

St Margaret's CEVA Primary School Progression Map



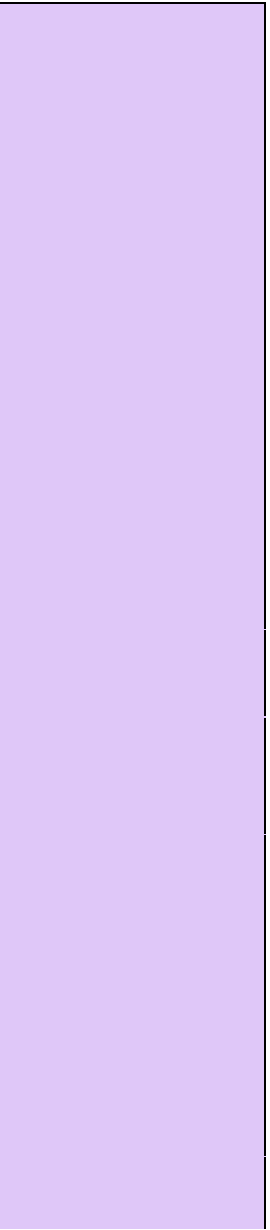
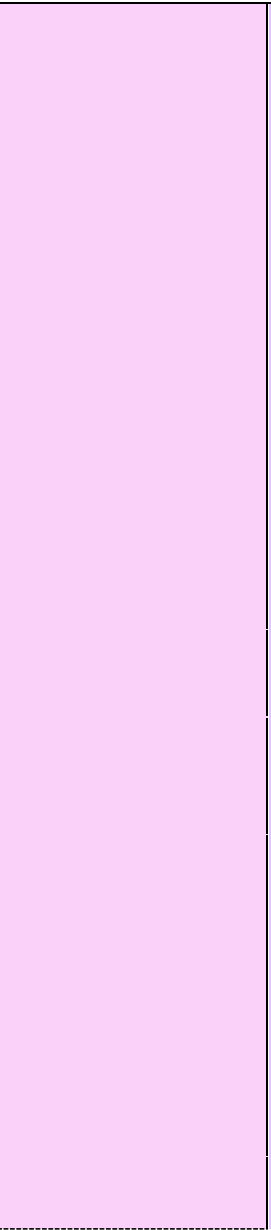
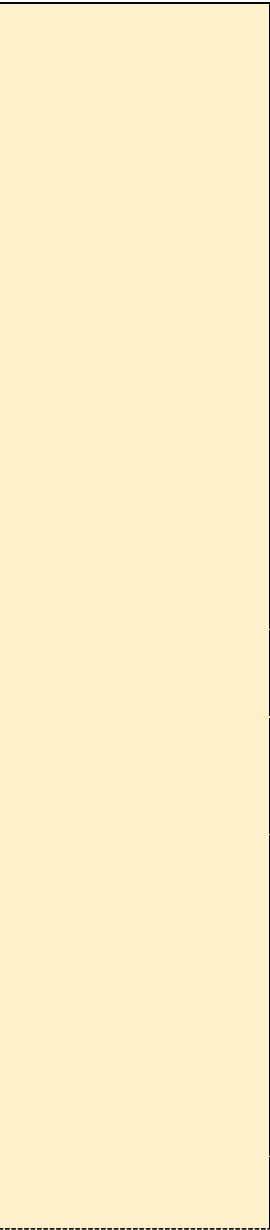
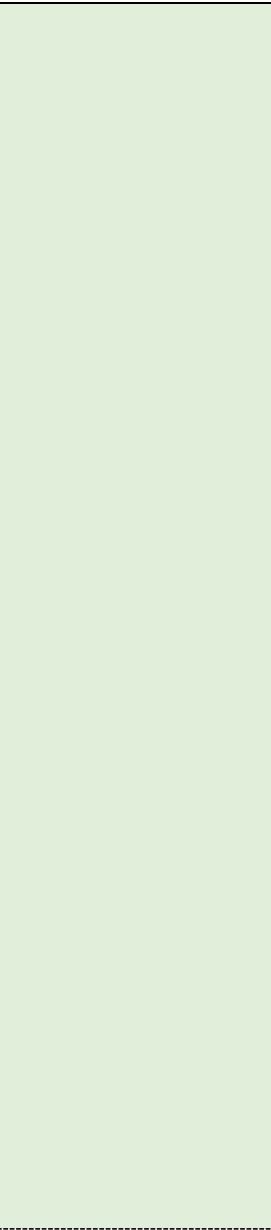
Subject: History

Intent:

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

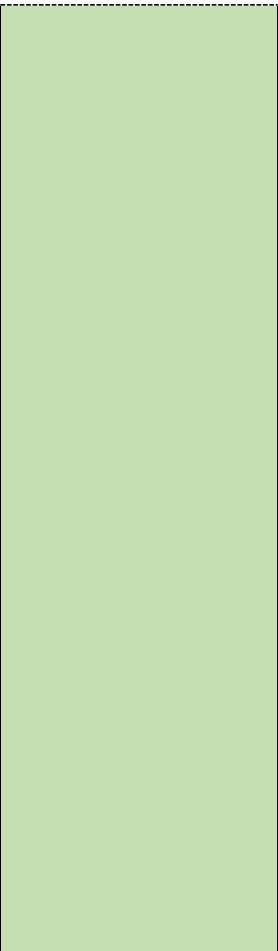
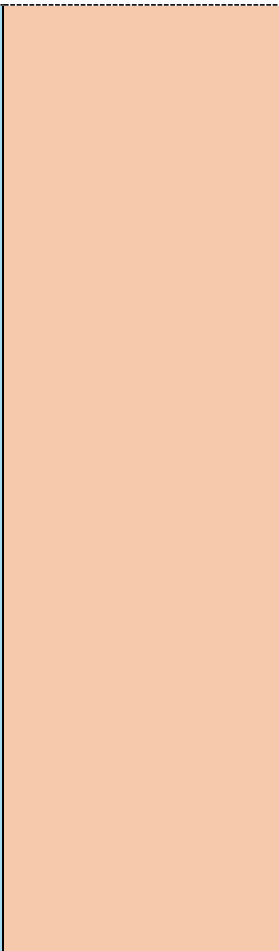
Autumn	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Autumn 2	Year 2 Autumn 2	Year 3 Autumn 1	Year 4 Autumn 2	Year 5 Autumn 2	Year 6 Autumn 1&2
Knowledge	Understanding the world Children can talk about who is in their family. Children can talk about what they do as a family. Children know that there are lots of different types of families. Children know about the symbol of the poppy for Remembrance Day. Children can talk about what their parents and grandparents did in the past. Children know that some things happened in the past, e.g. related to	King James and the Gunpowder plot Events beyond living memory that are significant nationally or globally. Lives of significant individuals in the past To sequence historical dates and facts. The Gunpowder plot	Great Fire of London Learn about significant historical events, people and places. Timelines teach the children chronology. To identify similarities and differences between ways of life in different periods. Major historical figures: Samuel Pepys Thomas Farriner	The Stone Age Learn about late Neolithic hunter-gatherers and early farmers (look at a settlement Skara Brae) Bronze Age religion, technology and travel (Stonehenge) and how this compares to now. Changes in Britain from the Stone Age to the Iron Age.	The Changing Power of the British Monarchy This project teaches children about some of the English and British monarchy from AD 871 to the present day. Continuing to develop their knowledge on timelines.	Ancient Greeks To learn about different Greek Gods To understand how the Greek democracy worked and how it is different to our democracy today. The Olympics and how they were created and how they are different to now. The Trojan War	WW1 To order on their own timeline using relevant dates and terms leading to WW1 Conscription Life in the trenches Women's role in WW1. Significant events during the war. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology, exploration; disease; the lives of the rich and poor and changes in everyday life.

Remembrance Day.
Children know that it is ok to believe something different from other people.
Children know that people celebrate festivals.
Children can find out about the life history of other people.
Children find out about the life of Martin Luther King.



<p>Skills</p>	<p>Children can talk about who is in their family.</p> <p>Children can talk about what they do as a family.</p> <p>Children know that there are lots of different types of families.</p> <p>Children know that people celebrate festivals.</p> <p>Children know about the symbol of the poppy for Remembrance Day.</p> <p>Children can talk about what their parents and grandparents did in the past.</p> <p>Children can find out about the life history of other people.</p>	<p>To sequence events in time order using words such as first, next, then, before, after.</p> <p>To recognise a past event and explain why it happened.</p> <p>To evaluate the impact of significant events</p> <p>To describe past events and how they have impacted the present day.</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To sequence events in time order using words such as first, next, then, before, after.</p> <p>To recognise a past event and explain why it happened.</p> <p>To evaluate the impact of significant events</p> <p>To describe past events and how they have impacted the present day.</p>	<p>Identify and explain how and why people lived in a certain way.</p> <p>Understanding and using timelines for chronology.</p> <p>Make interpretations based on archaeological evidence.</p>	<p>Understanding and using a timeline.</p> <p>How to use it to show when events happened.</p> <p>Understanding the difference between life in the past and today.</p> <p>Understand why changes are made and how they impact us today.</p>	<p>Understanding timelines Comparing democracy from then to now.</p> <p>Learning from artefacts Comparing modern Olympics to ancient Olympics.</p> <p>Recalling key events</p>	<p>To place key events of WW1 in chronological order on their own timeline using relevant dates and terms.</p> <p>To confidently use a range of sources/resources to investigate the past and the contributions to the start of WWI.</p> <p>To compare accounts of events from different sources to understand and analyse and explain the cause and effect of WWI and its impact on the future.</p> <p>Use evidence and effective research to investigate events and everyday lives of people during the time of WWI. To emphasise and understand the lives of people in the past.</p>
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Martin Luther King
Significant to
children:
parents, grand-
parents,
etc.



Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R Spring 1	Year 1 Spring 2	Year 2	Year 3 Spring 2	Year 4 Spring 1	Year 5 Spring 1 & 2	Year 6 Spring 1
Knowledge	<p>Understanding the world</p> <p>Children recognise that there are other places in the world/UK that are different to where they live. Children can describe some similarities and differences about Ipswich and another location. Children know that transport and vehicles was different in the past. Children are aware of their personal life experiences. Children are able to talk about different family members and how they fit into their lives.</p> <p>Children can compare old and new toys. Children know that people at different ages need different things, e.g. a baby compared to a</p>	<p>How have people's lives changed in living memory?</p> <p>Learn about some of the ways in which popular music has changed over the last 60 years.</p> <p>Differences between wooden, plastic and electronic toys</p> <p>To learn how modern technology has made it easier to cook and eat food and will look at some examples of popular dishes from the 1960s to 1990s.</p>	<p>Geography unit</p>	<p>Victorian Childhood</p> <p>Pupils will discover how the lives of Victorian children compare to their own.</p> <p>Children will explore Victorian homes looking at the differences between upper and lower class housing. Children will find out about the education of Victorian children and compare it to their own. Children will understand that many Victorian children went to work and discover the jobs commonly undertaken by children. Children will find out about the lifestyle of Victorian children living in workhouses. Children will explore the seaside holidays of Victorian families. Throughout the unit pupils will compare the aspects of Victorian lives to their own and recognise the</p>	<p>The Romans</p> <p>Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest of Britain. Life in the Roman army. British resistance, for example, Boudica. Develop the children's knowledge of the Romans and Celts.</p> <p>Roman Empire and its impact on Britain</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections. Understand the methods of historical enquiry,</p>	<p>Anglo-Saxons and Vikings</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon and Viking art and culture.</p> <p>Anglo-Saxon and Viking gods.</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Geography Unit</p>

school child.

similarities and differences that exist.

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.

<p>Skills</p>	<p>Children recognise that there are other places in the world/UK that are different to where they live.</p> <p>Children are aware of their personal life experiences.</p> <p>Children know that people at different ages need different things, e.g. a baby compared to a school child.</p> <p>Children know that transport and vehicles was different in the past. Children can compare old and new toys.</p> <p>People and places in their own locality</p>	<p>To compare toys, transport and technology from now to the past through pictures/writing.</p> <p>To tell others what they know about the changes through living memory through pictures, writing, role play and discussion.</p>		<p>To understand the methods of historical enquiry, including how evidence is used rigorously.</p> <p>To make historical claims, and discern how and why contrasting arguments and Interpretations of the past have been constructed.</p> <p>Understand timelines</p> <p>Use artifacts and different sources of evidence to learn about the era.</p> <p>Comparing now to then.</p>	<p>Uses dates to place events, artefacts and historical figures on a timeline.</p> <p>Explore main events and changes in the period, giving causes and consequences.</p> <p>Give reasons why separate versions of the same event may differ in the accounts.</p>	<p>Map work</p> <p>Empathy with people in the past.</p> <p>Make interpretations based on archaeological evidence.</p> <p>Compare and contrast with other times.</p> <p>Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.</p>	
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Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1 Summer	Year 2 Summer	Year 3 Summer	Year 4 Summer	Year 5 Summer	Year 6 Summer
Knowledge	<p>Understanding the world</p> <p>Children make observations about how they have grown up. Children know that all humans, plants and animals change as they grow up. Children know that Ipswich looked different in the past. Children can compare changes in significant local places, e.g. Waterfront, railway, school, park. Children know basic information about the Royal Family. Children find out about the life of David Attenborough.</p>	<p>Explorers and CHARTER 825</p> <p>In this topic they will look at the contributions made by explorers, including Neil Armstrong's international achievement of being the first person to land on the moon.</p> <p>In the Charter 825 unit, pupils will learn about and explore a key historical development in the life of Ipswich. They will link this change to the changing geography and religious life of Ipswich's inhabitants.</p>	<p>History of Transport and CHARTER 825</p> <p>Exploring the history of transport in Ipswich, Britain and the wider world. Looking at the development of cars and planes; the lives of inventors and adventurers.</p> <p>In the Charter 825 unit, pupils will learn about and explore a key historical development in the life of Ipswich. They will link this change to the changing geography and religious life of Ipswich's inhabitants.</p>	<p>Ancient Egyptians and CHARTER 825</p> <p>To learn about different pyramids and Egyptian Life and how it is different to today. Know what mummification is and the process. Tutankhamun and the discovery of his tomb. Egyptian Gods and what their role in Egyptian life was.</p> <p>In the Charter 825 unit, pupils will learn about and explore a key historical development in the life of Ipswich. They will link this change to the changing geography and religious life of Ipswich's inhabitants.</p>	<p>CHARTER 825</p> <p>In the Charter 825 unit, pupils will learn about and explore a key historical development in the life of Ipswich. They will link this change to the changing geography and religious life of Ipswich's inhabitants.</p>	<p>CHARTER 825</p> <p>In the Charter 825 unit, pupils will learn about and explore a key historical development in the life of Ipswich. They will link this change to the changing geography and religious life of Ipswich's inhabitants.</p>	<p>Mayans and CHARTER 825</p> <p>Exploring a civilisation outside of Europe for an opportunity to compare and contrast.</p> <p>In the Charter 825 unit, pupils will learn about and explore a key historical development in the life of Ipswich. They will link this change to the changing geography and religious life of Ipswich's inhabitants.</p>

<p>Skills</p>	<p>Children make observations about how they have grown up. Children know that all humans, plants and animals change as they grow up.</p> <p>Children know that Ipswich looked different in the past.</p> <p>Children know basic information about the Royal Family.</p> <p>Children can compare changes in significant local places, e.g. Waterfront, railway, school, park</p>	<p>Chronology: Sequence some events in chronological order.</p> <p>Match objects to people of different ages.</p> <p>Begin to use sources to identify some details and answer simple questions.</p> <p>Investigating and interpreting: Find answers to simple questions about the past from sources of information.</p>	<p>Sequence some events in chronological order, place historical figures, events and artefacts in order on a timeline, using dates.</p> <p>Use artefacts, pictures, stories, online sources + databases to learn about the past.</p> <p>Investigating and interpreting</p> <p>Find answers to simple questions about the past from sources of information.</p>	<p>Begin to evaluate the usefulness of different sources & Use evidence to reconstruct life in time studied.</p> <p>Explore main events and changes in the period, giving causes and consequences</p> <p>Understand that changes occur over time.</p>			<p>Relate current studies to previous learning and make comparisons between different times in history. Select suitable sources of evidence giving reasons for the choice. Describe and explain key changes in historical period (e.g. political, cultural, social, religious and technological changes). Explore all available evidence to form their own opinion on a historical event.</p>
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Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>A Reception child can talk about the lives of the 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.</p>	<p>A Year 1 child should be able to understand that the world has changed through time and compare their life now to the lives of people in the past. Know the similarities and differences between the past and now. They should recognise why things have changed.</p>	<p>A Year 2 child can understand that past events can be placed in order on a timeline. They understand that life was very different in the past to how it is now. They use sources of information to help them understand how it was different.</p>	<p>A Year 3 child can understand the concept of before and after Christ and can place events that happened BC on a timeline. They can use artefacts to help them discover facts about the past and compare their lives with different eras.</p>	<p>A Year 4 child has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past. They can explain how people lived during certain times in the past and why things changed.</p>	<p>A Year 5 child has a solid understanding of chronology in different times and can place it in order correctly on a timeline.</p> <p>They understand how people lived during different periods of history and can compare it to their own using evidence from different sources to compare and evaluate.</p> <p>They can describe the impact that events in history have had on life today.</p>	<p>A Year 6 child can confidently place events in chronological order, recognising the time in which an event or era took place, compared to the time they are currently in. They understand different aspects of people's lives (jobs, rights, access to technology etc.) during different periods of history and can compare it to their own life and time. They can confidently recall and describe the impact that events in history have had on life today.</p>

Vocabulary

EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Today Yesterday Tomorrow The present The past The future Lifetime Calendar Next Birthday	<u>King James and the Gunpowder plot</u> Guy Fawkes Guido Parliament Protestants Catholics Robert Catesby King James I Government Gunpowder Unsuccessful Traitor Remembered Peasantry <u>How have people's lives changed in living memory?</u> Change Lifetime Remember Popular Music CD Cassette MP3 Smartphones Wooden, Plastic and electronic Technology Popular Food Dish	<u>Famous people</u> <u>Black History</u> <u>Great Fire of London</u> London Capital City 17th Century Pudding Lane Bakery River Thames Plague Rebuilt Great fire Samuel Pepys Tower of London Architect Sir Christopher Wren <u>History of Flight</u> Aviation Wright Brothers Flight Experiment Pioneer Legacy	<u>Stone Age</u> Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge <u>Egyptians</u> Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument	<u>Kings and Queens</u> Monarchy Buckingham palace Windsor castle St James' Palace Conqueror Catholic Protestant Divorced Beheaded Parliament Succession Politician Throne King Queen <u>The Romans</u> Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager	<u>Ancient Greece</u> Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc) <u>Saxons and Vikings</u> Settlement Gaelic Long ships Invasion Conquest Raiding Wessex Sutton Hoo Mercia Kent	<u>WW1</u> Armistice Assassinated Franz Ferdinand Colonised Declare Invade Rationed Trenches Evacuation Allied Powers Central Powers Propaganda Active service Treaty of Versailles Western Front Triple Alliance Suffragette <u>Mayans</u> Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Tzolk'in Spiel Mexico Guatemala Calendars

	<p>Continents Transport Connected Communicate</p> <p><u>Explorers</u> Exploration Discovery Location Travelled Astronaut Neil Armstrong Achievement Equipment Expedition Explorer Polar Significant</p>		<p>Papyrus Archaeologist Tutankhamen <u>Victorians</u></p> <p>Monarch Workhouse Empire Reign Revolution Industry Invention Government Compulsory Crime Punishment</p>	<p>Aqueduct Londinium Hadrian's Wall Boudica</p>	<p>East Anglia Northumbria Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids</p> <p><u>Ipswich</u> Gippeswic Charter Hangings Blackfriars Greyfriars Thomas Wolsey Christchurch Mansion Thomas Gainsborough Orwell Bridge Willis building Ipswich Town Bobby Robson</p>	<p>Civilisation</p>
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