



KS3 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 5	Year 6	Year 7	Year 8	Year 9	End of KS4
Topics covered	<p><u>During the year, pupils will study:</u></p> <ul style="list-style-type: none"> ● Ancient Greece ● Mayans ● Anglo-Saxon Invaders 	<p><u>During the year, pupils will study:</u></p> <ul style="list-style-type: none"> ● Vikings and Anglo-Saxons ● World War Two 	<p><u>During the year, pupils will study:</u></p> <ul style="list-style-type: none"> ● The Norman Conquest ● Medieval Kingship ● The Black Death and Peasants Revolt ● The Medieval Church ● The Tudors ● The changing role of Castles 	<p><u>During the year, pupils will study:</u></p> <ul style="list-style-type: none"> ● Political changes in 17th century England ● The French Revolution ● The British Empire ● The Industrial Revolution ● Women’s Suffrage 	<p><u>During the year, pupils will study:</u></p> <ul style="list-style-type: none"> ● Migration into Britain ● World War One ● The Road to WWII ● World War Two ● The Holocaust ● The Cold War 	<p><u>During the course, pupils will study:</u></p> <ul style="list-style-type: none"> ● Germany 1890-1945. ● Conflict and Tension in Asia 1950-75. ● Britain: Health and the people 1000-present day. ● Norman England 1066-1100.
Subject Knowledge	<p><u>Greeks</u></p> <ul style="list-style-type: none"> ● Know there were lots of different city states ● Understand that states had different democracies (Athens and Sparta) ● they had many slaves, so the owners had more leisure ● Religious beliefs affected their daily lives 	<p><u>Vikings</u></p> <ul style="list-style-type: none"> ● Identify reasons why Vikings raided Britain. ● Know that Vikings horned helmets are a myth. ● Wareham, Dorset invaded from Scandinavia, starting 700s ● Understand the impact ● Know that most Norsemen were farmers and some settled in the UK 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> ● Decide who should have been made King in 1066 - William of Normandy, Harold Godwinson or Harald 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. ● 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 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> ● 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 term impact of the growth in the power of Parliament and how it has shaped England today ● Understand and explain the 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> ● 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 trigger events. ● Identify key events within the war e.g. Battle of the Somme, Gallipoli, defeat of Russia, USA 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> ● Explain the growth of democracy in Germany before 1914, the role of Kaiser Wilhelm and the difficulties of ruling Germany. ● Describe the Impact of the First World War and Post-war problems e.g hyperinflation, political unrest and the weaknesses of the Weimar government. ● Explain how Hitler’s dictatorship was established. ● Evaluate the impact of war on the economy and the German people.



	<ul style="list-style-type: none"> (mythology) Remember at least 2 things Greeks were famous for Started the Olympics (link to the battle of Marathon) The Greeks built a successful society Aristotle <p><u>Mayans</u></p> <ul style="list-style-type: none"> 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. Recognise the role of Frederick Catherwood (1799 – 1854) was an English artist, architect and explorer. Know key aspect of Mayan life such 	<p>due to climate and landscape.</p> <ul style="list-style-type: none"> Understand how and why Alfred the Great resisted. <p>Significance—Turning point event in History</p> <ul style="list-style-type: none"> Know that Vikings became Christian and that the first King of all England was Alfred’s grandson. Recognise that the Normans in 1066 were the last successful invaders of England <p><u>World War Two</u></p> <p>Significance—Turning point event in History</p> <ul style="list-style-type: none"> Know that WW2 started in 1939 and ended in 1945. Know that the war was fought by two sides, Axis and Allies. Recognise the threat to the UK from the rise of National Socialists or Nazis in Germany. <p>CAUSATION</p> <ul style="list-style-type: none"> Identify some of the causes of WW2. 	<p>king?</p> <ul style="list-style-type: none"> 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. 	<p>structure of 18th century French Society</p> <ul style="list-style-type: none"> 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 ‘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. 	<p>joining the war</p> <ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Identify forms of persecution and the impact of the Final Solution. Explain how the Nazis controlled Germany through the use of propaganda and terror and suppression of opposition groups. Explain the development of the Korean War including UN responses to conflict in Korea Explain the escalation of conflict in Vietnam including the end of French colonial rule, the civil war in South Vietnam, the Vietcong and guerrilla tactics. Explain the ending of conflict in Vietnam. Explain opposition to war including the importance of the media and TV in influencing public opinion. Describe the key features of Medieval medicine: natural, supernatural, classical Evaluate the state of public health with reference to the Black Death in Britain. Evaluate the impact of the Renaissance on medical development. Describe challenges to medical authority in anatomy, physiology and surgery. Explain treatments of disease: traditional and new methods of treatments through a comparison of Great Plague and Black Death. Evaluate the impact of the industrial revolution on medical development. including
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	<p>as they played games between villages (pok-a-tok)</p> <ul style="list-style-type: none"> Know the simple diet of the Mayans (Maize, potatoes, chocolate, Avocado, beans and hunting). <p><u>Anglo Saxon Invaders</u> Significance-Turning point event in History -Recognise some of the turning point events in local, national and international history including: Fall of the Roman Empire Anglo Saxon invasions</p> <ul style="list-style-type: none"> Know the key idea of periods of waves of invasion and then invaders settling Understand how the Anglo Saxons came first and were Angles, Saxons and Jutes, Germanic tribes Recognise the link between Anglo Saxon invasions and the fall of Rome . Know that invaders settled, and became Christians 	<ul style="list-style-type: none"> Know and identify the countries conquered by the Nazis. Understand that Britain remained. Know that Hitler wanted Germany to be 'perfect' so he persecuted those who didn't fit his ideology (minorities). Define Propaganda and explain how it was used to influence thinking. The role of women in the war(e.g Lillian Bader and Attagirls - women who flew planes in WW2) Later America helped and War ended in 1945. <p>SIGNIFICANCE <u>Winston Churchill</u> <u>Lilian Bader</u></p>			<p>'final solution'</p> <ul style="list-style-type: none"> 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. 	<p>vaccination, germ theory and the revolution in surgery.</p> <ul style="list-style-type: none"> Explain Improvements in public health and evaluate the impact. Evaluate the development of medicine from 1900-present including the development of the pharmaceutical industry, discovery of penicillin, impact of war and technology on surgery and the creation of the welfare state. Evaluate how the Normans established and maintained control. Evaluate the impact of Norman rule. Explain feudalism and the changes to government. Describe economic and social changes and evaluate their consequences. Evaluate the impact of Norman rule on the church. Explain how the Normans reformed the church. Explain the development of monasticism and the impact on learning; schools and education. Evaluate the impact of Norman rule on the historic environment.
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	<ul style="list-style-type: none"> Know that there were seven Anglo-Saxon kingdoms Sutton Hoo King Offa Katherine Johnson 					
Chronology	<p>Pupils will:</p> <ul style="list-style-type: none"> Compare place on timeline of events in different parts of the world, e.g. Mayans, Anglo Saxons, Greeks. Identify changes within and across historical periods studied so far – eg changes to armies, sailing ships... Start to understand that we can use key periods as reference points: Eg Stone age, Ancient Egyptians, Romans, Tudors, Victorians, 20th century 	<p>Pupils will:</p> <ul style="list-style-type: none"> Use timelines to place and sequence national and international current events (Covid 19, different prime ministers), changes to technology (eg aircraft, computers), and cultural movements, eg popular music. WW2 including rationing, bombing, evacuation, blitz, Pearl Harbour battle of Britain 1940-41, Dunkirk and D-day Chronologically sequence causes of events, eg second world 	<p>Pupils will:</p> <ul style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> Battle of Hastings Magna Carta Black Death Peasants Revolt Reign of Henry VIII Reformation Reign of Elizabeth I 	<p>Pupils will:</p> <ul style="list-style-type: none"> 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 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: <ul style="list-style-type: none"> English Civil War Glorious Revolution French Revolution Industrial Revolution Era of British Empire 	<p>Pupils will:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Migration into Britain World War One 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: <ul style="list-style-type: none"> 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 	<p>Pupils will:</p> <ul style="list-style-type: none"> Develop a clear and coherent narrative of topics and eras studied. Understand the concept of time periods and eras - medieval, industrial revolution. Explain how key events and periods in history have impacted on and shaped Britain.



<p>Evidence and Enquiry</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Understand the differences between primary and secondary sources of evidence. Choose appropriate sources of evidence to answer questions, considering likely accuracy. <p>CAUSATION</p> <p>Understand that there is often not a single answer to historical questions.</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Evaluate the usefulness and accuracy of different sources of evidence about an event. <p>CAUSATION</p> <p>Form own opinions about historical events from a range of sources, identifying appropriate further historically valid questions (cause, consequence)</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Explain and give examples of where sources of historical evidence are not factually accurate. E.g: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Political cartoons in the 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: <ul style="list-style-type: none"> 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. 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Give detailed explanations of ways in which the usefulness of a source can be influenced. E.g: <ul style="list-style-type: none"> provenance nature purpose audience Suggest factors which would influence the reliability of a source. Explaining how biased sources can still be of use to historians. Use carefully selected evidence rigorously to support historical claims. 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Carefully select and use evidence to make historical claims Identify how and why contrasting arguments have been constructed. Recognise that a source's usefulness depends on the question being asked of it and that all sources are useful in some way. To recognise how cartoons can be used as a way to show political views and satire.
<p>Interpretation</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Present structured and organised findings about the 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Research and present information in the 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Understand that interpretations of the past depend on and can be influenced by the sources 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Give examples of how interpretations of key individuals and events are 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Understand ways in which interpretations of the past are 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Know that interpretations of the past reflect their author's context, viewpoint, purpose and



	<p>past using a range of methods.</p> <p>CAUSATION</p> <ul style="list-style-type: none"> Identify several causes for or results of an event 	<p>most appropriate way explaining reasons for their choices.</p> <ul style="list-style-type: none"> Understand the importance of learning from historical mistakes in shaping the future. <p>CAUSATION</p> <p>Compare a range of features of past societies and suggest reasons for them, eg ideas, beliefs, attitudes, social structures, ethnic diversity.</p>	<p>that you use.</p> <ul style="list-style-type: none"> Know how and why interpretations of William differ. Show an appreciation of how and why contrasting 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. <ul style="list-style-type: none"> Saxon experience of Norman conquest was different to the Normans Experience of ethnic minorities in Tudor England 	<p>influenced by the sources used.</p> <p>Case studies could include:</p> <ul style="list-style-type: none"> Charles I Oliver Cromwell Napoleon Bonaparte British Empire Emmeline Pankhurst <ul style="list-style-type: none"> Compare different interpretations of the past and begin to consider their validity. E.g: <ul style="list-style-type: none"> 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. 	<p>created and supported with evidence. E.g:</p> <ul style="list-style-type: none"> Haig and the Battle of the Somme The emergence of communism in Russia Reactions to the Treaty of Versailles Rise of Dictators - portrayal of Hitler and Stalin <ul style="list-style-type: none"> Evaluate differing interpretations and reach conclusions about their validity. E.g: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Experience of migrants to the British Isles Experience of Jews and other 'undesirables' in WW2 	<p>their intended audience, as well as the evidence they have chosen to use.</p> <ul style="list-style-type: none"> Discern how and why contrasting arguments and interpretations of the past have been constructed. Evaluate a given interpretation and explain the accuracy of it. E.g. <ul style="list-style-type: none"> Evaluate King William's leadership and government.
Causation	<p><u>Pupils will:</u> FOR KS2 SEE evidence and enquiry</p> <p>CAUSATION</p>	<p><u>Pupils will:</u> FOR KS2 SEE evidence and enquiry</p> <p>CAUSATION</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Explain the reasons why William won the Battle of Hastings Identify and give examples of how the reasons for the Norman victory link together. Show an appreciation of how and why the Black Death links to and helped to cause the Peasants Revolt Understand the causes and consequences of the English Reformation 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Identify the causes of key historical events, both in the long term and short term. E.g: <ul style="list-style-type: none"> 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. 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Evaluate the impact of the Great Depression on the failure of Weimar democracy, the growth in support of extremist parties and the appointment of Hitler as chancellor. Explain the causes of the Korean War Explain the US involvement in Vietnam focusing on the causes, escalation and tactics used.



				<ul style="list-style-type: none"> Reach conclusions regarding the importance of the causes of events. E.g: <ul style="list-style-type: none"> 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 	<p>conclusions regarding their importance. E.g:</p> <ul style="list-style-type: none"> The causes of the first world war 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 	<ul style="list-style-type: none"> Explain the causes of the Norman Conquest.
Significance	<p><u>Pupils will:</u> FOR KS2 SEE HISTORY KNOWLEDGE SIGNIFICANCE</p>	<p><u>Pupils will</u> FOR KS2 SEE HISTORY KNOWLEDGE SIGNIFICANCE</p>	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Know that some events in history matter more than others and be able to give examples of such significant events. E.g: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Identify ways in which key events have an impact both on individual countries and the wider world. E.g: <ul style="list-style-type: none"> 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 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Make, explain and support with evidence, judgements regarding the significance of the events studied. E.g: <ul style="list-style-type: none"> WW1 Turning point events in WW2 The Holocaust and its link to the UNDHR Dropping of the atomic bomb as a cause of the Cold War Use the following criteria to judging/evaluating significance: <ul style="list-style-type: none"> Resulting in change Resonance Remarkable Revealing Remembered 	<p><u>Pupils will:</u></p> <ul style="list-style-type: none"> Reach reasoned and sustained judgements regarding the significance of events and peoples studied. E.g. <ul style="list-style-type: none"> Explain social policy and practice and their impact on women, young people and youth groups; education. Develop and implement a set of criteria for judging and evaluating significance both at the time and through time.
Key Vocabulary	<ul style="list-style-type: none"> Heptarchy, peasantry, Period, glyph (refer back to Egyptians), mythology, 	<ul style="list-style-type: none"> Viking, Norsemen, Longboat, Valhalla, Raiders, Traders, Odin, Thor, Valkyrie, 	<ul style="list-style-type: none"> Norman, Saxon, Conquest, Conqueror, Hastings, Stamford Bridge, Witan, Housecarls, Monarch, Empire, Warrior King, Magna Carta, Baron, Medieval 	<ul style="list-style-type: none"> monarchy, interregnum, civil war, roundhead, royalist, glorious revolution, bill of rights and parliament. 	<ul style="list-style-type: none"> Migrate, Immigrant, Romans, Anglo Saxons, Vikings, Normans, Huguenots and Windrush. Long term, short term, trigger events, alliance system, triple 	<ul style="list-style-type: none"> Kaiser Wilhelm, militarism, industrialisation, the Ruhr, hyperinflation, Weimar Republic, Spartacists, Kapp Putsch, Munich Putsch,



	<ul style="list-style-type: none"> • architecture, Middle ages, medieval, causation, Monastery, Nation, Sutton Hoo, • Chichen Itza 	<ul style="list-style-type: none"> • Alfred, Wessex, Danelaw • Dog-fight, Luftwaffe, technological, religious, political, cultural, prejudice, evacuation, dictator, fascism. Axis, Allie,propaganda 	<ul style="list-style-type: none"> • Black Death, Bubonic, Pneumonic, Plague, Buboles, Symptoms, Revolt, Pestilence • reformation, authority, Protestant, Catholic and Lollard • renaissance, reformation, propaganda, catholic protestant, armada and parliament • Motte, Bailey, curtain wall, 'barbican, crenellations, keep, 'status symbol and siege 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Stresemann, Dawes Plan, Young Plan, Great Depression, The SA, Hindenburg, Chancellor, Reichstag Fire; the Enabling Act, Night of the Long Knives, Führer, Public works programmes; rearmament, bombing, rationing, Hitler Youth, Aryan Persecution, The Final Solution, Goebbels, propaganda, censorship, Himmler, the SS and Gestapo, White Rose group, Swing Youth, Edelweiss Pirates, July 1944 bomb plot. • Kim Il Sung and Syngman Rhee, The UN, Inchon landings, China, Mao, MacArthur. stalemate, 38th Parallel; armistice, Dien Bien Phu, Geneva Agreement, 1954; Diem; the Vietcong, guerrilla tactics, Ho Chi Minh, Domino Theory; Strategic Hamlets programme, Gulf of Tonkin; My Lai, Search and Destroy tactics, Tet Offensive, Nixon, Vietnamisation, Kent State University, the Paris Peace talks; Kissinger. • Hippocratic and Galenic methods, Christianity, Islamic medicine, Renaissance, Anatomy, Vesalius, Paré, William Harvey; Quackery; Plague; John Hunter, inoculation; Edward Jenner, Vaccination, Germ Theory, Pasteur, Robert Koch, anaesthetics, James Simpson and chloroform; antiseptics and Lister, Cholera epidemics; 1848 and 1875 Public Health Acts, Penicillin, Fleming, Plastic
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						<p>surgery, blood transfusions; X-rays; transplant surgery; radiation therapy and keyhole surgery. Booth, Rowntree, Boer War; Liberal social reforms; Beveridge Report, Welfare State; National Health Service.</p> <ul style="list-style-type: none"> • Edward the Confessor, Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon, Norman, Cavalry, Castles, Harrying of the North, William II, Feudalism; patronage; Ordeals, Murdrum; Domesday Book, Forest law, Monasticism, Archbishop Lanfranc, Cathedrals; Latin
Themes within subject	Year 5	Year 6	Year 7	Year 8	Year 9	End of KS4

Reference documents other than National Curriculum:	Historical Association, WAT KS1/2 Progression map, Greenshaw Learning Trust, AQA GCSE History Spec
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