

**Edward Peake CofE Middle School**  
**History Curriculum Progression**

**Curriculum Intent:**

- Live: Ensure pupils develop observation and enquiry skills, resilience, cooperation and empathy for lifelong learning so that they can make an active contribution to society
- Love: Broaden pupils' horizons by giving them opportunities to explore the wider world through visits and studies to places and cultures.
- Learn: Develop independent, confident and successful learners who achieve the best possible academic standards, whatever their starting point.

Skills and Knowledge	Year 5	Year 6	Year 7	Year 8
<p><b><i>Chronological knowledge/ understanding</i></b></p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Continue to develop chronologically secure knowledge of history through the study of examples.</p> <p>Pupils can continue to write about and add to existing timelines as well as generating new timelines.</p>	<p>Establish clear narratives within and across periods studied. note connections, contrasts and trends over time.</p> <p>Pupils can write about a period in history, and include comparisons/ contrasts with other time periods studied.</p>	<p>Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning.</p> <p>Pupils can, with increasing independence, write about historical events chronologically, referring to sources available.</p>	<p>identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.</p> <p>Pupils can identify which events in a timeline/ period are important.</p> <p>Pupils can connect and contrast different time periods.</p>
	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p><i>What did the Ancient world achieve?</i></p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>Elizabethan times: Just Banquets and fun?</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Contested Power and Land</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Development of state and society in Britain</p> <p>Enlightenment in Europe: French Revolution</p>
<p><b><i>Historical terms</i></b></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Develop the appropriate use of historical terms</p> <p>Pupils are able to apply historical terms into their writing and verbal responses.</p> <p>For example naming an artefact, event, law, etc.</p>	<p>Continue to develop the appropriate use of historical terms</p> <p>Pupils are able to apply a wider range of historical terms into their writing and verbal responses. For example, reference a source.</p>	<p>Use historical terms and concepts in increasingly sophisticated ways.</p> <p>Pupils can with increasing confidence use a wide range of historical vocabulary within their writing to reinforce historical knowledge and concepts written about.</p>	<p>Use historical terms and concepts in increasingly sophisticated ways</p> <p>Pupils can independently use a range of historical vocabulary within their writing, establishing links/ connections between terms as well.</p>

	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>Elizabethan times: Just Banquets and fun?</p> <p>What the Victorians gave modern Britain?</p> <p>What role did women play in world war two?</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>
<p><b><i>Historical enquiry</i></b></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Regularly address and sometimes devise historically valid questions.</p> <p>Pupils can respond to historical questions about a place but also devise their own based on the content.</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Pupils can identify the different types of source: Primary and Secondary.</p>	<p>Construct informed responses by selecting and organising relevant information.</p> <p>Pupils understand which information they need to retrieve in order to answer questions and can sequence their responses appropriately.</p>	<p>Pursue historically valid enquiries including some they have framed</p> <p>Pupils are confident in asking historical questions about an enquiry and finding the sources they need to support their view point.</p>	<p>Understand how different types of sources are used rigorously to make historical claims</p> <p>Pupils are aware of where the sources of information come from and use this in their writing.</p> <p>create relevant, structured and evidentially supported accounts</p> <p>Pupils can confidently structure their own accounts using and explaining the evidence used.</p>
	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p> <p>How can families teach us history?</p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>Elizabethan times: Just Banquets and fun?</p> <p>What the Victorians did for Britain?</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>

<p><b><i>Interpretations of history</i></b></p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Compare different interpretations of historical figures or events, identifying any similarities and differences.</p> <p>Pupils can write about similarities and differences between interpretations.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Pupils can recognise different versions of the past exist and are beginning to give reasons for this.</p>	<p>Explain the purpose of different texts to gain a historical understanding of the reason it was written to help identify early bias.</p> <p>Pupils can why different versions of the same event exist.</p>	<p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Pupils can explain why different versions of the same event exist, including an awareness of bias and impact.</p>
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<p><b><i>Continuity and change in and between periods</i></b></p> <p><i>Use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i></p>	<p>Recognise how events and change has occurred within a time period.</p> <p>Pupils can write a narrative of a time period in history.</p>	<p>Describe/ make links between main events, situations and changes within and across different periods/ societies.</p> <p>Pupils can describe an event in history but also relate it to another event they have studied or know to.</p>	<p>Begin to explain the links and differences/ similarities between events and societies.</p> <p>Pupils, within their accounts, are beginning to draw on comparisons between similar or contrasting events.</p>	<p>Identify and explain change and continuity within and across periods.</p> <p>Pupils can use a range of examples to explain how a theme has changed or developed in history.</p>
	<p><b>Y5 Where in the curriculum this is taught:</b></p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p>	<p><b>Y6 Where in the curriculum this is taught:</b></p> <p>Elizabethan times: Just Banquets and fun?</p> <p>What the Victorians did for Britain?</p> <p>What role did women play in world war two?</p>	<p><b>Y7 Where in the curriculum this is taught:</b></p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p><b>Y8 Where in the curriculum this is taught:</b></p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>

<p><b><i>Cause and consequence</i></b></p> <p>Use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Can identify causes of an event or change.</p> <p>Pupils can write a report on what happened during an event and after.</p>	<p>Identify and give reasons for, results of, historical events, situations, changes.</p> <p>Pupils can report on what happened during an event and after, beginning to offer reasons for causes and outcomes.</p>	<p>Explain the cause and consequence of events, using a range of evidence given.</p> <p>Pupils can confidently select a range of evidence to structure a convincing account of the cause and consequence of an event.</p>	<p>Analyse/ explain reasons for, and results of, historical events, situations, changes.</p> <p>Pupils can identify different themes which caused an event and explain them.</p>
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<p><b><i>Similarity/ difference within a period situation (diversity)</i></b></p> <p>Use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Make comparisons between time periods studied.</p> <p>Pupils can write a comparative paragraph between two time periods studied.</p>	<p>Explore wider diversity in history and how themes compare between different time periods.</p> <p>Pupils can focus on a theme and reflect on how that theme is different or similar between time periods.</p>	<p>Explain reasons for similarity or difference between societies and the impacts of such contrasts.</p> <p>Pupils can explain contrasts, using a range of evidence to support their argument.</p>	<p>Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of men, women, pupil in past societies.</p> <p>Pupils can suggest how past experiences of a culture has an impact on their actions.</p>
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<p><b>Historical significance</b></p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p>Reflect on legacies of previous cultures and impact on modern day.</p> <p>Pupils can write about lessons learned from the past which are applied today.</p>	<p>Identify historically significant people and events in situations.</p> <p>Pupils can understand which events or people were important during a time period, giving reasons for their view.</p>	<p>Explain historical impacts of events and making connections between events and societies.</p> <p>Pupils can explain a range of impacts of an event and suggest connections between similar or different events.</p>	<p>Consider/ explain the significance of events, people and developments in their context and in the present.</p> <p>Pupils can explain why certain events were important by referencing the wider impacts it had at the time but also modern day.</p>
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### Curriculum Impact:

Year 5: Pupils will have a greater appreciation of what early civilizations and societies have given modern day and the impact it has on them.

Year 6: Pupils will be able to appreciate the achievements of women, often overlooked in history, but it also teaches them to be more accepting of others and not to judge anyone by their gender or even race.

Year 7: Pupils will begin to appreciate the wider historical changes between different religions and societies and draw comparisons with modern day events; giving a historical context for ongoing events or conflict.

Year 8: Pupils will gain a thorough understanding of how Britain developed itself to the country we know today, including the changes to monarchy and empire; as well as appreciation for other European societies changing as well. This knowledge will give pupils a secure idea of where Europe were politically just before the outbreak of WW1.