

History Progression Map			Year Group	AO1: Knowledge	Skills and understanding						
Knowledge and Skill Breakdown					AO1: Knowledge	AO2:Causes	AO2:Change and Continuity	AO2:Significance	AO4:Interpretation	AO3: Source Enquiry	
Across all year groups	Communication		10	<p>Cold War</p> <p>I know the main differences between the attitudes and ideologies of the USA and the USSR in 1945</p> <p>I know what the main principles agreed at the Yalta Conference in February 1945</p> <p>I know what issues the allies could not agree on at the Potsdam Conference in July 1945</p> <p>I know what the aims of Britain, the USA and the USSR at Potsdam</p> <p>I know how Stalin undertook a takeover of Eastern Europe after the war</p> <p>I know the purpose of the Truman Doctrine in March 1947</p> <p>I know the aims of Cominform</p> <p>I know the aims of Comecon</p> <p>I know what was unique about Yugoslavia at this time</p> <p>I know what the Berlin Blockade was – its causes, events and impact</p> <p>I know what NATO is</p> <p>I know what the significance of the communist revolution in China</p> <p>I know what the Domino Theory was</p> <p>I know what the causes, events and significance of the Korean War on superpower relations</p> <p>I know the causes, events and significance of the Vietnam War on superpower relations</p> <p>I know what the Warsaw Pact was and why the USSR made it in 1955</p> <p>I know how the arms race developed in the 1950s – ICBMs and H-Bomb</p> <p>I know how the space race developed in the 1950s</p> <p>I know the impact of Stalin's death on the Cold War</p> <p>I know what Khrushchev's peaceful co-existence is and its impact on the Cold War</p> <p>I know the causes, events and impact of the Hungarian Uprising</p> <p>I know what the U2 Crisis was and its impact on the Cold War, including the failed Paris Peace Conference</p> <p>I know the reasons for building the Berlin Wall and the US response to it</p> <p>I know what the Cuban Revolution was and the reaction of the USA and the USSR</p> <p>I know the causes, events and impact of the Prague Spring were</p> <p>I know the reasons for the lessening tension (détente) between the superpowers</p> <p>I know the key events of détente</p>	<ul style="list-style-type: none"> - I can use wide-ranging and carefully chosen evidence 	<ul style="list-style-type: none"> - I can explain how causes can be linked together - I can explain why some causes are more important than others - I can analyse the nature of different causes/consequences using terminology such as - catalysts, short-term and long-term, triggers etc. - I can begin to use the nature of causes to explain events in the past - I can begin to categorise causes – social, political, religious, economical, cultural etc. - I can evaluate different perspectives about the causes/consequences of events depending on time, class or location. 	<ul style="list-style-type: none"> - I can give a detailed explanation of how and why things have changed and stayed the same. - I can identify and explain turning points in History - I can explain how rates of change can be different for different groups - I can analyse a period of history to identify and explain periods of change. This could include an exploration into/ judgement of the trends, pace or extent of change - I can evaluate different perspectives about change and continuity depending on the time, class or location 	<ul style="list-style-type: none"> - I can give reasons why some people or events are important using P.I.T - I can explain in detail the reasons for significance using P.I.T - I can compares reasons for and against why something is significant - I can analyses the most important significance using short term, medium term, long term categories - I can form a judgement on the nature and extent of significance - I can sustain a judgement of significance - I can evaluate different perspectives about significance depending on the time, class or location 	<ul style="list-style-type: none"> - I can explain the opinion in an interpretation - I can identify the Nature, Origin, Audience and Purpose (ONAP) of an interpretation - I can use ONAP to give a reason for an interpretation - I can use my own knowledge to explain what is convincing (accurate) about an interpretation - I can compare two interpretations to decide which is more convincing (accurate) using the content - I can evaluate different perspectives in interpretations depending on the context in which it was created and the conditions and views that existed at the time 	<ul style="list-style-type: none"> - I can explain the source using detail from it - I can compare sources for points of similarity/difference and corroboration - I can consider the Nature, Origin, Audience (ONAP) of a source - I can begin to recognise elements of utility for different lines of enquiry - I can analyse sources using ONAP to justify the utility of a source - I can identify why more than one source in collaboration might be useful for an enquiry - I can make a judgement on why a source might be more useful than another - I can interrogates the source independently by considering the content as well as the context in which it was created to make a judgement 	
	Understanding Knowledge	Comprehension, translation, summarising, demonstrating, discussion, describe									Remember, Recall of information, discovery, observation, listing/locating, naming
	Analysis Linking	Identifying and analysing patterns, organisation of ideas, recognising trends, conclude. Beginning to establish a Line of Argument (LOA)									Using the core, solving problems using methods, manipulating, designing, experimenting, explain, compare
Evaluate Application	Using concepts to create ideas, design and invention, composing, predicting, combining, justify. Beginning to establish a clear Line of Argument (LOA)										

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Communication		Year Group	9	<p>Germany I know how Germany became unified I know that the dominant state was Prussia and its key characteristics of militarism and nationalism I know who Kaiser Wilhelm II was the problems facing his rule I know about industrialisation and the growth of socialism I know about the naval laws and the Kaiser's desire for an empire I know about the abdication of the Kaiser and the establishment of the Weimar Republic I know about the impact of WW1 on the lives of German people I know what the Treaty of Versailles was and how it impacted the lives of Germans I know the key facts about the Weimar Republic including the structure and hierarchy, Proportional Representation and Article 48 I know the political unrest of the Spartacists Uprising, the Kapp Putsch and the Munich Putsch I know the economic problems including the occupation or the Ruhr, passive resistance and hyperinflation I know who Stresemann was and how he solved Germany's economic problems and improved her international reputation between 1923-28 I know what the Golden Years were like for art and culture in Weimar Germany</p> <p>I know what the early years of the Nazi Party were I know what Nazi ideas and methods I know how the Munich Putsch was not a total failure for Hitler I know how the roles of Hitler and other Nazi leaders and the change of tactics after the Putsch I know the impact of the Great Depression on Germany I know how and why Hitler and the Nazis increased their electoral support between 1929-1933 I know how Hitler became Chancellor in 1933 – including the Political Deal, the Reichstag Fire and the use of emergency powers and the Enabling Act#</p> <p>I know how Hitler became Fuhrer in 1934 – including the Night of the Long Knives, the death of Hindenburg and the army oath I know how Hitler used indoctrination and propaganda to control the lives of Germans I know how Hitler and the Nazis treated young Germans – including Youth Groups and Education I know how Hitler used fear and the police state to control the lives of Germans I know how Hitler used religion and the church to control the lives of Germans I know the opposition that existed to the Nazis and why there was such little opposition – including the Swing Youth, Edelweiss Pirates, the White Rose Group, Operation Valkyrie and the July Bomb Plot and the Confessional Church I know why and how Hitler persecuted the Jews and other minorities between 1933-45 I know what the Final Solution was I know the aims and development of Nazi policies towards women and the family I know the aims and development of Nazi policies towards unemployment and the economy in general – including the New Plan and the Four Year Plan, Strength through Joy and the German Labour Front I know the impact of the Second World War on the lives of Germans I know what the Chamber of Culture was and how art and culture changed under the Nazis</p>	<ul style="list-style-type: none"> - I can use carefully selected and precise range of evidence. 	<ul style="list-style-type: none"> - I can show awareness that there can be multiple causes/consequences of events - I can explain why some causes are more important than others - I can explain how causes can be linked together - I can explain why some causes are more important than others - I can analyse the nature of different causes/consequences using terminology such as - catalysts, short-term and long-term, triggers etc. - I can begin to use the nature of causes to explain events in the past - I can begin to categorise causes – social, political, religious, economical, cultural etc. 	<ul style="list-style-type: none"> - I can give a detailed explanation of how things have changed and stayed the same. - I can explain and demonstrate my understanding of chronology - I can identify and explain turning points in History - I can explain how rates of change can be different for different groups - I can begin to analyse a period of history to identify and explain periods of change. This could include an exploration into/ judgement of the trends, pace or extent of change 	<ul style="list-style-type: none"> - I can give reasons why some people or events are important using P.I.T - I can explain in detail the reasons for significance using P.I.T - I can compare reasons for and against why something is significant - I can analyse the most important significance using short term, medium term, long term categories 	<ul style="list-style-type: none"> - I can draw inferences from interpretations - I can use relevant evidence from the interpretations to support an inference - I can begin to compare the information within the interpretations with their own knowledge to determine how convincing (accurate) it is - I can identify the Nature, Origin, Audience and Purpose (ONAP) of an interpretation - I can use ONAP to give a reason for an interpretation - I can use my own knowledge to explain what is convincing (accurate) about an interpretation 	<ul style="list-style-type: none"> - I can describe details in a source – both written and not - I can explain the source using detail from it - I can compare sources for points of similarity/difference and corroboration - I can consider the Nature, Origin, Audience (ONAP) of a source - I can begin to recognise elements of utility for different lines of enquiry - I can analyse sources using ONAP to justify the reliability/utility of a source
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Across all year groups	Understanding Knowledge	Comprehension, translation, summarising, demonstrating, discussion, describe	9	Health and the People Medieval I know what was the world of medieval medicine like I know the difference between natural and supernatural explanations and treatments for illness and disease I know who Hippocrates was and why he was important to medicine in the Middle Ages I know who Galen was and why he was important to medicine in the Middle Ages I know what the Theory of the Four Humours was I know what the Theory of Opposites was I know that factors such as religion, government intervention and science were factors that affected health and the people in the Middle Ages I know Christianity's contribution to medical progress and stagnation I know what public health was like in Medieval towns and Medieval monasteries I know what the Islamic contribution to medical progress was I know what Medieval surgery was like I know how John of Arderne and Albulcasis contributed to surgery and medicine I know the causes (real and believed), treatments and prevention and the impact of the Black Death in Britain. Renaissance and Early Modern I know what the Renaissance was and how technology, war and communication impacted medicine I know how medical authority was challenged in the areas of anatomy, physiology and surgery I know the impact and significance of the discoveries made by Vesalius, Pare and Harvey I know the causes (real and believed), treatments and prevention and the impact of the Great Plague in Britain. I know how hospitals developed in the Late C18th and C19th I know how hospitals & the training and status of surgeons and physicians and nurses changed since the medieval period I know the impact and significance of John Hunter / Thomas Sydenham / Florence Nightingale on the medical profession I know what an inoculation and a vaccination are I know who Edward Jenner was and why was he significant to Public Health I know the opposition there was to inoculation I know what surgery was like in the Renaissance I know what Public Health was like in the	<ul style="list-style-type: none"> - I can use carefully selected and precise range of evidence. 	<ul style="list-style-type: none"> - I can show awareness that there can be multiple causes/consequences of events - I can explain why some causes are more important than others - I can explain how causes can be linked together - I can explain why some causes are more important than others 	<ul style="list-style-type: none"> - I can give a detailed explanation of how things have changed and stayed the same. - I can explain and demonstrate my understanding of chronology - I can identify and explain turning points in History - I can explain how rates of change can be different for different groups 	<ul style="list-style-type: none"> - I can give reasons why some people or events are important using P.I.T - I can explain in detail the reasons for significance using P.I.T - I can compare reasons for and against why something is significant - I can analyse the most important significance using short term, medium term, long term categories 	<ul style="list-style-type: none"> - I can draw inferences from interpretations - I can use relevant evidence from the interpretations to support an inference - I can begin to compare the information within the interpretations with their own knowledge to determine how convincing (accurate) it is - I can identify the Nature, Origin, Audience and Purpose (ONAP) of an interpretation - I can use ONAP to give a reason for an interpretation - I can use my own knowledge to explain what is convincing (accurate) about an interpretation 	<ul style="list-style-type: none"> - I can describe details in a source – both written and not - I can explain the source using detail from it - I can compare sources for points of similarity/difference and corroboration - I can consider the Nature, Origin, Audience (ONAP) of a source - I can begin to recognise elements of utility for different lines of enquiry - I can analyse sources using ONAP to justify the reliability/utility of a source
		Remember, Recall of information, discovery, observation, listing/locating, naming			Identifying and analysing patterns, organisation of ideas, recognising trends, conclude. Beginning to establish a Line of Argument (LOA)	Using the core, solving problems using methods, manipulating, designing, experimenting, explain, compare				
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Across all year groups	Understanding Knowledge	Comprehension, translation, summarising, demonstrating, discussion, describe	8	Depth Study: British <ul style="list-style-type: none"> - I know what the Industrial Revolution was - I know what industrialisation is - I know the causes of industrialisation - I know what the consequences of industrialisation were in Victorian Britain - I know what crime, poverty and life was like in Victorian London - I know the long term causes of crime and poverty in Victorian London - I know the short term causes of crime and poverty in Victorian London Thematic Study : British <ul style="list-style-type: none"> - I know what gender equality is. - I know what it meant by women's rights - I know the groups who campaigned in Britain for women's rights - I know the impact of the First World War on women and their rights (war work; greater economic, personal and political freedoms) - I know the impact of the Second World War on women's rights - I know key legislation between the 1960s – 80s (1967 Abortion Act, Family Planning Act, 1969 Divorce Act, 1970s (Equal Pay Act, Employment Protection Act, Sex Discrimination Act. Increased numbers of women at university, shift in employment from low skilled part time, to full time, salaried employment) - I know protest groups that lobbied for equality between men and women (1968 Dagenham Ford workers strike, 1980s (Greenham Common Protest) Depth Study: World <ul style="list-style-type: none"> - I can know what the purpose of a source is - I know what the purpose of an interpretation is - I know who Hitler and the Nazis were - I know how the Nazis used propaganda to control Germans - I know how the Nazis targeted young people through the Hitler Youth - I know how the Nazis used terror - I know what antisemitism throughout European History has looked like - I know what Nazi antisemitism was - I know how the Nazi conquered Europe Depth Study: British <ul style="list-style-type: none"> - I know why people from the West Indies come to Britain after 1945 - I know what a source enquiry is - I know what the difference between a source and an interpretation is - I know what source utility is - I know why some people believed was London the place to be for some immigrants - I know why was London not the place to be for some immigrants 	<ul style="list-style-type: none"> - I can use relevant and appropriately selected evidence, which may lack depth 	<ul style="list-style-type: none"> - I can describe some of the causes/consequences of events in the past - I can show awareness that there can be multiple causes/consequences of events - I can explain why some causes are more important than others - I can explain how causes can be linked together - I can explain why some causes are more important than others 	<ul style="list-style-type: none"> - I can describe some of the things that have changes or stayed the same - I can give a detailed explanation of how things have changed and stayed the same. - I can explain and demonstrate my understanding of chronology - I can identify and explain turning points in History - I can explain how rates of change can be different for different groups 	<ul style="list-style-type: none"> - I can form a basic opinion about significance - I can give reasons why some people or events are important using P.I.T - I can explain in detail the reasons for significance using P.I.T - I can compares reasons for and against why something is significant 	<ul style="list-style-type: none"> - I can draw inferences from interpretations - I can use relevant evidence from the interpretations to support an inference - I can begin to compare the information within the interpretations with their own knowledge to determine how convincing (accurate) it is - I can identify the Nature, Origin, Audience and Purpose (ONAP) of an interpretation - I can use ONAP to give a reason for an interpretation 	<ul style="list-style-type: none"> - I can describes details in a source – both written and not - I can explain the source using detail from it. - I can compare sources for points of similarity/difference and corroboration. - I can consider the Nature, Origin, Audience (ONAP) of a source - I can begin to recognise elements of utility for different lines of enquiry
		Remember, Recall of information, discovery, observation, listing/ locating, naming								
	Analysis Linking	Identifying and analysing patterns, organisation of ideas, recognising trends, conclude. Beginning to establish a Line of Argument (LOA)								
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YEAR 7				AO1: Knowledge	AO2:Causes	AO2:Change and Continuity	AO2:Significance	AO4:Interpretation	AO3: Source Enquiry			
Knowledge and Skill Breakdown			Year Group									
Communication												
Across all year groups	Understanding Knowledge	Comprehension, translation, summarising, demonstrating, discussion, describe	7	Depth Study: British <ul style="list-style-type: none"> - I know what the monarchy is - I know what the feudal system was - I know what an invasion is - I know what chronology is - I know what an anachronism is - I know what a turning point is - I know what change and continuity mean - I know what the Battle of Hastings was - I know the long term changes of the conquest - I know the short term changes of the conquest 	- I can use relevant and appropriately selected evidence, which may lack depth	- I can give basic facts about some causes/consequences of events in the past - I can describe some of the causes/consequences of events in the past - I can show awareness that there can be multiple causes/consequences of events	- I can identify things that have changed or stayed the same - I can describe some of the things that have changes or stayed the same - I can give a detailed explanation of how things have changed and stayed the same.	- I can form a basic opinion about significance - I can give reasons why some people or events are important using P.I.T - I can explain in detail the reasons for significance using P.I.T	- I can draw limited inferences from the interpretations - I can draw inferences from interpretations - I can use relevant evidence from the interpretations to support an inference - I can begin to compare the information within the interpretations with their own knowledge to determine how convincing (accurate) it is	- I can Identify the surface level detail from a source - I can describes details in a source – both written and not - I can explain the source using detail from it - I can compare sources for points of similarity/difference and corroboration. - I can consider the Nature, Origin, Audience (ONAP) of a source		
		Remember, Recall of information, discovery, observation, listing/ locating, naming		Depth Study: European <ul style="list-style-type: none"> - I know what a plague is - I know what Medieval Europe looked like - I know what Public Health is - I know what historical significance is - I know what P.I.T stands for - I know the causes of the Black Death (causes believed at the time and actual causes) - I know what the symptoms and cures of the Black Death were - I know what the social, economic and cultural consequences of the Black Death were 							- I can begin to think about why some causes are more important than others - I can explains how causes can be linked together - I can explain why some causes are more important than others	- I can explain and demonstrate my understanding of chronology - I can identify and explain turning points in History
	Analysis Linking	Identifying and analysing patterns, organisation of ideas, recognising trends, conclude. Beginning to establish a Line of Argument (LOA)		Depth Study: British <ul style="list-style-type: none"> - I know what a source is - I know the difference between a primary and a secondary source - I know what an inference from a source is - I know what provenance is - I know what ONAP is - I know what causation is - I know what the differences between Catholic and Protestant faiths are - I know the financial, political, dynastic reasons for Henry breaking with Rome - I know what the Reformation is 								
Using the core, solving problems using methods, manipulating, designing, experimenting, explain, compare	Depth Study: World <ul style="list-style-type: none"> - I know the difference between a short-term and a long-term cause is - I know what the Transatlantic Slave Trade and Triangular trade were - I know what live was like for people on the middle passage, on plantations - I know what west Africa was like at the time - I know the actions of individuals and groups who campaigned to abolish the slave trade 											