

Upper KS2 - Progression of History skills

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Historical Topic National Curriculum Subject Content Enrichment opportunities	World War 1 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. One day creative visit Drama day and performance 'Character' visit – WW1 Nurse WW1 Soldier		Space Age (This is a science based topic, where history has been planned to introduce the topic and enhance it. Make links between events and changes. Identify and describe changes within and between periods in history.			
Global Goals	Global Goal 3 Good Health and Wellbeing - Make sure everyone has the right to health care. End some disease. Educate people about mental health. Prevent deaths of babies and young children. Global Goal 5 Gender Equality - Change laws to give equality for women in all areas of their lives. Stop violence against girls and women. Encourage girls and women to be heard in all areas of public life. Global Goal 8 Economic Growth - Safe working environments for everyone. Stop forced and child labour. Create job opportunities for young people. Global Goal 9 Industry and Innovation - Ensure all developing countries have access to the internet. Support small businesses. Protect the environment. Improve technology. Global Goal 16 Peace and Justice - Everyone has equal access to justice in their country. Stop violence and crime.		Global Goal 5 Gender Equality - Change laws to give equality for women in all areas of their lives. Stop violence against girls and women. Encourage girls and women to be heard in all areas of public life. Global Goal 9 Industry and Innovation - Ensure all developing countries have access to the internet. Support small businesses. Protect the environment. Improve technology.			
SIAMS	SIAMS Strand 2: Wisdom, Knowledge and Skills Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy Strand 4: Community and Living Well Together Strand 5: Dignity and Respect					
Chronology	<ul style="list-style-type: none"> Use dates and terms, using key dates When describing events order dates on a timeline/ events. Place current study on a timeline in relation to other studies. 		<ul style="list-style-type: none"> To understand the historical context of the Space Age events To sequence the key events, objects, themes, societies, and people in. Upper KS2 topics covered using dates, period labels and terms. 			
Historical Terms	<ul style="list-style-type: none"> Use a range of historical terms with understanding, language linked to topics eg: slavery, welfare, sanitation. 		<ul style="list-style-type: none"> The Cold War 			

Historical Enquiry	<ul style="list-style-type: none"> • Devise ask/answer more complex questions about the past. • Evaluate accuracy and bias in sources. 	<ul style="list-style-type: none"> • People's beliefs understanding of the world through time 			
Interpreting History	<ul style="list-style-type: none"> • Distinguish between reliable and unreliable sources. • Identify most uses sources for a particular task. • Understand different evidence leads to different conclusions. 	<ul style="list-style-type: none"> • To explain reasons why a particular aspect of historical event, development, society or person were of particular significance. 			
Continuity and Change	<ul style="list-style-type: none"> • Impact of WW1 changing society • WW1, movement of people – culture • Treaty of Versailles / League of Nations (UN) 	<ul style="list-style-type: none"> • Link with role of women of women from previous topic. Women in space / science. 			
Causes and Consequences	<ul style="list-style-type: none"> • Describe changes and make links to the above. • Begin to identify causal factors in change. 	<ul style="list-style-type: none"> • Impact on technology / advancement. • The cold war causing the space race changes in women's role from 1960's to now • Explain the role and significance of different causes and effects of a range of events and developments. 			
Similarities / Differences	<ul style="list-style-type: none"> • Show understanding of some of the similarities and differences from different periods. 				
Significance	<ul style="list-style-type: none"> • Legacy and Remembrance. • Also linked to Literacy Project on refugees/war/immigration based on arrival by Sean Ton. Global Goal 10 and 16 	<ul style="list-style-type: none"> • Implications for future understanding and exploration 			

History - KS3 National Curriculum

Aims: The national curriculum (2014) for history aims to ensure that all pupils:

- know and understand the history of these islands in a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- 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 humankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- 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.
- 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.

Curriculum Intent

Historical Topics taught in Year 7:

Autumn Term

The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066:

- The Vikings
- The development of Church, state and society in Medieval Britain 1066-1509
- The Norman Conquest of 1066, including the Battles of Stamford Bridge and Hastings as well as the Witan and the role of Harold II in his own destruction

Spring Term

- The development of Church, state and society in Medieval Britain 1066-1509
- The power struggle between Church and Crown in Thomas a Beckett's murder
- Christendom, the importance of religion and the Crusades, including their cause and course through the example of Richard the Lionheart
- The development of the Magna Carta in 1215 and its subsequent adoption by later Kings of England
- People in Medieval England: society, economy and culture
- People in Medieval England: religion in daily life
- People in Medieval England: trade and towns, farming, and the role of women in society
- The Black Death with its social and political impact The Peasants' Revolt
- The Hundred Years War
- Wars of the Roses and the development of the Tudor monarchy

The development of society and power in Britain 1509-1745:

- Renaissance and Reformation in Europe
- Henry VIII's break with Rome
- The English Reformation and Counter-Reformation (Henry VIII to Mary I) Elizabeth I and her religious settlement
- Conflict with Catholics (including the Spanish Armada, Mary Queen of Scots)

Summer Term

The development of society and power in Britain 1509-1745:

- Elizabeth I and her conflict with Catholics (including the Spanish Armada, Mary Queen of Scots).
- James I and the Gunpowder Plot
- The causes and events of the Civil Wars throughout Britain.
- The Interregnum
- The Restoration and 'Glorious Revolution'
- The Jacobite Rebellion of 1745

Study of a significant society or issue in world history and its interconnections with other world developments:

- Native Americans
- The clash of cultures
- Native American Tribes and Geography
- The first colony
- Problems with the evidence
- Plains Indian Society
- Plains Indian Beliefs
- Dependence on the Buffalo
- Westward expansion and Little Big Horn