

Edward Peake CofE School
History Curriculum Progression Map

Curriculum 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.

Our main aims are to:

- **Live:** Ensure pupils develop analytical, empathetic and interpretation skills and personal qualities 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 their study of different cultures and societies in history.
- **Learn:** Develop independent, confident and successful learners who achieve the best possible academic standards, whatever their starting point.

*There are six key concepts for history threaded throughout pupils' four year journey at Edward Peake. These are: **cause and consequences, change and continuity, similarity and difference, significance, interpretations and evidence.***

These concepts allow pupils to deepen their understanding of history across a wide variety of topics, time periods and cultures.

Curriculum Implementation: Skills and Knowledge	Year 5	Year 6	Year 7	Year 8	Year 9
<p><i>Chronological knowledge/ understanding</i></p> <p>Gain historical perspective by placing their growing knowledge into different contexts.</p>	<p>Pupils know how to write about and add to existing timelines as well as generating new timelines.</p>	<p>Pupils know how to write about a period in history, and include comparisons/ contrasts with other time periods studied.</p>	<p>Pupils know how to, with increasing independence, write about historical events chronologically, referring to sources available.</p>	<p>Pupils know how to identify which events in a timeline/ period are important, as well as connect and contrast different time periods.</p>	<p>Pupils will demonstrate a secure understanding of timelines and establish evidence based interconnections between events and periods.</p>
	<p>Y5 Where in the curriculum this is taught:</p> <p><i>What did the Ancient world achieve?</i></p>	<p>Y6 Where in the curriculum this is taught:</p> <p>Elizabethan times: Just Banquets and fun?</p>	<p>Y7 Where in the curriculum this is taught:</p> <p>Contested Power and Land</p>	<p>Y8 Where in the curriculum this is taught:</p> <p>Development of state and society in Britain</p> <p>Enlightenment in Europe:</p>	<p>Y9 Where in the curriculum this is taught:</p> <p>Getting the Vote</p> <p>Change in the 20th Century</p>

				French Revolution	
<p>Historical terms</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p>Pupils know how to apply historical terms into their writing and verbal responses.</p>	<p>Pupils know how to apply a wider range of historical terms into their writing and verbal responses.</p>	<p>Pupils, with increasing confidence, know how to use a wide range of historical vocabulary within their writing to reinforce historical knowledge and concepts written about.</p>	<p>Pupils know how to independently use a range of historical vocabulary within their writing, establishing links/ connections between terms as well.</p>	<p>Pupils will securely use a wider range of historic vocabulary to demonstrate their understanding in response to historical enquiries.</p>
	<p>Y5 Where in the curriculum this is taught:</p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p>	<p>Y6 Where in the curriculum this is taught:</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>Y7 Where in the curriculum this is taught:</p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p>Y8 Where in the curriculum this is taught:</p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>	<p>Y9 Where in the curriculum this is taught:</p> <p>Getting the vote</p> <p>Britain at War</p> <p>Change in the 20th Century</p>
<p>Historical enquiry</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	<p>Pupils know how to respond to historical questions about a place but also devise their own based on the content.</p>	<p>Pupils know how to understand which information they need to retrieve in order to answer questions and can sequence their responses appropriately.</p>	<p>Pupils know how to ask historically valid questions about an enquiry and finding the sources they need to support their view point.</p>	<p>Pupils know where the sources of information come from and confidently structure their own accounts using and explaining the evidence used.</p>	<p>Pupils will confidently select sources of evidence to lead their enquiries, establishing links between different sources used.</p>
	<p>Y5 Where in the curriculum this is taught:</p>	<p>Y6 Where in the curriculum this is taught:</p>	<p>Y7 Where in the curriculum this is taught:</p>	<p>Y8 Where in the curriculum this is taught:</p>	<p>Y9 Where in the curriculum this is taught:</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>Elizabethan times: Just Banquets and fun?</p> <p>What the Victorians did for Britain?</p>	<p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>	<p>Getting the vote</p> <p>Britain at War</p> <p>Change in the 20th Century</p>
<p>Interpretations of history</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Pupils know how to understand the difference between different source types and write about any similarities and differences.</p>	<p>Pupils know how to recognise different versions of the past exist and are beginning to give reasons for this.</p>	<p>Pupils know how to explain why different versions of the same event exist, to gain a historical understanding and identify bias.</p>	<p>Pupils know how to explain why different versions of the same event exist, including an awareness of bias and impact this on understanding of historical events.</p>	<p>Pupils will use with confidence a range of sources to construct meaningful and balanced arguments in their enquiries; responding to bias and the reasons behind it.</p>
	<p>Y5 Where in the curriculum this is taught:</p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p>	<p>Y6 Where in the curriculum this is taught:</p> <p>Elizabethan times: Just Banquets and fun?</p> <p>What the Victorians did for Britain?</p>	<p>Y7 Where in the curriculum this is taught:</p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p>Y8 Where in the curriculum this is taught:</p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>	<p>Y9 Where in the curriculum this is taught:</p> <p>Getting the vote</p> <p>Britain at War</p> <p>Change in the 20th Century</p>
<p>Continuity and change in and between periods</p> <p><i>Draw contrasts and analyse trends between events and historical</i></p>	<p>Pupils know how to write a narrative of a time period in history.</p>	<p>Pupils know how to describe an event in history but also relate it to another event they have studied or known in the same or different time period.</p>	<p>Pupils, within their accounts, know how to make comparisons between similar or contrasting events and the links that can exist.</p>	<p>Pupils know how to use a range of examples to explain how a theme has changed or developed in history across different time periods.</p>	<p>Pupils will use their expansive knowledge to evidentially explain change and continuity across time periods, reflecting on significant milestones.</p>

<p><i>figures.</i></p>	<p>Y5 Where in the curriculum this is taught:</p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p>	<p>Y6 Where in the curriculum this is taught:</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>Y7 Where in the curriculum this is taught:</p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p>Y8 Where in the curriculum this is taught:</p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>	<p>Y9 Where in the curriculum this is taught:</p> <p>Getting the vote</p> <p>Change in the 20th Century</p>
<p><i>Cause and consequence</i></p> <p>To identify the causes and consequences of historical events and figures at different time scales.</p>	<p>Pupils know how to write a report on what happened during an event and after.</p>	<p>Pupils know how to report on what happened during an event and after, beginning to offer reasons for causes and outcomes.</p>	<p>Pupils know how to confidently select a range of evidence to structure a convincing account of the cause and consequence of an event.</p>	<p>Pupils know how to identify different themes which caused an event, explain them and examine the significance of actions or individuals.</p>	<p>Pupils will understand how causes link together within and outside of time periods, as well as establishing clear explanations between cause and consequence.</p>
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<p><i>Similarity/ difference within a period situation</i></p>	<p>Pupils know how to write a comparative paragraph between two</p>	<p>Pupils know how to focus on a theme and reflect on how that</p>	<p>Pupils know how to explain contrasts, using a range of evidence to</p>	<p>Pupils know how to understand and explain/ analyse diverse</p>	<p>Pupils will be able to analyse and explain differences between time</p>

<p>(diversity)</p> <p>Use them to make connections and draw contrasts between historical figures and events.</p>	time periods studied.	theme is different or similar between time periods.	support their argument, and the impacts of these contrasts on society.	experiences and ideas, beliefs, attitudes of men, women, pupil in past societies.	periods, focussing on themes and how they've changed across periods and between cultures.
	<p>Y5 Where in the curriculum this is taught:</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>Y6 Where in the curriculum this is taught:</p> <p>Elizabethan times: Just Banquets and fun?</p> <p>What role did women play in world war two?</p>	<p>Y7 Where in the curriculum this is taught:</p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p> <p>Revolutions in Religion</p>	<p>Y8 Where in the curriculum this is taught:</p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe: French Revolution</p>	<p>Y9 Where in the curriculum this is taught:</p> <p>Getting the vote</p> <p>Change in the 20th Century</p>
<p>Historical significance</p> <p>Know and understand significant aspects of the history of the wider world.</p>	Pupils know how to write about lessons learned from the past which are applied today.	Pupils know how to understand which events or people were important during a time period, giving reasons for their view.	Pupils know how to explain a range of impacts of an event and suggest connections between similar or different events.	Pupils know how to explain why certain events were important by referencing the wider impacts it had at the time but also modern day.	Pupils will be able to analyse socio-economic impacts of events and compare them with similar events in the same or other time periods, to form their justification.
	<p>Y5 Where in the curriculum this is taught:</p> <p>What did the Ancient world achieve?</p> <p>What has early Islam given modern day?</p>	<p>Y6 Where in the curriculum this is taught:</p> <p>Elizabethan times: Just Banquets and fun?</p> <p>What the Victorians did for Britain?</p>	<p>Y7 Where in the curriculum this is taught:</p> <p>Contested Power and Land</p> <p>Empire, expansion and collapse</p>	<p>Y8 Where in the curriculum this is taught:</p> <p>Development of state and society in Britain</p> <p>British Empire</p> <p>Enlightenment in Europe:</p>	<p>Y9 Where in the curriculum this is taught:</p> <p>Getting the vote</p> <p>Britain at War</p> <p>Change in the 20th Century</p>

	How can families teach us history?	What role did women play in world war two?	Revolutions in Religion	French Revolution	
<p>Curriculum Impact:</p> <p>Year 5: Pupils know how to have a greater appreciation of what early civilizations and societies have given modern day and the impact it has on them. Pupils know how to also be able to write about the past events and the people involved in them.</p> <p>Year 6: Pupils know how to 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. Through comparison Pupils know how to be able to explore the idea of importance and significance of historical figures and events.</p> <p>Year 7: Pupils know how to 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. Pupil enquiries will give them the skills to explain the impacts of historical events at different scales but also across time periods.</p> <p>Year 8: Pupils know how to 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. Pupils know how to also be able to explain the meaning behind events but also interpretations of events with an appreciation of the impact bias has on History.</p> <p>Year 9: Pupils will have an understanding of what events have led to the liberties we enjoy today as global citizens, including rights and the scale of conflicts witnessed in the 20th century. Pupils will also be able to demonstrate how events in the 20th century had causes stretching back to the previous centuries, if not further, bringing together a range of themes discussed previously.</p>					