



HISTORY DEPARTMENT



CURRICULUM INFORMATION

History:

1. Vision Statement
2. Our Key Concepts
3. Intent, implement and impact statements.
4. The Learning Journey
5. Core assessment overviews
6. End points.



Humanities:
Understand your place
in time and space!





Our Vision

Our core aim is to allow students to appreciate the people and events that have gone before us and shaped our lives. They develop awareness of the interconnectedness of UK, European and World History that has led us to this point in time, including those histories of previously under-represented people. Scholarship and sources are interwoven, so that pupils understand the discipline of History as well as core content. As with Geography, cross-curricular links are included, allowing pupils to develop their contextual knowledge and enrich their cultural capital, all the while referring back to a chronological awareness that links time periods together to form a rich backdrop .

 **Humanities:**
Understand your place
in time and space!


History



Our Core Concepts

Causation & consequence

Change and continuity

Similarity and difference

Significance

Chronological understanding

Using sources & interpretations

These core concepts underpin the entire History curriculum. Each forms a crucial element of each unit in each year group, from 5-8. The core concepts provide the basis of our core assessments.



Humanities:
Understand your place
in time and space!





Intent

History forms the basis of our knowledge of who we are, where we came from, and what has happened in our local, national and global past to create the world in which we currently live. At Walton Priory Middle School, our intent is to encourage our pupils to explore this rich and varied past, so they grow into informed and inquisitive adults.

Every pupil is challenged and supported to learn about the history of Britain through the centuries, as well as key aspects of European and global history. We build upon the pre-history and Ancient Civilisations work covered in First School, to provide a chronological understanding of the past, up to the present day, giving pupils a sense of period and change. Units cover the National Curriculum and then extend beyond it, for example, Year 5 study Ancient Egypt but also a chronological development study of the history of invention, Year 6 complete their local study but also complete a history of migration. Core concepts form the bedrock of our curriculum, with sources and scholarship regularly used and interrogated, and with concepts such as causation and significance forming the thrust of our assessments. Core content (substantive knowledge) is revisited and interwoven to embed learning.

Our curriculum is simultaneously adaptive and challenging. By starting with stimulating enquiry questions, often based on current scholarship, our pupils are encouraged into deeper thinking, whilst being provided with high-quality teacher instruction and scaffolding to help them achieve.

Our mastery approach determines the structure of lessons and units, with recapping, revisiting and reteaching, using worked examples and backwards-fading. Historical scholarship and pedagogy reinforce our curriculum planning, so that pupils leave Walton Priory able to answer key questions about their past and eager to continue their historical journey.



Humanities:
Understand your place
in time and space!





Implementation

At Walton Priory Middle School, History, like Geography, is taught in mixed ability classes with one more able class in each year group. At KS3, the majority of lessons are delivered by the Head of Department and regular CPD is provided for the other staff delivering Humanities, at both key stages, to ensure the pupils are making expected or accelerated progress. All pupils receive one double lesson (90 minutes) of History each week. Every lesson follows a structure of recap and AFL, with reteaching elements where necessary, key terminology, direct instruction of core content, relevant tasks to embed knowledge, and a self-reflection at the end.

Our curriculum is carefully planned to cover and go beyond key fundamentals of the National Curriculum, with pupils making progress being the rationale for everything we do. We use our mastery approach to ensure all students learn key content (substantive knowledge) that is core to our curriculum. We introduce our core concepts gradually in Year 5 and revisit these regularly to embed understanding and enhance our disciplinary knowledge. Links to past, current and future learning are clearly signposted.

Our core concepts underpin our learning and are revisited constantly, as are first order concepts. Taking 'empire' as an example of a first order concept, we will refer back to the Roman Empire (studied at first school) as part of the first block of learning in Year 5. We then continue to look at the concept of 'Empire' as we work through our Ancient Civilisations work, finishing with a focus on the British Empire as part of our migration unit at the end of Year 6. We then pick this back up when we study Normans in Year 7, referring to the Angevin Empire, before returning to the concept by studying West African Empires and European Imperialism in Year 8. To take significance an example of a core concept and element of disciplinary knowledge, we consider the significance of key inventions and key inventors in Year 5, the relative significance of key figures in local history in Year 6, the comparative significance of English monarchs in Year 7 and the significance of key events in the 20th century, building to a conclusion of the most significant event, in Year 8. Thus we revisit both content and concepts throughout our curriculum, adding more complexity to ensure progression.



Humanities:
Understand your place
in time and space!





Impact



Humanities:
Understand your place
in time and space!



At KS2, our curriculum is broad and allows for pupils to progress. By the end of the key stage, pupils should be secure in their subjective knowledge of inventions and ingenuity, Ancient Egypt, the Mayan Civilisation, local history, Ancient Greeks and UK Migration through time. They should also have a secure understanding of disciplinary knowledge: of significance, causation and consequence, change and continuity, similarity and difference, using sources and using interpretations. Pupils will be able to recall substantive knowledge of these time periods and topics, showing a chronological awareness and a sense of period. They should be able to articulate and evaluate their own opinions, using key terminology and demonstrating how their Historical learning has enriched their cultural capital.

At KS3 we build on the excellent foundations of KS2, with the curriculum being the progression model. We revisit the core concepts and build on content, but add depth and breadth through the increased detail and level of challenge. Pupils should end KS3 secure in those same core concepts and disciplinary knowledge, but having demonstrated more sophistication. For example, pupils will analyse sources at KS2, but by KS3 they will be analysing multiple sources, selecting information, looking for corroboration with other sources and their own knowledge, and considering utility. Similarly, pupils will have learnt an overview of British History in KS2, but they will revisit it in more detail in Year 7 through medieval and early modern history, and through 19th and 20th century history in Year 8. We will finish with an overview of 20th Century History in Year 8, which will be built upon in secondary school in Year 9, allowing pupils to continue their historical journey, compiling a more complex schemata with each topic studied.



How we assess History

Summative assessment

Summative assessments take place near the end of each module. These assessments are written by the Head of Department and assess both substantive and disciplinary knowledge. There are three main assessment points throughout the year that use discrete data.

Formative assessment

Each lesson has recap, learning checks (via AFL cards, whiteboards and questioning) and a self-reflection.

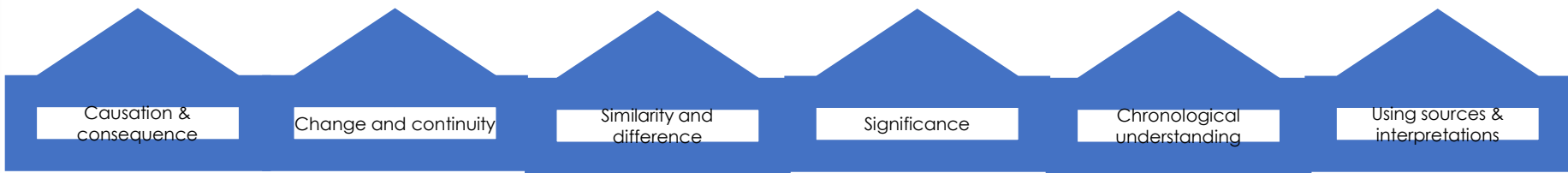
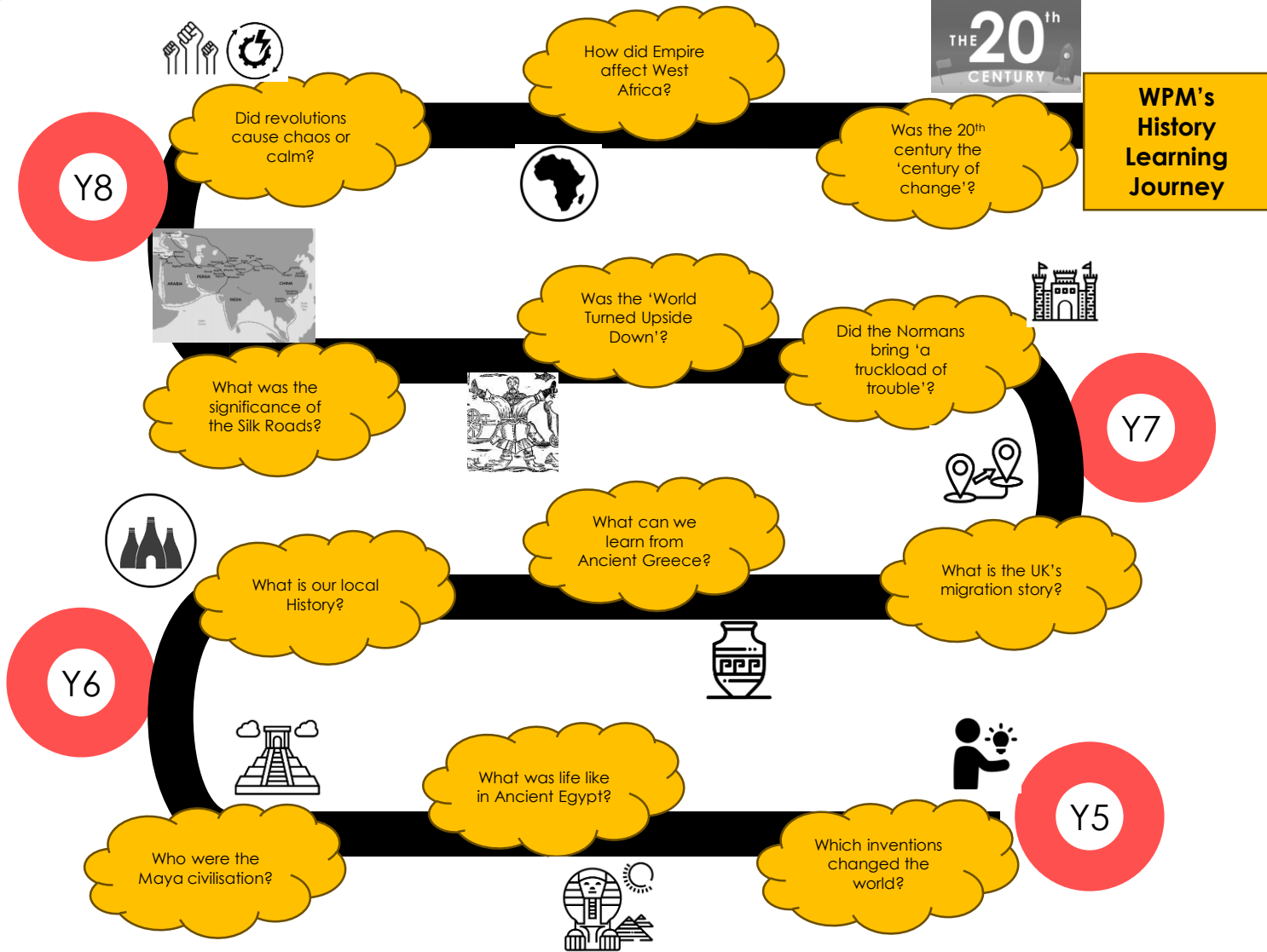
Other core assessment focuses in on key disciplinary knowledge, based around core concepts such as source analysis, similarity and difference, change and continuity and so on. There is an improvement phase in the following lesson to address misconceptions and re-teach key information via model answers.



"We are not makers of history. We are made by history." Martin Luther King, Jr.



Humanities: Understand your place in time and space!



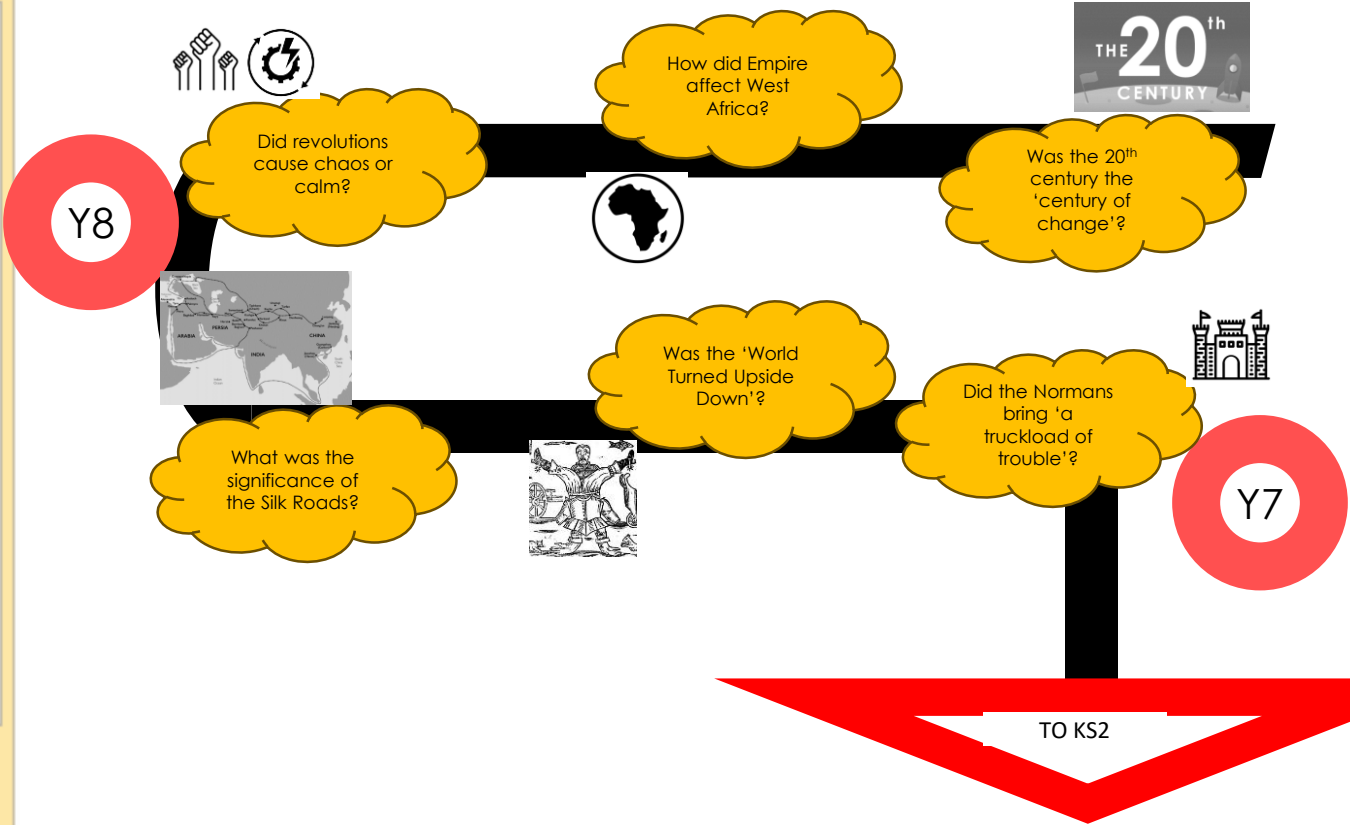


"We are not makers of history. We are made by history." Martin Luther King, Jr.



**WPM's
History
Learning
Journey**

**Humanities:
Understand your place
in time and space!**



After Walton Priory Middle School, our Historians are equipped to finish their KS3 journey where they study primarily modern 20th century history, beginning with the causes of World War One

Many of them will choose AQA History as part of their Ebacc component at GCSE.

We end Year 8 with a 20th century study, to prepare pupils for Year 9 and to 'finish' their chronological journey. Beginning with the Great War, through suffrage for women, the Great Depression, the Second World War, the Holocaust, the end of Empire, and the Cold War, pupils evaluate if this was the 'century of change'.

We then take the concept of Empire but focus on West Africa, looking at Ghana, Mali and Benin before the arrival of Europeans, and how they expanded. We then study how European expansion impacted the African continent, leading to the beginnings of the Transatlantic Slave Trade, and the effects of this on the people and the continent.

In Year 8 we begin with revolution. Starting with the American Revolution, we study cause and consequences, thus linking to the French Revolution, which we study to the end of the Napoleonic Wars. Pupils then consider a different type of revolution- the Industrial Revolution- the impact of which is still visible in modern Britain.

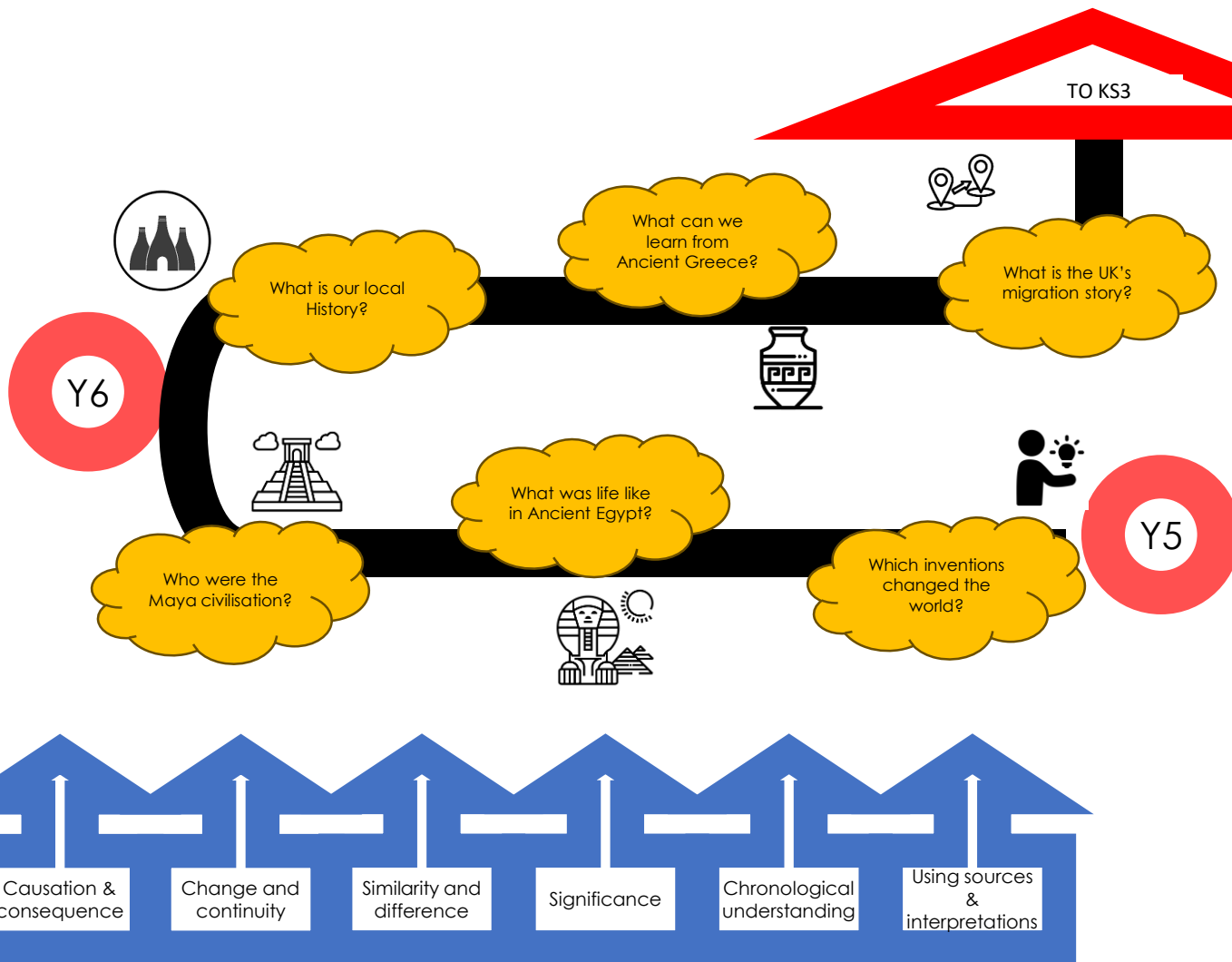
Pupils then study the Silk Roads. Beginning in China and working both westwards and chronologically forwards, via cities like Baghdad and Constantinople, and people such as the Rus, we consider the beginnings of civilisation. We enhance contextual understanding by comparison to events in Britain/ Europe in the same era.

Pupils then move on to the enquiry question, 'Was the World Turned Upside Down' by focusing on three turning points in English History: The Wars of the Roses, the Reformation and the Civil War. By studying the causes, events, consequences and significance of each of these events, pupils will be able to answer this enquiry question.

We begin Year 7 by studying the Norman invasion and the subsequent centuries, evaluating Schama's opinion that 'the Normans brought a truckload of trouble' through a study of the Norman monarchs and their Plantagenet successors. All core concepts are revisited via a study ranging from 1066 to the Peasants' Revolt.



Humanities:
Understand your place
in time and space!



We end Year 6 by moving our attention back to the UK and studying our migration story, from Roman Britain through to the 20th century. Pupils will gain an understanding of what it means to be British and the history of migration which has enriched our heritage and culture over the centuries.

23-24 only- Year 6 pupils will study 'Inventions Over Time*' since they studied Ancient Greece in Year 5. Moving forwards, pupils will focus on Ancient Greece, beginning with a comparison to Rome and a focus on gods. We will look especially at written history, through the Odyssey and Illiad, and the democracy of city states.

We begin Year 6 with a study of our local history. We look briefly at the medieval period but our primary focus is the industrial history of The Potteries, with a focus on scholarship surrounding Josiah Wedgwood. We also use a variety of source material to learn about workhouses, as well as studying World War Two and family history.

Year 5 finishes with our second civilisation study, the Maya. Pupils will learn the chronological relationship between the different civilisations and the significance of the Mayan people. Pupils will learn about the rise and demise of the Maya, as well as how they lived, travelled and traded, using a range of sources and interpretations.

Ancient Egypt is our first civilisation study. This furthers pupils' chronological and contextual understanding by demonstrating how the development of Egypt overlapped with the Stone, Bronze and Iron Ages. Pupils learn about the lives and beliefs of pharaohs and ordinary people, and the significance of the Nile.

Our first unit recaps all core concepts, and past substantive knowledge, through a development study about inventions over time. From the earliest inventions such as the wheel through to the space race of the 20th century, pupils will improve their chronological understanding and awareness of significance.

Pupils will start Walton Priory with substantive knowledge about the Stone Age, Bronze Age and Iron Age. They will also have studied Roman Britain and Anglo Saxons. They will have been introduced to core concepts of causation, comparison and using sources at First School. We recap substantive and disciplinary knowledge in Year 5.



Our core concepts are at the heart of History at Walton Priory Middle School.



History



End points

The aim is for all pupils to achieve at least secure at the end of each year group.



Humanities:
Understand your place
in time and space!



Concept/ discipline	Year 5 secure	Year 6 secure	Year 7 secure	Year 8 secure
Chronology	<ul style="list-style-type: none"> - I can place dates in order using BC and AD dates. - I can describe links between the past and the present. - I can work out centuries. - I can describe the effect of an event over a specific timeline. 	<ul style="list-style-type: none"> - I can explain links between the past and the present using specific detail. - I can use dates and terms to describe the past. - I can correctly place AD dates on a timeline. 	<ul style="list-style-type: none"> - I can identify and show an understanding of a time period using the correct terminology 	<ul style="list-style-type: none"> - I can organise, compare and describe different time periods using the correct terminology
Using evidence-sources	<ul style="list-style-type: none"> - I can select evidence from sources to support answers. - I can ask relevant questions about the past. - I can suggest reasons for historical events. - I can select and explain relevant details from sources. 	<ul style="list-style-type: none"> - I can identify different sources to support understanding. - I can support a conclusion with sources and factual evidence. - I can explain why a source is or isn't useful or reliable. - I can explain what a source suggests. - I can ask relevant questions about the past. - I can select and combine evidence from several sources to support answers. 	<ul style="list-style-type: none"> - I can suggest what a source infers with relevant knowledge and understanding <p>I can write about a variety of sources, including supporting knowledge and understanding</p>	<ul style="list-style-type: none"> - I can judge what sources infer and justify my findings, evaluating which are the most useful, including a depth of understanding - I can evaluate a range of sources and evaluate their reliability and usefulness.
Significance	<ul style="list-style-type: none"> - I can select the most significant historical event. - I can explain the reasons for the significance of an event, person or feature of the past. 	<ul style="list-style-type: none"> - I can make judgements on the significance of events, people of the past. 	<ul style="list-style-type: none"> - I can give some basic information regarding the importance of an event or person 	<ul style="list-style-type: none"> - I can compare and judge the significance of events, describe in detail the impact they have had on societies. Using my knowledge and understanding
Using evidence- Interpretation	<ul style="list-style-type: none"> - I can explain why an event can be seen in different ways. - I can begin to see various viewpoints, identifying both positive and negatives. 	<ul style="list-style-type: none"> - I can understand different viewpoints using evidence. - I can understand the difference between fact and opinion and its importance when using evidence. - I can select the most significant detail and provide reasons why two accounts of the same event might differ. 	<ul style="list-style-type: none"> - I can identify one difference between two interpretations (sources/evidence) and make a basic judgement 	<ul style="list-style-type: none"> - I can identify a difference between many interpretations, including detail analysis and make a judgement.
Change and Continuity/ Similarity and difference	<ul style="list-style-type: none"> - I can identify how the past has impacted on the present. - I can compare things that have stayed the same and those that have changed. 	<ul style="list-style-type: none"> - I can make comparisons between different people, events and time periods. - I can identify key features that changed or stayed the same, such as transport, beliefs, jobs etc. 	<ul style="list-style-type: none"> - I can give a basic explanation a range of changes or features - I can make a general comment about a similarity or a difference within a time period and compare it with today 	<ul style="list-style-type: none"> - I can express in detail, make comparisons and evaluate to what extent changes have happened and what has stayed the same. Using accurate knowledge and understanding - I can assess and describe similarities and differences in my answer, including accurate supporting knowledge and understanding
Cause and Consequence	<ul style="list-style-type: none"> - I can explain the most important cause of people's actions. - I can explain the cause or consequence of an event. 	<ul style="list-style-type: none"> - I can reach a judgement on cause and consequence of an historical event. - I can explain the most important cause of an event and its consequence. 	<ul style="list-style-type: none"> - I can simply explain the consequence of an event or person and include relevant information 	<ul style="list-style-type: none"> - I can analyse and the consequences of an event or person, highlighting the long/short term impacts through an informed judgement, including detailed information
Communication	<ul style="list-style-type: none"> - I can communicate ideas with success through clear expression. - I can use paragraphs and begin to write in a structured manner. 	<ul style="list-style-type: none"> - I can communicate ideas using detail through clear and coherent expression. - I can explain ideas through structured answers and draw a conclusion 	<ul style="list-style-type: none"> - I can write a basic answer or account with relevant supporting information and key terminology 	<ul style="list-style-type: none"> - I can write a well organised and developed answer or narrative, including supporting knowledge and independent research