

Progression through History

The openingworld programme of study is structured, not only to provide a broad, rich, scholarly array of coherent content, but also ensures that all pupils move through it with growing security and confidence.

As in all well-planned curricula, pupils' ability to progress into later units is made possible by what they have studied in earlier units.

Progress through chronological and historically connected narratives

Earlier stories and descriptions of places at particular times allow pupils in later units to:

- know what happened in those settings
- understand references to people, places, events and developments that have a bearing on the later people, places, events and developments.

For example: Pupils can swiftly access ... The geographical territory conquered by Alexander the Great in Alexander the Great (Y3 Summer 2) ... because of earlier content in: Cradles of Civilisation (Y3 Spring 2), especially the Euphrates and Tigris rivers, the fertile land around them, the relationship between farming settlements and early cities, including emergence of law, government and art.

Also, the motivations and concerns of the Arab rulers of al-Andalus in Cordoba: city of light (Y4 Summer 1), because of earlier content in Islam in Arabia (Y4 Summer 1) especially ... how Islam spread; the military and cultural contexts of nomadic and city life in Arabia, the distinctive religious beliefs and practices of the first Arab Muslims.

Progress through recurrence and expansion of vocabulary

An expanding domain of historical vocabulary which allows pupils to increase their capacity to understand different facets of the past because they have such rich vocabulary with which to describe and analyse it. Each unit explicitly teaches between 20 and 40 new words.

Prior introduction, deliberate practice and contextualised use of particular vocabulary allows pupils in subsequent units to:

- a) Recognise that vocabulary instantly when they meet it again, thus not crowding their working memory by having to puzzle it out, and thereby making space for learning new vocabulary because certain words can be taken for granted.

For example: Pupils instantly comprehend ...

'Protect'/'protected' in Indus Valley (Y3 Spring 1), because of prior introduction, deliberate practice and contextualised use in: Ancient Egypt (Y3 Autumn 1).

'Representative' Britain in the Viking Age 2 (Y5 Summer 1) because of prior introduction, deliberate practice and contextualised use in: Roman Republic (Y4 Autumn 1).

'Scholar'/'scholarship' Baghdad (Y5 Autumn 1) because of prior introduction, deliberate practice and contextualised use in: Cordoba (Y4 Summer 2.)

b) Hear the vocabulary used in new contexts and thus appreciate that the meaning of certain words is not fixed and will shift and change according to setting;

For example: Pupils repeatedly encounter ...

‘Empire’ in contrasting settings within multiple units such as: Ancient Greece The Roman Empire Christianity in Three empires.

‘Tradition’ in contrasting settings within multiple units such as: Christianity in three empires Islam in Arabia Anglo-Saxon Britain Norse Culture.

‘Authority’ in contrasting settings within multiple units such as: Cordoba: city of light Anglo-Saxon Britain Britain in the Viking Age 1 & 2.

c) Gain new abstract, generalising words as a result of specific prior examples which act as prototypes for these examples,

Pupils can understand powerful generalising terms such as ...

‘Monument’ Indus Valley (Y3 Spring 1) because they have encountered specific, smaller examples which fit pyramid in Ancient Egypt (Y3 Autumn 1) into these generalisations before, such as ziggurat in Cradles of Civilisation (Y3 Autumn 2).

‘Government’ Indus Valley (Y3 Spring 1) because they have encountered specific, smaller examples which fit pharaoh, ruler and adviser in Ancient Egypt (Y3 Autumn 1) into these generalisations before, such as ruler and king in Cradles of Civilisation (Y3 Autumn 2).

‘Restless minds’ Baghdad (Y5 Autumn 1) because they have encountered specific, smaller examples which fit various mathematicians, philosophers, engineers, scientists, into these generalisations before, such as artists, craftspeople striving to solve practical, artistic, design and philosophical problems in Cordoba (Y5 Summer 2).

d) Gain an increasingly wide and detailed vocabulary related to very general umbrella words (e.g. ‘ruler’ and ‘government’) gains many other specifics for differing settings). Thus they constantly gain more nuance and complexity around.

For example:

Having learned general words such as... ‘ruler’ and ‘government’ in Year 3pupils steadily broaden their grasp of types and structures of ruling and government, and the practices of government with words such as: consul, tribune, senate, senator, representative republic, patrician, taxation in Roman Republic (Y4 Autumn 1). Emperor, empress, court, imperial court, law code in Christianity in three empires (Y4 Spring 2) caliph, emir, tribute, revenue, treasurer, in Cordoba: city of light (Y4 Summer 2). Overlord, witan, thing, ealdorman, lord, earl in Anglo-Saxon Britain (Y5 Autumn 1) and Britain in the Viking Age 1: Aethelflaed (Y5 Spring 1).

e) Build such a broad vocabulary that they can analyse any historical setting because they have both the specific/period terms and the general, recurring, historical terms with which to do it.

For example:

In Year 6 and beyond, pupils are able and disposed to ask...

Has a tradition grown up here? because they explicitly practised this vocabulary in context within Christianity in Three Empires Islam in Arabia Norse Culture.

How far did these two cultures blend? because they explicitly practised this vocabulary in context within Christianity in Three Empires Britain in the Viking Age 2.

I wonder if the influence of X had increased/decreased? because they explicitly practised this vocabulary in context within Baghdad Britain in the Viking Age 1.

Progression through themes which create a stable frame of reference

Earlier stories and descriptions of places at particular times allow pupils in later units to: • recognise themes such as art and architecture, government and politics, belief systems, economy and culture and to be interested in new instances of the same theme, by discerning continuities and contrasts across time and space • understand references to people, places, events and developments that have a bearing on the later people, places, events and developments.

For example:

Art and architecture: its relationship with power, knowledge and religion; its ever-shifting nature through cross-cultural influence

Year 3 - Egyptian, Mesopotamian, Indus and Greek art and architecture

Year 4 – Roman, Byzantine and Cordoban (early Muslim) art and architecture

Year 5 - Baghdad (early Muslim), Anglo-Saxon and Viking art and architecture

Government and politics: its structures and functions, its challenges and solutions; the relationship between political power, wealth and social structures

Year 3 – Contrasting types of ruler, king, queen, pharaoh. The structures of advice, formal and informal, they surrounded themselves with. The relationship between gaining power and controlling land in ancient societies. The Greek experiments with democracy: how and why they evolved; the language of democracy

Year 4 – Tribal structures in ancient Arabia. The emergence of the sophisticated Roman model in the Republic: how it emerged from monarchy, how it was threatened, why it was replaced with empire. The reasons why Greek democracy (studied in Year 3) did not survive into these later empires (studied in Year 4).

Year 5 - How tribal structures shifted into monarchical ones in the Anglo-Saxon heptarchy How the Baghdad caliphs used city-building and the sponsoring of new knowledge to enhance control of an empire.

Warfare: Its methods, its central role in creating and sustaining rulers, how it affected society and advance technology

Year 3 – How and why the earliest civilisations waged war. Unifying as a way of both waging and preventing war (Egypt’s upper and lower kingdoms united). Questions around civilisation always necessitated war e.g. little evidence of any warfare in the Indus Civilisation.

Year 4 – The unprecedented scale and organisation of the Roman army: origins and significance of this as shown in changing geopolitics of the Mediterranean and Middle Eastern regions. Tribal warfare in ancient Arabia.

Year 5 - Anglo-Saxon and Viking warfare: significant contrasts on land and at sea. Warfare between the Byzantine Empire and Muslim empires, yet punctuated by peace, collaboration and trade.

Progression through reading increasingly rich and complex texts with differing historical purposes.

All of the above work together to enable us to introduce increasingly rich and extended styles of text. Earlier security thus enables pupils to: • understand the patterns of certainty and uncertainty that are typical of good, scholarly writing in history • comprehend, persevere with and interpret longer primary sources, of varied styles • read longer stories, understanding the subtle interplay of imagination and reality, without confusing fact and fiction.

As a result of reading straightforward accounts of historians’ or archaeologists’ quests in... Ancient Egypt (Year 3, Autumn 1) The opening story of Howard Carter in Lesson 1, The discovery of the Rosetta Stone in Lesson 6, and Indus Valley Civilisation (Year 3, Spring 1) The puzzles that inform the entire booklet, seen through the eyes of historians and archaeologists, pupils are able to grasp balance of certainty and uncertainty, of inference and interpretation in a longer, more involved account, concerning much more abstract content in: Anglo-Saxon Britain (Year 5, Autumn 2) The extended account of how we know about where Anglo-Saxon rulers got their power from, drawing upon a wide range of sources. It includes conclusions of varying certainty, depending on the strength of the evidence, and this is clear in various language features: • Notice the conditionals: “It would have been a gift” “Only King Aethelberht and Queen Bertha could have...” • Notice the rhetorical questions, which by now pupils know how to read as rhetorical questions because they are familiar enough with the feel and flow of this type of text.

Progress through ever-broadening lenses and ever-deepening complexity

The past was not just diverse; it was complex. States of affairs in the past were ever-shifting across time and space. Therefore, good history teaching is constantly warning pupils against over-simplification and stereotyping. It gets pupils used to multiple ways in which diverse people shaped and re-shaped their worlds. Progress, therefore, can be expressed quite simply. It means growing knowledge of the diversity

and complexity of the past, in its many manifestations. Yet again, the curriculum itself is the progression model, simply by virtue of ensuring that these instances of diversity accumulate and connect, so that pupils keep them in long-term memory. Enriched with schemata around such diversity and complexity, their working memories can cope when they have to access and interpret subsequent material on similar themes, and their overall store of knowledge about diversity and complexity keeps growing.

For example:

When pupils encounter, In Year 5, Spring 2, Britain in the Viking Age 2 an example of a unique, new cultural phenomenon which emerged through fusion and re-making of two cultures, the stones known as 'hogbacks' in southern Scotland, which are neither purely Scandinavian nor native British, and a fusion of pagan and Christian artistic heritages too, their understanding of this new example of ever-shifting cross-cultural fusion is greatly enhanced by knowledge and questions arising from multiple earlier examples of ever-shifting cross-cultural fusion, such as: In Year 3, Spring 1, Indus Valley Civilisation. The possibility of Indus Valley peoples influencing the farming practices and development of civilization. in Mesopotamia. Pupils know that historians are interested in questions such as: Was early Sumerian civilisation shaped by migrants from the Indus Valley? How much did these two civilisations continue to influence each other in technology or ideas? In Year 4, Spring 2, Christianity in three empires, Pupils are explicitly introduced to the idea of 'blending of cultures' in Constantinople, a confluence of Asian and European traditions.