



Fairlands Middle School

We Collaborate, Achieve & Belong

Curriculum Progression Map

Subject: History

Year 5	<i>Autumn 1 into Autumn 2</i>	<i>Autumn 2 into Spring 1</i>	<i>Spring 1 and 2</i>	<i>Summer 1 and 2</i>
Topic	Geography Delivered	The Mayans: Lost City Builders	Geography Delivered	WWI- What did the people of Somerset do during WWI?
Skills		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		Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? What numbers did the Maya use in Maths? Did the Maya play football like us? How do we know about the Maya?		When was WWI and why? How did colonies of Empire contribute to the war effort? The Home Front – contributions of women in Britain Life in the trenches Propaganda in WWI Opposition to the war (LOCAL LINK: Kathleen Tacchi-Morris – Women for World Disarmament)
Key Vocabulary/reading opportunities		Chichen Itza / Uxmal / Mayapan / Postclassic / period / Decline / Trade / Warfare / Religion / Art		Trenches / Allies / Central / Powers / Armistice / Treaty of Versailles / Weapons / No Man's Land / Propaganda
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"> • Sources • Causal reasoning 		Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Cause and consequence • Empathy
Links to Modern Britain		Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith		Democracy, Rule of law, Individual liberty Social & Moral – the cost of life Cultural – the need for war.

		The rule of law Democracy		
Gatsby links		1 4 8		1 7 10
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.

Year 6	Autumn 1 into Autumn 2	Autumn 2 into Spring 1	Spring 1 and 2	Summer 1 and 2
Topic	Geography Delivered	Ancient Greece- How have the Ancient Greeks influenced our lives today?	Geography Delivered	Migration Through Time: How have experiences of migration changed from 1000 - today?
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 Chronology Using and analysing evidence Produce reasoned and supported arguments/ conclusions Presenting and communicating Respect and empathy for others
Knowledge		Where was Ancient Greece? What is democracy? UK vs Greece What is the different between a myth and legend? How does Greek pottery (vases) help us to understand the Greek Olympics? What were the main differences between Athens and Sparta? What was the Battle of Marathon? Why did the Persians win the Battle of Thermopylae? Should Perciles rebuild the Parthenon? What was life like for men and women in Ancient Athens?		Invasions of Romans, Saxons, Vikings and Normans from Iron Age – 1066. How life changed in Britain and how did it remain the same in some ways (continuity). The sequence of major historical periods and why accurate chronological understanding is important. Shatter a few of the migration myths and tell their own story about migration to Britain.
Key Vocabulary/reading opportunities		Athens / Sparta / Acropolis / Olympics / Democracy / Mythology / City-state / Philosophy / Theatre / Trojan War		Migration / Immigration / Emigration / Settlers / Refugees / Colonisation / Industrial Revolution / Commonwealth
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"> Change and continuity Use of interpretations		Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> Empathy Significance
Links to Modern Britain		Democracy: beginnings of government Language: basis for English today Philosophy: lends us moral ideas about right and wrong		Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith The rule of law Democracy

		Sport: modern Olympic games rooted in ancient games		
Gatsby links		1 4 9 (political careers)		1 4 7
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.

Year 7	Autumn 1 & 2	Autumn 2 & Spring 1	Spring 1 & Spring 2	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	The Silk Road: How did this global network affect people between 1380 – 1450?	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	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 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?	The Silk Road connected Europe and Asia, trading goods and ideas during medieval times. Medieval England was a part of this trade network, benefiting from exotic items like silk and spices. Cultural exchange with the East influenced art, architecture, and knowledge in England. Silk Road trade had challenges, but its impact on medieval England was significant.	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	Silk Road / Trade routes / Caravans / Merchants / Exotic goods / Cultural exchange / Medieval / Spice trade / Feudalism	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:	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic:	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic:	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic:	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 	<ul style="list-style-type: none"> • Sources • Cause and consequence 	<ul style="list-style-type: none"> • Cause and consequence • Change and continuity 	<ul style="list-style-type: none"> • Change and continuity • Knowledge and understanding 	<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	Cultural Exchange and Tolerance Economic Prosperity Learning and Innovation Legal and Ethical Principles Global Diplomacy	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	2 3 4	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.	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 1 & Spring 2	Spring 2 & Summer 1	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	The Struggle for Human Rights: How far has society become more equal during the 20 th and 21 st centuries? 1900 – today
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	Cause and consequence Interpretations of history Diversity, cultural, ethnic, religious, worldviews Significance of events/people Using and analysing historical evidence Change and continuity
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?	What were the key human rights challenges in the 20 th and 21 st centuries? How did leaders like MLK and Mandela impact human rights? Why is the Universal Declaration of Human Rights important? How does technology affect human rights movements? Can nonviolent protests create change in human rights? What are current human rights issues and their solutions? Why is gender equality part of human rights? What are the global challenges in advocating for human rights?
Key Vocabulary/reading opportunities	Revolution / Independence / Constitution / Declaration of Independence / Monarchy / Republic /	British Empire / Colonisation / Slavery / Plantations / Abolition / Slave trade / Abolitionists / Empire-	Suffrage / Suffragettes / Suffragists / Women's rights / Activism / Prohibition / Armistice / Frontline /	Axis Powers / Allied Powers / Blitzkrieg / Battle of Britain / D-Day / Pearl Harbour / V-E Day (Victory in Europe) / Atomic bomb	Human rights / Activism / Civil rights / Discrimination / Segregation / Protest /

	Enlightenment / Founding Fathers / Bastille / Guillotine	building / Imperialism / Triangle Trade	War effort / Women's Army Auxiliary Corps (WAC)		Equality / Justice / Social justice / Advocacy
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 	Challenge imbedded throughout planning, extends student thinking surrounding the five higher order concepts – focus in this topic: <ul style="list-style-type: none"> • Knowledge and understanding • Significance
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	Equality and Non-Discrimination Rule of Law and Civil Liberties Free Speech and Democracy Social Justice and Fairness Global Responsibility and Humanitarianism
Gatsby links	1 3 6	2 4 7	2 3 9 (political careers)	2 5 6	1 4 7
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.	Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.

Gatsby Links Key:

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.	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.	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.
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.	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.	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
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.	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.	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.
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.		

