



Curriculum progression Overview: History

	Autumn		Spring		Summer	
Celebrations	Black History Month October	Nov Guy Fawkes Remembrance Day		Women's History Month – March	VE Day – 8th May	
Nursery	I am Unique		I can Explore		I am Kind	
Reception	We are Special		We are Caring		We are Inquisitive	
Year 1	Toys Nick Park	The Great Fire of London				Explorers
Year 2		Medical Marvels We Will Remember		Inventors	Significant People LS Lowry & Sir Tom Finney	
Year 3		Ancient Egypt		The Stone Age to the Iron Age		The Romans
Year 4	Invaders and Settlers: - The Vikings		The Plague			The Ancient Maya Aztec Civilisations
Year 5	Invaders and Settlers: - The Anglo – Saxons and Scots			Crime and Punishment		The Olympics and the Legacy of Greek culture
Year 6		WW2			Victorians	Local history study Chronology Study



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Nur	EYFS Framework	Progression steps	Vocabulary
Autumn Term			
Unit: I am Unique	Begin to make sense of their own life-story.	<ol style="list-style-type: none"> 1. I can understand who I am and how I have changed since I was a baby. 2. I can understand that I am different to others and unique in my own way. 3. I can understand that I am a member of my school family. 4. I can talk about places I have visited. 	Changes, unique, life, family, school
Spring Term			
Unit: I can Explore	Begin to make sense of their own life-story and family's history.	<ol style="list-style-type: none"> 1. I can talk about my family who they are and who my immediate family are. 2. I can share pictures about my family and ask questions about other families. 3. I can understand that there are many different families and understand fictional families. 	Family, different, life
Summer Term			
Unit: I am Kind	Name and describe people who are familiar to them.	<ol style="list-style-type: none"> 1. I can talk about my own experiences with people who are familiar to me. 2. I can identify people who help me in my community such as police, doctors, teachers and the fire service. 	Police, doctors, teachers, fire service, help, family.



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Reception	National Curriculum	Progression steps	Vocabulary
Autumn Term			
Unit: We are Special 'All About Me'	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community</p>	<ol style="list-style-type: none"> To understand how I have changed since I was a baby. To understand who my family are, how they have changed and things they have experienced. To understand how I am different to others and make comparisons between myself and others. To understand that there are many different families and understand fictional families. 	Baby, family, changes, life
Spring Term			
Unit: We are Caring	<p>Name and describe people who are familiar to them.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<ol style="list-style-type: none"> To understand people who help us. To understand how the roles of people who help us have changed. To identify and name important people from the past who have helped others, e.g. Florence Nightingale 	Help us, Florence Nightingale, nurse, now, then.
Summer Term			
Unit: We are Inquisitive	<p>Compare and contrast characters from rhymes/stories, including figures from the past. Understand the vocabulary; now and then. Identify differences between old and new.</p>	<ol style="list-style-type: none"> To distinguish between old and new variants of the same object To talk about the past as being different from the present To recognise images of the past in familiar pictures To recognise that the picture versions of the rhyme may be different in some ways but they are the same rhyme. 	Wee Willie Winkie, Polly put the kettle on, past, present, old, new, old fashioned



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Year 1	National Curriculum	Progression steps	Vocabulary
Autumn Term			
<p>Unit: Toys</p> <p>Nick Park</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>	<ol style="list-style-type: none"> To understand how toys have changed over time by looking at their own toys, their parents' toys and then their grandparents' toys and identifying differences To understand how the materials from which toys are made have changed over time. To Identify old and new toys from images. To understand how children's books have changed over time. To explore and compare children's book illustrations across the 20th and 21st centuries. To explore photographs of museum toy artefacts and identify whether they are old or new. To share knowledge of old and new toys and books with others. 	<p>Year, decade, century, changes, modern, long ago, timeline, date, order, similar, different, important, living, memory, remembers, toys, communication, travel, wood, plastic, simple, mechanical, inventions, homes, houses, time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, clay, models.</p>
Autumn Term			
<p>Unit: The Great Fire of London</p>	<p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p>	<ol style="list-style-type: none"> To experience a modern approach to the risk of fire, compared with 350 years ago. To generate and answer questions about the great fire of London. To extend children's knowledge about the Great Fire of London through learning about the diary entries of Samuel Pepys and creating a timeline of the four days. To help children understand how things have changed over time. To use role play and hot-seating to explore what happened and increase understanding. To understand ways that we know about the past. To compose and write a chronological report of the Great Fire of London 	<p>London, United Kingdom, Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, firemen, fire-fighting, spread, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts,</p>



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		<ol style="list-style-type: none"> 4. To explore and identify features of Tudor buildings. To know which building materials were used to build Tudor buildings. To identify sources of information about Tudor buildings. 5. To explore and identify features of Tudor buildings. To learn about the differences and similarities between modern buildings and Tudor buildings. To select from a range of materials and tools to build structures. 6. To teach the cause and effect of the Great Fire of London. To help children to empathise with the people who experienced the Great Fire. 7. To compare fighting today and in the 17th Century; To learn about fire-fighting during The Great Fire of London. 	<p>firehooks, burned, diary, Tudor buildings</p>
<p>Summer Term</p>			
<p>Unit: Explorers</p>	<p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Christopher Columbus and Neil Armstrong]</p>	<ol style="list-style-type: none"> 1. To order some significant explorers on a timeline and identify the continents visited. 2. To identify and compare expedition items from 500 yrs ago, 50yrs ago, and from today. 3. To learn about the journeys of Christopher Columbus and Neil Armstrong. 4. To learn about the modes of transport used by Columbus and Armstrong and compare modes of transport across different eras. 5. To learn about the clothing used by Columbus and Armstrong and compare clothing materials across different eras. 6. To identify potential risks and equipment needed for Armstrong and Columbus' voyages and recreate those voyages. 	<p>what, when, where, explorers, Armstrong, travel, space, rocket, moon landing, astronaut, moon, space flight, first walk, research, NASA, Buzz Aldrin, Michael Collins, small step, mankind, leap</p>



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<p>Unit: Inventors</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [the first aeroplane flight]</p>	<ol style="list-style-type: none"> 1. To 'meet' some famous inventors from the past; To order some significant inventors on a timeline; To match 'inventor questions' to actual inventions. 2. To meet Da Vinci the inventor and learn about his parachute idea; To order transport inventions through time. 3. To look at copies of Da Vinci's transport designs as examples of technical drawings. 4. To learn about the lives of the Wright brothers. 5. To explore historic engines/mechanisms that make things move. 6. To identify the qualities of historic inventors. 	<p>flight, flying, history, experiment, Wright Brothers, glider, kite, runway, ground speed, aeroplane, first.</p>
<p>Summer Term</p>			
<p>Unit: Significant Local People Artists – LS Lowry Sir Tom Finney</p>	<p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, LS Lowry]</p> <p>Significant historical events, people and places in their own locality.</p>	<ol style="list-style-type: none"> 1. To begin to learn about Van Gogh and about how things have changed since Van Gogh's time. 2. To understand some of the events in Van Gogh's life and what inspired him. 3. To begin to understand about the background of LS Lowry and what he painted. 4. To recognise the difference between our times and the times of LS Lowry. 5. To understand the difficulties that Van Gogh and Lowry faced in their own times. 6. Demonstrate knowledge of significant individuals in our local area. (Sir Tom Finney) 	<p>Local, LS Lowry, art, pencil, paint, charcoal, brush, artist, drawing, work, painting, perspective, landscape, seascape, urban, factory, style, matchstick figures, collage, media</p>



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Year 3	National Curriculum	Progression steps	Vocabulary
Autumn Term			
Unit: Ancient Egypt	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one: Ancient Egypt	<ol style="list-style-type: none"> 1. To place the Ancient Egyptians on a timeline of other ancient civilisations & British history and establish what the role of the Pharaoh’s was. 2. To identify the role of the Nile in Egyptian life and the importance of civilisation development. 3. To identify significant achievements from the Ancient Egyptians in relation to agriculture. 4. To understand that the Ancient Egyptians wrote in hieroglyphs and simplified versions such as demotic & hieratic scripts; To draw conclusions from a range of sources in relation to the role of scribes. 5. To link Ancient Egyptians achievements to consequences and aspects of life. To know how afterlife was a significant event in the Egyptian culture. 6. To study the finding of Tutankhamun’s tomb by Howard Carter & Lord Carnarvon. To understand that a team of people worked on the excavation of Tutankhamun’s tomb and know some of the techniques they used. 	worship, pyramid, Gods, papyrus, hieroglyphs, pottery, scribe, camel, Egypt, ankh, River Nile, mummification, canopic jars, Tutankhamun, afterlife, sarcophagus, Egyptologist, The Sphinx, goddess, king, tomb, temple, mummy, Giza, Sphinx, Howard Carter, pharaoh, archaeology, archaeologist, Valley of the Kings, Valley of the Queens, evidence
Spring Term			
Unit: Stone Age to Iron Age	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Changes in Britain from the Stone Age to the Iron Age	<ol style="list-style-type: none"> 1. To carry out a simulated archaeological investigation to learn how we know about the prehistoric past. 2. To start making a timeline of prehistory and find out the main periods. 3. To research the Stone Age in more detail to add to the timeline. 4. To research the Bronze Age in more detail to add to the timeline. 5. To research the Iron Age in more detail to add to the timeline. 6. To recall what they have learned about prehistory. 	barer, isolation, gatherer, short spear, tribe, club, arrow, wolves, community, Neanderthal, sabre-toothed, hand axe, fire, woolly rhino, village, throwing stone, Homo sapiens, cave painting, hammerstone, Neolithic, spear, stone, grain, flint, dog, evolve,



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	<p>This could include:</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture</p>		<p>hunter, mammoth, tools, axe, antler, jewellery, canoe, weapons, Palaeolithic, house. Farmer, beaker, sheep, pottery, woman, thatched roof, goat, sword, villager, stream, chief, ox, bronze, warrior, metalworker, boat, Stonehenge, roundhouse, spear. Celts, hillforts, swords, daggers, arrow heads, farming, roundhouses, armour, shields</p>
<p>Summer Term</p>			
<p>Unit:</p> <p>The Romans</p>	<p>The Roman Empire and its impact on Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<ol style="list-style-type: none"> 1. To develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came); 2. To find out about the past using evidence from things built and written. To understand the importance of the Roman army in the expansion of the Roman Empire to Britain. To learn more about the structure of the Roman army and how and why it was so effective. 3. To understand how we find out about the past. To learn about what life was like for Roman soldiers in Britain. To know that Romans used the Latin language and to learn a few Latin commands. 4. To understand how we find out about the past. To know that artefacts can help us to understand what life was like for people in Roman Britain. 5. To understand that life changed in Britain after the Romans invaded. To learn more about the buildings, roads, food and pastimes of the Romans in Britain. 	<p>Empire, army, soldier Emperor, Claudius, causation, invade, Latin, Celts, Julia Ceaser, Boudica, cause and effect, reason, legacy, conquest</p>



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Year 4	National Curriculum	Progression steps	Vocabulary
Autumn Term			
Unit: Invaders and Settlers: - The Vikings	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066	<ol style="list-style-type: none"> 1. To discover when the Vikings began to invade Britain and begin to understand how we know about the Vikings. 2. To discover where the Vikings invaded from and where they settled. 3. To discover what made the Viking invasion successful. 4. To understand the beliefs and weaponry of the Viking Warriors. 5. To understand how the design and build of the Viking long ship helped with successful invasions. 6. To empathise with the Viking leaders and ordinary people of this time. 7. To evaluate the success of the Vikings in the context of British history. 	Vikings, Baltic, Iceland, fighting, barbarian, Europe, England, Britain, Ireland, Scandinavia, Danegeld, empire, plunder, attack, battlefield, brutal, brutality, anvil, helmet, King, medieval, myth, sail, savage, armies, enemy, expedition, Gods, loot, lands, navigation, coastal, combat, invade, invader, pillage, seas, challenge, destroy, heathen, raids, settlements, compass, conquest, shield, voyage, long ships, warfare, foreign, century, fierce, travel, saga, descendants
Spring Term			
Unit: The Plague	Changes in aspects of social history.	<ol style="list-style-type: none"> 1. To use historical evidence and maps to find out what London was like before the Great Fire. 2. To ask and answer a variety of historical questions to find information about the plague. 	Disease, infection, plague pits, population, plague doctors, fleas, rats, Great Fire of London, bird mask, mortality bill,



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		<ol style="list-style-type: none"> To investigate what help was available to those who had the plague To identify different ways in which the past is represented and interpreted and recognise how history is preserved. To use historical sources to find evidence about plague Pits. To use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted. To identify the consequences of the plague and the impact. 	quarantining, sacrifice, prevent, spread.
Summer Term			
Unit: Aztec Civilisations The Ancient Maya	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ol style="list-style-type: none"> To establish a chronological context of the Maya. To compare the achievements of the Maya and the Anglo-Saxons. To explore different sources of evidence about the Maya. To find out where the Maya lived To compare the Norman and Spanish invasions of Anglo-Saxon and Maya land. To research the legacy of the Maya and Anglo-Saxon cultures in their modern countries. 	Chichen Itza, excavations, Maya, ancient, empire, mountain, jungle, civilisation, maize, slash, burning, decline

Year 5	National Curriculum	Progression steps	Vocabulary
Autumn Term			
Unit: Invaders and Settlers: -	Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire	<ol style="list-style-type: none"> To understand that several different tribes invaded Britannia after the Romans left in the early 5th century. To describe what Anglo-Saxon tribes would have been looking for in the lands they invaded. To understand the role and appearance of an Anglo-Saxon warrior. To learn where the main Anglo-Saxon kingdoms developed. 	Complex, explanation, historical, ordering, terms, connections, events, Anglo-Saxons, Scots, coins, thatched, house, pot, brooch, runes, King Offa, Offa’s Dyke, Sutton Hoo, helmet, sword, axe, shield, lyre,



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<p>The Anglo – Saxons and Scots</p>	<p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>	<ol style="list-style-type: none"> To use a range of sources to understand that Anglo-Saxon Britain was attacked by different invaders. To understand how Christianity evolved in Britain. (??) 	<p>St. Bede, Alfred the Great, tapestry, mast, shield, travel, conquer, spices, merchant, cloak, Danelaw, runes, Norway, Old Norse, descendants, hoard, Sweden, helmet, settlement, craftsmen, Scandinavia, explorer, trade, blacksmith, sailing, colonise, sword, brooch, invader, Danegeld, myths, raid, journey, feast, Denmark, figure heard, merchant, tunic, treasure.</p>
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Spring Term

<p>Unit: Crime and Punishment</p>	<p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<ol style="list-style-type: none"> To know that justice in the Middle Ages depended almost entirely on the community. To explain how the system of justice worked and explain why so many were not found guilty of serious crimes. To identify types of crimes and know how law and order was enforced during medieval times. To know how crime and punishments changed during 1500 and 1700. To find historical evidence and understand the era known as the Bloody Code in the 18th Century. To identify changes to punishment and reasons why during the 19th Century. To use historical data/evidence to identify if punishments have improved in the last 100 years. To give reasons and find evidence to justify. 	<p>Punishment, justice, changes, protection, crime, violence, century, middle ages, homicide, constable, trial, justice, Robin Hood, medieval, capital punishment, smuggling, poaching, Highwayman, Ducking stool, Scolds Bridle, transportation</p>
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Summer Term



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<p>Unit: The Olympics and the Legacy of Greek culture</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ol style="list-style-type: none"> 1. To research what the event was like and who visited and gain an understanding of its importance and grandeur. 2. To research the Olympic flame, its origins in Olympia and journey to the host's stadium. 3. To research the importance the god Zeus played in the Games and why olive leaf wreaths were given to the winners. 4. To research the events at the original Olympic Games and compare to modern day Olympic Games. 5. To research how the Ancient Greeks celebrated the end of the Games and host a class closing feast. 6. To examine the organisation of the Modern Olympic Games. 7. To reflect on the Olympic Ideal and the various events within the Olympic Movement. 	
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Year 6	National Curriculum	Progression steps	Vocabulary
Autumn Term			
<p>Unit: WW2 Dunkirk Battle of Britain.</p>		<ol style="list-style-type: none"> 1 To find out when Britain and France declared war on Germany. To explore some of the factors that led to war with Germany. To construct a timeline to help understand the chronology of World War 2. 2 To learn about the events of the Dunkirk evacuation. To read and summarise a first-hand account of the Dunkirk evacuation. To discover how Churchill used these events to influence public opinion. To consider the significance of different parts of the story of the Dunkirk evacuation. 3 To know some of the reasons for Britain's success - in the Battle of Britain. To find out how Churchill used events to influence public opinion. To research information about aspects of the Battle of Britain. 4 To know key events and features of the Blitz. To read about and discuss the impact of the Blitz on different cities. To read and discuss a first-hand account of the Blitz. To examine historical objects carefully and discuss their significance. 	<p>Battle of Britain, air raid, siren, blitz, Churchill, evacuation, rationing, gas mask, host family, air force, spitfire, warden, ration book, France, Germany, declare, Luftwaffe</p>



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		<p>5 To learn more about evacuations. To read and discuss different sources of information. To discuss the effects of the Second World War on children in Britain.</p> <p>6 To research different occupations from World War 2. To know more about the diverse experience of men and women during World War 2.</p> <p>7 To learn about rationing. To learn about the Dig for Victory campaign. To compare reasons given for growing own food in the past and nowadays. To read about and discuss other changes to food.</p>	
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Summer Term

<p>Unit: Victorians</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; Examples (non-statutory)</p> <p>the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<ol style="list-style-type: none"> 1. To develop an understanding of a timeline of British monarchs. To study the events that lead to Queen Victoria's Coronation and the celebrations of the day. 2. To investigate the location and features of significant royal residences in Victorian England. 3. To investigate the use of diary extracts as a source for historical enquiry. 4. To investigate the use of images as a source for historical enquiry. 5. To give children an overview of the development of the British Empire. 6. To explain the experiences of war in the Victorian period. 7. To identify key Victorian inventors and research their work. To evaluate the impact of these changes on the lives of the Victorians. 8. To use a range of sources to compare experiences within the Victorian era. Be able to organise historical information on a timeline. 	<p>Monarch, British, coronation, Queen Victoria, empire, Victorians, inventors, timeline, chronology, legacy, royal, regal, impact</p>
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Summer Term



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<p>Unit:</p> <p>Local history study</p>	<p>a local history study Examples (non-statutory)</p> <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<ol style="list-style-type: none">1. To understand how and why their local community has developed in the way it has using maps to note changes.2. To see how their locality was involved in, responded to and was affected by WW2. Was their area typical or was it unique?3. To use the Census and historical sources to find the movement of peoples (migration) into and out of the community and how this impacted in the local area.4. To identify and research significant historical landmarks within the local area.5. To research key events in the last 100 years that had a significant impact on the local area.	<p>Changes, impact, local, significant, WW2, census, source, map, community, landmarks.</p>
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