



Progression Map - History

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

History at Bradford Academy

Our History curriculum provides students at Bradford Academy with the opportunity to explore the past through engaging lessons that seek to foster a love of learning about their own history and other cultures. Our diverse community is reflected in a diverse set of topics that aims to allow all students to see themselves in the histories we teach.

Throughout the History curriculum learners will develop their skills as historians through frequent interaction with sources and interpretations. Pupils will develop their academic and creative writing skills through guided practice and feedback to prepare for GCSE and beyond. Furthermore, students will demonstrate their learning through oracy in debates, speeches and class discussions in safe and respectful environments.

In Key Stage 3, learners will begin in Year 7 with a 900 year study of Britain and England starting with Middle Ages and ending with the Victorian era. In Year 8, they will study more of the history of the wider world with a series of thematic studies that allow significant diversity in the subjects. Finally, in Year 9 the focus become the World Wars, Holocaust and Life in Modern Britain to learn more about how Britain has interacted with the rest of the world.

At Key Stage 4, History learners will study towards Edexcel History GCSE. There are four topics studied to secure the qualification: Anglo-Saxon & Norman England c.1060-88, Crime and Punishment in Britain c.1000-present, Weimar & Nazi Germany 1918-39, and Superpower Relations & the Cold War 1941-91



Throughout Key Stage 3 and 4, students will engage in their learning using the Big Six Historical Thinking Concepts (see below). These are different ways of thinking and learning about History and guide how tasks are set in a History lesson.

Historical Significance	Evidence	Continuity & Change	Cause & Consequence	Historical Perspectives	Ethical Dimension
Explaining why events, people, and concepts are important to history	Analysing sources and interpretations to support ideas about the past	Examining the people, events, and concepts that contributed to or prevented change	Linking ideas or events based on a short- and long-term causal relationship	Considering the point of view of both modern and historical people	Examining historical enquiries through the lens of morals and ethics

Knowledge and Skills		By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
	Historical Significance	Describe the impact that events had on English and British History Analyse the impact of the British Empire on the wider world Explain how major events shaped life in Stuart England	Explain the significance of individuals on societies across the world Explain the significance of events using process words to show impact Analyse the importance of activist leaders America and South Africa	Make judgements on the significance of different historical events Make judgements on the most significant events of World War Two Explain what the life of Leon Greenman reveals about the Holocaust	Analyse the impact of the Norman invasion on English history Explain the significance of historical events for the criminal justice system Explain the significance of the Whitechapel environment in the 1880s	Examine the impact of the Treaty of Versailles on Germany Describe key features of life in Weimar and Nazi Germany Explore what events reveal to historians about tensions between nations
	Evidence	Analyse historical sources to learn information about the past Comment on the trustworthiness of historical sources Use historical evidence to support persuasive letter and speech writing	Make inferences from historical sources to learn about the past Identify the differences between different historians' viewpoints Select quotations from historical sources to demonstrate opinions	Evaluate the utility of historical sources for a particular enquiry Support and oppose different interpretations of the past Analyse the provenance of a range of sources linked to modern Britain	Evaluate the utility of historical sources using COAT criteria Follow up on historical sources to further research a historical enquiry Make inferences from sources for a specific historical enquiry	Discern the difference between two historian's interpretations Explain the link between historical sources and interpretations Select precise historical details to support claims in academic writing



	Continuity & Change	Describe the impact that religion has had on Britain over time Explain how society changed between 1000AD and 1900AD Explain the role of different monarchs in changing Britain	Explain how individuals and groups can be drivers for change in society Explain the common thematic steps for revolution Describe how life for African Americans changed during and after the Civil Rights movement	Explain the impact that conflict has on different societies and groups Analyse how life changed for Jews before and during the Holocaust Describe how life for women in Britain changed over the 20th century	Describe the difference between Anglo-Saxon and Norman England Explain similarities and differences in crime and punishment in different historical periods Explain how law enforcement developed	Describe the impact of politics on Germany between World Wars Explain how life for German people changed between Weimar and Nazi Germany Analyse the development of the Cold War over the twentieth century
	Cause & Consequence	Identify several causes of different historical events in Britain's history Investigate the causes of the sinking of the Titanic and its casualties Explain why religion had a significant impact on life in Tudor England	Explain how events link together to produce an outcome Explain why the trans-Atlantic slave trade emerged in the 1600s Describe the consequences of examples of rebellion and activism	Explain how short and long-term causes combine to begin conflict Explain the causal relationship between World War One and World War Two Explain the causes of the anti-Semitism that began the Holocaust	Explain why there was a succession crisis in England by 1066 Describe the reasons for rebellion against William I's rule Analyse the reasons for changes to Britain's criminal justice system	Construct a narrative account of a historical event to show its outcome Describe the consequences of World War One on Germany Analyse the consequences of key events on superpower relations
	Historical Perspectives	Describe how different people lived in British society Explain why different groups would support different sides in war Examine how events impacted different social groups in Georgian and Victorian Britain	Evaluate the legacies of significant historical individuals Describe the experience of West Africans before and after the slave trade Explore different ideas about how to fight against injustice	Describe how life for different groups was impacted by conflict Explain the difference of medieval and modern anti-Semitism Analyse the life of Leon Greenman before, during and after the Holocaust	Explain how different regions were impacted by the Norman invasion Explore the different aims of punishment used in the criminal justice system Investigate the lives of different groups in Victorian Whitechapel	Evaluate different historians' viewpoints and agree/disagree with them Explain why historians might disagree on a particular enquiry Explain why different people support or oppose different political systems



	Ethical Dimension	Students will consider, discuss and evaluate the ethics of: - Methods of preventing Black Death spread - Political marriage - Witch trials - Treatment of women - British Empire	Students will consider, discuss and evaluate the ethics of: - Political systems - Legacies of individuals - Trans-Atlantic slave trade - US Civil Rights movement - Activists tactics	Students will consider, discuss and evaluate the ethics of: - Conscription - Propaganda - Censorship - Levels of participation in the Holocaust - Feminism	Students will consider, discuss and evaluate the ethics of: - William I's methods of maintaining control - Methods of trial and punishment - Role of police in British society	Students will consider, discuss and evaluate the ethics of: - Treatment of minorities in Nazi Germany - Different political systems - Superpower intervention in foreign nations
	Key Knowledge & Vocabulary	Learners will become familiar with and able to define the following key terms: - Monarchy - Protestant - Catholic - Civil War - Empire	Learners will become familiar with and able to define the following key terms: - Democracy - Revolution - Civilisation - Injustice - Activism	Learners will become familiar with and able to define the following key terms: - Propaganda - Homefront - Holocaust - Persecution - Immigration	Learners will become familiar with and able to define the following key terms: - Rebellion - Philanthropy - Rehabilitation - Deterrence - Retribution	Learners will become familiar with and able to define the following key terms: - Capitalism - Communism - Extremism - Dictatorship - Superpower



	Assessment	Knowledge and writing assessment for all topics. End of year summative 50 question multiple choice quiz Thematic Extended Project Writing on choice of two questions: 'Religion was the biggest driver for change in the history of England and Britain.' How far do you agree? 'Oliver Cromwell was the greatest monarch in the history of England and Britain.' How far do you agree?	Knowledge and writing assessment for all topics. End of year summative 50 question multiple choice quiz Thematic Extended Project Writing on choice of two questions: 'Individuals are capable of shaping history' Support with evidence. 'Injustice is the biggest driver for change' How far do you agree? Explain your answer.	Knowledge and writing assessment for all topics. End of year summative 50 question multiple choice quiz Thematic Extended Project Writing: 'Europe in the 20 th century was mainly shaped by conflict'. How far do you agree?	After each subtopic students will be assessed though a selection of past paper questions. At the end of each topic students will sit a full Edexcel History GCSE past paper: Anglo-Saxon & Norman England, c.1060-1088 Crime and Punishment in Britain c.1000-present.	After each subtopic students will be assessed though a selection of past paper questions. At the end of each topic students will sit a full Edexcel History GCSE past paper: Weimar and Nazi Germany, 1918-39 Superpower Relations and the Cold War, 1941-91.
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