

WPM's History Learning Journey

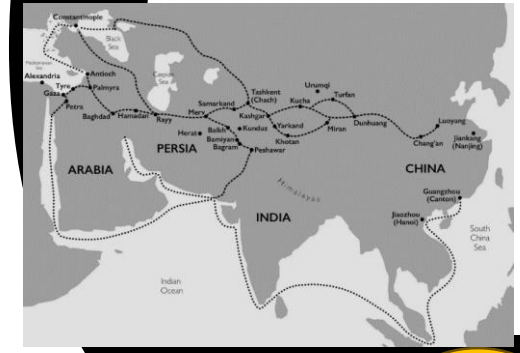
Y8

Did revolutions cause chaos or calm?

How did Empire affect West Africa?

THE 20th CENTURY

Was the 20th century the 'century of change'?



Was the 'World Turned Upside Down'?

Did the Normans bring 'a truckload of trouble'?



What was the significance of the Silk Roads?



Y7



What is our local History?

What can we learn from Ancient Greece?

What is the UK's migration story?



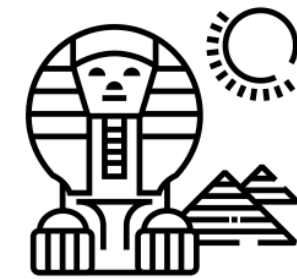
Y6



What was life like in Ancient Egypt?

Y5

Who were the Maya civilisation?



Which inventions changed the world?



Causation & consequence

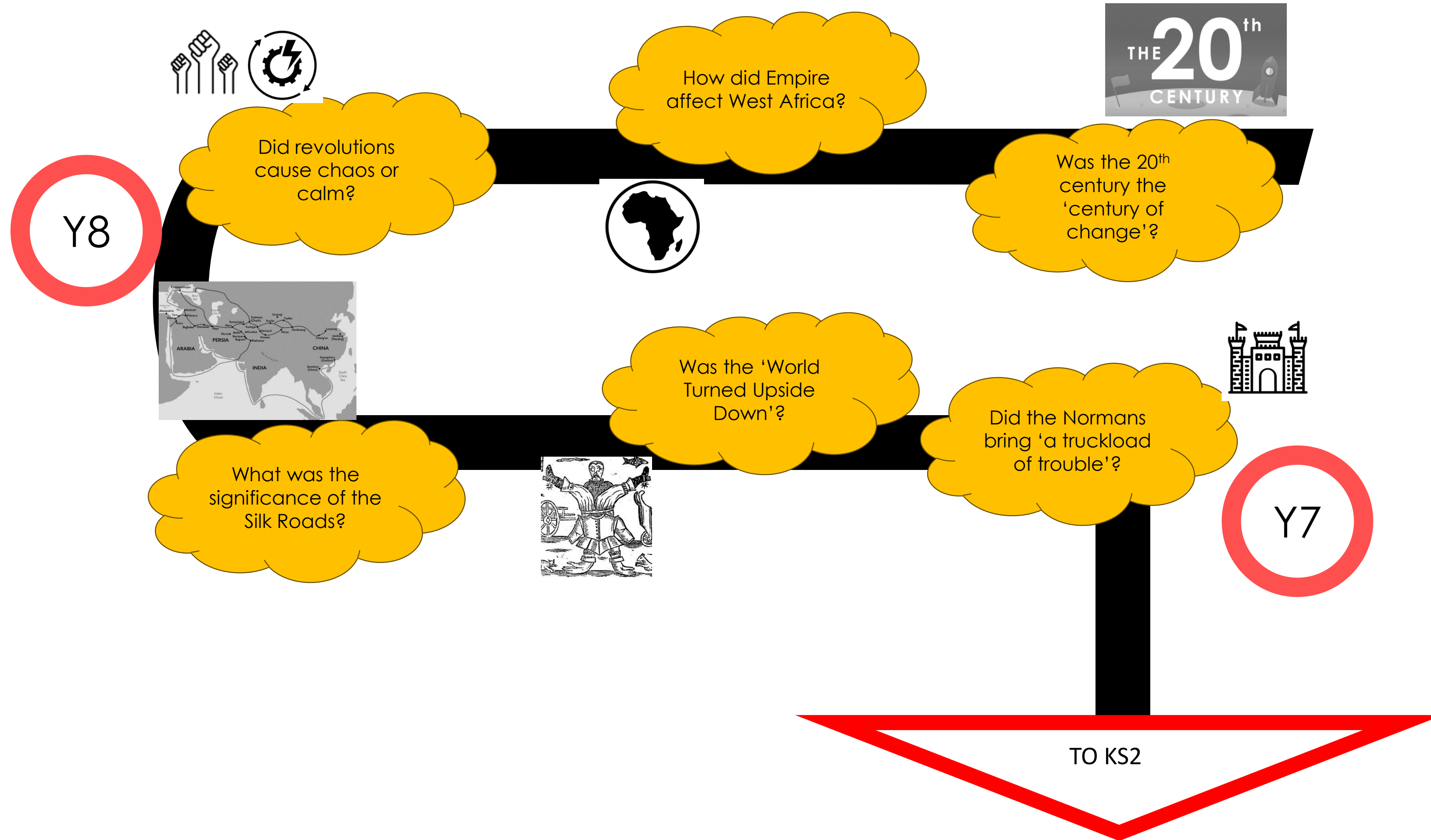
Change and continuity

Similarity and difference

Significance

Chronological understanding

Using sources & interpretations



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'.

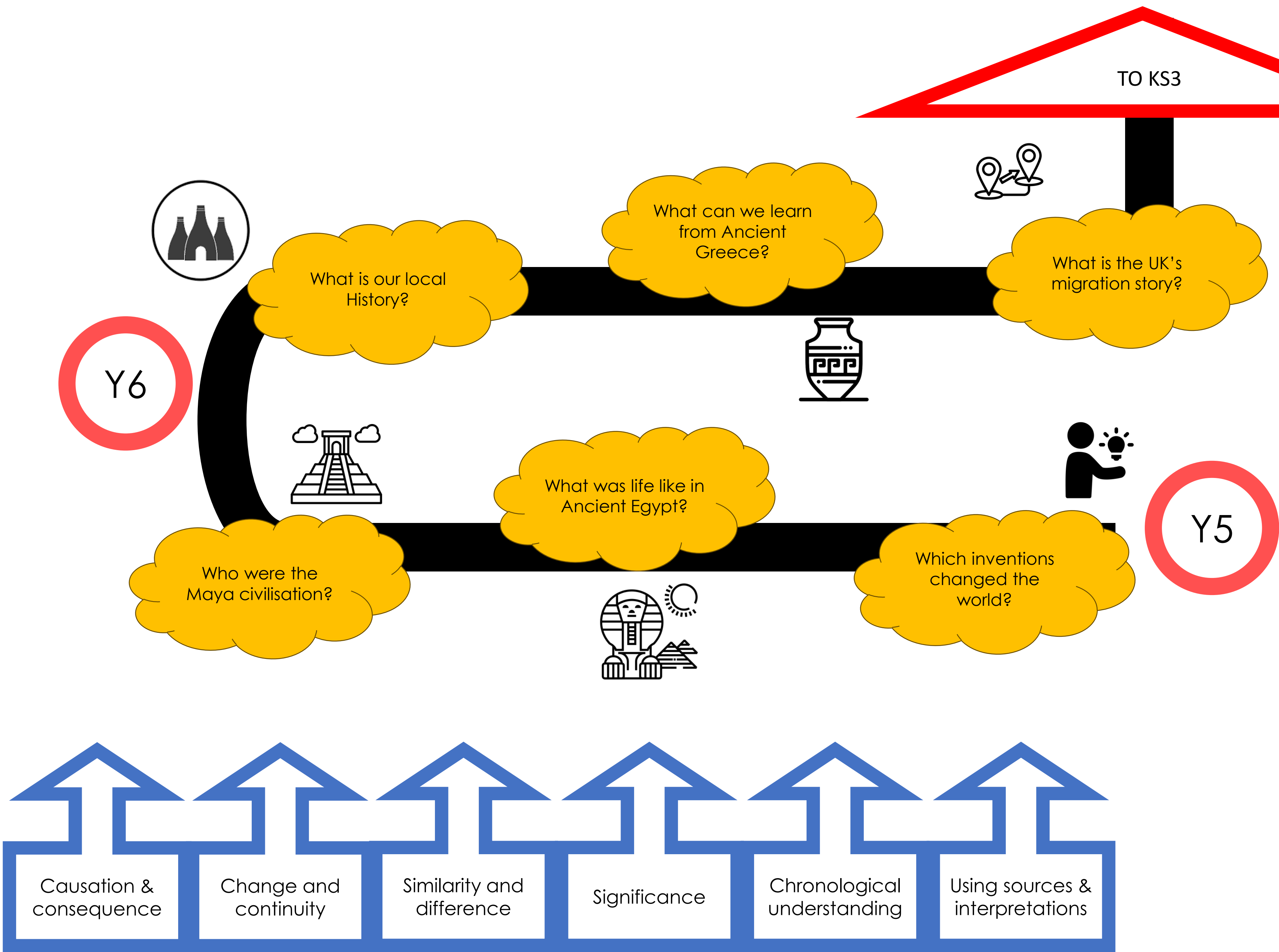
We then take the concept of Empire but focus on West Africa, looking at Ghana, Mali and Benin before the arrival of Europeans, and how they expanded. We then study how European expansion impacted the African continent, leading to the beginnings of the Transatlantic Slave Trade, and the effects of this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



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 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 Iliad, 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.

