



HISTORY PROGRESSION MAP



Year Group and Topics	Learning Objectives NC-Unit/Scheme Knowledge-Skill Objectives	Key Vocabulary	Assessment of Core Knowledge and Skills/End Goal/Key Question
Reception			
All About Me Nursery Rhymes Space (First Moon Landing) AD 1969 The History of Eric Carle Golden Threads: Travel Exploration Monarchy	*See EYFS Progression Document*		
Year 1			
Autumn Changes in Toys Golden Threads: Trade Civilisation Industry	KS1 National Curriculum Objectives Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Historical Skill - Change and Continuity - To talk about what my favourite toy was when I was a baby Historical Skill - Chronology - To discuss what our caregivers’ toys are like and how we know - To discuss what our older relatives’ toys were like and how we know Historical Skill - Evidence and Interpretation - To show an understanding of how we can find out about the past	after, before, different, favourite, modern, new, now, old, past, present, same, then, today, timeline	Key Question How have children’s toys changed since your grandparents were little?

	Historical Skill - Historical Significance - To discuss what our toys are like now Historical Skill - Similarity and Difference - To know how children's toys changed since our grandparents were little		
<u>Spring</u> Changes in Technology Golden Threads: Trade Industry	<u>KS1 National Curriculum Objectives</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Historical Skill - Cause and Consequence - To identify who the important inventors are in the history of technology Historical Skill - Change and Continuity - To describe how technology has changed how we talk Historical Skill - Chronology - To describe how technology has changed the way we are entertained Historical Skill - Evidence and Interpretation - To describe how we can find out about the past Historical Skill - Historical Significance - To describe how technology has changed how we write Historical Skill - Similarity and Difference - To describe how technology has changed our lives over the last 60 years	after, before, different, evidence, modern, new, now, old, past present, same, technology, then, today, timeline	Key Question How has technology changed our lives over the last 60 years?
<u>Summer</u> Hospitals and Healthcare Golden Threads: Empire Industry	<u>KS1 National Curriculum Objectives</u> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Historical Skill - Cause and Consequence To describe why Florence Nightingale and Edith Cavell act the way they did	after, before, century, compare, decade, different, discrimination, modern, new, now, old, past, pioneer, present, same, similar, then, timeline, today	Key Question How did Florence Nightingale and Edith Cavell change our hospitals?

	Historical Skill - Change and Continuity - To describe how Florence Nightingale and Edith Cavell changed our hospitals Historical Skill - Chronology - To identify when Florence Nightingale and Edith Cavell became significant Historical Skill - Evidence and Interpretation - To describe how we can find out about the past Historical Skill - Historical Significance - To identify who Florence Nightingale was and why she was important - To identify who Edith Cavell was and why she was important Historical Skill - Similarity and Difference - To identify how the past has been represented		
Year 2			
<u>Autumn</u> Famous Explorers Golden Threads: Exploration	<u>KS1 National Curriculum Objectives</u> Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Historical Skill - Cause and Consequence - To discuss why people explore Historical Skill - Change and Continuity - To describe how explorations have changed over time Historical Skill - Chronology - To describe how technology has changed the way we are entertained Historical Skill - Evidence and Interpretation - To describe how we can find out about the past Historical Skill - Historical Significance - To describe how technology has changed how we write Historical Skill - Similarity and Difference - To describe how technology has changed our lives over the last 60 years	after, astronaut, before, change, continuity, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then	Key Question Where have humans explored?

<u>Spring</u> The Great Fire of London Golden Threads: Monarchy Civilisation	<u>KS1 National Curriculum Objectives</u> Pupils should be taught about the following: events beyond living memory that are significant nationally or globally. Historical Skill - Cause and Consequence - To describe what happened on 2nd September 1666 Historical Skill - Chronology and Historical Significance - To explain the impact the fire had on the future Historical Skill - Evidence and Interpretation - To describe what London was like in 1666 - To describe what was left of London Historical Skill - Historical Significance - To identify how the fire spread and how we know Historical Skill - Similarity and Difference - To explain how London was rebuilt	evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline	<u>Key Question</u> How did the Great Fire change London?
<u>Summer</u> The Victorian Seaside Golden Threads: Industry Civilisation	<u>KS1 National Curriculum Objectives</u> Pupils should be taught about significant historical events, people and places in their own locality Historical Skill - Change and Continuity - To describe what different seaside resorts are like in Victorian Britain Historical Skill - Evidence and Interpretation - To explain how we can find out about the past Historical Skill - Historical Significance - To describe what a typical day at the seaside like in Victorian Britain Historical Skill - Similarity and Difference - To identify Victorian beach holidays similar to modern-day beach holidays	Victorian era, decades, century, past, present, popular, fashionable, recent, modern, steam train, bathing machine, penny lick, ice-cream cart, Pierrot, Punch and Judy, promenade, pier, chronology source, artefact	<u>Key Question</u> How did people in Victorian Britain experience the seaside, and how is it different from today?
Year 3			
<u>Autumn - Spring</u> Stone Age to Iron Age Golden Threads: Migration	<u>KS2 National Curriculum Objectives</u> Pupils should be taught changes in Britain from the Stone Age to the Iron Age. Historical Skill - Cause and Consequence To describe how tools changed after the Neolithic	agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, continuity, ditch, domestication, excavation, granary,	<u>Key Question/s</u> How did daily life change in Britain from the Stone Age to the Iron Age? What was life in the Paleolithic and Mesolithic period?

Settlement Trade Civilisation Industry	Historical Skill - Change and Continuity - To identify what changed from the Paleolithic to the Mesolithic period - To describe how the search for food changed in the Neolithic - To identify what tools were used in Neolithic - To describe how the Bronze Age moved into the Iron Age Historical Skill - Chronology - To understand what life was like in the Paleolithic and Mesolithic period (Time periods of the Stone Age) Historical Skill - Evidence and Interpretation - To understand what life was like in the Paleolithic and Mesolithic period - To identify what people ate in the Paleolithic and Mesolithic period - To describe what roundhouses are - To describe what a hillfort is Historical Skill - Historical Significance - To identify what tools were used in Neolithic	migrate, mine, ore, palisade, preserve, remains, settlement , significant	What key changes took place from the Neolithic to the Bronze Age? How did daily life change from the Stone Age to the Iron Age?
<u>Spring - Summer</u> Ancient Egypt Golden Threads: Civilisation Trade Settlement Empire Monarchy Rebellion	<u>KS2 National Curriculum Objectives</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Historical Skill - Cause and Consequence - To describe what the Ancient Egyptians believed about the afterlife - To understand the consequences of the invasion on the Old Kingdom of Ancient Egypt - To explain how the Egyptian Empire ended Historical Skill - Chronology - To identify the chronology of Ancient Egypt Historical Skill - Evidence and Interpretation - To describe what life was like in early Egypt - To describe how the Ancient Egyptians wrote things down - To describe how the pyramids were built Historical Skill - Historical Significance - To identify who the Egyptian gods were	era, artefact, chronology , scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade , expand, monarchy , empire	Key Questions What were the greatest achievements of Ancient Egypt? How did Early Egypt begin and what was it like there? How did Ancient Egypt change during the Old Kingdom? What changes took place from the Old Kingdom up to the end of the Egyptian Empire?

	Historical Skill - Similarity and Difference To describe what the successes of the New Kingdom were		
Year 4			
<u>Autumn - Spring</u> Ancient Greece Golden Threads: Civilisation Trade Settlements Empire Monarchy	<u>KS2 National Curriculum Objectives</u> Ancient Greece – a study of Greek life and achievements and their influence on the western world Historical Skill - Cause and Consequence - To explain how the city-states overcame the Persian invasion Historical Skill - Chronology - To explain how King Phili II grew the Macedon Empire Historical Skill - Evidence and Interpretation - To identify what excavations tell us about early Greece - To describe what life was like in early Greece - To describe how Minoans trade in early Greece Historical Skill - Historical Significance - To describe what life was like in city-states after the Persians retreated - To describe who Alexander the Great was and what made him a significant leader - To explain what the greatest achievements of Ancient Greece were Historical Skill - Similarity and Difference - To describe what life was like in Athens and Sparta	civilisations , ceramics, excavate, Crete, trade , complex, export , bronze, import , oligarchy, city-state, outnumber, invasion, empire , retreat, revolt, unified, militaristic policy, tyrant, victorious	Key Questions What were the greatest achievements of Ancient Greeks? How did early Greece begin and what was it like there? What was life like in the city-centre of Greece? How did Alexander the Great expand Greek power and influence?
<u>Spring - Summer</u> The Romans Golden Threads: Civilisation Trade Settlement Empire Monarchy Rebellion	<u>KS2 National Curriculum Objectives</u> Pupils should be taught about the Roman Empire and its impact on Britain. Historical Skill - Cause and Consequence - To describe who Boudicca was and why she took revenge on the Romans Historical Skill - Change and Continuity - To explain what happened in the final years of the Roman Empire Historical Skill - Chronology - To identify who was in charge of the Roman Empire - To identify the events that led up to Emperor Claudius invading Britain Historical Skill - Evidence and Interpretation	archer, annex, civil war, conquer, defences , emperor , empire , fleet, fort, governor, infantry, kingdom , legion, military alliance, occupation, outnumber, peninsula, pillage, revolt , settlement , tactic	Key Questions How did the Roman Empire impact Britain? How did early Rome grow to become the Roman Empire? How did the Britons resist occupation? How did the Roman Empire maintain control over Britain?

	- To describe what we know about early Rome and how we know this - To describe what the Romans did to protect their land and how we know this - To describe what life was like in different regions of England during the Roman Era Historical Skill - Historical Significance - To describe how powerful the Roman army was Historical Skill - Similarity and Difference - To describe how the Roman settlements compare to the Celtic villages		What was Roman life like in all nine regions of England?
Year 5			
<u>Autumn - Spring</u> Ancient Maya Golden Threads: Civilisation Trade Settlement Empire Monarchy	<u>KS2 National Curriculum Objectives</u> Pupils should be taught about: a non-European society that provides contrasts with British history - one study chosen could be, Mayan civilisation c. ad 900 Historical Skill - Cause and Consequence - To identify who was involved Historical Skill - Chronology - To describe where and when the Maya lived Historical Skill - Evidence and Interpretation - To describe what we know about the Maya - To explain what we know about the Maya City States and the Anglo-Saxons Kingdoms Historical Skill - Historical Significance - To identify what made the Maya civilisation so successful - To understand how Anglo-Saxon England ruled - To explain how the abandonment of the Southern Maya lowlands helped the Northern city-states to thrive Historical Skill - Similarity and Difference - To describe how the Maya ruled - To describe how the leaders of the Maya and the Anglo-Saxons compare	historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port	Key Questions What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century? How did the Maya rule in the Classic period? How was the Maya region like England leading up to the 10th century? How do the shifting powers compare between the Maya region and Anglo-Saxon England?
<u>Spring - Summer</u> Anglo-Saxons and Vikings	<u>KS2 National Curriculum Objectives</u> Pupils should be taught about: Britain's settlement by Anglo-Saxons and Vikings and the struggle for the Kingdom of England	aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion,	Key Questions

Golden Threads: Migration Trade Monarchy Settlement Rebellion	Historical Skill - Cause and Consequence - To understand what life was like in England at the end of the 4th Century - To explain why the Angles, Saxons and Jutes settled in Britain Historical Skill - Change and Continuity - To describe what shifts in religion and power there were and how we know this Historical Skill - Chronology - To Historical Skill - Evidence and Interpretation - To describe how Anglo-Saxon Britain ruled - To identify where the Vikings settled and who was in charge at the time Historical Skill - Historical Significance - To describe how life changed in England after the fall of the Roman Empire - To describe who the Vikings were and why they carried out raids Historical Skill - Similarity and Difference - To explain how the Anglo-Saxons kept control of their kingdoms	kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe	How did England change during the settlement of the Anglo-Saxons and Vikings? What key events led to England being unprotected in the 5th century? How was Anglo-Saxon England ruled after the settlement of the Angles, Jutes and Saxons? How did Anglo-Saxon life change after the arrival of the Vikings?
Year 6			
<u>Autumn - Spring</u> World War II Golden Threads: Empire Monarchy Civilisation Rebellion	<u>KS2 National Curriculum Objectives</u> Pupils should be taught: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a local history study Historical Skill - Cause and Consequence - To describe how the Second World War began - To identify the major victories that led to Britain winning the war Historical Skill - Change and Continuity - To describe how the lives of civilians changed during WWII Historical Skill - Chronology - To describe how Hitler came to power and became the leader of Germany Historical Skill - Evidence and Interpretation - To identify how Britain reacted to the outbreak of WWII - To explain how the Second World War impacted specific localities	air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment	Key Questions What role did Britain play in World War II, and how did this impact the outcome of the war? What was Nazi Germany like, and why did World War II begin? How was the United Kingdom involved in the war? What was the impact of the Second World War on my region? How did British forces claim victory at the Battle of Britain?

	Historical Skill - Historical Significance - To understand what modern-day Germany was like and how it was ruled before the start of WWII - To explain why the Royal Air Force (RAF) was so vital to the defence of Britain Historical Skill - Similarity and Difference - To describe how Britain's Home Front coped when under attack		
<u>Spring - Summer</u> Crime and Punishment Golden Threads: Empire Monarchy Civilisation Rebellion	<u>KS2 National Curriculum Objectives</u> Pupils should be taught: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present. Historical Skill - Cause and Consequence - To describe what crime and punishment was like in Georgian Britain Historical Skill - Change and Continuity - To describe what crime and punishment was like in the Tudor period - To explain how the police force developed through the 20th century Historical Skill - Chronology - To describe what crime and punishment is Historical Skill - Evidence and Interpretation - To describe what crime and punishment was like in the Anglo-Saxon period - To describe what crime and punishment was like in the Stuart period - To describe what crime and punishment was like in the Victorian period Historical Skill - Historical Significance - To describe what crime and punishment was like in Roman Britain Historical Skill - Similarity and Difference - To explain what crime and punishment is like today compared with the past	crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation	Key Question How has crime and punishment changed over time in Britain?

