



## History Progression Map

Intent: Our history curriculum will inspire our pupils' curiosity to know more about the past. It will help pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. Our history curriculum will equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>UW: 3-4 year olds:</b> Begin to make sense of their own life-story and family's history.</p> <p><b>UW: Reception:</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG:</b> <b>UW/Past and Present:</b> Talk about the lives of people around them and</p>	Autumn	<p><b>Childhood:</b> Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry</p>	<p><b>Movers and Shakers:</b> Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline</p>	<p><b>Through the Ages:</b> Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry</p>	<p><b>Invasion:</b> Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p>	<p><b>Dynamic Dynasties:</b> Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after</p>	<p><b>Maafa:</b> Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black</p>

<p>their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			<p>Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare</p>			<p>the Shang Dynasty; Legacy</p>	<p>Britons; Multiculturalism</p>
	<p><b>Spring</b></p>	<p><b>Bright Lights, Big City:</b> Monarchy; Significant event – Great Fire of London</p>	<p><b>Coastline:</b> Jobs in the past; Significant people – Captain Cook</p>	<p><b>Rocks, Relics and Rumbles:</b> Significant people – Mary Anning; Pompeii</p>	<p><b>Misty Mountain, Winding River:</b></p>	<p><b>Sow, Grow and Farm:</b> Dig for Victory</p>	<p><b>Frozen Kingdoms:</b> Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</p>
	<p><b>Summer</b></p>	<p><b>School Days:</b> Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant</p>	<p><b>Magnificent Monarchs:</b> Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the</p>	<p><b>Emperors and Empires:</b> Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman</p>	<p><b>Ancient Civilisations:</b> Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and</p>	<p><b>Ground-breaking Greeks:</b> Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period;</p>	<p><b>Britain at War:</b> First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life;</p>

		people – Samuel Wilderspin	Conqueror; Henry VIII, Elizabeth I, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models	army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy	technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations	Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy	Significant leaders; End of war; Local history study; Remembrance; Post-war Britain
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