

# Edward Peake CofE (VC) Middle School Humanities Department

## History Progression Model

Year	<b>Intent</b> <i>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.</i> <i>Our main aims are to:</i> <ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <i>Love: Broaden pupils' horizons by giving them opportunities to explore the wider world through their study of different cultures and societies in history.</i></li> <li>• <i>Learn: Develop independent, confident and successful learners who achieve the best possible academic standards, whatever their starting point.</i></li> </ul>			<b>Implement</b> <i>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?</i>	<b>Impact</b> <i>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?</i>
Year 5	<b>What? What did the ancient world achieve?</b>	<b>What? What has early Islam given modern day?</b>	<b>What? How can families teach us history?</b>	<p><i>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.</i></p> <p><i>Primary and Secondary sources tailored to pupil abilities.</i></p> <p><i>Broad range of activities which cater for different needs. Subject specialist teaching - teacher check ins to support delivery.</i></p> <p><i>Formative and summative assessment methods used to ensure a clear understanding of topics.</i></p>	<p><i>Pupil engagement is high and they are inspired to find out more.</i></p> <p><i>Pupils will have a greater appreciation of what early civilizations and societies have given modern day and the impact it has on them.</i></p>
	<b>Why?</b> <i>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).</i>	<b>Why?</b> <i>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.</i>	<b>Why?</b> <i>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.</i>		
	<b>Why now?</b>  <i>This topic introduces the study of History to pupils but also fills the gap of ancient knowledge from lower schools.</i>	<b>Why now?</b>  <i>Pupils will continue their learning of the impact of civilizations on modern day.</i>	<b>Why now?</b>  <i>Pupils have spent most of the year looking at world history, this topic will allow them to focus on history at a local scale.</i>		

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Year 6	<p><b>What? Elizabethan times: Not just banquets and fun</b></p>	<p><b>What? What did the Victorians do for Britain??</b></p>	<p><b>What? Living in WW2</b></p>	<p>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.</p> <p>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.</p>	<p>Pupil engagement is high and they are inspired to find out more.</p> <p>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.</p>
	<p><b>Why?</b> This study looks at the reign of Elizabeth I (one of 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.</p>	<p><b>Why?</b> 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.</p>	<p><b>Why?</b> Undeniably one of the world's largest conflicts, this study is focussed more on the impact of the war on the homefront but also in Europe by comparing the experiences of women and children in Britain with those in Europe.</p>		
	<p><b>Why now?</b></p> <p>A useful study looking at the first female leaders of the UK and the impact of their reign.</p>	<p><b>Why now?</b></p> <p>This topic continues the study of successful female leaders by looking at the Victorian era.</p>	<p><b>Why now?</b></p> <p>This topic closes pupil reflection on the role of women in history by looking at the parts women played in WW2.</p>		

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Year 7	<p><b>What? Contested power and land</b></p>	<p><b>What? Empire, expansion and collapse</b></p>	<p><b>What? Revolutions in religion</b></p>	<p>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.</p> <p>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.</p>	<p>Pupil engagement is high and they are inspired to find out more.</p> <p>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.</p>
	<p><b>Why?</b> 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.</p>	<p><b>Why?</b> 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.</p>	<p><b>Why?</b> 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.</p>		
	<p><b>Why now?</b> This topic introduces children to the religious and political changes which occurred in the 11th century, a theme set to continue in KS3.</p>	<p><b>Why now?</b> Having recognised the increase in power of religion and monarchy, this study explores how this developed in the UK and globally.</p>	<p><b>Why now?</b> This study outlines the inevitable conflict between religion and power across Europe.</p> <p>Having recognised the increase in power this a study to show how economics was a direct outcome of political power in Europe.</p>		

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Year 8	<p><b>What? Development of state and society in Britain</b></p>	<p><b>What? The British Empire</b></p>	<p><b>What? Enlightenment in Europe</b></p>	<p>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.</p> <p>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. .</p>	<p>Pupil engagement is high and they are inspired to find out more.</p> <p>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.</p> <p>This knowledge will give pupils a secure idea of where Europe were politically just before the outbreak of WW1.</p>
	<p><b>Why?</b> 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.</p>	<p><b>Why?</b> 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.</p>	<p><b>Why?</b> 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.</p>		
	<p><b>Why now?</b></p> <p>Returning to the conflict between power and religion, this topic outlines the stepping stone with the state becoming more powerful.</p>	<p><b>Why now?</b></p> <p>This study outlines the increasing political and economic strength of the UK and it's impact on the world.</p>	<p><b>Why now?</b></p> <p>With political continuing to rise this study looks at two more impacts of power on the people.</p>		