

Upper KS2 - Progression of History skills

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Historical Topic National Curriculum Subject Content</p> <p>Enrichment opportunities</p>	<p>Industrial Revolution Richard Arkwright A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British History. Trip to Cromford</p>				<p>Ancient Greece A study of Greek life and achievements and their influence on the western world.</p> <p>Visitor coming in to share knowledge and artefacts.</p>	
<p>Global Goals</p>	<p>Global Goal 6 Clean water and sanitation - Everyone has safe water and sanitation. Improve healthy hygiene habits. Link to Victorian housing, Bazelalette and sewers/ John Snow and Typhoid.</p> <p>Global Goal 7 Clean Energy - By 2023 all developing countries have renewable energy. Increase use of renewable energy sources. Development of power in the industrial revolution and its impact on the environment still being felt.</p> <p>Global Goal 9 Industry and Innovation - Ensure all developing countries have access to the internet. Support small businesses. Protect the environment. Improve technology – explore the development of technology across the period building on prior learning.</p> <p>Global Goal 4 Quality Education - Free and equal education for everyone. Structure and access to education. Education driven by the need for literate work force as machines get more complex.</p> <p>Global Goal 10 Reduce Inequalities - Change laws so that no one is discriminated. Protect the disadvantaged and the vulnerable. Focus on inequality in the industrial revolution and the action people took (Lord Shrewsbury, Robert Owen, Strutt family) link to modern world in convention of rights.</p>				<p>Global Goal 10 Reduce Inequalities - Change laws so that no one is discriminated. Protect the disadvantaged and the vulnerable.</p> <p>Global Goal 3 Good Health and Wellbeing - Make sure everyone has the right to health care. End some disease. Olympic games eg: the pythagoreans – (not available for all and gender issues)</p> <p>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.</p>	
<p>SIAMS</p>	<p>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</p>					
<p>Chronology</p>	<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"> 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. Further focus on AD/BC understanding and relative position to other ancient civilisations. 	

Historical Terms	<ul style="list-style-type: none"> Use historical terms / concepts linked to topic with understanding eg: rationing, suffrage, appeasement – see plans. 			<ul style="list-style-type: none"> Use historical terms with understanding eg: empire, democracy, slavery.
Historical Enquiry	<ul style="list-style-type: none"> Discuss, ask,/ answer more complex questions about the past. Combine a range of sources. Evaluate accuracy and bias in sources. Adapt their ideas and viewpoints as new information arises. 			<ul style="list-style-type: none"> Bring knowledge gathered from several sources together in a fluent accent.
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"> Evaluate sources/ suggest omissions due to ancient lack of concrete evidence. Use archaeology, artefacts, literature to supplement more recent types of evidence.
Continuity and Change	<ul style="list-style-type: none"> Explore technological change over a period and beyond; understanding change is ongoing. 			<ul style="list-style-type: none"> Put Greek civilisation in context.
Causes and Consequences	<ul style="list-style-type: none"> Describe changes and make links between events, exploring cause and effect. Begin to identify casual factors in change. 			<ul style="list-style-type: none"> Explore technological change over a period and beyond; understanding change is ongoing.
Similarities / Differences	<ul style="list-style-type: none"> Show understanding of some of the similarities and differences from different periods. 			<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"> (Link to interpretation) Start considering “what if” questions and how historical events have shaped the future. 			<ul style="list-style-type: none"> Consider what the Ancient Greeks have contributed to our culture.

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