



*Sacred Heart RC Primary School  
History Curriculum Map*

**Intent (from School History policy and National Curriculum)**

At Sacred Heart History lessons deepen the children's understanding of Britain's past and that of the wider world, which recognises how the world has developed socially and economically over time.

We believe that History can inspire a curiosity to know more about the past, through equipping the children with the skills to ask perceptive questions, think critically and weigh evidence.

Our curriculum is designed to teach history as a means of inspiring curiosity to know more about the past and helps children to:

- know and understand the history of Britain and the wider world as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world

The curriculum consists of a body of knowledge which attempts to provide an understanding of the past and an appreciation of the complexity of people's lives, as well as their own identity and the challenges of their time.

It also involves several skills and processes by which this knowledge is achieved and applied. The history curriculum has been developed around the premise children will be able to:

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## **Implementation (from school History policy and National Curriculum)**

Our curriculum enables children to learn historical knowledge and develop inquiry skills, which inspires a curiosity about the world and its past. Pupils will learn about the history of Britain and the wider world, and how people and events have shaped the world over time.

Our history teaching enables pupils to:

- have a coherent, chronological narrative of history from the earliest times to the present
- understand how people's lives have shaped the nation
- understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- use historical sources to lead enquires and discussion about the past
- draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

In EYFS, pupils develop their understanding of the world, people, culture and communities through the planning and teaching of 'Understanding the World'. The children are provided with a careful balance of teacher-led and pupil-initiated learning opportunities that allow them to:

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past
- Talk about the lives of people around them and 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.

In Key Stages 1 and 2, history lessons are taught in discrete lessons, which have been carefully planned to allow pupils to make connections with prior learning and new learning. Pupils explore key aspects of learning before embarking on historical enquires, which draw conclusions about the impact of people and events on the history of Britain and the wider world.

Our expectation is that the majority of children will move through the programmes of study at broadly the same pace with learning always starting from the children's prior knowledge and any misconceptions that they may have. From this, units of work can be personalised to the needs of the children.

Planning is arranged into long, medium and short term units. Planning is used to set clear learning objectives and achievable goals, work is matched to pupils' abilities, experience and interests to ensure continuity, progression and subject coverage throughout the school – it also enables staff to evaluate and assess pupil progress, future planning and criteria for the evaluation of teaching and learning. Pupils have access to different resources to support the teaching and learning of History.

Assessment and record keeping is an integral part of our teaching and learning. Children's written work provide records/evidence of pupils' achievements and progress which is subsequently reported to parents. At the end of the year pupil's attainment is reported to parents based on whether they are working towards criteria for the expected standard, working at the expected standard or working at a greater depth within the expected standard. The history subject lead monitors the subject regularly through planning, book scrutiny, display, teacher and pupil discussion in order to ensure coverage and progression year on year.

### Ways of supporting all pupils

Teachers should anticipate any barriers to learning pupils may have and adapt or modify tasks accordingly. This may include:

PPG pupils:

- making links to pupil's own experiences and interests
- considering the experiences pupils have had and then building on these experiences through trips, enrichment activities, the use of photographs and video clips in lessons.

EAL pupils:

- pre-teaching and teaching of key vocabulary
- teaching of sentence structures when recording work e.g. use of colourful semantics
- drawing on own experiences and backgrounds.

SEN:

- making links to pupil's own experiences and interests
- differentiated questioning and giving pupils time to respond to answers
- providing pupils alternative ways of recording their work such as the use of photographs or using a laptop. There are many geography resources that can be found on MYUSO.
- peer, small group or adult support.

### **Impact**

We want all pupils at Sacred Heart to be confident at creating a timeline of the significant people and events in history, sequencing events, leading historical enquires and drawing conclusions about the impact people and events had on shaping the nation. Studying history will enable our pupils to gain an understanding of the past and an appreciation of the complexity of people's lives, as well as their own identity and the challenges of their time.

We aim for all pupils to perform highly at the end of their key stage for history. In addition, we hope that effective history teaching will have contributed to our whole school vision that pupils become effective communicators, active contributors, aspirational independent learners, healthy in body and mind.

End of academic year results 2022 KS1: 71% of children were working at the expected, or above level (30%) in History.

End of academic year results 2022 KS2: 81% of children were working at the expected, or above level (8%) in History.

## Learning in EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The following demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Past and Present
- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

EYFS			
Three and Four-Year-Olds	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>✓ Begin to make sense of their own life-story and family’s history.</li> </ul>
Reception	<b>Understanding the World</b>		<ul style="list-style-type: none"> <li>✓ Comment on images of familiar situations in the past.</li> <li>✓ Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	<b>Understanding the World</b>	<b>Past and Present</b>	<ul style="list-style-type: none"> <li>✓ Talk about the lives of people around them and their roles in society.</li> <li>✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>✓ Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS	Autumn 1	Spring 2	Summer 1
Topic	<b>*Marvellous Me</b>	<b>*Space/Significant Individuals</b>	<b>*Royal Family</b>
<b>Chronological Understanding</b>	Family Trees	Recognising the achievements of Neil Armstrong and Florence Nightingale.	Family tree of the Royal family.
<b>Knowledge and understanding of past events, people and changes in the past.</b>	Finding out about the lives of their family to understand the past	Understanding of who Neil Armstrong was and what he did.  Understanding the significance of Florence Nightingales achievements and how they shaped history.	The family history and life of Queen Elizabeth II.
<b>Historical Interpretation</b>	Comparing pictures of their parents as children to themselves in childhood.	Consider what life was like for significant individuals.	Compare the coronation and reign of Queen Elizabeth II to King Charles III.
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Talk about who is in their family.</li> <li>✓ Talk about what they do as a family.</li> <li>✓ Understand that there are different types of families.</li> <li>✓ Recognise celebrations of different festivals. Compare old and new toys.</li> <li>✓ Recognise the poppy as the symbol for Remembrance Day.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk about significant people in history and what they did.</li> <li>✓ Find out about the life of Neil Armstrong and Florence Nightingale.</li> <li>✓ Role play the lives of significant individuals.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Talk about the royal family and identify individuals.</li> <li>✓ Talk about the life of Elizabeth II and her achievements as Queen.</li> <li>✓ Talk about Charles III and his future as king.</li> <li>✓ Identify who will be next in line.</li> <li>✓ Talk about the role of the royal family and where they live.</li> </ul>
<b>Organisation and communication.</b>	Talk about what their parents and grandparents did in the past.	Recall facts about significant individuals.	Identify what makes a good monarch.
<b>Enrichment activities</b>	Parents/Grandparents visits to talk with the children.	Nurse Visit	
<b>Key Vocabulary</b>	today, yesterday, tomorrow, day, week, month, year, long ago, past, present, future, lifetime, calendar, next, birthday, old, new, modern, family, family tree, parents, grandparents, great grandparents, clue, artefact, memory, remember, different, same	Neil, Armstrong, space, astronaut, gravity, journey, moon, rocket, Florence Nightingale, nurse, lady of the lamp, hospital, changes	Royal family, Queen, King, Elizabeth II, Charles III, London, Buckingham Palace, reign, coronation, crown
<b>Stretch and Challenge</b>	Create their own family tree.	Visit a museum to find out more about the significant individuals.	Create a family tree of the Royal family.

Year 1	Autumn 2	Spring 2	Summer 2
Topic	<b>Guy Fawkes/Gunpowder Plot</b>	<b>*Toys Past and Present</b>	<b>*Monarchs/Famous Queens</b>
<b>Chronological Understanding</b>	Sequence events within the Gunpowder Plot.	Recognising toys beyond and within living memory.	Sequence significant monarchs in the order that they reigned.
<b>Knowledge and understanding of past events, people and changes in the past.</b>	<p>Knowledge and understanding of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy.</p> <p>Tell the difference between past and present in their own and other people's lives.</p>	<p>Knowledge and understanding of popular toys through the 20th century and the early 21st century.</p> <p>Understand the contribution of the significant individual, engineer and computer scientist Tim Berners-Lee.</p>	<p>Knowledge and understanding of monarchs in British history to understand their connection with present-day society.</p>
<b>Historical Interpretation</b>	<p>Begin to identify and recount some detail from past, using sources.</p>	<p>Consider how some toys have remained much the same, but have become more sophisticated.</p> <p>Consider how technology and the internet have led to major changes and increased interactivity with toys and games compared to the past.</p>	<p>Identify change and continuity between ways of life in different periods.</p> <p>Draw comparisons between Elizabeth I and Queen Victoria, to find out about how the lives of significant individuals in the past have contributed to national and international achievements.</p>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources.</li> <li>✓ Speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources.</li> <li>✓ Sort artefacts – Then and now.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources.</li> <li>✓ Speaking and listening.</li> </ul>
<b>Organisation and communication.</b>	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.
<b>Enrichment activities</b>		V&A toy museum visit	Kings and Queens themed day
<b>Key Vocabulary</b>	The Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Thomas Percy, Guy Fawkes, Robert Catesby, King James I, source	Then, now, old, new, young, past, present, artefact, before, after, older, newer, compare, similarity, difference, change, material.	King, Queen, rule, reign, palace, castle, throne, Queen Victoria, Queen Elizabeth I, Queen Elizabeth II, changes, achievements., chronological.
<b>Stretch and Challenge</b>	Find out more about a famous person from the past and carry out some research on him or her.	Explain why certain objects were different in the past	Find out more about a famous person from the past and carry out some research on him or her.

Year 2	Autumn 2	Spring 2	Summer 1
Topic	<b>*Seasides</b>	<b>*Famous Explorers</b>	<b>Great Fire of London</b>
<b>Chronological Understanding</b>	Sequence photos in different periods of time.	Recognising the achievements of Christopher Columbus and Neil Armstrong.	Sequence events within the Great Fire of London.
<b>Knowledge and understanding of past events, people and changes in the past.</b>	Knowledge and understanding of what seaside were like in the past.  Use information to describe the past.	Knowledge and understanding of Christopher Columbus's voyage and exploration of the New World and his first encounter with the Native Americans.  Identifying the significance of Neil Armstrong's achievements and how they shaped the nation.	Recount the main events from the significant event in history.  Use evidence to explain reasons why people acted as they did.
<b>Historical Interpretation</b>	Identify continuity and change from the Victorian seaside; practices that have continued from the 1800s until the present day.	Consider how the lives of significant individuals have contributed to national and international achievements.	Use Samuel Pepys infamous diary to consider the ways in which London was changed and rebuilt after the Great Fire.
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources.</li> <li>✓ Speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources.</li> <li>✓ Speaking and listening.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources.</li> <li>✓ Speaking and listening.</li> </ul>
<b>Organisation and communication.</b>	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.  Class displays with annotated photographs.	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.  Class displays with annotated photographs.	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.  Class displays with annotated photographs.
<b>Enrichment activities</b>		Neil Armstrong workshop – Freshwater theatre.	Great Fire of London Workshop
<b>Key Vocabulary</b>	source, compare, chronology, contrast, continuity, difference, change, similarity	source, compare, chronology, contrast, international, difference, national, similarity, significance, achievement	causes, consequences, significant, chronological order, fire hooks, flammable, homeless, diary, firebreak, eye-witness.
<b>Stretch and Challenge</b>	Sequence a set of objects in chronological order and give reasons for their order.	Sequence events about the life of a famous person.	Explain why someone in the past acted in the way they did.  Explain why eye-witness accounts may vary.

Year 3	Autumn 1	Spring 1	Summer 1
Topic	<b>Stone Age to Iron Age</b>	<b>Ancient Egyptians</b>	<b>Ancient Greeks</b>
<b>Chronological Understanding</b>	Place the time studied on a timeline - understand timelines can be divide between BC and AD. Sequence events or artefacts. Use dates related to the passing of time.	Place the time studied on a timeline. Sequence events or artefacts. Use dates related to the passing of time.	Place events from the period studied on a timeline. Use terms related to the period and begin to date events. Order names and places of significant events with dates from the past on a timeline. Understand more complex terms, BC and AD
<b>Knowledge and understanding of past events, people and changes in the past.</b>	Knowledge and understanding about everyday lives of people in the time studied.  Describe similarities and differences between people, events and objects.  Make comparisons with our lives today.	Knowledge and understanding about everyday lives of people in the time studied.  Make comparisons with our lives today.	Show knowledge and understanding by describing features of past societies and periods studied.  Look for links and effects of time studied.  Give reasons why changes to ways of life, beliefs and attitudes may have occurred during a specific period.
<b>Historical Interpretation</b>	Identify continuity and change in trends over time.  Investigate how early man survived in a harsh environment; why Skara Brae was important for understanding life in the Stone Age. How copper mining was crucial to the Bronze Age and why Stonehenge was built. Why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.	Consider and discuss how different versions of past events may exist.	Investigate the nature of ancient civilisations and the expansion and dissolution of empires.  Explore what is meant by the terms 'trade', 'civilisation' and 'empire' and discuss how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely.  Explore what life was like for different people who were enslaved during ancient Greek times.  Identify continuity and change between life in ancient Athens and ancient Sparta.  Use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics.



			Explore the beliefs and messages that the ancient Greeks may have taken from myths. Explore historical evidence relating to whether there was any truth behind the myth.
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> </ul>
<b>Organisation and communication.</b>	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.  Class displays with annotated photographs. Use dates and terms with increasing accuracy.	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.  Class displays with annotated photographs. Use dates and terms with increasing accuracy.	Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.  Class displays with annotated photographs. Use dates and terms with increasing accuracy. Use specific topic vocabulary.
<b>Enrichment activities</b>	Chiltern Open Air Museum	British Museum	The British Museum
<b>Key Vocabulary</b>	bronze, alloy, earthwork, Celt, sacrifice, tribe, iron, ancient astronomy, bone marrow, flint, hunter-gatherer, prehistoric, arsenic, copper, smelt, tunic, urn, wattle and daub, migrated, archaeologist, hillfort	Egypt, Egyptians BC, AD, irrigation, silt, hieroglyphics, cartouche, pharaoh, Tutankhamen, slaves, farmers, craftsmen, scribes, priests, viziers, mummification, mummy, canopic jars, coffin mask, coffin, desert pyramid, sphinx, mattock, sickle, plough, tomb, Nile	Greeks, Greek Empire, vase, alphabet, Olympics, soldier, helmet, slave, nobleman, Plato, Pythagoras, Homer, Hippocrates, coins, pyxis, Hellenistic bowl, fibulas, tunic, Alexander the Great, Parthenon, column (Corinthian/Doric) Archaic, Classical, Hellenistic, Greece, Roman, Aristotle, Socrates, chiton
<b>Stretch and Challenge</b>	Set out on a timeline, within a given period, what special events took place.	Begin to use more than one source of information to bring together a conclusion about an historical event.	Independently or as part of a group, present an aspect they have research about a given period of history using multi-media skills.

Year 4	Autumn 1	Spring 1	Summer 1
Topic	<b>*The Romans</b>	<b>*Roman Britain</b>	<b>Scots/*Anglo Saxons</b>
<b>Chronological Understanding</b>	<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Order names and places of significant events with dates from the past on a timeline.</p> <p>Understand more complex terms, BC and AD</p>	<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Order names and places of significant events with dates from the past on a timeline.</p> <p>Understand more complex terms, BC and AD</p>	<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Order names and places of significant events with dates from the past on a timeline.</p> <p>Understand more complex terms, BC and AD</p>
<b>Knowledge and understanding of past events, people and changes in the past.</b>	<p>Show knowledge and understanding by describing features of past societies and periods studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects of time studied.</p> <p>Give reasons why changes to ways of life, beliefs and attitudes may have occurred during a specific period.</p> <p>Describe how some of the past events/ people affect life today.</p>	<p>Show knowledge and understanding by describing features of past societies and periods studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects of time studied.</p> <p>Give reasons why changes to ways of life, beliefs and attitudes may have occurred during a specific period.</p> <p>Describe how some of the past events/ people affect life today.</p>	<p>Show knowledge and understanding by describing features of past societies and periods studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects of time studied.</p> <p>Give reasons why changes to ways of life, beliefs and attitudes may have occurred during a specific period.</p> <p>Describe how some of the past events/ people affect life today.</p>
<b>Historical Interpretation</b>	<p>Explore the legend of how Rome was founded and investigate how it grew into the Roman empire.</p> <p>Explore the social structure and organisation of ancient Rome.</p> <p>Research what daily life was like in ancient Rome.</p> <p>Find out about ancient Roman entertainment and to explore the life of a gladiator.</p> <p>Identify continuity and change in regards to the culture and beliefs of Roman people, considering the different Roman gods and goddesses.</p>	<p>Explore the impact the Roman empire had on life in Britain by studying the attempted invasion by Julius Caesar, and the invasion and conquest by Claudius</p> <p>Consider the events of Boudicca's rebellion from different perspectives.</p> <p>Investigate Hadrian's Wall, examining how, where and why it was built.</p>	<p>Investigate who the Anglo Saxons were and where they came from.</p> <p>Examine various historical sources to find out about Anglo-Saxon life.</p> <p>Explore the last Anglo-Saxon Kings of England and what happened in Britain during their reign.</p> <p>Explore Anglo-Saxon culture including art, music, legends and poetry.</p> <p>Explore the spread of Christianity in Britain.</p> <p>Consider evidence about Sutton Hoo.</p>

<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> </ul>
<b>Organisation and communication.</b>	<p>Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.</p> <p>Class displays with annotated photographs. Use dates and terms with increasing accuracy. Use specific topic vocabulary.</p>	<p>Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.</p> <p>Class displays with annotated photographs. Use dates and terms with increasing accuracy. Use specific topic vocabulary.</p>	<p>Show knowledge and understanding of the past in different ways e.g. timelines using objects, role play, drawings, writing, labelling, talking, ICT.</p> <p>Class displays with annotated photographs. Use dates and terms with increasing accuracy. Use specific topic vocabulary.</p>
<b>Enrichment activities</b>	Museum of London		
<b>Key Vocabulary</b>	pantheon, Basilica, barbarian, sewer, chariot, slave, villa, standard, toga, coin, baths, mosaic, aqueduct, Empire, gladiator, Colosseum, , amphitheatre, Rome, myth, mythology, Romans	Julius Caesar, Claudius, Empire, sword, shield, soldier, Boudicca, invade, settle	Sutton Hoo, Scots, Anglo Saxon, Romans, invade, settle, culture, Beowulf, Christian, pagan, King Raedwald. danegeld, exile, longship, outlawed, pillaged, raid
<b>Stretch and Challenge</b>	Recognise that way of life in the past was dictated by the work people did.	Communicate how the Romans have influenced our lives today.	Research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.

Year 5	Autumn 1	Spring 1	Summer 1
<b>Topic</b>	<b>*Vikings</b>	<b>*Tudors</b>	<b>*The Victorians</b>
<b>Chronological Understanding</b>	Place current study on a timeline in relation to other studies. Know and sequence key events of specific time studied. Use relevant terms and period labels. Relate current studies to previous studies.	Place current study on a timeline in relation to other studies. Know and sequence key events of specific time studied. Use relevant terms and period labels. Relate current studies to previous studies.	Place current study on a timeline in relation to other studies. Know and sequence key events of specific time studied. Use relevant terms and period labels. Relate current studies to previous studies.
<b>Knowledge and understanding of past events, people and changes in the past.</b>	Knowledge and understanding of the life of different people.  Examine cause and effects of great events and the impact of people.  Compare life in early and late time studied.  Give some causes and consequences of the main events, situations and changes in the period studied.  Identify changes and links within and across the period studied.	Knowledge and understanding of the life of different people – differences for men and women.  Examine cause and effects of great events and the impact of people.  Give some causes and consequences of the main events, situations and changes in the period studied.  Identify changes and links within and across the period studied.	Knowledge and understanding of the life of different people – differences for men and women.  Examine cause and effects of great events and the impact of people.  Give some causes and consequences of the main events, situations and changes in the period studied.  Identify changes and links within and across the period studied.
<b>Historical Interpretation</b>	Explore what Britain was like before the first Viking invasions.  Investigate the Viking invasions of Britain.  Consider the Viking settlement of Britain and how this affected the Anglo Saxons.  Examine the influence and significance of the Anglo-Saxon kings who ruled during the 'Viking Age' and in British history.  Explore why King Alfred was dubbed 'Alfred the Great'.  Explore what life was like for Vikings living in Britain.	Explore significant monarchs including Henry VIII and his six wives', the young King Edward VI. The reign of Mary Tudor and Elizabeth I. Mary Queens of Scots, and the failure of the Spanish Armada.  Consider how each of these significant monarchs influenced the Tudor period.  Identify continuity and change in punishments and laws with their modern-day equivalents.	Develop further the children's knowledge about the life of Queen Victoria.  Explore what the Industrial Revolution was and how it affected Britain.  Identify important inventions of the Victorian era.  Investigate about health, disease and medicine in Victorian Britain.  Consider what life was like for the Victorians and what how they spent their leisure time.

	Explore how and when England became a unified country.  Investigate the end of the Anglo-Saxon and Viking era in Britain.		
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> <li>✓ Choose reliable sources of evidence to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> <li>✓ Choose reliable sources of evidence to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask and answer questions.</li> <li>✓ Identify similarities and differences.</li> <li>✓ Use a wide range of sources to find out about a period.</li> <li>✓ Make observations.</li> <li>✓ Select and record information relevant to the time study.</li> <li>✓ Begin to understand the difference between primary and secondary sources of evidence.</li> <li>✓ Choose relevant material to present a picture of one aspect of life in the time studied.</li> <li>✓ Choose reliable sources of evidence to answer questions.</li> </ul>
<b>Organisation and communication.</b>	Present structured and organised findings about the past using a variety of ways e.g. timelines, drawings, writing, annotations, discussions, drama, talking, ICT. Use dates and terms correctly. Choose the most appropriate way to present information to an audience.	Present structured and organised findings about the past using a variety of ways e.g. timelines, drawings, writing, annotations, discussions, drama, talking, ICT. Use dates and terms correctly. Choose the most appropriate way to present information to an audience.	Present structured and organised findings about the past using a variety of ways e.g. timelines, drawings, writing, annotations, discussions, drama, talking, ICT. Use dates and terms correctly. Choose the most appropriate way to present information to an audience.
<b>Enrichment activities</b>	The British Museum/Freshwater theatre	Hampton Court/Globe Theatre	Osborne House (Virtually)
<b>Key Vocabulary</b>	Viking, Anglo Saxon, Romans, invasion, attack, battles, Alfred the Great, unity, King Edmund, Battle of Hastings	Battle of Bosworth, Catholic, Dissolution of the Monasteries, Edward VI, Elizabeth I, explorer, galleon, gallows, Globe Theatre, Hampton Court Palace, Henry VIII, Mary, Queen of Scots, monarch, nobles, peasants, Protestant, Francis Drake, Spanish Armada, The Mary Rose, War of the Roses, wattle and daub	Queen Victoria, Osborne House, Industrial Revolution, inventions, medicine, disease, leisure
<b>Stretch and Challenge</b>	Research how England became a unified country.	Appreciate that some ancient civilisations showed greater advancements than people who lived centuries after them.	Identify how Queen Victoria's achievements have influenced life today.

Year 6	Autumn 1	Spring 1	Summer 1
Topic	WWII	Mayans	*Crime and Punishment
<b>Chronological Understanding</b>	Place current study on a timeline in relation to other studies. Use relevant dates and terms. Name dates of significant events studied from the past and place correctly on a timeline. Describe main changes in a period of history using correct terminology.	Place current study on a timeline in relation to other studies. Use relevant dates and terms. Name dates of significant events studied from the past and place correctly on a timeline. Describe main changes in a period of history using correct terminology.	Use relevant dates and terms. Describe main changes in a period of history using correct terminology.
<b>Knowledge and understanding of past events, people and changes in the past.</b>	Knowledge and understanding of key dates, characteristics and events of time studies.  Choose reliable sources of factual evidence to describe the life and actions of people, clothes, buildings, religious beliefs and attitudes, differences between the lives of rich and poor.  Give their own reasons why changes may have occurred with reasons and evidence.  Describe how some changes affect lives today.	Knowledge and understanding of key dates, characteristics and events of time studies.  Choose reliable sources of factual evidence to describe the life and actions of people, clothes, buildings, religious beliefs and attitudes, differences between the lives of rich and poor.  Give their own reasons why changes may have occurred with reasons and evidence.  Describe how some changes affect lives today.	Knowledge and understanding of key dates, characteristics and events of time studies.  Give their own reasons why changes may have occurred with reasons and evidence.  Describe how some changes affect lives today
<b>Historical Interpretation</b>	Establish a clear narrative about when and why World War II began, and find out about the key individuals and countries involved.  Discover all about evacuation, and experience for themselves what it was like to live with food rationing.  Explore and contract informed decisions about the contributions made by women to the war effort.  Consider the effects of the Holocaust.	Establish a clear narrative about who the ancient Maya people were, and where and when they lived.  Construct informed responses about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped.  Identify continuity and change within the Maya number system and explore the Maya writing system through practising writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. Recognise the significance of individuals - explorers John Lloyd Stephens and Frederick	Explore crime and punishment in the Roman period.  Explore and punishment in the Anglo-Saxon and Viking period.  Explore crime and punishment in the medieval and Tudor periods.  Explore crime and punishment in the early modern period.  Explore crime and punishment in the Victorian period.

	Investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.	Catherwood through analysing historical pictures of the cities they discovered.  Discuss the significance of corn and chocolate, arguing which is most important in a class debate.	Consider the history of crime and punishment and compare it to today.
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>✓ Recognise primary and secondary sources.</li> <li>✓ Evaluate the usefulness and accurateness of different sources of evidence.</li> <li>✓ Use a range of sources to find out about an aspect of time past.</li> <li>✓ Bring knowledge from several sources together in a fluent account.</li> <li>✓ Form own opinions about historical events from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise primary and secondary sources.</li> <li>✓ Evaluate the usefulness and accurateness of different sources of evidence.</li> <li>✓ Use a range of sources to find out about an aspect of time past.</li> <li>✓ Bring knowledge from several sources together in a fluent account.</li> <li>✓ Form own opinions about historical events from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise primary and secondary sources.</li> <li>✓ Evaluate the usefulness and accurateness of different sources of evidence.</li> <li>✓ Use a range of sources to find out about an aspect of time past.</li> <li>✓ Bring knowledge from several sources together in a fluent account.</li> <li>✓ Form own opinions about historical events from a range of sources.</li> </ul>
<b>Organisation and communication.</b>	Present structured and organised findings in a structured way to show findings about the past e.g. timelines, drawings, writing, annotations, discussions, drama, talking, ICT. Use dates and terms correctly. Choose the most appropriate way to present information to an audience.	Present structured and organised findings in a structured way to show findings about the past e.g. timelines, drawings, writing, annotations, discussions, drama, talking, ICT. Use dates and terms correctly. Choose the most appropriate way to present information to an audience.	Present structured and organised findings in a structured way to show findings about the past e.g. timelines, drawings, writing, annotations, discussions, drama, talking, ICT. Use dates and terms correctly. Choose the most appropriate way to present information to an audience.
<b>Enrichment activities</b>	Poppy Factory/ WWII Residential (Evacuees)	The British Museum	Magistrates Court/The Tower of London
<b>Key Vocabulary</b>	Adolf Hitler, air raid, air raid siren, air raid shelter, Anderson shelter, allies, allotment, Battle of Britain, black market, blackout, Blitz, doodlebugs, evacuee, evacuation, gas mask, host family, Luftwaffe, Morse code, navy, rationing, ration book, Royal Air Force, shillings, spitfire, telegram, warden, Winston Churchill, Victoria Cross, bomb, tank, gestapo officer, army, Neville Chamberlain, rifle, medal, radio, World War Two, Anne Frank, Star of David, Nazi flag, grenade, swastika, soldier, hand grenade	civilisation, drought, jaguar, ocelot, scribes, codices, maize, cacao beans, corn, chilli, monument, temple, jungle, pyramid, warrior, priest, king, codices, house, hieroglyphs, stela, astronomy, calendar,	crime, punishment, detected, tried, criminals, courts, theft, treason, murder, heresy.
<b>Stretch and Challenge</b>	Create timelines which outline the development of specific features, such as medicine, weaponry, transport etc.	Trace the main events that define Britain's journey from a mono to a multi-cultural society.	Create a timeline of the development in crime and punishment and explain the changes.

## Progression of topics according to Local, British, World History

### Local History

Year R/1: Teddington

Year R/2: Seasides

Year 5: Tudors - Hampton Court

Year 6: WW1/WW11 in local area

### British History

Year R: Family history

Year 1: Gunpowder Plot, Toys Past and Present, Monarchs

Year 2: Great Fire of London

Year 3: Changes in Britain from Stone-age to Iron Age

Year 4: The Roman Empire and its Impact on Britain

Year 5: Britain's Settlement by Anglo-Saxons and Scots/The Victorians

Year 6: The developments in Crime and Punishment

### World History

Year R: Significant individuals - Neil Armstrong/Florence Nightingale

Year 1: Guy Fawkes

Year 2: Explorers - Christopher Columbus/Neil Armstrong

Year 3: The achievements of earliest civilisations: Ancient Egypt

Year 4: The study of Greek life and achievements and their influence on the Western World: Ancient Greece

Year 6: Non-European Society that provides contrast with British History: Mayan civilisation c.AD900A study of an aspect/theme in British History that extends pupils chronological knowledge beyond 1066



# Progression in History

