



MIDDLE SCHOOLS (Y4-9) HISTORY PROGRESSION MAP

Overview: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to ask questions and know more about the past. An inspiring curriculum should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. The curriculum aims to represent the richness and diversity of the past.

Themes within subject	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Topics covered	During the year, pupils will study: • Ancient Egypt • Roman Britain	During the year, pupils will study: • Ancient Greece • Mayans • Anglo-Saxon Invaders	During the year, pupils will study: • Vikings and Anglo-Saxons • World War Two • Local Study	During the year, pupils will study: • The Norman Conquest • Medieval Kingship • The Black Death and Peasants Revolt • The Medieval Church • The Tudors • The changing role of Castles	During the year, pupils will study: • Political changes in 17th century England • The French Revolution • The British Empire • The Industrial Revolution • Women's Suffrage	During the year, pupils will study: • Migration into Britain • World War One • The Road to WWII • World War Two • The Holocaust • The Cold War
Subject Knowledge	Pupils will: • explain the importance of Nile for stable society – water, food, transport • describe the link between the Nile and fertile soil for farming • describe the impact of a stable society - growth of writing, medicines, buildings possible. • explain the importance of the pyramids • describe the role of the	Pupils will: • Know that there were lots of different city states • Understand that states had different democracies (Athens and Sparta) • Give examples of how religious beliefs affected their daily lives (mythology) • Describe at least 2 things Greeks were famous for e.g. the Olympics, the Battle of Marathon, Myths and Legends.	Pupils will: • Explain the importance of the longboat to the success of Viking raids and invasions • Recognise that Vikings horned helmets are a myth. • Identify where and when the Vikings invaded from • Understand that Vikings were both raiders and settlers. • Describe the Saxon response to Viking invasion, including Danelaw,	Pupils will: • Decide who should have been made King in 1066 - William of Normandy, Harold Godwinson or Harold Hadrada. • Describe what England was like in 1066 • Explain why there was a battle of Hastings in 1066 • Begin to consider how the Norman Conquest affected England and has shaped it today.	Pupils will: • Explain who ran the country in 1625 and how this had changed by 1688. • Evaluate the leadership of Charles I • Explain why Parliament won the English Civil War • Identify and explain the different reasons why Parliament became more powerful in the 17th century • Begin to consider the long	Pupils will: • Make links to prior and future learning, including the Anglo-Saxons, Vikings, Normans, Empire and WW2. • Identify the key factors for development that influence migration through time. • Explain the key reasons why different groups have migrated to the British Isles • Understand why Britain went to war in 1914 e.g. long term, short term and



- Pharaoh and gods - describe key features of Ancient Egyptian beliefs about life, death and the gods - Identify key Egyptian inventions - Investigate key figures linked to Egypt, including - Mo Salah (b 1992) - Egyptian professional footballer - Nefertiti - Howard Carter(1874 –1939) Known for discovering the tomb of Tutankhamun - William John Banks (1786-1855) Local family link to Kingston Lacey MP. Explorer and Egyptologist. - Describe key features of the myth that Rome founded by Romulus and Remus - Identify key features of Roman daily life e.g. they had slaves including gladiators, priestesses were chosen as children. - Identify countries they invaded, including Britain - Describe the impact of invasion on these countries including bringing peace, government, architecture, roads, Hadrian's Wall and engineering - Describe resistance to invasion through the story	Describe how the Greeks built a successful society - Explain ways in which Ancient Greeks have influenced our modern world - e.g. influential art and architecture, Mathematicians and philosophers, stories and myths such as the Siege of Troy. Know they lived in area that is around Mexico today and the civilisation lasted a long time - Recognise that their civilisation continued until Spanish invaded in 1500s (Cortes) Know that the civilisation was rediscovered in 1839 by John Lloyd Stephens an American explorer, writer, and diplomat. . Describe the role of Frederick Catherwood (1799 – 1854) was an English artist, architect and explorer. Identify key aspect of Mayan life such as they played games between villages (pok-a-tok) Describe the simple diet of the Mayans (Maize, potatoes, chocolate, Avocado, beans and hunting. Understand that the Anglo Saxons invaded via waves of invasion and then invaders settled	Danelaw and conversion to Christianity. - Explain the role in place names (thorpe, ay, by) in identifying areas once settled by the Vikings Explain the role of Alfred the Great in resistance to Viking invasion. - Explain the impact of Viking invasion on our local area through the story of the Viking capture and siege of Wareham. Identify the countries and alliances fighting in WW2. - Identify the countries conquered by the Nazis. Identify and explain key events in the war including when it started and ended, Dunkirk, Battle of Britain, the Blitz, Pearl Harbour and D-day Describe the impact of the war on Britain through a study of rationing, bombing, and/or evacuation. - Explain how propaganda was used to influence thinking. Describe the role of women in the war through a study of Lillian Bader and/or the Attagirls Explain the role of the USA in helping to end the war - Explain which war leader played the most significant role in WW2.	Identify the ways in which William took control of England Identify the key features of medieval Kingship - what does it mean to be a good medieval king? Make judgements regarding medieval monarchs such as King John and Edward I Identify and explain the main causes and effects of the Black Death Identify and explain the role of religion in daily life in medieval times Identify grievances regarding the medieval church Use the examples of Henry II and Henry VIII to explain how the church challenged the authority of kings Identify what it means to be a good leader in 16th century England Identify the key features of medieval castles and their main purpose of defence. Explain, using the example of Corfe Castle, how and why the purpose of a castle changed over time.	- term impact of the growth in the power of Parliament and how it has shaped England today - Understand and explain the structure of 18th century French Society - Identify and explain the long term and short term causes of the French Revolution - Explain why the French executed Louis XVI - Decide if Napoleon betrayed the revolution. - Identify similarities and differences when comparing the French and English revolutions. - Begin to consider how the French Revolution has affected England and shaped it today. - Identify and explain the ways in which Britain benefited from the Empire - Describe the impact of empire on colonies such as Australia, India and Benin - Explain the structure of the transatlantic slave trade and Britain's role in it - Explain the impact of the Industrial Revolution on Britain, focusing on key areas such as inventions, mining, factories, the growth of towns and public health and the move towards democracy Explain the impact of the	- trigger events. Identify key events within the war e.g. Battle of the Somme, Gallipoli, defeat of Russia, USA joining the war Identify ways in which the industrial revolution and British Empire affected Britain's role in WW1 e.g. mechanisation and mass production of weapons Describe the soldier's experience of war on the western front Describe the key features of trench warfare Describe the impact of the war on Britain. Explain why the British, French and Americans won the war Identify and explain the causes, events and impact of the Russian Revolution Investigate the Treaty of Versailles peace settlement. Explain why war broke out in 1939, giving examples of short term and long term causes. Make links between the legacy of WWI and the emergence of dictatorships to the outbreak of war in 1939 Identify the key turning point events in WW2. Make links between the events of WWII and the emergence of the Cold War e.g. dropping of the Atomic Bomb
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	of Boudicca.	- Understand that the Anglo Saxons came first and were Angles, Saxons and Jutes. Explain at least 2 reasons why the Anglo-Saxons invaded Britain - Describe key features of Anglo-Saxon religion compare/contrast to others - Explain when and why the Anglo-Saxons converted to Christianity. - Name and locate the seven Anglo-Saxon kingdoms - Explain, with examples, how place names and village names: lea, ham, ford, can be used as evidence of Anglo-Saxon settlement	Show how national events are traced in the history of this locality		'votes for women' movement on Britain and British democracy. - Understand what life was like for women prior to the suffrage movement. - Assess the long-term impact of women gaining the vote.	- Explain why Jewish people were persecuted by the Nazis. - Identify and order key events within the Holocaust. - Give examples of different types of persecution. - Explain how and why persecution escalates over time. - Explain the meaning of the term 'final solution' - Describes ways in which Jews resisted. - Define the meaning of the term 'Cold War'. - Identify the differences between capitalism and communism - Develop a secure understanding of the key events of the Cold War - Put the conflicts in Korea and Vietnam into the wider context of the cold war and relations between the USA and USSR.	
Chronology	- Place events within a period studied on a timeline - Understand the timeline can be divided into BC and AD, and add periods studied more accurately than in Year 3, i.e. with dates.	Pupils will: - Use a timeline to compare places, events and eras in different parts of the world, e.g. Mayans, Anglo Saxons, Greeks. - Identify changes within and across historical periods studied so far – e.g. changes to armies, sailing ships.	Pupils will: - Use timelines to place and sequence national and international events e.g. rationing, bombing, evacuation, the blitz, Pearl Harbour, Battle of Britain, Dunkirk and D-day - Sequence, in chronological order, causes of events. e.g. second world war - Understand how Wareham's economy, trade links and	Pupils will: - Understand and explain where the medieval era fits chronologically in the narrative of British history - Sequence and recall the main causes, events and consequences of the Peasants Revolt. - Explain where the story of the Tudors fits chronologically in the narrative of British history	Pupils will: - Show an appreciation of change and continuity across the period 1603 -1688 - Give examples of how the empire helped Britain to influence and be influenced by the wider world - Explain how the spread of industrialisation changed	Pupils will: - Develop an understanding of the narrative of British History between 1900 and 1945. - Be able to order key historical eras studied on a timeline, including both national and international events. E.g: - Migration into Britain - World War One	



		• settlement changed during the following eras - prehistoric, Roman, saxon, viking, WW2 and current	• Identify how the development of castles is linked to changes in warfare and key historical events. • Develop a chronological understanding of the story of Corfe castle. • Develop an understanding of the narrative of British History between 1066 and 1603. • Be able to order key historical eras studied on a timeline. E.g: ○ Battle of Hastings ○ Magna Carta ○ Black Death ○ Peasants Revolt ○ Reign of Henry VIII ○ Reformation ○ Reign of Elizabeth I	Britain between 1700 and 1900 focusing on work, towns and growth in democracy. • Identify where 'votes for women' sits in the narrative of power in British history - how does it link to what came before and what comes after? • Develop an understanding of the narrative of British History between 1603 and 1900. • Be able to order key historical eras studied on a timeline, including both national and international events. E.g: ○ English Civil War ○ Glorious Revolution ○ French Revolution ○ Industrial Revolution ○ Era of British Empire	○ The Road to WWII ○ World War Two ○ The Holocaust ○ The Cold War • Explain ways in which key world events have shaped our national story and history. E.g: ○ Impact of WW1 on Britain ○ Communist revolution in Russia ○ Britain's role in peace settlements ○ Britain's role in WW2 ○ Legacy of empire within migration ○ Britain's role within the Cold War	
Evidence and Enquiry	• Pupils will: Suggest useful sources of evidence to help answer questions. • Independently research more complex questions they have asked. • Compare accounts of events from two different sources and say why they might be different considering fact or possible fiction.	• Pupils will: Understand the differences between primary and secondary sources of evidence. • Choose appropriate sources of evidence to answer questions, considering likely accuracy. • Combine information from different sources. • Understand that there is often not a single answer to	• Pupils will: Evaluate the usefulness and accuracy of different sources of evidence about an event. • Use a range of sources to form opinions about historical events.	• Pupils will: Compare visual and written sources to show how and why interpretations of William will differ • Use evidence to support judgements about how successful Edward I and King John were. • Use evidence to construct reasoned judgements regarding the leadership of Henry VIII and Elizabeth I	• Pupils will: Explain and give examples of where sources of historical evidence are not factually accurate. E.g: ○ What were conditions on the slave ships like? ○ Was the British Empire a force for good? • Extend understanding of the concept of bias. E.g: ○ Political cartoons in the	• Pupils will: Give detailed explanations of ways in which the usefulness of a source can be influenced. E.g: ○ provenance ○ nature ○ purpose ○ audience • Suggest factors which would influence the reliability of a source. Explaining how biased



	- Understand there may be different accounts of history, e.g. partial story (evidence lost) or that people (now and in the past) can represent events or ideas in ways that persuade others. - Begin to understand the differences between primary and secondary sources of evidence.	- historical questions. Present structured and organised findings about the past using a range of methods.			19th century and their portrayal of the public health crisis - Investigate the role played by the media (particularly newspaper cartoons) in the debate regarding women's suffrage and explore the arguments against women being given the vote. - Use a broad range of evidence to support conclusions regarding enquiry questions. E.g: - Use analysis of evidence to consider how and why the British Empire should be remembered - Apply the methods of historical enquiry, including the role of evidence, in constructing arguments and interpretations of the Industrial Revolution.	sources can still be of use to historians. Use carefully selected evidence rigorously to support historical claims.
Interpretation	- Choose the most appropriate way to present information to an audience e.g. tables, speaking, ICT, pictures, description. Identify similarities and differences between two periods of history, eg Egyptians or stone age and	Pupils will: - Suggest plausible reasons for evidence of the same event being represented and interpreted in different ways, including partial knowledge, opinion, and misinformation - Compare attitudes in different periods and peoples in the past, e.g.	Pupils will: - Research and present appropriate way explaining reasons for their choices. - Give reasons to explain why different people will interpret the role of WW2 leaders in different ways.	Pupils will: - Understand that interpretations of the past depend on and can be influenced by the sources that you use. Know how and why interpretations of William differ. - Show an appreciation of how and why contrasting	Pupils will: - Give examples of how interpretations of key individuals and events are influenced by the sources used. Case studies could include: - Charles I - Oliver Cromwell - Napoleon Bonaparte - British Empire	Pupils will: - Understand ways in which interpretations of the past are created and supported with evidence. E.g: - Haig and the Battle of the Somme - The emergence of communism in Russia - Reactions to the Treaty of Versailles



	- Romans - Summarise evidence about why an individual in the past acted the way they did, drawing on different sources. E.g. Boudica's rebellion - Start to compare views on issues such as invasion between historical periods (eg Romans) and views now. - Identify the impact of international events (e.g. invasion) on the local area	Romans/Anglo Saxons/Mayans, their religions, values, social structure.	- arguments and interpretations of the past have been constructed - Make and support judgements regarding the reigns of Henry VIII and Elizabeth I. - Form opinions and interpretations of the past and support judgements with evidence - recognise and give examples of ways that historical societies were diverse - Know that the past was not experienced by everybody in the same way. E.g. - Saxon experience of Norman conquest was different to the Normans - Experience of ethnic minorities in Tudor England	- Emmeline Pankhurst - Compare different interpretations of the past and begin to consider their validity. E.g: - Interregnum and the world turned upside down - The British Empire as a force for good - Did the Industrial Revolution improve people's lives - Know the difference between a source and an interpretation - sources are contemporary and interpretations come after the event. - Understand class, race and gender might affect the way different groups experienced the past.	- Rise of Dictators - portrayal of Hitler and Stalin - Evaluate differing interpretations and reach conclusions about their validity. E.g: - Appeasement as a cause of WW2 - Turning point events of WW2 - Give an example of diverse experiences being conditioned by race, gender, age and geography. E.g: - Experience of migrants to the British Isles - Experience of Jews and other 'undesirables' in WW2
Causation	<u>Pupils will:</u> Explain how, when and why the Romans invaded Britain	<u>Pupils will:</u> Identify several causes for or results of an event e.g. Explain at least 2 reasons why the Anglo-Saxons invaded Britain	<u>Pupils will:</u> Identify and explain the causes of key events e.g. why Vikings raided and invaded Britain, including resources, climate and farmland.	<u>Pupils will:</u> - Identify the causes of key historical events, both in the long term and short term. E.g: - Explain connections between the causes in the growth of the power of Parliament - Understand the reasons why women got the vote in 1918, suggesting links between them and prioritising their importance.	<u>Pupils will:</u> - Identify the long term and short term causes of World War 1. - Explain how the events of the 1930s link together and impact on each other. - Explain why the Holocaust occurred. - Identify the causes of the Cold War - Identify the links between the causes of events and reach conclusions regarding their importance. E.g: - The causes of the first world war



					● Reach conclusions regarding the importance of the causes of events. E.g: ○ the reasons for the growth in parliamentary power in the 16th century ○ the long term and short term causes of the French revolution ○ the reasons behind voting reforms of 1832, 1867 and 1918	○ How WW1 can be seen as a long term cause of WW2 ○ The link between the Russian Revolution and the Cold War ○ How political rivalries in WW2 helped to cause the Cold War
Significance	● Evaluate the impact of a civilisation on Britain (e.g. legacy of the Romans), considering positives and negatives.	● Explain what was found at Sutton Hoo and its significance to historians.	● Explain which war leader played the most significant role in WW2.	● Know that some events in history matter more than others and be able to give examples of such significant events. E.g: ○ Impact of the Norman Conquest ○ Explain the historical significance of the Black Death ○ Explain why religion was so significant in the medieval world ● Identify ways that a key event can be seen as significant both at the time it occurred and years later. E.g ○ The short term and long term impact of the Norman Conquest ○ The short term and long term impact of the Black Death ○ The short term and long term impact of the Reformation	● Identify ways in which key events have an impact both on individual countries and the wider world. E.g: ○ The impact of the French Revolution on France, across Europe and around the world ○ The impact of the Empire on Britain and the colonies ○ The short term impact and long term legacy of the slave trade	● Make, explain and support with evidence, judgements regarding the significance of the events studied. E.g: ○ WW1 ○ Turning point events in WW2 ○ The Holocaust and its link to the UNDRH ○ Dropping of the atomic bomb as a cause of the Cold War ● Use the following criteria to judging/evaluating significance: ○ Resulting in change ○ Resonance ○ Remarkable ○ Revealing ○ Remembered



Key Vocabulary	• Egypt, Egyptian, Pharaoh, civilisation, cause, era, pyramid, irrigate, archaeologist, hieroglyphics, mummification • century, decade, BC, AD, empire, fort, military, philosophy, democracy, temple, conquest, centurion	• Mythology, architecture, Athenians, Spartans, democracy, city states, government, hoplite, phalanx, trireme, ram, armour, Marathon, Persians, temple, Parthenon, Mount Olympus, Zeus, Athena, Poseidon, Artemis, Hermes, Aphrodite, Apollo, Hera, Hades, The Trojan Horse, Troy, Aegean Sea, Olympic Games, Aristotle, Monastery, Nation, Sutton	• Viking, Norsemen, Longboat, Valhalla, Raiders, Traders, Odin, Thor, Valkyrie, Midgard, Asgard, Alfred, Wessex, Danelaw, Danegeld, pagan, saint, invasion, barren, temperate, fertile, shield-wall, fortified, burhs, Alliance, Axis, Allies, Dunkirk, Blitz, Battle of Britain, Pearl Harbour, Home front, evacuation, rationing, Dog-fight, Luftwaffe, dictator, fascism, propaganda, Hitler, Stalin, Churchill, Roosevelt • Wareham, Saxon, settlement, Roman, Anglo Saxon, Burgh, Vikings, Medieval, Civil War, Industrial Revolution, World War.	• Norman, Saxon, Conquest, Conqueror, Hastings, Stamford Bridge, Witan, Housecarls, • Monarch, Empire, Warrior King, Magna Carta, Baron, Medieval • Black Death, Bubonic, Pneumonic, Plague, Buboles, Symptoms, Revolt, Pestilence • reformation, authority, Lollard • renaissance, reformation, propaganda, catholic protestant, armada and parliament • Motte, Bailey, curtain wall, barbican, crenellations, keep, status symbol, siege	• monarchy, interregnum, civil war, roundhead, royalist, glorious revolution, bill of rights and parliament. • absolute monarch, estates system, left wing, right wing, republic, bourgeoisie, emperor, Jacobin, Liberty, Equality and Fraternity. • hero, empire, civilisation, colony, jubilee, Wolfe, Clive, Rhodes, enslaved and slavery. • Industrial revolution, democracy, public health, factory, chartists, cholera, sanitation and Peterloo • Democracy, chartist, suffragette, suffragist, militant, radical, hunger strike, satire	• Migrate, Immigrant, Romans, Anglo Saxons, Vikings, Normans, Huguenots and Windrush. • Long term, short term, trigger events, alliance system, triple alliance, triple entente, imperialism, militarism, nationalism, trench warfare, Somme and Haig. • Romanov, communism, Stalin, Versailles. peace settlement, reparations, dictator, anschluss, sudetenland, • Operation sealion, operation Barbarossa, Battle of Britain, D-Day, Dunkirk, Pearl Harbour and Manhattan Project. • Holocaust, persecution, prejudice, concentration camp, final solution, ghetto, antisemitic and genocide. • Cold War, Capitalist, Communist, Democracy, Dictatorship, Brinkmanship, Domino Theory, Korea and Vietnam.
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