



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# History Progression Map





	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Star Long Term Planning: Half Termly Units</b>						
	Toys – Then and Now <i>How can toys show us how life has changed over the years? (Change and continuity/Evidential Thinking Interpretations)</i>	Great Fire of London <i>What does evidence tell us about the Great Fire of London? Evidential Thinking/ Interpretations</i>	Ancient China <i>How was life in China during the Shang Dynasty? (Change and continuity)</i>	Local History	Anglo-Saxons and Scots <i>Why did the Anglo-Saxons come to Britain? (Causation)</i>	The Maya <i>Why were the Maya seen as a strong civilisation? (Causation)</i>
	Kings, Queens and Rulers <i>What changes do kings, queens and rulers bring? (Change and continuity)</i>	Romans <i>What happened when the Romans came to Britain? Change and Continuity</i>	Vikings <i>What was Viking life around England? (Similarity and difference)</i>	Tudors <i>What was similar or different about the different rulers during and after the Tudor times? (Similarity and difference)</i>	Romans <i>How did the Romans change Britain? (Change and continuity)</i>	Industrial Revolution <i>What kinds of change did the Industrial Revolution bring to Britain? (Change and continuity)</i>
	Local History	Florence Nightingale <i>Why did Florence Nightingale have such a great impact? Causation</i>	Ancient Greece <i>How did Ancient Greece influence our life today? (Change and continuity)</i>	Ancient Egypt <i>How did the Ancient Egyptians live and what did they believe? (Change and Continuity)</i>	Pre-Historic Britain - Stone Age to Iron Age <i>What changes were made during pre-historic Britain? (Change and continuity)</i>	World War 2 <i>How did life change for British people during World War 2? (Similarity and difference)</i>

**Knowledge Progression**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive Knowledge, pupils should be taught about...</b>							
<b>Knowledge &amp; Understanding of British History</b>	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past.	<u><b>Kings, Queens and Rulers:</b></u> Begin sequencing people and photos onto a timeline.	<u><b>Romans:</b></u> Understand that the Romans were an ancient civilisation that built an empire.	<u><b>Vikings:</b></u> Know: that many Vikings were farmers and craftworkers.	<u><b>Tudors:</b></u> Know that: the Tudor dynasty started when Henry VIII won the battle of the Bosworth field.	<u><b>Anglo Saxons and Scots:</b></u> Know that the Romans left Britain in about 410AD.	<u><b>Industrial Revolution:</b></u> Know that: the Industrial Revolution occurred between about 1750 and 1850.
	Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class  The past, through settings, characters and events encountered in books read in class and storytelling.	Know that: England has been ruled by Kings and Queens for many years.  The Magna Carta gave people rights and protected them.  Understand that: parliament talk about the country and make decisions.  We choose the people in our parliament by voting	Know that: the Romans invaded Britain.  Romans built towns across Britain.  The Romans tried to invade Scotland.  The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/sewage systems.  <u><b>Great Fire of London:</b></u> Understand the causes, events and consequences of the Great Fire of London.	The Vikings raided Britain in search for land and treasure.  The Vikings were seafarers with excellent shipbuilding skills.  King Alfred was king of Wessex and he fought the Vikings.  The sequence of important events relating to King Alfred.	The Vikings were farmers and craftworkers.  The Vikings raided Britain in search for land and treasure.  The Vikings were seafarers with excellent shipbuilding skills.  King Alfred was king of Wessex and he fought the Vikings.  The sequence of important events relating to King Alfred.	Henry VII bought peace by uniting two opposing families – the Lancastrian and Yorkists.  Henry VIII was the second Tudor King after his father Henry VII.  The ‘Field of the Cloth of Gold’ image illustrates the magnificence of Henry VIII’s court.  The Reformation was when the Protestant church split from the Catholic church.  Henry VIII created the Church of England – a Protestant version of Christianity.	The Anglo-Saxons began invading in 450AD.  The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia.  That Anglo-Saxons were mainly farmers who lived in wooden huts.  That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers.  That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork.



		<p>The Prime Minister is in charge of our government.</p> <p><u>Toys – Then and Now:</u> Understand that: there are differences between the past and present.</p> <p>Life used to be very different for the rich and poor.</p>	<p>The fire spread because houses were close together and made of wood, the winds were strong and there were no fire engines.</p> <p>Some serious problems were caused by the fire – e.g. over 70,000 displaced people.</p>		<p>Elizabeth's reign was a peaceful, prosperous one.</p>	<p>That Anglo-Saxons converted to Christianity.</p> <p><b><u>Romans:</u></b> Know the chronology of the important events and people from the Roman empire in Britain.</p> <p>That Julius Caesar had two unsuccessful attempts at invading Britain. That Caesar successfully invaded Britain in 43AD. That the Roman army was very successful.</p> <p>That Boudicca revolted against the Romans in 60AD.</p> <p>That Roman towns were essential to Roman civilisation.</p> <p><b><u>Pre-Historic Britain - Stone Age to Iron Age:</u></b> Know that: Stone Age people were mainly hunters and gathers.</p> <p>Farming began in about 4500BC.</p> <p>People started to live in communities due to farming.</p> <p>The Iron Age ended when the Romans invaded in 43AD.</p> <p>Bronze Age started in about 2500BC.</p> <p>Iron Age started in about 750BC.</p>	<p>trade, canals revolutionised trade and transport.</p> <p><b><u>World War 2:</u></b> Know: the chronological order of events that led to the start of WW2.</p> <p>That Germany become weak and unstable after WWI.</p> <p>That Germany became nationalist, led by Hitler. That allied powers declared war on Germany in 1939 because they started invading other countries.</p> <p>That Germany bombed cities during WW2.</p> <p>That children in cities were evacuated to rural areas for safety.</p> <p>That the Home Front describes the actions that British citizens took during WWII.</p> <p>The key terminology of censorship - propaganda and morale.</p> <p>That the Government used propaganda to maintain morale.</p>
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						<p>Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots.</p> <p>Iron Age people lived in communities, farmed, cooked and hunted, Stone Age people were farmers.</p>	
<b>Knowledge Progression</b>							
	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Substantive Knowledge</b> , pupils should be taught about...							
<b>Local History</b>		<p><b>Local History:</b> Significant historical events, people and places in their own locality.</p>			<p><b>Local History:</b> A local history study.</p>		
<b>Knowledge &amp; Understanding of Wider World History</b>			<p><b>Florence Nightingale:</b> Victorian life was very different than today.</p> <p>Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale.</p> <p>Florence Nightingale set up: a hospital to help soldiers, a school of nursing after the war.</p> <p>Victorian nursing was very different than today and Victorian nurses were usually poorer women.</p> <p>Understand: Florence Nightingale went to Crimea to help care for</p>	<p><b>The Shang Dynasty of Ancient China:</b> Know that ancient civilisations: evidenced early writing, often formed near rivers, built settlements, had powerful rulers.</p> <p>Know: that the Shang Dynasty was centred around the Yellow River.</p> <p>The location of the Shang Dynasty.</p> <p>That the Shang Dynasty was an ancient civilisation that occurred from 1600-1046BC.</p> <p>The sequence of important periods and events studied so far and</p>	<p><b>Ancient Egypt:</b> Know that: the Ancient Egyptian civilisation was between 3100BC and 30BC.</p> <p>Many ancient civilisations believed in an afterlife, which influenced how they buried the dead.</p> <p>Many ancient civilisations were built around rivers due to the benefits (water, food, transportation).</p>		<p><b>Mayans:</b> Know that: the Maya are a civilisation from Central America that existed between 1800BC – 900AD.</p> <p>They built temples and sculptures.</p> <p>They had a form of writing.</p> <p>They had their own calendar.</p> <p>They had their own number system.</p> <p>They worshipped many Gods.</p> <p>They were competitive and took over lands of neighbouring areas.</p>



			<p>the sick and wounded soldiers.</p> <p>Florence Nightingale improved the quality of nursing by providing training on hygiene, foods, beds and bedding.</p> <p>Know that she published a book on nursing which is still used today.</p> <p>Mary Seacole is a significant woman from the past who is also known for her work as a nurse in the Crimean war</p>	<p>fit them onto a timeline, using BC and AD.</p> <p>That there were different social classes of people - slaves, farmers, craftsmen and the ruling class.</p> <p>That the Shang dynasty had religious beliefs which included sacrifice and the afterlife.</p> <p><b><u>Ancient Greece:</u></b> Know that: the geography of Ancient Greece had an impact on how the civilisation developed.</p> <p>The Olympics originated in Ancient Greece.</p> <p>The geography of Ancient Greece created city-states.</p> <p>The Persians built an empire and invaded Greece.</p> <p>The Athenians won the Battle of Marathon.</p> <p>Democracy is a system of rule where the citizens get to vote.</p>			<p>They knew how to clear the forest and live in the jungle.</p> <p>They learned how to trade with others.</p> <p>They had lots of valuable raw materials.</p> <p>They learned how to grow crops and irrigate the soil using terraces.</p>
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Substantive Skills and Concepts				
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Chronological Knowledge</b>	<p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Begin to use some words and phrases about the passing of time.</p>	<p>Understand the difference between the past and present and describe simple features of themes, events and people from the past and present.</p> <p>Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale.</p> <p>Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life.</p>	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</p> <p>Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>
<b>Disciplinary Knowledge</b> - - <i>knowledge of second order concepts and the approach of historical enquiry. Children should know how to....</i>				
<b>Historical Enquiry – Using Sources and Communicating Ideas</b>		<p>Ask questions and produce answers to a few historical enquiries.</p> <p>Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p>	<p>Devise a range of valid questions for different enquiries, &amp; construct substantiated, informed responses.</p> <p>Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</p> <p>Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts &amp; music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>
<b>Cause and Consequence</b>		<p>Recognise why people did things, why events happened and what happened as a result, identifying basic causes &amp; effects.</p>	<p>Identify and comment on the importance of causes and consequences of historical events and changes.</p>	<p>Identify, give reasons for &amp; explain the significance of causes &amp; consequences of historical events/changes.</p>
<b>Change and continuity</b>		<p>Identify similarities and differences between ways of life at different times.</p>	<p>Make valid statements about the main changes occurring within and across periods.</p>	<p>Make valid statements about the changes occurring within &amp; across periods, and compare the importance and nature of these changes.</p>
<b>Similarities and Differences</b>		<p>Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities/differences.</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>
<b>Historical Significance</b>		<p>Identify and talk about important aspects of a theme, period, society or person.</p>	<p>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</p>
<b>Historical Interpretations</b>		<p>Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.</p>	<p>Understand that different versions of the past exist, and explore possible reasons for this.</p>	<p>Understand that different versions of the past exist, explaining how &amp; why this is possible, appreciating that historical figures had points of view. Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.</p>