

AVA Progression narrative: History

Concept/Skill	Narrative of concept progression	Supporting documents/ reading
<p>Causation/Consequence</p>	<p>Students are first formally introduced to the concept of causation in year 2 with a topic on the Great Fire of London. In this topic they consider the events and conditions that led to the fire and the reasons for London’s transformation following the fire. They are introduced to vocabulary of causation through the use of the phrase ‘led to’. In this topic students also touch on ‘consequence’ by examining London after the GFoL.</p> <p>Students return to causation in year 4 when they look at the reasons why the Roman invasion of Britain was successful. This builds on their learning from year 2, as students are being introduced to the idea that events can have multiple causes. Students should be introduced to the phrases ‘one cause, another cause, a further causes’. By the end of the unit, students are able to identify some of the factors that led to the successful invasion of Britain. (effective military, use of infrastructure, etc.).</p> <p>In year 5, pupils look at the reasons behind the high number of casualties in WW1 and answer the question “Why was WW1 so deadly?”</p> <p>In year 6 students will complete an enquiry into events that led to the holocaust. They build on the skills that were developed in Year 4 and identify the various factors, conditions and events that led to the holocaust. Some students will be able to order the multiple causes into which would have a larger impact and which would have a smaller impact.</p> <p>In year 7 students will return to the concept through the enquiry “what drove Baghdad’s thirst for knowledge?” this builds on their previous work of writing about multiple causes. Students will continue writing about multiple causes but will be introduced to enabling factors and driving factors of causation, writing what enabled Baghdad to become a centre of learning and what drove Baghdad to become a centre of learning. Causation is returned to when studying the reasons why Alexios’ empire survived. Here students will begin to identify multiple causes but also categorise these causes. E.g political, military, alliances. Students in year 7 will also look at causation through the enquiry “Why did English Barons keep rebelling?” in Spring 1. Here students will examine causes which appear several times across a period. Students will have to differentiate between causes which appear over and over compared to new reasons</p>	<p>Cause and consequence concept guide.</p>

for rebellions. In the summer term students will study the reasons why Luther's protestant reformation spread so quickly in Europe. Students will again categorise different causes to show that events do not happen simply due to one reason.

Year 8 and 9 subject to change due to align curriculum roll out.

In year 8 students currently approach causes in the enquiry "Why was slavery abolished in the British Empire?".

Students will examine and categorise causes into political, social and economic causes. They will then have to make a judgement as to which cause was the most important to the ending of slavery within the British Empire. This is followed by the French revolution enquiry "why did French peasants' revolt in 1789?" here students will again categorise the different causes, as well as examine which causes were long-term or short-term causes.

In year 9 until the aligned curriculum is delivered students will be reintroduced to causation during the "What caused WW1?" enquiry. Students will examine long term and short-term causes, as well as categorising and explaining the links between economic, social and political causes, in more detail. Students will be introduced to the language of long- and short-term causes such as 'trigger cause'. Students will also be introduced to the ideas that historical causes are products of their environment and/or due to the actions of historic 'actors' such as the assassination of Archduke Franz Ferdinand by Gavrillo Princip. Students will also begin to make decision about the weight of a given causes, deciding which cause was the most important to the beginning of the war. These skills will be returned to when students examine the enquiry "why did the inter-war years fail to keep the peace?" in Spring 1. students will be introduced to language to help explain how different causes can influence events e.g.

improve/exacerbate/intensify/ heighten/trigger etc

Students will also examine the "pull and push" factors of people emigrating the Britain, deciding which was more important for the movement of people.

In year 10 students encounter causation in their 12- and 16-mark questions for Weimar Germany, in which they are required to provide 3 reasons for why an event takes place/ make a decision about the weight of a given cause. Additionally, within the Super-power relations and the Cold War unit students will be explaining the consequences of events in terms of relationship between the two super-powers. Students will be expected to use language to describe how events influence relationships e.g improve/exacerbate/

	<p>intensify/ de-escalate. Students will also be expected to use causal writing when creating narrative accounts within the Cold War unit, explaining how causes, events and their consequences are linked together.</p> <p>In year 11 students encounter causation in their 12- and 16-mark questions for Anglo-Saxon and Norman England in which they are required to provide 3 reasons for why an event takes place/make a decision about the weight of a given cause.</p>	
<p>Change and continuity</p>	<p>In Early Years students are encouraged to observe the seasons as an early example of changes over time. They also look at themselves and compare the changes that they have experienced since their infancy. Students have a stronger grasp of the concept of Change and continuity in Year 1 with “How have Toys changed over time?” They are able to identify the changes and continuity in technology and materials used in creating toys. Later in the year they revisit change and continuity when they look at the changing power of the authority in the last 800 years. Essentially they compare the lifestyle and authority of King John and Elizabeth II. They will be able to identify the changes in the authority and lifestyle well recognising the continuing aspects of the monarchy today (e.g. hereditary heirs, use of crowns). At the end of KS1 pupils apply their understanding of change and continuity to a study on the changes to Weston-Super-Mare over time. They are again able to identify the changes and continuities over time but this time in relation to leisure.</p> <p>In KS2, pupils learn about how the industrial revolution changed the local area. This is another opportunity to identify the rapid changes in Birmingham in the 19th century and how the industrial revolution was a catalyst for these changes. Students end the unit with an understanding how historical events shaped the local area.</p> <p>In ks3, students are first introduced to change and continuity through the enquiry “How disruptive were the Normans?”. Students here will examine how much England changed during the Norman invasion. Here students will be introduced to language of change such as, total change, some change, no change, students will then address change in the enquiry “What changed in the village of Morebath from 1519 to 1574?”. Here students will investigate the amount of change but the types of change. Student’s will judge to what extent the country changed during the reformation and how the changes impacted the people of</p>	

Morebath, looking at what specifically changed during the reformation and to what extent this was a change from pre reformation England.

Year 8 and 9 subject to change due to align curriculum roll out.

Currently year 8 students examine change and continuity in the enquiry “How did the industrial revolution changes lives in Britain?” here students will examine the changes in British life for different social groups. Using extent of change language. Students will continue this thinking in the enquiry “how reforming was the 19th Century?” students will investigate the reforms that took place in the 19th century in terms of workers’ rights, safety in the factories and reforms to the political systems in Britain. Students will be asked to judge how reforming was this period, assessing the amount of change to make their judgements.

In year 9 students readdress change and continuity through the enquiry “To what extent did life change for the working people of Russia following the Russian revolution?” here students will study the life in Russia before and after the Russian revolution. Students are expected to make a judgement as to how much the revolution changed life for Russian people by examining the changes to workers lives and political changes. Making a final judgement at the end of the unit using language of extent of change, creating a two-sided argument and an overall conclusion on the extent of change. Students also study change and continuity in the enquiry “How much did Britain change following WW2?”. Here students will examine three changing aspects in Britain, attitudes, health & Welfare and international standings. Here students will write a thematic answer, explaining to what extent each area of life changed in Britain, using language to show the extent of change.

Finally in year 9 students will look at a small enquiry into how much migrants have change Britain. Again looking at the social and political aspects of life and the changes caused by a differing population.

In KS4 students will examine change in the thematic topic of Medicine through time. Students will have to potentially create arguments as to the reasons for change across time periods. Here students examine the factors of change, for example, war, individuals, institutions of the Church and Governments. Students will have to make a judgement as to which factor was the most influential to cause change or led to continuity.

<p>Significance</p>	<p>In EYFS, students begin the study of significance by identify significant people and events in their own lives. This gives them a strong foundation of the understanding of significance to build on. In Year 2, pupil learn about the how significant individuals made changes to medicine and healthcare. They learn that the contribution of Florence Nightingale and Mary Seacole is remembered and therefore significant. In the same year, pupils move on to learn about an event beyond living memory that is considered significant. The sinking of the Titanic is significant because it was a disaster that caused a substantial loss of life. In KS2, pupils move on from significant events and people to learn how concepts can be considered significant. The study of the ancient Egyptians focuses on how historians know that religion played an important role in daily life. Later in the same year, pupils learn about the legacy of the ancient Greeks and how concepts such as democracy show the significance and relevance of some ancient civilizations. In Year 5, pupils explore how discrimination can mean that historically significant achievements are hidden in history.</p> <p>In Year 7 students will study historical significance in the St foy enquiry “What does the extraordinary story of Saint Foy reveal about the daily life of Medieval Christians? Students will be explaining what is revealed about Christianity through the story of St Foy. This is one of the 5 R’s. students will also look at historical significance in terms of what events reveal in the enquiry “What do the Wars of the Roses reveal about power and stability in Fifteenth century England?” although this is the same “R” as the previous topic, students will be investigating a different substantive knowledge, power and authority which is different from religious practice in the previous enquiry.</p> <p>Year 8 and 9 subject to change due to align curriculum roll out. – will include more historical significance.</p> <p>At ks4 in the Medicine through time in Britain topic, students will have to judge the significance of key individuals or factors of change when making judgements relating to change. Here student’s will need to apply a criteria to make their judgement of significance. For example, for judging the significance of an individual and their impact to the development of medicine, students will need to think about how many lives their discovery/invention saved. How relevant their work is today, how many people supported their work at the time and did this lead to future discovers.</p>	
<p>Similarity and difference</p>	<p>The concept of similarity and difference is visited only once in KS2. In Year 5, pupils explore the role of protesting women in the early 20th century. In the unit, pupils learn about the Suffragettes and the</p>	

	<p>Chainmakers of Cradley Heath. They are able to find the similarities in their cause but also the social differences and aims between the groups.</p> <p>In year 7 students briefly investigate similarity and difference when studying the English conquest of Wales and attempted conquest of Scotland. However, this is a story summary not a in depth enquiry.</p> <p>Year 8 and 9 subject to change due to align curriculum roll out.</p> <p>In year 8 students will examine similarity and difference in the enquiry “how have people tried to effect change?” in this enquiry students will compare the different ways throughout history people have tried to effect change. Through protest, civil wars and the use of media and propaganda. Students will examine two different examples for each ‘way’ of effecting change. Students will explain in which ways the attempts to affect change were successful or not.</p> <p>At ks4 students will examine similarity and difference within the thematic topic of Medicine in Britain. Students have to explain either the similarity or difference between different time periods in regard to a specific area of medicine, e.g. surgery or preventions of infectious disease.</p>	
Interpretations	<p>Students are first introduced to the concept of historical interpretations in KS2. In Year 6 pupils learn how historians view the events of 1857 in Indian. They learn that despite the events not changing, historians have taken a broader view encompassing all viewpoints in order to challenge the idea of the “Indian Mutiny.”</p> <p>In year 9, students examine interpretations within the holocaust enquiry when deciding who is responsible for the Holocaust. Students will be asked to identify the different conclusions that historians have come to.</p> <p>At key stage 4, within the Weimar and Germany topic. students are required to identify and explain the difference between two different interpretations, give a reason for the difference based on the different foci or emphasis of the historian. Additionally, students have to make a judgement as to how far they agree with the viewpoint in a given interpretation. Students have to assess the accuracy of the interpretation using the own knowledge of the given topic.</p>	
Using evidence	<p>Historical sources are used through different topics for students to learn historical content. From the beginning of KS1, students are presented with historical photos, objects and artefacts to help them come to their conclusions for their historical enquiry. At the beginning of KS2, pupils are formally introduced to</p>	

	<p>the idea of a source use their inference skills to answer enquiry questions. In upper KS2, students are guided to interrogate the source based on the providence.</p> <p>Students are first introduced to the concept of using evidence in year 7 with the Norman enquiry. Students examine pictures of artefacts to investigate why Sicily was a mixing pot of cultures.</p> <p>In year 9 students will complete questions on source utility within the “how have people tried to effect change?” topic. Students will be expected to explain why a historical source is useful for a given enquiry. Students will be exploring how the provenance of the source makes it useful for historians to use to learn about the past.</p> <p>In ks4 students will encounter source utility questions in paper 1 medicine through time and paper 3, Weimar and Nazi Germany. Here students will have to explain why sources are useful for an enquiry based on the content of the source and the provenance of the source.</p>	
<p>Chronological understanding</p>	<p>Chronological understanding is taught throughout the different history topics. In Early Years and at the beginning the of KS1, pupils embed the simple concept of past, present and future. Pupils are taught when the era they are studying comes in relation to previous learning and can understand what has come before and after.</p>	