p> <ul style="list-style-type: none"> • Identify reasons why was the city of Hull was built • Describe how the city has changed over time • Explain how world events have changed the city of Hull
Skills Development	<p>Source analysis / inference</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Cause and Consequence</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Cause and Consequence</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Historical interpretations</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Historical interpretations</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Significance / importance</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>

History: Key Stage 3: Year 8 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
How did Britain become a global power?						
Knowledge Focus	<p>How did the Stuarts create a modern Britain? The English Civil War, long and short-term causes, the Battle of Naseby, Oliver Cromwell, the execution of Charles I, Cromwell's England and the Interregnum, the Restoration of Charles II.</p> <ul style="list-style-type: none"> Identify long and short-term causes of the ECW. Describe/Explain causes, events, and outcomes of the English Civil war Explain changes in religion from the Middle Ages to the Stuart Period. 	<p>How did the Industrial Revolution help Britain to become a global power? 1700-1900 Textile industry, factory conditions, transport, life in new towns / cities, Cholera and Public Health, Victorian Women, Brunel.</p> <ul style="list-style-type: none"> Identify/ describe changes from agriculture to industrialisation Describe conditions in textile factories Explain the impact of Cholera on public health Describe the experiences of Victorian women 	<p>How did the French Revolution affect Britain's place in the world? The causes of the Revolution, Changes during France, the execution of Louis XVI, Rise of Napoleon, Napoleonic Wars, Downfall of Napoleon.</p> <ul style="list-style-type: none"> Identify causes of the French Revolution. Describe events of French Revolution. Explain the impact of the Revolution on Britain. Assess Britain's role in Napoleon's downfall. 	<p>Was the British Empire a force for good in the world? East India Company, American Revolution, Scramble for Africa, Slave Trade, Life on Plantations, American independence War, Experiences of the British Empire.</p> <ul style="list-style-type: none"> Identify features of the British Empire- reasons, size, location, imperialism. Assess different interpretations of the British Empire. Compare different experiences of empire- India, America, Africa. 	<p>What were the effects of slavery and the Black peoples of the Americas? The Transatlantic Slave Trade, life in plantations, Abolitionists, Slave rebellions, the American Civil War, Life after emancipation and the KKK, The impact of Rosa Parks, Malcolm X and Martin Luther King,</p> <ul style="list-style-type: none"> Identify the transatlantic slavery triangle Describe slave auctions, daily life on a plantation. Explain the impact of Emancipation. Assess the legacy of Civil Rights. 	<p>How did the British Empire influence immigration to the UK and British identities? British immigration after WW2, the Windrush Generation, Black and Asian British History, Black and Asian British identity.</p> <ul style="list-style-type: none"> Identify migrant groups to the UK. Describe the experiences of different ethnic groups. Explain the effects of migration into the UK. Assess the legacy of migration on UK identities.
Skills Development	<p>Cause and Consequence Knowledge Recall Literacy Skills</p>	<p>Chronology Significance / importance Knowledge Recall Literacy Skills</p>	<p>Source analysis / inference Knowledge Recall Literacy Skills</p>	<p>Historical interpretations Knowledge Recall Literacy Skills</p>	<p>Source analysis / inference Knowledge Recall Literacy Skills</p>	<p>Significance / importance Knowledge Recall Literacy Skills</p>

History: Key Stage 3: Year 9 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Was the Twentieth Century one of conflict or cooperation?						
Knowledge Focus	<p>What were the experiences and impact of the First World War?</p> <ul style="list-style-type: none"> Europe in 1914, Recruitment Life in the trenches Technology of warfare Battle of the Somme How has the war been remembered? Impact of the war Medical advancements during the war The role of women, the Russian Revolution. 	<p>What were the challenges of the Inter-War Period?</p> <p>The Treaty of Versailles, the League of Nations in the 1930s, Adolf Hitler and the Rise of the Nazi Party, Life in Nazi Germany.</p> <ul style="list-style-type: none"> Describe the effects of the First World War. Explain the rise of fascism between the two world wars. 	<p>How did the Second World War affect the lives of people globally?</p> <ul style="list-style-type: none"> Blitzkrieg Dunkirk and the Battle of Britain Life during the war Evacuation of children The war in Russia and the Pacific the dropping of the Atomic Bomb. 	<p>How were minorities persecuted during the Holocaust?</p> <p>life in Nazi Germany,</p> <ul style="list-style-type: none"> Identify Anti-Semitism as a concept Describe different experiences of the Holocaust- pre-war life, ghettos, concentration camps, final solution. Assess the importance of the Holocaust. 	<p>How did Superpowers clash during the Cold War?</p> <ul style="list-style-type: none"> Nuclear legacy and the Cold War Stalin’s Russia The Cuban Missile Crisis The assassination of J.F.K Life in the 1950s and 1960s Women and the rise of feminism The space race and the moon landings The Vietnam War The fall of the Berlin Wall 	<p>Is conflict resolved in the Post-Modern world?</p> <p>Nelson Mandela and the fight for justice in South Africa, 9-11 and the impact of terrorism.</p> <ul style="list-style-type: none"> Identify examples of co-operation and conflict in modern times. Explain what historical issues still face the world today.
	Skills Development	<p>Source analysis / inference</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Historical interpretations</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Cause and consequence</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Significance / importance</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>	<p>Source analysis / inference</p> <p>Knowledge Recall</p> <p>Literacy Skills</p>

History: Key Stage 4: Year 10 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	Anglo-Saxon England and the Norman Conquest 1000-1090 <ul style="list-style-type: none"> ● Saxon England ● The Succession Crisis ● Battle of Hastings ● Rebellions against William ● Harrying of the North ● Normanisation of England ● Changes to the Church ● Bishop Odo ● William's legacy. ● Identify what Anglo-Saxon England like including- monarch, society, economy, and government ● Describe the causes and events of the Norman Conquest including- Gate Fulford, Stamford Bridge, Battle of Hastings, submission if the Earls. ● Explain the impact of the conquest on England including- changes in land holding, castles, Feudal System, changes to the church. 		Crime and Punishment Through Time 1000-Present <ul style="list-style-type: none"> ● Saxon England ● The Norman Conquest ● Trial by Ordeal ● Gunpowder Plot ● Witchcraft ● Transportation ● Robert Peel ● Pentonville Prison ● Conscientious Objectors ● Abolition of Capital Punishment ● Jack the Ripper ● Whitechapel in the 1880s. ● Describe the changes in punishments over time ● Explain how authorities deal with crime and punishments over time ● Analyse how attitudes towards crime and punishment have changed over time 			Whitechapel <ul style="list-style-type: none"> ● Local context ● problems of housing ● organisation of policing ● role of the police ● public attitudes towards crimes. ● Describe what the environment of Whitechapel like ● Explain how the environment caused problems for the authorities? ● Explain how the authorities responded to the environment
	Skills Development	Cause and consequence Knowledge Recall Literacy Skills	Significance / importance Knowledge Recall Literacy Skills	Chronology Knowledge Recall Literacy Skills	Cause and consequence Knowledge Recall Literacy Skills	Significance / importance Knowledge Recall Literacy Skills

History: Key Stage 4: Year 11 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Weimar and Nazi Germany 1918-1939 Revolution of 1918, Treaty of Versailles, Problems in Weimar Germany, Hyperinflation, Munich Putsch, Wall Street Crash, Gustav Stresemann, Rise of the Nazi Party, Hitler’s personality, Himmler and the Police State, Goebbels and propaganda, Berlin 1936 Olympic Games, Policies towards Women, Hitler Youth, Strength Through Joy, Lives of German Jews, Opposition to the Nazi Party.</p> <ul style="list-style-type: none"> ● Identify how Germany emerged from the First World War focussing on social, political, and economic factors. ● Explain the impact of the Treaty of Versailles ● Explain the rise of the Nazi Party ● Analyse what life like in Nazi Germany with a focus on key groups such as women, working class, young people, and minority groups ● Identify different opposition groups in Nazi Germany 		<p>Superpower Relations and the Cold War 1941-1991 Cold War alliances, Soviet control of the USSR, Truman and Marshall plans, Berlin Airlift, Arms and Space Race, Hungarian Uprising, Berlin Wall crisis, Cuba and the Missile Crisis, Invasion of Czechoslovakia, and the Prague Spring, the SALT treaties, Gorbachev and Glasnost, Afghanistan, Reagan, Fall of Berlin Wall.</p> <ul style="list-style-type: none"> ● The geographical nature of the American West and the lives of the Plains Indians. ● The impact of migration on the American West. ● Conflict and conquest of different groups of settlers in the American West. 		<p>Revision / Exams</p> <ul style="list-style-type: none"> ● Revise key knowledge ● Practice Exam skills ● Prepare for the final GCSE exams 	
Skills Development	<p>Historical interpretations Knowledge Recall Literacy Skills</p>	<p>Source analysis / inference Knowledge Recall Literacy Skills</p>	<p>Historical interpretations Knowledge Recall Literacy Skills</p>	<p>Chronology Cause and consequence Knowledge Recall Literacy Skills</p>	<p>Significance / importance Knowledge Recall Literacy Skills</p>	

History: Key Stage 5: Year 12 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Non-British Depth Study: The Causes of the French Revolution The Ancient Regime, Louis XVI, financial problems, The Enlightenment, The American War of Independence, Social Problems, The Estates General, The Storming of the Bastille, the Great Fear</p>	<p>Non-British Depth Study: The Events of the French Revolution The establishment of a Constitutional Monarchy, the August Decrees, Reforms to Church and State, the Flight to Varennes, the establishment of political clubs, the overthrow of the monarchy, Convention and the use of Terror, trial and execution of the monarchy, Robespierre and the rule of the Committees.</p>	<p>Non-British Depth Study: The Rise of Napoleon Napoleon's early life, his role during the Revolution, the siege of Toulon, the Italian campaign, military campaigns in Egypt, the Coup of Brumaire, Reforms to France, War of the Second and Third Coalitions, Napoleon's military leadership.</p>	<p>Non-British Depth Study: The Downfall of Napoleon Napoleon's Empire in Europe, the Continental System, Peninsular War, Russian Campaign, Napoleon's rule in France post 1807, The 1813-14 campaigns, Abdication, the Hundred Days, Waterloo, Exile and death.</p>	<p>Preparation for Topic Based Essay Enquiry skills, research and analysis, historical interpretations, preparatory reading, referencing and note making.</p>	
	<p>British Period Study and Enquiry: The Early Stuarts and the Origins of the Civil War. James I. The legacy of the Tudor monarchs, James' court, financial problems, religious policy, foreign policy, issues between James and Parliament.</p>	<p>British Period Study and Enquiry: The Early Stuarts and the Origins of the Civil War. Charles I. Charles' personality, foreign policy, issues with Parliament, Personal Rule and finances, Ireland, the Bishop's War, the Long Parliament, the causes of the Civil War.</p>	<p>British Period Study and Enquiry The Early Stuarts and the Origins of the Civil War. Enquiry Topic. The end of the Civil Wars, Cromwell, the Commonwealth and Protectorate, the restoration of Charles II.</p>			

History: Key Stage 5: Year 13 – Long Term Planning

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge Focus	<p>Thematic Study: Russian Rulers 1855-1917. Alexander II, Alexander III, Nicholas II, Opposition to Nicholas, the 1905 Revolution, the Dumas, Economic difficulties, the First World War, the 1917 Revolution, the Provisional Government, Lenin and the Civil War, Lenin's NEP, the power struggle following Lenin's death, Stalin, Collectivisation, the Five Year industrial plans, Opposition to Stalin, the Great Patriotic War, Khrushchev, later industrial reforms, the Virgin Lands Scheme, the Space Race, the Cold War, the experience of minorities in the Russian Empire, Khrushchev's removal from power.</p>		<p>Thematic Study Russian Rulers 1917-1964. The Themes of: Repression, Opposition, the nature and role of government, reforms of governments, industry, social and economic changes, agriculture, the lives of the peasants, the experience of industrial workers, minority groups, war as a catalyst for change.</p>		<p>Thematic Study Russian Rulers 1917-1964. Interpretations. The reforms of Alexander II, the Provisional Government, Khrushchev</p>	<p>Revision / Exams</p> <ul style="list-style-type: none"> ● Revise key knowledge ● Practice Exam skills. ● Prepare for the final exams
	<p>Topic Based Essay Students complete a 3000-4000 word essay on a topic of their choice having done the preparatory reading over the summer holidays. This essay may arise from the cute things studied elsewhere in the course and must not overlap the interpretations element of Russian Rulers. This is an internally assessed unit with the questions and grades submitted to the exam board after internal standardisation and moderation.</p>		<p>Revision of British Period Study and Inquiry: The Early Stuarts. Revision of the Non-British period study: The French Revolution and Napoleon.</p>			<p>Revision / Exams</p> <ul style="list-style-type: none"> ● Revise key knowledge ● Practice Exam skills. ● Prepare for the final exams

History Cultural Capital

Local and Global Context	Holderness Academy Values	Literacy and Numeracy	Employability
<p>Why is our curriculum relevant? How does it build understanding of the local area and international Issues?</p>	<p>How does your curriculum develop our academy's values of Aspiration, Resilience, Respect and Kindness</p>	<p>How does our curriculum improve access to the world?</p>	<p>How does our curriculum develop employability skills and enable effective planning and choices for the future?</p>
<p>Local The history of Hull and the East Riding. Hull's place in the wider world and the global context, the whaling industry, Amy Johnson and the impact of individuals such as William Wilberforce. The formation of the British Isles and the local area, the impact of the Norman Conquest and legacy of the Viking settlement of Yorkshire. East Yorkshire's place in the Industrial Revolution and the international impact of the bombing of Hull during the Second World War.</p> <p>Global Britain's place in the wider world across the centuries. The impact of the British Empire and its impact on the modern Commonwealth. Britain's relationship with other countries around the world both in the past and today. The impact of the Transatlantic Slave Trade on migration and identities in the UK today.</p>	<p>Aspiration The importance of the impact of individuals to change to present such as William Wilberforce, Queen Elizabeth I, Amy Johnson and Martin Luther King.</p> <p>Resilience We study how different groups of people have reacted to adversity and overcome challenges due to their resilience such as the Holocaust, the Transatlantic Slave Trade and the role of civilians in both World Wars.</p> <p>Respect Concepts such as individual liberty and the pursuit of freedom for oppressed peoples. The roots and challenges of rascism and sexism. Respect for the differences of experiences of events throughout History.</p> <p>Kindness Examples of tolerance and mutual respect. Collaboration of different races and sexes to achieve great things, such as the Moon Landings and Space Race.</p>	<p>Literacy A wide range of opportunities to develop extended writing skills. The teaching of subject specific keywords and vocabulary. Keyword and spelling practice in Aim High Starters. The study and analysis of a range of written texts such as diaries, newspaper reports and eyewitness testimony.</p> <p>Numeracy The study of statistical data to gain a greater understanding of the past such as population change over time and analysis of casualty figures collected during conflicts. The analysis of census data and use of historical databases such as the Domesday Book. The importance of chronology and the awareness of the dangers of historical anachronism using timelines.</p>	<p>As well as subject-specific knowledge and skills, history students can: Read and use texts and other source materials critically and empathetically Appreciate the complexity and diversity of situations, events and past mentalities. Recognise there are ways of testing statements and that there are rules of evidence which require integrity and maturity. Develop an argument, be self-disciplined and independent intellectually. Express themselves orally and in writing with coherence, clarity and fluency. Gather, organise and deploy evidence, data and information. Analyse and solve problems. Use effectively ICT, information retrieval and presentation skills Exercise self-discipline, self-direction and initiative. Work with others and have respect for others' reasoned views. Work collaboratively and participate effectively in group discussions. Show empathy and imaginative insight. Studying History therefore develops a wide range of transferable skills, which are important in many career fields. Understanding and analysis of issues and events are of key importance to historians and can be applied in many other fields of work.</p>