



Fairlands Curriculum Progression Map

Subject: **History**

Year 5	Autumn 2	Spring 1	Summer 1
Topic	Raiders, Settlers and Storytellers Anglo-Saxons and Vikings	Overcoming adversity: Past and Present	Uncovering the Maya: Culture, Stories and Civilization
Inquiry	How did early medieval people shape communities, culture, and relationships?	How have humans overcome adversity to reach for the sky?	How have ancient civilisations influenced the modern world?
Key concepts	Connection - Peace Form - lifestyle Reflection – Culture	Function - Movements Form - Media Responsibility - Choice	Causation - settlement Connection - culture
Lines of inquiry	Does conflict always lead to peace ? What was the quality of life like among past settlers? How has our culture and communities been shaped by past settlers.	What choices have people made to overcome adversity in their lives? How does the media portray individuals who overcome adversity? What movements were sparked by these key individuals?	How has the Mayan settlement affected future generations? How has Mayan culture shaped our understanding and beliefs?
Core text	Anglo-Saxon boy • The Rabbits– Shaun Tan	• Armstrong	The hero twins
Action	Visit Carymoor centre to experience life in Anglo-Saxon Britain Written legacy piece	Write a memoir of a chosen individual who has overcome adversity. Present this in a showcase to the class.	Mayan Day
Interleaving subjects	English History	English History Science	English History
Global	Intercultural Understanding	Global engagement	Multilingualism

Year 6	Autumn 1	Autumn 2	Summer 1
Topic	WWI - What did the people of Somerset do during WWI?	People that shape Britain	From Cave Paintings to the Printing Press
Inquiry	What was childhood like in Somerset WW2?	How has the movement of people shaped the Britain we know today?	How do humans express themselves?
Key concepts	Perspective - conflict Reflection – choice Causation - tradition	Perspective - Perceptions Change – History Function - Cultures	Connection – culture Perspective - lifestyles Change - choice Function - resources
Lines of inquiry	How did a global conflict affect the lives of people in Somerset? What choices did different groups of people face? Why are the traditions of remembrance important?	How has migration changed over time? What perceptions do people coming to the UK face? How do cultures embed over time?	How have different cultures communicate ideas? What resources have humans used to convey ideas? Why have humans chosen to communicate through different mediums? How have changing lifestyles allowed humans to express themselves differently?
Core text	Goodnight Mr Tom Rose Blanche (visual)	<ul style="list-style-type: none"> (Community and connection) The day the crayons came home - Literacy Shed Non Fiction - people that shaped Britain ??Explorers?? Everest??? 	The arrival - Shaun Tan (Lit Shed) communication without words Harris Burdick the lost wods
Action	To hold an event dealing with remembrance. Learn and perform a poem around Remembrance Day Make a commemorative display for Remembrance Day	Research their Family Tree to discover where ancestors originated Research famous people who have migrated into Britain	Create an expression timeline – using all the different mediums researched Design a brochure on how to communicate with others.
Interleaving subjects	History English	History English	History English
Global	Community	Intercultural Understanding	Intercultural Understanding

Year 7	Autumn 1 & 2	Autumn 2 & Spring 1	Spring 2 & Summer 1	Summer 1 & Summer 2
Topic	Who has the Power? The changing monarchy from 1066-1216	Rats or Rebels: The Importance of the Black Death and Peasants Revolt in Medieval England, 1347-1381	Religious Rollercoasters: The changing nature of religion in Tudor England, 1485 – 1603	Chopping and Changing: How did the monarchy gain and lose control of the throne? 1600 - 1750
Skills	Change and continuity Cause and consequence Interpretations of history Diversity, cultural, ethnic, religious, worldviews Significance of events/people using and analysing historical evidence	Knowledge and Understanding Chronological Understanding Use of historical terms/ vocabulary Historical Enquiry- Questioning Produce reasoned and supported arguments/ conclusions Presenting and Communicating Respect and empathy for others	Knowledge and Understanding Chronology Using and analysing evidence Produce reasoned and supported arguments/ conclusions Presenting and communicating Respect and empathy for others	Change and continuity Cause and consequence Diversity Significance of events/people Using and analysing historical evidence
Knowledge	Invasions of England due to King Edward the Confessor's death and disputes over the English throne. Key battles at Stamford Bridge and Hastings. The Bayeux Tapestry is a significant historical source. William aimed to consolidate his rule through the Domesday Book, a new feudal system, and innovative castle designs. The Conquest's legacy influences English language, culture, and institutions, and students explore it at LOCAL LINK: Farleigh Hungerford Castle.	The development of Church, state and society in Britain 1509-1745? Why did the monarchy lose power to the politicians? What was the Black Death? What was the impact of the Black Death? What caused the peasants Revolt? What were the consequences of the Peasants Revolt?	Overview of the key Tudor monarchs What is Catholicism and Protestantism Rollercoaster of evidence surrounding the changing nature of religion in the period. Which monarch was the most tolerant leader? What led to the end of the Tudor Dynasty?	Why did the English Civil War happen, and who was involved? Who were the important people in the English Civil War, and what did they do? What were the big battles and events in the English Civil War, and what happened as a result? How did the English Civil War change the way England was governed? What was the Restoration period? Who was King Charles II, and what were some changes during his rule after the Civil War? How did the Restoration impact the arts, culture, and society in England?

Key Vocabulary/reading opportunities	Norman Conquest / William Duke of Normandy / Battle of Hastings / Anglo-Saxons / Feudalism / Domesday Book / Normans / King Harold II / Bayeux Tapestry	Black Death / Plague / Pandemic / Bubonic / Peasants / Revolt / Serfdom / Social upheaval / Feudal system / Rebellion	Dynasty / Reformation / Protestantism / Catholicism / Dissolution / Church of England / Monarch / Religious tolerance / Dissenters	English Civil War / Royalists / Parliamentarians / Monarchy / Commonwealth / Restoration / Charles II / Puritans / Interregnum / Glorious Revolution
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Interpretations • Significance 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Sources • Cause and consequence 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Change and continuity • Knowledge and understanding 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Change and continuity • Significance
Links to Modern Britain	Democracy, Rule of law and mutual respect Spiritual – Norman Church Social – Saxon unrest labour Cultural – castle and language.	Rule of law Individual liberty Mutual respect Spiritual – power of religion Social – impact on peasants	Rule of law, individual liberty Mutual respect and tolerance Spiritual – Protestantism and the beginnings of the modern church Moral and Culture – the start of empire.	Democracy and Civil Liberties Religious Freedom and Tolerance Constitutional Monarchy and the Rule of Law Civilian Governance Social Change and Equality
Gatsby links	2 3 9	1 4 6	1 4 9 (faith based and philosophy careers)	2 3 5
Hinterland Knowledge	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.

Year 8	Autumn 1 & 2	Autumn 2 & Spring 1	Spring 2 & Summer 1	Summer 2
Topic	Turning to Revolution: What similarities and differences are there between the American and French revolutions? 1685-1815	Empires and Enslavement: How did the British Empire affect their colonies and why did enslavement end? 1745 – 1900	Fighting for Freedom: Suffrage and WWI – How did women and men fight for freedom during this time? 1800 – 1918	How does WWII relate to our world today? 1939 – 1945
Skills	Knowledge and Understanding Chronological Understanding Use of historical terms/ vocabulary Historical Enquiry- Questioning Produce reasoned and supported arguments/ conclusions Presenting and Communicating Respect and empathy for others	Change and continuity Cause and consequence Interpretations of history Diversity: cultural, ethnic, religious, worldviews Significance of events/people Using and analysing historical evidence Respect and empathy for others	Change and continuity Cause and consequence Diversity Significance of events/people Using and analysing historical evidence	Knowledge and Understanding Chronology Using and analysing evidence Produce reasoned and supported arguments/ conclusions Presenting and communicating Respect and empathy for others
Knowledge	What is the “Age of Enlightenment”? Assessing the 13 American Colonies The signing of The Declaration of Independence Significance of the Ancien Régime The Three Estates system in France, the Tennis Court Oath and the new National Assembly The storming of the Bastille Declaration of the Rights of Man Execution of Louis XXI The reign of terror	Who benefited from the slave trade and how did they justify it? What was the Triangular Trade? Why did the British capture West African people? What can sources tell us about the experiences of enslaved Africans during the Middle Passage? What was it like at the auctions? What was life like on the plantations? What makes an effective campaign? How should the story of abolition be told? How does the Transatlantic Trade impact upon Britain today?	Changing role of women and their fight for suffrage in late-Victorian Britain The NUWSS and the WSPU: How did their methods differ? The roles of individuals in the Suffrage movement Causes and features of warfare during the First World War Social and political change and/or continuity arising from First World War	What lessons from WWII help us treat people better and prevent bad things from happening? How did World War II lead to important discoveries and inventions we still use today? How did World War II make life fairer for different groups of people? How did WWII affect how countries form alliances and work together today? How do stories and history from World War II affect how countries interact today? How has WWII affected how we treat people? How media about World War II still teach us about war, peace, and people?

Key Vocabulary/reading opportunities	Revolution / Independence / Constitution / Declaration of Independence / Monarchy / Republic / Enlightenment / Founding Fathers / Bastille / Guillotine	British Empire / Colonisation / Slavery / Plantations / Abolition / Slave trade / Abolitionists / Empire-building / Imperialism / Triangle Trade	Suffrage / Suffragettes / Suffragists / Women's rights / Activism / Prohibition / Armistice / Frontline / War effort / Women's Army Auxiliary Corps (WAC)	Axis Powers / Allied Powers / Blitzkrieg / Battle of Britain / D-Day / Pearl Harbour / V-E Day (Victory in Europe) / Atomic bomb
Stretch and Challenge	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Significance • Change and continuity 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Interpretations • Cause and consequence 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Sources • Cause and consequence 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Interpretations • Change and continuity
Links to Modern Britain	Democracy and Representative Government Rule of Law and Constitutional Rights Civil Liberties and Human Rights Social Progress and Equality International Cooperation and Diplomacy	Rule of law Individual liberty Mutual respect and tolerance Social, Moral and Cultural – slavery Africa before enslavement	Democracy Rule of law, Mutual respect Social – women and their role in society. Cultural – a shift for equality.	Resilience and Determination Unity and National Pride Humanitarianism and Global Cooperation Freedom and Democracy Learning from History
Gatsby links	1 3 6	2 4 7	2 3 9 (political careers)	2 5 6
Hinterland Knowledge	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.

Gatsby Links Key:

<p>1. Critical thinking skills: History encourages students to analyse and interpret information, consider multiple perspectives, and make informed judgments. These critical thinking skills are valuable in many careers, including law, journalism, research, and public policy.</p>	<p>2. Research and analytical skills: History often involves extensive research and analysis of primary and secondary sources. These skills can be transferred to various educational and professional settings, including research positions and academia.</p>	<p>3. Effective communication: History students learn to express their ideas clearly and persuasively, both in writing and verbally. This skill is essential for careers in fields like marketing, public relations, and media.</p>
<p>4. Cultural awareness and empathy: History provides insights into the experiences and perspectives of people from different cultures and time periods. This fosters empathy and cultural sensitivity, which are essential in a globalized world and in careers that involve diverse populations.</p>	<p>5. Problem-solving abilities: Historical events often present complex problems that require creative solutions. The ability to tackle complex issues and develop effective solutions is valuable in many professions, including business and management.</p>	<p>6. Long-term perspective: Studying history helps individuals understand the long-term consequences of decisions and actions. This perspective can be valuable for long-range planning and strategy development in various fields</p>
<p>7. Citizenship and civic engagement: A strong understanding of history can lead to greater civic engagement, encouraging young people to participate in their communities, advocate for positive change, and become informed voters and responsible citizens.</p>	<p>8. Career paths in history: A background in history can lead to careers in education, research, museum curation, archival work, and historical preservation. Many of these fields offer fulfilling career opportunities.</p>	<p>9. Interdisciplinary connections: History often intersects with other subjects like politics, geography, economics, and sociology. Young people with a strong foundation in history can find it easier to explore interdisciplinary fields and excel in them.</p>
<p>10. A sense of identity and purpose: Learning about the past can help individuals better understand their own identities and cultural backgrounds. This self-awareness can be empowering and help young people make informed choices about their education and careers.</p>		