|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | **Intent**  *The intention of the History curriculum is to provide opportunities for children to explore political and religious developments in history at a range of scales; therefore giving every child a broad understanding of how the human world of today has developed the way it has. Independent learning is at the core of the history curriculum where children are actively encouraged to form their own judgements using the evidence available.* | | | **Implement**  *How we teach the curriculum? How are lessons organised? What resources are on hand? What activities/ experiences are used to promote independent learning and risk taking? How are staff supported?* | **Impact**  *How will this curriculum create successful, confident, independent learners? How are pupils prepared for the next stage of their education? How are their horizons broadened?* |
| Year 5 | **What? *What did the ancient world achieve?*** | **What? *What has early Islam given modern day?*** | **What? *How can families teach us history?*** | *Each lesson has a learning question assigned which is sequenced through the MTP. Lessons follow a clear structure with reflective questions to sequence learning and time to respond to feedback provided.*  *Primary and Secondary sources tailored to pupil abilities.*  *Broad range of activities which cater for different needs. Subject specialist teaching - teacher check ins to support delivery.*  *Formative and summative assessment methods used to ensure a clear understanding of topics.* | *Pupil engagement is high and they are inspired to find out more.*    *Pupils will have a greater appreciation of what has happened in the past and the impact it has on them.*  *Pupils will be able to reflect on their decisions and the impacts they may have.*  *Pupil feedback is positive in topic questionnaires.* |
| **Why?** *This is a study of the Ancient Greek and Egyptian civilizations. The study explores the social, economic and political changes experienced by both civilizations but also the impact these achievements have on modern day (how they influence modern day thinking).* | **Why?** *They will compare Baghdad and London C.AD 900, but also make links with other cultures that contributed to the development of early Islam. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.* | **Why?** *A local history study where children take one of the families which the school houses are named after. From that they will produce a project which outlines the family history, the conditions in Biggleswade and Britain at the time but also the impact that family had not only in Biggleswade but with national events.* |
| **Why now?**  *This topic introduces the study of History to pupils but also fills the gap of ancient knowledge from lower schools.* | **Why now?**  *Pupils will continue their learning of the impact of civilizations on modern day.* | **Why now?**  *Pupils have spent most of the year looking at world history, this topic will allow them to focus on history at a local scale.* |
| Year 6 | **What? *Elizabethen times: Not just banquets and fun*** | **What? *What did the VIctorians do for Britain??*** | **What? *What role did women play in WW2?*** | *Each lesson has a learning question assigned which is sequenced through the MTP. Lessons follow a clear structure with reflective questions to sequence learning and time to respond to feedback provided.*  *Primary and Secondary sources tailored to pupil abilities.*  *Broad range of activities which cater for different needs. Subject specialist teaching - teacher check ins to support delivery.*  *Formative and summative assessment methods used to ensure a clear understanding of topics.* | *Pupil engagement is high and they are inspired to find out more.*    *Pupils will have a greater appreciation of what has happened in the past and the impact it has on them.*  *Pupils will be able to reflect on their decisions and the impacts they may have.*  *Pupil feedback is positive in topic questionnaires.* |
| **Why?** *This study picks up a few hundred years after Robin Hood. It looks at the reign of Mary I and Elizabeth I (the first queens of England). It will focus on the positives and negatives of their reign, but also the changes they introduced which helped in one way or the other the development of the country.* | **Why?** *The Victorian era is synonymous for social and industrial developments in the U.K and it’s Empire. In this study children will gain an understanding of the lives of rich and poor Britons changed, but also the developments which still bare a legacy in todays world.* | **Why?** *Undeniably one of the worlds largest conflicts, this study is focussed more on the impact of the war on the homefront. Pupils will witness the challenges experienced by the country at this time, the decisions made (e.g. evacuation) but also how the role of women changed further in society to help with the war efforts; particularly during the Battle of Britain.* |
| **Why now?**  *A useful study looking at the first female leaders of the UK and the impact of their reign.* | **Why now?**  *This topic continues the study of successful female leaders by looking at the Victorian era.* | **Why now?**  *This topic closes pupil reflection on the role of women in history by looking at the parts women played in WW2.* |
| Year 7 | **What? *Contested power and land*** | **What? *Empire, expansion and collapse*** | **What? *Revolutions in religion***  ***Silver and Gold*** | *Each lesson has a learning question assigned which is sequenced through the MTP. Lessons follow a clear structure with reflective questions to sequence learning and time to respond to feedback provided.*  *Primary and Secondary sources tailored to pupil abilities. Broad range of activities which cater for different needs. Activities also encourage children to extend their enquiry and analytical skills.*    *Formative and summative assessment methods used to ensure a clear understanding of topics. Summative assessments follow a format which test a range of enquiry skills.* | *Pupil engagement is high and they are inspired to find out more.*    *Pupils will have a greater appreciation of what has happened in the past and the impact it has on them.*  *Pupils will be able to reflect on their decisions and the impacts they may have.*  *Pupil feedback is positive in topic questionnaires.*  *KS3 pupils are secondary ready.* |
| **Why?** *In this unit children will gain an understanding of the social and religious changes experienced at the turn of previous millenia. They will learn about the conflicts which arose between the growing strength of Christianity and Islam, but also within Europe how some political leaders were already exercising their will and the outcomes of these actions.* | **Why?** *Having recognised the growing strength of individuals and religions in 1000CE, pupils will now explore how this growing political and religious strength has allowed Empires to develop around the world, as well as the development of Britains Empire itself within the U.K. It will also outline some of the hardships faced by these Empires which did cause turmoil and in some cases collapse.* | **Why?** *This study oversees a change in Europe where political leaders, now having exercised their power over the people, are now beginning to exercise their power over religion. This study details the beginnings of Protestant Europe, and the consequences of such change in European politics.*  *On top of the religious changes within Europe there were also economic gains. This study will give children an introduction to the beginnings of European Empires but also the competition faced between nations to gain a political/ empirical foothold over each other - ultimately leading to conflicts such as WW1 in centuries to come.* |
| **Why now?**  *This topic introduces children to the religious and political changes which occurred in the 11th century, a theme set to continue in KS3.* | **Why now?**  *Having recognised the increase in power of religion and monarchy, this study explores how this developed in the UK and globally.* | **Why now?**  *This study outlines the inevitable conflict between religion and power across Europe.*  *Having recognised the increase in power this a study to show how economics was a direct outcome of political power in Europe.* |
| Year 8 | **What? *Development of state and society in Britain*** | **What? *The British Empire*** | **What? *Enlightenment in Europe*** | *Each lesson has a learning question assigned which is sequenced through the MTP. Lessons follow a clear structure with reflective questions to sequence learning and time to respond to feedback provided.*  *Primary and Secondary sources tailored to pupil abilities.*  *Broad range of activities which cater for different needs. Activities also encourage children to extend their explanations through enquiry and form critical judgements.*  *Formative and summative assessment methods used to ensure a clear understanding of topics. Summative assessments follow a format which test a range of enquiry skills; including questions adapted from GCSE. .* | *Pupil engagement is high and they are inspired to find out more.*    *Pupils will have a greater appreciation of what has happened in the past and the impact it has on them.*  *Pupils will be able to reflect on their decisions and the impacts they may have.*  *Pupil feedback is positive in topic questionnaires.*  *KS3 pupils are secondary ready.* |
| **Why?** *Following on from the religious changes, this study explores the political impacts of these by focussing on the English Civil War, Glorious revolution and Acts of Union. These events saw huge political changes in Britain, including the ever increasing power of the government/ parliament as a voice of the people.* | **Why?** *A powerful example of British superiority, this study explores whether it was exploration, trade or war which caused the Empire to grow, but also whether the British stuck to their core belief of: responsible, duty, sympathetic and self-sacrifice. Pupils will evaluate the British rule in India as well as critically reflect on the benefits of Triangular Trade.* | **Why?** *With many European countries have established Empires in the 17th and 18th centuries, this study focuses on how this power and wealth was used to benefit Europe. It is also a chance for children to understand the increasing power and confidence of the people which led to events such as the French Revolution and Ireland Homerule.* |
| **Why now?**  *Returning to the conflict between power and religion, this topic outlines the stepping stone with the state becoming more powerful.* | **Why now?**  *This study outlines the increasing political and economic strength of the UK and it’s impact on the world.* | **Why now?**  *With political continuing to rise this study looks at two more impacts of power on the people.* |