

History progression KS3 map

Overview

Chronological overview	
Year 7	Medieval to Early Modern Britain and the wider world (c.1000-1649)
Year 8	Power, reform, empire and industrial Britain (1649-1918)
Year 9	Britain and the world in crisis and conflict (1918-Early 21 st Century)

Progression Matrix

Major Concept	Year 7 – Foundation	Year 8 – Development	Year 9 – Mastery
Government	Government as personal rule through monarchy, hierarchy and religion. Early limits on power through Magna Carta and Parliament.	Government as institutions and reform. Growth of Parliament, constitutional monarchy and state responsibility.	Government as contested and democratic. Decision making under pressure, global constraint and public participation.
International Relations	Contact, invasion, trade and early conflict. Formation of nation through war and exchange.	Empire, revolution and global rivalry. Trade, militarism and alliances shaping power.	Ideology, global conflict and cooperation. Cold War, decolonisation and Britain's changing global role.
Domestic Relationships and Policy	Order and hierarchy. Class, obligation and control maintaining stability.	Reform and responsibility. Industrialisation, health, policing, welfare and ideology shaping policy.	Participation and rights. Migration, protest, class and contested policy in modern Britain.
Beliefs	Religion as authority and explanation. Church, Crown and belief shaping society.	Challenge and continuity. Humanism, rationalism and empiricism questioning belief alongside religion.	Ideology and morality. Secularism, extremism and belief shaping modern conflict and identity.
Identity	Status based identity shaped by gender, faith and hierarchy. Limited social mobility.	Identity challenged through class, gender and race. Reform movements and inequality.	Identity as fluid and contested. Migration, race, nation and belonging in a post imperial world.
Disciplinary Thinking	Describe and explain. Identify causes and consequences. Simple source inference.	Analyse change and continuity. Compare viewpoints. Supported explanation.	Evaluate significance. Weigh interpretations. Sustained judgement writing.
Assessment Focus	Short explanations and structured paragraphs using evidence.	Extended explanations and emerging judgements.	Sustained enquiry answers and evaluative judgements.

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Substantive Concepts in depth

Substantive concepts	Year 7	Year 8	Year 9
<p>Major Concept: <i>Government</i></p> <p>Lesser concepts included within the umbrella: <i>Monarchy</i> <i>Parliament</i> <i>Freedom</i> <i>Nation</i> <i>Status</i> <i>Empire</i> <i>Trade</i></p> <p>The concept of government is taught across Key Stage 3 as a developing relationship between rulers, institutions and people. Students move from understanding government as personal rule, to shared authority, and finally to contested power</p>	<p>Focus on authority, power, religion, status and race through kingship, belief, and medieval society.</p> <p>In Year 7, students are introduced to government primarily as rule by individuals, especially monarchs. They explore how authority was exercised through systems such as feudalism, land ownership, military power and religion. Students learn that early government relied heavily on status and hierarchy, with power concentrated at the top of society.</p> <p>Across the year, students examine how monarchy was not absolute. Through case studies such as the Magna Carta, the growth of Parliament, rebellions, and the English Civil War, they begin to understand that rulers could be challenged and that ideas of freedom and representation existed in limited forms.</p> <p>Students also encounter early ideas of nation and trade, particularly through war, conquest and overseas contact, laying the groundwork for later understanding of empire.</p> <p>Assessment focus in Year 7</p>	<p>Deepen authority, freedom, empire, gender and status through reform, industrialisation and empire.</p> <p>In Year 8, students build on their understanding of monarchy by exploring how government became increasingly institutional rather than personal. Through the Interregnum, Restoration and Glorious Revolution, students learn how Parliament gained power and how Britain moved towards a constitutional monarchy.</p> <p>The concept of government is expanded beyond politics to include responsibility for society. Students study how governments responded to industrialisation, inequality and the extension of voting rights. Government is no longer only about ruling, but about managing change.</p> <p>Students also explore how government operated across empire, including the role of trade, exploitation and control overseas. This introduces tension between government authority at home and abroad, and raises questions about freedom, status and power.</p>	<p>Apply nation, power, freedom and authority to crisis, democracy, unemployment and global conflict.</p> <p>In Year 9, students apply their understanding of government to the modern world. They examine how government operates under pressure during crisis, war and global change. Students explore the interwar period, the Second World War and the Cold War to understand how governments respond to economic collapse, ideological threat and international tension.</p> <p>The concept of government is further developed through post-war case studies, including decolonisation, migration, and Britain's changing global role. Students analyse how governments made decisions that shaped independence, partition, identity and conflict, particularly in India, Africa and the Middle East.</p> <p>By the end of the year, students understand government as negotiated and contested, shaped by democracy, international relations and public participation. Britain's relationship with Europe is used as a modern example of how government</p>

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within a global and democratic context.	<ul style="list-style-type: none"> Describe how monarchs governed and controlled people Explain simple causes and consequences of challenges to power Use evidence to explain how government worked in medieval England Short written explanations and structured paragraphs (PEE or PEEL) 	Assessment focus in Year 8 <ul style="list-style-type: none"> Analyse causes and consequences of political and social reform Explain change and continuity in government over time Use evidence to support balanced judgements about effectiveness Extended explanations and emerging evaluative paragraphs 	decisions reflect ideas of sovereignty, nation and freedom. Assessment focus in Year 9 <ul style="list-style-type: none"> Evaluate the significance of government decisions across time Weigh competing interpretations of government actions Write sustained enquiry answers supported by evidence Extended judgement writing preparing students for GCSE History
Progression summary	Across Key Stage 3, students will progress from seeing government as rule by individuals , to shared institutional power , and finally to complex, contested decision making in a global context . Assessment develops in line with this progression, moving from description, to explanation, and finally to evaluation and judgement.		
Major Concept: <i>International relations</i> Lesser concepts included within the umbrella: <i>Alliances</i> <i>Empire</i> <i>Militarism</i> <i>Nation</i> <i>Peace</i> <i>Trade</i> <i>Revolution</i>	In Year 7, students are introduced to international relations through contact, invasion and trade . They explore how different peoples interacted through warfare, migration and exchange, beginning with Roman invasion, medieval warfare, the Crusades and early overseas exploration. Students examine how ideas of nation began to form through conflict with neighbouring kingdoms, particularly in wars with France, Wales and	In Year 8, students deepen their understanding of international relations by studying the rise of empire and Britain's expanding global influence. They explore how international relations were shaped by trade, conquest and competition , particularly through colonial expansion and the Industrial Revolution. Students investigate how revolutions in America and France challenged empires and spread new political	In Year 9, students apply their understanding of international relations to the modern world, where relationships between states are shaped by ideology, global conflict and attempts at peace . They explore how the failure of international cooperation after the First World War contributed to the outbreak of the Second World War. Students then examine the Cold War as a new type of international conflict driven by ideology rather than empire,

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<p><i>Ideology</i></p> <p>The concept of international relations is developed across Key Stage 3 to help students understand how societies, states and empires interact with one another. Students move from early contact and conflict between peoples, to imperial rivalry and global war, and finally to ideological tension and international cooperation in the modern world.</p>	<p>Scotland. They also explore how trade routes and contact with other societies, such as West Africa and the Islamic world, shaped knowledge, wealth and power.</p> <p>Through comparative studies of England, Mali and Axum, students challenge assumptions about European dominance and learn that international influence existed long before modern empire. International relations at this stage are understood mainly through power, conflict and exchange.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> • Describe how different societies interacted with one another • Explain reasons for conflict or cooperation between groups • Make simple comparisons between societies • Use sources to explain contact, trade and conflict 	<p>ideas such as liberty and nationalism. They examine how alliances and rivalries between states increased global tension, leading to international conflict.</p> <p>The concept of militarism is introduced as students analyse how military power and imperial competition contributed to global instability. By the end of the year, students understand international relations as a balance between cooperation and rivalry, with consequences that extend beyond national borders.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> • Analyse causes and consequences of international conflict • Explain how empire and trade shaped global relationships • Compare different international viewpoints • Use evidence to support structured explanations and judgements 	<p>focusing on alliances, spheres of influence and the threat of nuclear war. Britain's changing position within these global power structures is analysed throughout.</p> <p>In the post-war period, students study how international relations were reshaped through decolonisation, the creation of new nations, and international organisations. Case studies such as the Middle East, migration, and Britain's relationship with Europe are used to explore how peace, trade and sovereignty remain contested in the modern world.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> • Evaluate the significance of international events and decisions • Analyse competing interpretations of conflict and cooperation • Write sustained enquiry answers about global change • Use evidence to support extended judgements
<p>Progression summary</p>	<p>Across Key Stage 3, students will progress from understanding international relations as contact and conflict, to imperial rivalry and revolution, and finally to ideological tension and global cooperation. Assessment expectations rise accordingly, developing students' ability to explain, analyse and evaluate international relationships in preparation for GCSE History.</p>		

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<p>Major Concept: <i>Domestic relationships and policy</i></p> <p>Lesser concepts included within the umbrella: <i>Nation Class Trade Revolution Ideology Health Crime and punishment</i></p> <p>The concept of domestic relationships and policy focuses on how governments manage society within their own borders. Across Key Stage 3, students explore how power operates between the state and the people, how policy affects everyday life, and how relationships between social groups change over time.</p>	<p>In Year 7, students are introduced to domestic relationships through the idea of social hierarchy and the maintenance of order. They explore how medieval society was structured by class, status and obligation, particularly through feudalism, land ownership and religious authority.</p> <p>Students examine how rulers attempted to maintain control through law, punishment and social expectations. Case studies such as the Black Death and the Peasants' Revolt allow students to see how domestic pressure could lead to unrest and challenge authority. Early ideas of nation and belonging are also introduced as England expanded into Wales and attempted to control Scotland and Ireland.</p> <p>At this stage, domestic policy is understood mainly as control and stability, rather than reform.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> Describe how society was organised and controlled Explain simple causes of unrest or rebellion Identify different social groups and their roles 	<p>In Year 8, students build on earlier ideas of order by exploring how governments increasingly took responsibility for society. The focus shifts from control to reform, as students study the impact of industrialisation on class and work.</p> <p>Students examine how domestic policy responded to pressure from below, including factory reform and the extension of the franchise. They also explore how ideas such as liberalism and socialism influenced policy decisions, linking ideology to domestic change.</p> <p>Through topics such as women's rights, students understand that domestic relationships are shaped by negotiation between government and people, rather than obedience alone.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> Analyse causes and consequences of domestic reform Explain change and continuity in living conditions and policy Use evidence to judge the effectiveness of reforms 	<p>In Year 9, students apply their understanding of domestic relationships and policy to the modern period, where governments face pressure from voters, protest movements and public opinion. Students explore how war, economic crisis and ideological conflict reshaped domestic policy in Britain.</p> <p>Case studies include the extension of the franchise, industrial relations, migration, welfare, and debates over law, order and responsibility. Students examine how domestic policy can unite or divide society, particularly through class, race and national identity.</p> <p>By the end of Year 9, students understand domestic relationships as dynamic and contested, shaped by democratic participation, ideology and changing social expectations.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> Evaluate the significance of domestic policy decisions Analyse competing viewpoints on social issues Write sustained judgements using evidence
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	<ul style="list-style-type: none"> Use evidence to explain how order was maintained 	<ul style="list-style-type: none"> Write structured explanations and emerging evaluations 	<ul style="list-style-type: none"> Apply concepts to unfamiliar or contemporary case studies
Progression summary	<p>Across Key Stage 3, students will progress from understanding domestic relationships as hierarchical control, to state responsibility and reform, and finally to participation, rights and contestation. Assessment develops in line with this progression, moving from description, to explanation, and finally to evaluation and judgement.</p>		
<p>Major Concept: <i>Beliefs</i></p> <p>Lesser concepts included within the umbrella: <i>Religion</i> <i>Humanism</i> <i>Rationalism</i> <i>Empiricism</i></p> <p>The concept of beliefs explores how people explain the world, justify authority and shape moral behaviour. Across Key Stage 3, students examine how belief systems influence individuals, societies and governments, and how these beliefs change over time in response to challenge, conflict and new ideas.</p>	<p>In Year 7, students are introduced to beliefs primarily through religion as a source of authority. They explore how religious belief shaped everyday life, political power and social order in medieval society. Christianity is studied as a dominant belief system, influencing law, monarchy and community identity.</p> <p>Students examine key moments where belief and authority came into conflict, such as the relationship between Church and Crown, Thomas Becket, and the Reformation under Henry VIII. Through these case studies, students begin to understand how belief systems can both support and challenge power.</p> <p>By the end of Year 7, students are familiar with religious belief as a dominant explanatory framework in the past, and with early challenges to religious authority.</p> <p>Assessment focus in Year 7</p>	<p>In Year 8, students build on religious foundations by exploring how belief systems were questioned and transformed. They study the impact of scientific thinking, the Enlightenment and industrial change on traditional religious explanations.</p> <p>Students are introduced to humanism, rationalism and empiricism, learning how evidence, observation and reason began to challenge faith-based explanations of the world. They explore how these new ideas influenced politics, reform movements and attitudes to authority.</p> <p>At the same time, students examine how religious belief continued to shape events, particularly in the context of enslavement, abolition, Ireland and India. This allows students to understand belief as both persistent and contested.</p> <p>Assessment focus in Year 8</p>	<p>In Year 9, students apply their understanding of beliefs to the modern world, where religion competes with political ideology and secular morality. Students examine how belief systems shaped twentieth-century events, including extremism, nationalism and genocide.</p> <p>They study how belief and ideology influenced interwar Germany, the Holocaust and the creation of Israel, as well as how religious belief continues to shape conflict and identity in the Middle East. Students also explore the declining role of religion in Britain and the rise of secular values.</p> <p>By the end of Year 9, students understand beliefs as powerful drivers of action, capable of inspiring cooperation, conflict, reform and resistance.</p> <p>Assessment focus in Year 9</p>

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	<ul style="list-style-type: none"> Describe how religious beliefs shaped society and authority Explain causes and consequences of religious conflict Use sources to explain belief and practice Write short explanations using evidence 	<ul style="list-style-type: none"> Explain how new ideas challenged traditional beliefs Analyse change and continuity in belief systems Use evidence to support explanations of impact Write extended explanations comparing belief systems 	<ul style="list-style-type: none"> Evaluate the significance of belief systems in historical events Analyse competing interpretations of belief and ideology Write sustained judgements supported by evidence Apply understanding of belief to unfamiliar contexts
Progression summary	<p>Across Key Stage 3, students will progress from understanding beliefs as religious authority, to challenged and reinterpreted systems of thought, and finally to competing ideologies and modern belief structures. Assessment expectations rise accordingly, developing students' ability to explain, analyse and evaluate belief systems in preparation for GCSE History.</p>		
<p>Major Concept: <i>Identity</i></p> <p>Lesser concepts included within the umbrella: <i>Gender</i> <i>Race</i> <i>Status</i> <i>Class</i></p> <p>The concept of identity explores how individuals and groups understand who they are, how they are seen by others, and how power, belief and society shape belonging</p>	<p>In Year 7, students are introduced to identity primarily through status, gender and belief in medieval society. They explore how identity was closely tied to social hierarchy, land ownership, religion and gender roles, with limited opportunity for individuals to change their position.</p> <p>Students examine how women's roles changed between 1066 and 1649, how identity was shaped by expectations within family, Church and community, and how power defined whose voices were heard. Through case studies such as Joan of Arc, Tudor queens, and accusations of witchcraft, students learn that</p>	<p>In Year 8, students deepen their understanding of identity by examining how class, gender and race were reshaped by industrialisation, empire and reform. They explore how identity became increasingly politicised, with groups organising to demand rights and recognition.</p> <p>Students study how class identity was formed through work, housing and wealth during the Industrial Revolution, and how gender identity shaped access to power, education and the vote. They also explore how racial identities were constructed and justified within empire, including the</p>	<p>In Year 9, students apply their understanding of identity to the modern period, where issues of race, gender, class and belonging become central to national and global history. Students examine how war, migration and decolonisation reshaped identities within Britain and across the world.</p> <p>Case studies include the Windrush generation, post-imperial migration, apartheid in South Africa, and the creation of new national identities following independence and partition. Students analyse how identity can unite or divide societies, and how governments respond to demands for equality and recognition.</p>

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and exclusion. Across Key Stage 3, students examine how identities are constructed, imposed and contested, and how these identities change over time.	<p>identity could be used to justify authority or persecution.</p> <p>Students also explore early ideas of race and difference, particularly through encounters with the Islamic world, West Africa and the wider medieval world, challenging assumptions about a homogenous past.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> Describe how identity was shaped by status, gender and belief Explain how expectations affected people's lives Identify similarities and differences between groups Use evidence to support explanations 	<p>impact of enslavement, exploitation and resistance.</p> <p>By examining movements such as abolition, suffrage and reform, students understand identity as something that could be challenged and reshaped, rather than fixed.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> Explain how identity changed over time Analyse causes and consequences of inequality Compare experiences of different social groups Write extended explanations using evidence 	<p>By the end of Year 9, students understand identity as fluid and contested, shaped by power, policy and historical circumstance.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> Evaluate the significance of identity in historical change Analyse competing interpretations of identity and belonging Write sustained judgements using evidence Apply understanding of identity to unfamiliar historical contexts
Progression summary	<p>Across Key Stage 3, students will progress from understanding identity as status-based and inherited, to challenged and politicised, and finally to complex, contested and shaped by global change. Assessment develops in line with this progression, moving from description and comparison to evaluation and judgement, preparing students for GCSE History.</p>		
Progression narrative	<p>Across Key Stage 3, the history curriculum is designed around a small number of major concepts that recur across time and place. Rather than teaching isolated topics, pupils revisit these concepts in increasingly complex ways, allowing them to build</p>	<p>In Year 8, pupils move into development and complexity. Government becomes institutional and reform driven, with Parliament, law and responsibility increasingly important. International relations expand into empire, revolution and global rivalry. Domestic relationships</p>	<p>In Year 9, pupils reach conceptual mastery and evaluation. Government is understood as contested, democratic and internationally constrained. International relations are shaped by ideology, global conflict and attempts at peace. Domestic policy is debated through</p>

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	<p>secure knowledge, disciplinary thinking and historical judgement.</p> <p>In Year 7, pupils establish foundational understanding. History is encountered largely through personal rule, hierarchy and belief. Government is understood mainly as monarchy and control; international relations are explored through invasion, trade and early contact; domestic life is shaped by status, obligation and order; beliefs are dominated by religion; and identity is closely tied to gender, status and faith. Disciplinary thinking focuses on description, explanation, simple causation and basic source inference.</p>	<p>are reshaped by industrialisation, class division and state intervention. Beliefs are challenged by science, reason and new political ideas, while identity becomes politicised through movements for rights and reform. Disciplinary thinking shifts towards analysing change and continuity, weighing causes and consequences, and constructing supported explanations.</p>	<p>participation, rights and social responsibility. Beliefs are examined through ideology, extremism and moral change, while identity is explored through migration, race, nation and belonging in a post imperial world. Pupils evaluate significance, compare interpretations and write sustained judgements, preparing them for GCSE historical thinking.</p>
Progression summary	<p>Across all three years, progression is deliberate. Knowledge deepens, concepts recur in new contexts, and assessment moves from description to explanation to evaluation. By the end of Year 9, pupils are equipped to think historically, argue with evidence, and understand how the past shapes the modern world.</p>		

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Disciplinary knowledge

	Year 7 – Foundations <ol style="list-style-type: none"> 1. Describe and explain using evidence 2. Identify causes and consequences 3. Make simple inferences from sources 4. Introduce interpretations as “views about the past” 	Year 8 - Development <ol style="list-style-type: none"> 1. Analyse causes and consequences 2. Explain change and continuity over time 3. Compare interpretations and viewpoints 4. Use evidence to support structured judgements 	Year 9 – Mastery <ol style="list-style-type: none"> 1. Evaluate significance across factors 2. Weigh competing interpretations 3. Write sustained judgements answering an enquiry 4. Analyse how context shapes interpretations
Cause and consequence The concept of cause and consequence is developed across Key Stage 3 to help students understand why events happen and what results from them. Students’ progress from identifying simple causes and outcomes, to analysing complex chains of causation and evaluating the significance of consequences over time.	<p>In Year 7, students are introduced to cause and consequence by identifying clear reasons why events occurred and immediate outcomes that followed. Causes are often taught as direct or obvious, such as invasion, succession or religious change.</p> <p>Students learn that events usually have more than one cause but focus primarily on single or short-term causes. Consequences are explored mainly in the short term, particularly how events affected people at the time. Case studies include the Norman Conquest, the Black Death and rebellions.</p> <p>At this stage, students are not expected to prioritise causes, but to recognise that actions lead to outcomes.</p>	<p>In Year 8, students deepen their understanding by analysing multiple causes, including economic, political, social and ideological factors. They learn that causes can be long term and short term, and that events often result from a combination of pressures.</p> <p>Students also examine intended and unintended consequences, recognising that decisions made by governments or individuals can have outcomes that were not planned. Consequences are explored over longer time periods, particularly in relation to industrialisation, reform and empire.</p> <p>By the end of Year 8, students can explain how causes interact and how consequences can differ for different groups.</p>	<p>In Year 9, students apply their understanding of cause and consequence to complex and modern historical contexts. They evaluate the relative importance of causes, weighing which factors mattered most and why.</p> <p>Students explore long term consequences that shape later events, particularly in relation to war, ideology, decolonisation and migration. They understand that consequences can create new causes, forming chains of causation.</p> <p>By the end of Year 9, students can construct sustained arguments evaluating cause and consequence and supporting their judgements with evidence.</p> <p>Assessment focus in Year 9</p>

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	Assessment focus in Year 7 <ul style="list-style-type: none"> Identify one or more causes of an event Describe immediate consequences Use evidence to support explanations Write short causal explanations 	Assessment focus in Year 8 <ul style="list-style-type: none"> Explain several causes of an event Distinguish between long term and short-term causes Analyse consequences for different groups Write structured explanations using evidence 	<ul style="list-style-type: none"> Evaluate the significance of different causes Explain how consequences shaped later events Write sustained causal judgements Use evidence to justify prioritisation
Progression summary	Across Key Stage 3, students will progress from identifying simple causes and immediate consequences , to analysing multiple interacting causes , and finally to evaluating significance and long-term impact . This progression supports the development of increasingly sophisticated historical explanations and prepares students for GCSE History.		
Similarity and difference The concept of similarity and difference helps students compare societies, periods and experiences in order to understand diversity, development and historical context. Across Key Stage 3, students' progress from identifying surface similarities and differences to explaining and evaluating why	In Year 7, students are introduced to similarity and difference through direct comparison . They identify similarities and differences between societies, groups and time periods, often focusing on visible features such as leadership, religion, economy and daily life. Students learn to use comparative language and to recognise that different societies can exist at the same time. Early comparisons include Anglo Saxon England and the Axumite Empire, medieval England and Empire of Mali, and different social groups within medieval society.	In Year 8, students deepen their understanding by explaining why similarities and differences exist . They consider how factors such as geography, economy, political systems, belief and technology shape societies in different ways. Students compare experiences of different groups within the same period, such as men and women, workers and employers, or colonisers and colonised. They also compare political systems and reforms over time. By the end of Year 8, students understand that similarities and differences are shaped by context , not coincidence.	In Year 9, students apply comparison to complex historical contexts. They evaluate the extent of similarity or difference , recognising that situations may be both similar and different in different ways. Students compare ideologies, political systems and social experiences across countries and time periods, particularly in relation to interwar Europe, wartime experiences, and post-war societies. They also compare Britain's experience with that of former colonies and other nations. By the end of Year 9, students can construct sustained comparisons and reach reasoned judgements.

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similarities and differences exist.	<p>At this stage, comparison focuses on what is similar and what is different, rather than why.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> Identify similarities and differences between two societies or groups Use comparative language accurately Support comparisons with factual detail Write short comparative statements 	<p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> Explain reasons for similarities and differences Compare experiences of different groups Use evidence to support explanations Write structured comparative paragraphs 	<p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> Evaluate the extent of similarity or difference Compare multiple factors within a judgement Write sustained comparative arguments Use evidence to support evaluative conclusions
Progression summary	<p>Across Key Stage 3, students will progress from identifying simple similarities and differences, to explaining contextual reasons, and finally to evaluating the extent of similarity and difference. This progression strengthens analytical thinking and supports higher level historical judgement in preparation for GCSE History.</p>		
<p>Historical significance</p> <p>The concept of historical significance helps students understand why certain people, events or developments are remembered and studied, while others are not. Across Key Stage 3, students' progress</p>	<p>In Year 7, students are introduced to the idea that some events and individuals are considered significant because of their impact at the time. Significance is often linked to visibility, power or dramatic change, such as conquest, rebellion or religious reform.</p> <p>Students begin to recognise that historian's study certain events because they affected many people or led to noticeable change. Case studies such as the Norman Conquest, the Black Death and key medieval</p>	<p>In Year 8, students deepen their understanding by explaining why something was significant and comparing the significance of different events or individuals. They are introduced to criteria such as long-term impact, number of people affected and level of change.</p> <p>Students compare reforms, inventions, movements and individuals to judge which were more significant and why. They also consider that significance can change over time, and that</p>	<p>In Year 9, students apply their understanding of historical significance to complex historical questions. They evaluate how and why certain events, decisions or individuals were more significant than others, using clearly defined criteria.</p> <p>Students assess significance across different time scales, including immediate impact and long-term consequences. Case studies from the twentieth century allow students to consider global significance, moral significance and historical legacy.</p>

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from recognising important events to evaluating significance using clear criteria and sustained judgement.	<p>rulers help students identify significance in straightforward ways.</p> <p>At this stage, students are not expected to justify significance fully, but to recognise it.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> Identify why an event or individual was important Describe immediate impact Use simple criteria such as scale or change Support answers with factual detail 	<p>different groups may view significance differently.</p> <p>By the end of Year 8, students understand that significance is constructed and debated, not fixed.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> Explain why an event or individual was significant Compare the significance of different factors Use criteria to support judgements Write structured comparative explanations 	<p>By the end of Year 9, students can construct sustained evaluative judgements about significance, supported by evidence and historical reasoning.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> Evaluate the relative significance of events or individuals Apply multiple criteria within a judgement Write sustained evaluative arguments Use evidence to justify conclusions
Progression summary	<p>Across Key Stage 3, students will progress from recognising simple importance, to explaining and comparing significance using criteria, and finally to evaluating significance through sustained judgement. This progression prepares students for GCSE History, where significance is central to extended responses and interpretation questions.</p>		
<p>Continuity and change</p> <p>The concept of change and continuity helps students understand what has altered over time and what has remained the same. Across Key Stage 3, students</p>	<p>In Year 7, students are introduced to the idea that not everything changes at the same time or at the same pace. They identify clear examples of change, such as conquest, religious reform or new rulers, while also recognising aspects of life that remain the same.</p> <p>Students explore continuity in everyday life, social hierarchy and economic activity, even during periods of major change. Case</p>	<p>In Year 8, students develop their understanding by explaining why change happened and why continuity remained. They explore how factors such as industrialisation, reform, technology and ideology led to change, while social structures, traditions and power relationships often continued.</p> <p>Students examine change and continuity across longer time periods, particularly in relation to government,</p>	<p>In Year 9, students apply their understanding of change and continuity to complex modern contexts. They evaluate how far things changed, recognising that periods of rapid change may also include significant continuity.</p> <p>Students examine long term developments in government, international relations, identity and belief, particularly in relation to war, decolonisation and social change.</p>

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<p>learn that historical change is often uneven, gradual and experienced differently by different groups, and that continuity can exist alongside significant transformation.</p>	<p>studies such as the Norman Conquest and the Tudor period allow students to see that while rulers and beliefs may change, many features of ordinary life continue.</p> <p>At this stage, students focus on spotting change and continuity, rather than explaining patterns.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> Identify what changed and what stayed the same Describe changes over a period of time Give examples of continuity Use evidence to support statements 	<p>living conditions, class and rights. They also consider how change affected different groups in different ways.</p> <p>By the end of Year 8, students understand that change is often gradual, uneven and contested.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> Explain reasons for change and continuity Analyse patterns across time Compare experiences of different groups Write structured explanations using evidence 	<p>They understand that change in one area can create continuity in another.</p> <p>By the end of Year 9, students can make balanced judgements about the extent of change and continuity over time.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> Evaluate the extent of change and continuity Weigh evidence to reach a judgement Write sustained evaluative responses Use evidence to support conclusions
Progression summary	<p>Across Key Stage 3, students will progress from recognising simple examples of change and continuity, to explaining patterns and causes, and finally to evaluating the extent and significance of change over time. This progression develops students' ability to think historically and prepares them for GCSE level analysis.</p>		
<p>Sources and evidence</p> <p>The concept of sources and evidence develops students' ability to use historical material to understand and explain the past. Across Key Stage 3,</p>	<p>In Year 7, students are introduced to different types of historical sources, including written sources, objects, images and buildings. They learn that sources provide evidence about the past, but do not give a complete picture on their own.</p> <p>Students begin to ask basic questions about sources, such as who created them, when they were created and what they show. They use sources to</p>	<p>In Year 8, students deepen their understanding by analysing how and why sources were created. They consider purpose, audience and context, and begin to recognise that sources may be biased, selective or limited.</p> <p>Students learn to use sources more critically, identifying what they can and cannot tell us. They use multiple sources together to build explanations</p>	<p>In Year 9, students apply their understanding of sources and evidence to complex historical enquiries. They evaluate the reliability and usefulness of sources in relation to specific historical questions.</p> <p>Students analyse how provenance, purpose and context affect the value of evidence. They also recognise that different historians may use the same</p>

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<p>students will progress from recognising different types of sources to evaluating reliability, utility and limitations in order to support historical judgements.</p>	<p>find information and support simple explanations about the past.</p> <p>At this stage, students treat sources mainly as information, rather than evidence to be questioned.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> • Identify different types of sources • Describe what a source shows about the past • Use sources to support simple explanations • Ask basic questions about origin and purpose 	<p>and understand that evidence must be interpreted.</p> <p>By the end of Year 8, students understand that sources are constructed and partial, and that historians must question them carefully.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> • Explain why a source was created • Analyse usefulness and limitations • Compare evidence from different sources • Use sources to support structured explanations 	<p>evidence to reach different conclusions.</p> <p>By the end of Year 9, students can integrate evidence into sustained arguments, selecting and evaluating sources to support judgements.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> • Evaluate reliability and usefulness of sources • Use evidence selectively to support arguments • Analyse limitations in relation to an enquiry • Write sustained evaluative responses using evidence
Progression summary	<p>Across Key Stage 3, students will progress from identifying and describing sources as information, to analysing sources as evidence, and finally to evaluating reliability, usefulness and limitations in support of historical judgement. This progression prepares students for GCSE History source and interpretation questions.</p>		
Historical interpretations	<p>In Year 7, students are introduced to the idea that there can be different views of the past. They learn that people at the time and historians today may describe events and individuals differently.</p> <p>Students explore simple contrasting interpretations, often framed as positive or negative views, for example of medieval kings or Tudor</p>	<p>In Year 8, students deepen their understanding by explaining why interpretations differ. They learn that interpretations are shaped by factors such as evidence selection, purpose, audience and historical context.</p> <p>Students compare interpretations from different time periods and perspectives, including political, social and moral viewpoints. They begin to</p>	<p>In Year 9, students apply their understanding of interpretations to complex historical enquiries. They evaluate interpretations by weighing evidence, context and reasoning, rather than personal opinion.</p> <p>Students analyse how historians use evidence selectively and how interpretations can reflect wider political, moral or ideological</p>

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	<p>rulers. They begin to recognise that interpretations can be influenced by purpose, such as praising, criticising or persuading.</p> <p>At this stage, students are not expected to judge interpretations, but to recognise that more than one version of the past exists.</p> <p>Assessment focus in Year 7</p> <ul style="list-style-type: none"> • Identify different interpretations of an event or person • Describe how interpretations differ • Use evidence from a source to support a view • Recognise that interpretations are viewpoints 	<p>recognise that interpretations may change over time as new evidence is discovered or as attitudes change.</p> <p>By the end of Year 8, students understand that interpretations are constructed and debated, not simply right or wrong.</p> <p>Assessment focus in Year 8</p> <ul style="list-style-type: none"> • Explain reasons for different interpretations • Compare interpretations using evidence • Identify how purpose and context shape views • Write structured explanations about interpretations 	<p>debates. They also recognise that interpretations may coexist rather than replace one another.</p> <p>By the end of Year 9, students can reach supported judgements about interpretations, explaining which are more convincing and why.</p> <p>Assessment focus in Year 9</p> <ul style="list-style-type: none"> • Evaluate the validity of interpretations • Use evidence to support judgement • Analyse strengths and limitations of interpretations • Write sustained evaluative responses
Progression Summary	<p>Across Key Stage 3, students will progress from recognising that there are different views of the past, to explaining why interpretations differ, and finally to evaluating interpretations using evidence and context. Students move from describing interpretations, to analysing the factors that shape them, and then to making supported judgements about their validity. This progression prepares students for GCSE History by developing their ability to understand, compare and evaluate historical interpretations as part of sustained historical enquiry.</p>		