



Holy Trinity Progression Map of Key Concepts for History

Below are the assessment objectives for Eduqas GCSE History . Learners must demonstrate their ability to:

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using second-order historical concepts.

AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

5. CONFLICT AND UPHEAVAL: ENGLAND, 1337-1381
England in the fourteenth century
The Hundred Years' War
A01, A03, A04

6. CONFLICT AND UPHEAVAL: ENGLAND, 1337-1381
The Black Death
Peasant discontent
The Peasants' Revolt
Causes and effects
A01, A03, A04

4. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN,
Methods of punishment
Attitudes to crime and punishment
A01, A02

3. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN,
A study of the historic environment connected with Changes in Crime and Punishment in Britain, c.500 to the present day
A01, A02

2. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN,
Enforcing law and order and Methods of combating crime
A01, A02

1. CHANGES IN CRIME AND PUNISHMENT IN BRITAIN, c.500 to the present day
Causes and nature of crime of crime
A01, A02

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5. GERMANY IN TRANSITION, 1919-1939
Why did Hitler become the Fuhrer of Germany?
What was it like to live in Nazi Germany?A01, A03, A04

6. GERMANY IN TRANSITION, 1919-1939
How did Nazi foreign policy lead to WW2?
A01, A03, A04

3. THE USA: A NATION OF CONTRASTS, 1910-1929
What has been the USA's role in the search for peace since 1970?A01, A02

4. GERMANY IN TRANSITION, 1919-1939
Was the Weimar Republic doomed to failure?A01, A03, A04

2. THE USA: A NATION OF CONTRASTS, 1910-1929
Why did relations between the USA and the USSR deteriorate between 1945 and 1973?
A01, A02

1. THE USA: A NATION OF CONTRASTS, 1910-1929
Overview of political and social change in the USA 1929-2000
A01, A02

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5 / 6 How did the USA change in the 20th century

- Knowledge and understanding of the key features and characteristics of the USA in the 20th Century
- **Change and Continuity**
- Can you discuss how continuity and change are interwoven?
- Can you explain why events may have been turning points?
- **Can you discuss the extent of change?**

4. Was the dropping of the atomic bomb justified?

- Interpretation analysis
- Knowledge and understanding of the key features and characteristics of the dropping of the atomic bombs in 1945.
- Can you explain why certain interpretations have been reached? Can you explain why other people may have reached other interpretations?

3. Why is the Holocaust still such a significant event?

- Knowledge and understanding of the key features and characteristics of the Holocaust.
- **Significance**
- Can you explain using several well explained and evidenced reasons?
- Can you explain the relative significance of the issue?

6. What caused WW1?

What was it like to be a soldier in WW1?

- Knowledge and understanding of the key features and characteristics of WW1.
- **Causation / Interpretation**
- Can you explain multiple short and long term causes? Can you identify and explain the most influential causes? analysis

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1. What caused WW2 to start in 1939?

- Knowledge and understanding of the key features and characteristics of the causes of WW2.
- **Causation** Can you explain multiple short and long term causes? Can you link causes? Can you identify and explain the most influential causes?

2. What was it like to live in Britain in WW2

- Knowledge and understanding of the key features and characteristics of Britain in WW2.
- **Evidence**
- Can you explain why sources are useful and limited?
- **Can you explain why some sources are more useful than others?**

5. Why did women get the vote in 1918?

- Knowledge and understanding of the key features and characteristics of the campaign to achieve votes for women.
- **Interpretation** Can you explain how interpretations differ?

4. Why was the British Empire so significant?

- Knowledge and understanding of the key features and characteristics of the British Empire.
- **Significance** – Can you explain more than one reason why something is significant?

3. How did life change during the Industrial Revolution?

- Knowledge and understanding of the key features and characteristics of the Industrial Revolution
- **Change and Continuity** – What are the main changes and the main way in which things have stayed the same?

2. How did England end up in Civil War by 1642?

- Knowledge and understanding of the key features and characteristics of the English Civil War
- **Causes**
- Can you explain more than one cause?
- Can you look at short term and long term causes?

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6. Why is the slave trade such a significant subject to study?

- Knowledge and understanding of the key features and characteristics of the slave trade
- **Significance** – Can you explain more than one reason why something is significant?

1. Why did Guy Fawkes try to blow up the King?

- Knowledge and understanding of the key features and characteristics of the Gunpowder Plot
- **Evidence** – How useful are sources?

5. What were the Tudors like?

- Knowledge and understanding of the key features and characteristics of the Tudor period.
- **Change and Continuity** – What are the main changes and the main way in which things have stayed the same?

4. Who had the power in the Middle Ages? Church or Crown

- Knowledge and understanding of the key features and characteristics of power in the Middle Ages
- **Consequence** - Can you explain more than one consequence?

3. What was life like in the Middle Ages?

- Knowledge and understanding of the key features and characteristics of life in the Middle Ages.
- **Similarity and Difference** – What are the most important similarities and differences?

5. What were the Tudors like?

- Knowledge and understanding of the key features and characteristics of the Tudor period.
- **Change and Continuity** – What are the main changes and the main way in which things have stayed the same?

1. What is History?

Why did William win the battle of Hastings?

- Knowledge and understanding of the key features and characteristics of the Battle of Hastings
- **Causation** – Can you explain more than one cause?

2. How did the Normans conquer England?

- Knowledge and understanding of the key features and characteristics of the Norman Conquest.
- **Interpretation** – Can you understand what interpretations are telling you?

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By the time Holy Trinity primary pupils reach Y7 they will have an awareness that people have lived very different lives in the past. They will have experience in looking at how big and small changes can take place across history, that we see both difference and similarity across history, that major events are caused by things and don't just happen and that some events are incredibly significant to the Human and British story. In addition to this they will have had a good grounding on how to find out about the past using various ways. This will put them in a strong position to make rapid progress as they begin to study History as a discreet discipline in Y7. All KS3 and KS4 subjects have a strong emphasis on knowledge and understanding and at least one other key concept.

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What did the Ancient Greeks do for us anyway?
Important Concepts: Politics and Democracy
Evidence: How do we use sources to justify our answers?
Significance: Why are the ancient Greeks a significant society

Book project from War Horse
Why did Britain win the First World War?
Evidence: How do we use sources to justify our answers?
Interpretation: What are the different interpretations of Trench life in WW1?
Causation: Can you identify more than one reason why Britain won WW1?

5

The achievements of the earliest civilizations
Where does chocolate come from? A study about the Mayans
Evidence: What can we learn from different types of evidence? How might Historians use this kind of evidence?
Similarity and Difference: How was Mayan society different?

The achievements of the earliest civilizations
What were the achievements of Ancient China?
Evidence: What can we learn from different types of evidence? How might Historians use this kind of evidence?
Significance: What were the significant achievements of the ancient Chinese?

4

The Roman Empire and its impact on Britain
Britain's settlement by Anglo-Saxons and Scots
How did the Romans, Anglo Saxons and Vikings invade, raid and settle in Britain?
Change: How did life change in Britain due to the settlement of these different groups?
Evidence: What can we learn from different sources about these time periods?
What was significant about these different societies

Why is the Titanic so famous?
Evidence: What can we learn from eyewitness accounts and why are they important?
Interpretation: Who was to blame for the disaster?

3

Changes in Britain from the Stone Age to the Iron Age
What was the stone age and the iron age?
Evidence: What can we find out from visiting historical sites?
Similarities and Differences: How did the location of different Iron and Stone Age people make their lives different?

A local history study
Why is the UK a unique place to live? A local history study about coal mining in Barnsley
Chronology: How do we put events in certain orders?(Timelines)
Evidence: What can we find out from museums?
Change: What were some of the changes in Barnsley because of coalmining?

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significant historical events, people and places in their own locality
Whose house is this? A local history study on the Victorians (Canon hall).
Chronology: How do we put events in certain orders (Timelines)
Change and Continuity: How does Canon Hall then compare with Canon Hall now?

The lives of significant individuals in the past who have contributed
Who was Grace Darling and Amy Johnson and why were they famous?
Evidence: How do we find out about what has happened? What can we find out from certain sources of information?

Events beyond living memory that are significant
What makes the great fire of London so great?
Evidence: How do we find out about what has happened?
Significance: What important things happened in the Great Fire of London?

Changes within living memory
Why can't nan play the Xbox?
Change: How does life change during a lifetime?
Evidence: How do we find out about what has happened in the past?

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EYFS1 Changes within living memory
How has my life changed over time?
EYFS2 How has life changed over time?
How do I know things have changed?
What is different now than for life in the past?
What were holidays like in the past compared to now?

EYFS