

YEAR 7 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British history. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens'. Aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them and move in to the careers of their choosing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/ Enquiry Question.	What has been found and why is it there? Was Bede right about the Anglo Saxon invaders?	Was one kind of England annihilated and another set up?	Big Picture: Middle Ages Why did the people of Guisborough live in such simple housing and build such glorious cathedrals?	Could Medieval Monarchs do whatever they wanted?	What can evidence tell us about ordinary people's lives in the Middle Ages? Did rats or rebels change people's lives the most?	Was there a World Wide web in the Middle Ages? Should the silk road be called the silk road
Core Knowledge/ Threshold Concept	Consolidate threshold concepts of inference, chronology and use of sources. Are aware of the process of an enquiry. They will gain knowledge of Anglo Saxon society whilst testing Bede's positive interpretation of the Anglo Saxons invasion.	Students will build on their understanding of the weakness of Anglo Saxon society to look at the reasons for the Normans successful invasion and the impact of the invasion on English society as a whole and in the north of England. The development of castles and use in Wales.	Students will consider the power of the Catholic church and the influence on ordinary people. This will include exploring the reasons why people in the local are rebuilt a priory and reasons why they went on pilgrimage. Students will also examine the conflicts between State and Church, with particular focus on Beckett and Henry II.	Students will build on their knowledge of the power of the Church and state by examining whether Monarchs in the Middle Ages could act as they wanted or whether there were restraints. Students will particularly focus on Henry II and King John. Students will then use this knowledge to consider whether other rulers in the wider world were more effective.	Students will know the difficulty historians have in collecting evidence. They will use evidence to work out what a life of a peasant was like. Students will also consider the diversity of society in the Middle Ages. Migration to areas and treatment of minorities such as the Jews in York.	Students will consider how the interconnected nature of the world in the Middle Ages. Students will consider the reasons why countries were able to develop Empires and how goods and ideas were traded on the routes.

<p>Why this learning now?</p>	<p>Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics as that when implementing this intent, teachers can effectively and explicitly draw attention to where a historical concept/ key word/ behaviour/ pattern etc. has been seen previously and effectively expose the relationship through effective questioning, .</p>					
	<p>Links to the National Curriculum: the study of an aspect or theme in British history that consolidates and extends pupils' Chronological knowledge from before 1066.</p> <p>It reintroduces students to skills such as inference, chronology and use of evidence. It introduces students to the process of historical enquiry.</p>	<p>National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509.</p> <p>Students are able to use prior knowledge of Anglo Saxon society to give reasons why there was a contest for the throne in 1066. They can also consider the impact of the Norman Conquest. This enquiry also enables students to develop their disciplinary knowledge in giving reasons, making inferences and testing interpretations.</p>	<p>Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509</p> <p>This enables students to examine the concept of beliefs. A concept which runs through each Key Stage. Students look at in depth the dominance of the Catholic Church and its influence in the Middle Ages. Students are able in future terms in Y8 and at GCSE to have the foundational knowledge.</p>	<p>Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509</p> <p>This builds on knowledge acquired in the autumn term. Students are able to build on their knowledge and understanding of the limitations of a ruler's authority. Both in England and the wider world.</p>	<p>Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Students are able to draw on their knowledge through each term to consider the lives of peasants and how they changed as a result of the Black Death and Peasants revolt. The disciplinary skill of significance has been taught previously. Giving students the building blocks to use it.</p>	<p>Links to the National Curriculum: the development of Church, state and society in Medieval Britain 1066-1509</p> <p>Links to students understanding of England's position pre-Empire and the interconnected nature of Britain and the wider world.</p>
	<p>Firstly methods of formative assessment will be used in lessons to judge whether students are ready to move on? This could be through recall activities, questioning and peer assessment etc. Secondly students will also be assessed summatively with an end of enquiry knowledge test and core assessments for identified pieces of work.</p>					
<p>Assessment Opportunities:</p>	<p>Students are assessed in history through, recall strategies used in all lessons, AFL and directed questioning, end of unit quizzes, low-stakes assessments and summative assessments to inform data capture.</p>					
<p>Learning at Home</p>	<p>Home learning will be set in accordance with the school policy. Home learning will include a mixture of activities which either recall prior learning such as quizzes, written pieces and research. Some may be more creative and expect students to produce something. Other home learning may include research based on provided material in preparation for the next lesson.</p>					

Key Vocabulary	Chronology Inference	Claimant Interpretation Annihilated Rebellion	Monastery Purgatory Crusade	Parliament Baron	Peasant Alien Tolerant	Silk roads Empire Wisdom
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. 					
Links to careers and the world of work	<p>Bench mark 7: Bench mark 4:</p>					

YEAR 8 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British history. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens'. Aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them and move in to the careers of their choosing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/ Enquiry	Big picture: How can we sum up the Middle Ages? Big Picture: Was the appearance and state of the world changed during the early modern period? Why did Martin Luther's ideas go viral?	How did people react to religious 'Tudor roller coaster' of the Reformation? How did Elizabeth deal with threats at home and abroad?	What can we learn from the life of Lucy Hay about the Civil War in 1642?	Were the Mughals more successful than the Tudor and Stuarts? How united was the United Kingdom by 1745?	Is Yarm typical of life in Industrial England? Were the experiences of Empire the same for everyone?	Were the experiences of Empire the same for everyone? What can we learn from the experience of John Jackson and Equiano about the slave trade?
Core Knowledge/ Threshold Concept	Students will have recapped on the main developments between 1066-1500 An overview of the key developments and events which took place in the Modern Era such as the change in religion, influence of new technological ideas. Students will know why new religious ideas spread to England. Students will know that reasons can be categorised and prioritised	Students will know how the Reformation changed the church and society. The extent to which the power of the Monarchy in the Modern Era had changed from the Middle Ages. The limitations on a monarch's power. Students will know the reasons for the failure of the Spanish Armada and will know that reasons can be categorised, linked and prioritised.	Students will know the reasons why there was a Civil War. The narrative of what happened to both Charles I and Lucy Hay before during and after the Civil War. Students will use the story to assess the influence of an actor in history and the position of women in the seventeenth century.	Students will know England's position in the World pre Empire. Students will know about society under the Mughals including religion, war, government and the rule of Akbar the Great. Students will know who the better rulers were in the sixteenth and seventeenth century. Students will know how united the UK became by 1745.	Students will know the: Impact of the Industrial Revolution in the local area. What the British Empire is. The reasons why countries build an empire. The experience of empire in India, Australia.	Knowledge of: The debate about the Empire and that different historians have different perspectives. Students will know about Africa before the slave trade. The reasons for the slave trade, the experiences of the slaves and the end of slavery.

<p>Why this learning now?</p>	<p>Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics as that when implementing this intent, teachers can effectively and explicitly draw attention to where a historical concept/ key word/ behaviour/ pattern etc has been seen previously and effectively expose the relationship through effective questioning.</p>					
<p>Links to the National Curriculum: The development of Church, state and society and political power in 1509-1745. and Pre=1066</p> <p>The curriculum sequence links to year 7 as allows students to revisit the key concepts of authority, beliefs, empire, and status. Students build this with an overview of the key developments in the Modern period and of Henry VIII reign both enquiries give the students a sense of period and make judgements. Prior to looking at beliefs and how they move previously examined in year 7 spring term.</p>	<p>Links to the National Curriculum: the development of Church, state and society in Britain 1509-1745.</p> <p>The curriculum sequence links directly to previous units on beliefs and authority in the Spring term Year7. By considering the religious rollercoaster students build a knowledge of one of the long term reasons for the Civil War. Furthermore, they are able to continue examining the position of England pre-Empire.</p>	<p>Links to the National Curriculum: the development of Church, state and society in Britain 1509-1745.</p> <p>This unit links back to knowledge acquired in Year 7 on the power of the monarch and the development of parliament and in the previous term. It links to future units on the Suffragettes and the position of women in year 9.</p>	<p>Links to the National Curriculum: include how Britain has influenced and been influenced by the wider world and the characteristic features of non-European societies and how the British Isles were created.</p> <p>The, curriculum sequences links to prior learning on the Tudor and Stuarts in the autumn and spring terms and other societies in summer year7. Links to future understanding of origins of the British Empire in India in the summer term.</p>	<p>Links to the National Curriculum: ideas, political power, industry and empire: Britain, 1745-1901 the expansion of empires, pre-1066, A local history study</p> <p>Links back to year 7 summer term when students considered a peasants life.</p> <p>Links back to the reasons why people built Empires - summer term year 7. Links back to the prior learning on the Mughal Empire. Links to students considering why the Empire ended in year 9 summer term. This concept is further developed at GCSE and A level.</p>	<p>Links to the National Curriculum: ideas, political power and empire Britain 1745-1901. Slavery and a local history study. The curriculum sequences links to prior knowledge</p> <p>Links back to the experience of Empire in the summer term Y8</p>	
<p>Assessment Opportunities:</p>	<p>Foremost, formative assessment will be used in everyday lessons to judge whether students are ready to move on? This could be through recall activities questioning and peer assessment etc. Secondly students will also be assessed summatively with an end of enquiry knowledge test and core assessments for identified pieces of work.</p>					

	Students are assessed in history through, recall strategies used in all lessons, AFL and directed questioning, end of unit quizzes, low-stakes assessments and summative assessments to inform data capture.					
Learning at Home	Home learning will be set in accordance with the school policy. Home learning will include a mixture of activities which either recall prior learning such as quizzes, written pieces and research. Some may be more creative and expect students to produce something. Other home learning may include research based on provided material in preparation for the next lesson.					
Key Vocabulary	Reformation Protestant	Regress Heresy Autocratic	Civil War Parliamentarian Republic	Dynasty Union	Colonist Settler Imperialist	Abolition De-colonisation
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. 					
Links to careers and the world of work	Bench mark 7: Encounters with universities.. Bench mark 4: Linking Learning to careers					

YEAR 9 History CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent: We aim to fire our pupils' curiosity so that they can ask questions about the world as it was, so that they can explain the world as it is. Understanding is based around a spine of British history. Enquiries are sequenced in a coherent way so students can examine the interconnected nature of Britain's relationship with the wider world to show the diversity of the inhabitants of the past. We aim to show students that history is an interpretation which can be constructed and contested. Therefore, students will not just learn the latter but, also develop their disciplinary knowledge of our unique skills such as causation and interpretation. Thus, the narrative and skill will be sequenced and weaved through our curriculum so that students are able to become 'history citizens'. Aware of the emergence of national institutions, problems and values so that they are equipped and can participate in the world around them and move in to the careers of their choosing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/ Enquiry Question	What can the Olympics tell us about the Twentieth Century? Why did women get the vote in 1918?	What could you include in a 30 second new bulletin to explain why World War began? 'Were 'Mud, rats, poppies and success' all that we should remember about WW1?	Sir, "Could Britain have become a dictatorship in the 1930s'?	How did World War two have an impact on civilians?	How did the Holocaust happen and in what ways was it resisted? How far is the Historian John Darwin correct that the reason for decline as because it was Vast, Variegated and far flung'?	Did the Sixties really swing? Was religion the main reason for 9/11?
Core Knowledge/ Threshold Concept	Students will have knowledge of: A chronological overview of the key development in technology, authority, beliefs. The reasons why women needed the vote. The militant tactics of the Suffragettes.	Students will know the reasons why women got the vote. That reasons can be prioritised and explained. Students will also know the short and term causes of World War One. The reasons why men were motivated to keep fighting. Challenges to the traditional view of the trenches; the 'often forgotten' men, the Richmond 16, the Hartlepool bombing and the impact of World War One.	Students will know that the 1930s were The reasons why Hitler was able to come to power, what happened at Cable Street and whether Cable Street is a turning point against British fascism in the 1930's.	Students will have an overview of the main battles in World War Two. Students will know about the bombing of London and Hiroshima, the impact of the events on civilians and the reasons why it was seen as necessary by the authorities. Students will also have knowledge of Jewish life before the Holocaust.	Students will have knowledge of the steps towards the Final Solution, who the Holocaust involved and its legacy. Students will know how the British Empire ended.	Students will know what the term 'swinging sixties mean' and society in the 1960s.

Why this learning now?	Learning is deliberately sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics as that when implementing this intent, teachers can effectively and explicitly draw attention to where a historical concept/ key word/ behaviour/ pattern etc. has been seen previously and effectively expose the relationship through effective questioning.					
	Links to the national curriculum political power in Britain in 1745-1901 Challenges for Britain, Europe and the wider world 1901 to the present day. Links to units on Civil War and the role of women in the sixteenth and seventeenth century studied previously in the spring of year 8. Furthermore, the opening lessons lay the chronological foundations for the remainder of the year.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. Local history and Links to year 7 & 8 autumn term. Revisits the reasons for conflict and links to Y8 Empire. Supports students understanding of the enquiries which follow and the study of medicine in World War One at GCSE and in terms of contextual knowledge for A level.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. Links back to previous unit in the autumn term in year 9 as it considers the impact of WW1 in Germany and also in Britain. Lays the foundations for the depth study of the rise of Hitler at GCSE whilst considering the growth of fascism at GCSE.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the holocaust. Links back to year 7 summer and previous unit on the impact of World War Two and will help lay the foundations for students' study of the persecution of minorities at GCSE and A level.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. Links back to year 8 and the reasons for and experiences of empire and year 9 autumn term in which students have seen the impact of 'western' desires to expand their empire. This will lay the foundations for an understanding of the end of Empire which are studied in different contexts on paper 2 at GCSE and at A level on paper 2 and 3;.	Links to the national curriculum challenges for Britain, Europe and the wider world 1901 to the present day. Links back to year 7, 8 and 9 enquiries considering society, status and diversity and links to the reasons for war which has been studied previously. This will lay the foundations for GCSE and A level.
Assessment Opportunities:	Firstly methods of formative assessment will be used in lessons to judge whether students are ready to move on? This could be through recall activities, questioning and peer assessment etc. Secondly students will also be assessed summatively with an end of enquiry knowledge test and core assessments for identified pieces of work.					
Learning at Home	Home learning will be set in accordance with the school policy. Home learning will include a mixture of activities which either recall prior learning such as quizzes, written pieces and research. Some may be more creative and expect students to produce something. Other home learning may include research based on provided material in preparation for the next lesson.					
Key Vocabulary	Democracy Militant	Armistice Conscientious objector.	Fascism Dictator	Segregation Ghetto Resistance	Oppression Variegated Partition	Boycott Terrorism

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • knowledge of, and respect for, different people’s faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
Links to careers and the world of work	<p>Bench mark 7: Encounters with universities. For example, lectures by Teesside University and Durham and Holocaust Education Trust.</p> <p>Bench mark 4: Linking Learning to careers</p>