



## History Curriculum Progression Map



### Understanding the World Past and Present

	After one third of FI		After two thirds of FI		End of FI		Vocabulary
Foundation 1	I can recognise and name some family members. I can talk about something I have done and something that is special to me. I know how old I am. I know I go to nursery/school. I understand 'later'. I can talk about what I can see and hear. I can show an interest in different occupations through my play.		I can talk about something that has happened in the right order. I know that babies and animals grow up. I can show some understanding of 'now' and 'next'. I can ask questions about what is happening next. I can show interest in the lives of people who are familiar to me and use some vocabulary linked to this.		I can talk about some events in my life story. I can talk about the routine of the day. I can talk about how things grow up, get older and change. I can ask questions about aspects of my familiar world. I can talk about different roles in society and use vocabulary related to this. I can communicate freely about my own home and community.		Remember, younger, older, before, later, now, next, then, after, old, age, photograph, special, new, old
Links to Curriculum Drivers	Diversity and aspiration - learning about different roles in the community through diverse stories. Visits from people who help us						
Language	Sequencing - first ... next ... then ... .. happened first. Next ... happened It is because ... It is ... Hypothesis - ... a suggestion that tries to explain something based on evidence How do you know ...? I think ... It will .. This is ... because ... What do you think? What will happen if? Observation - It is ... because .. It has ... Comparison It is different. It is not the same. It looks the same because ...						
Foundation 2							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Historical Enquiry	I can take an interest in and comment on unknown objects exploring textures, mass moving parts etc. (guided through hypothesising function). Vocabulary - hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds, (add precise when sourced objects and seen opportunities)		I can take an interest in and comment on images of familiar situations from the past. I can hypothesise about the function of artefacts, based on creative ideas or past experiences. I can answer and ask why questions about text that has been read to me. I can listen and talk about non-fiction books applying new knowledge and vocabulary.		I can justify hypotheses regarding artefacts using my existing knowledge or seeking more information, asking questions, building on the ideas of others, or using images and books.	ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past	Now, next, today, tomorrow, yesterday, event, ife cycle, change, grow, decay, first, next, last, after, finally, explain, past, long ago, hundreds, past

		I can compare and contrast characters from stories, including figures from the past.			through settings, characters and events encountered in books read in class and storytelling.		
Links to Curriculum Drivers	Diversity and aspiration - learning about different roles in the community through diverse stories. Significant Figures - Visits from people who help us						
Language	Sequencing - first ... next ... then ... after that ... .. and then ... .. happened first. Next ... happened then .. happened It is because ... It is ... Hypothesis - ... a suggestion that tries to explain something based on evidence How do you know ...? It is because ... I think ... because .. It will .. because ... This is ... because ... What do you think? What will happen if? Observation - It is ... because .. It has ... Comparison It is different/ they are different because ... It is not the same. It is the same because ... It looks the same because ...						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Vocabulary
Similarities and Differences	I know people in the school environment and their roles. I can take an interest in the different roles of people who support my community and make observations of their role, uniforms and transport. I can understand that not everyone celebrates the same celebrations, but how we celebrate are similar.		I can talk about similarities and differences linked to roles in society (naming and describing those familiar). I can talk about similarities and differences with images of familiar situations in the past. I can talk about similarities and differences with characters and figures from the past.		I can compare and contrast the different stages in a life cycle. I can talk about an observation of a change over time.	ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.	Now, next, today, tomorrow, yesterday, event, ife cycle, change, grow, decay, first, next, last, after, finally, explain, past, long ago, hundreds, past
Links to Curriculum Drivers	Diversity and aspiration - learning about different roles in the community through diverse stories. Significant Figures - Visits from people who help us						



	<p><i>How do you know ...? It is because ... I think ... because .. It will .. because ... This is ... because ...</i></p> <p><i>What do you think? What will happen if?</i></p> <p>Observation - It is ... because .. It has ...</p> <p>Comparison</p> <p>It is different/ they are different because ... It is not the same. It is the same because ... It looks the same because ...</p>		
Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers
Year 1	<p>NC Pupils should be taught about;</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>I can order a number of artefacts by age</p> <ul style="list-style-type: none"> <li>I know that some objects belonged In the past.</li> <li>I can put up to three artefacts in chronological order (recent history) on a time line.</li> <li>I can label timelines with pictures, words or phrases.</li> <li>I can explain how I have changed since I was born</li> </ul> <p>NC Pupils should be taught about;</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>I can understand that there was a past before I was born and that it was different to how my life is now.</p> <ul style="list-style-type: none"> <li>I can tell others about changes that have happened in my own life since I was born.</li> <li>I can talk about how things have changed since my parents or grandparents were children.</li> <li>I can recognise when a story read to me happened a long time ago.</li> <li>I can retell a familiar story set in the past.</li> </ul>	<p>In order</p> <p>When my parents/grandparents were children</p> <p>Old</p> <p>New</p> <p>Before</p> <p>After</p> <p>First</p> <p>Next</p>	<p>Autumn 1 - Personal history and how we have changed from being a baby.</p> <p>Spring 1 - Identify vehicles from the past and present and order them from old to new.</p> <p>Spring 2- Sort old and new items into an old and new home.</p> <p>Order items of technology onto a timeline.</p> <p>Summer 2 - Order events on a timeline.</p> <p>Sort old and new toys.</p>
Year 2	<p>NC Pupils should be taught about;</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>I can begin to place significant events on a timeline, talking about their chronology in simple terms.</p>	<p>Before</p> <p>Along time ago</p> <p>recently</p> <p>After</p> <p>Past</p> <p>Present</p> <p>Then</p> <p>Now</p> <p>Older</p> <p>Newer</p> <p>Finally</p>	<p>Autumn term - significant events and the people who were important to their occurrence - the first moon landing, the Great Fire of London.</p> <p>Significant person - Mae Jemison, Neil Armstrong, Famous explorers - Amelia Earhart</p>

	<ul style="list-style-type: none"> <li>I can place events or artefacts in order on a timeline.</li> <li>I can use dates to talk about people or events from the past (when appropriate).</li> <li>I can label timelines with pictures, words or phrases and give reasons for their order.</li> <li>I can make connections between long and short term time scales.</li> <li>I can use dates to talk about people or events from the past (when appropriate).</li> <li>I can connect my new learning of historical people or events to others that I have learnt about before.</li> <li>I can recall, discuss and order events including those beyond living memory.</li> </ul>	Years Centuries In my lifetime In my parents/carers lifetime Modern Timeline	Summer term – comparison of life from present to past- changes over time and why these are significant.
Year 3	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>A local history study</li> </ul> <p>I can place events on a timeline and can organise them into different historical periods.</p> <ul style="list-style-type: none"> <li>I know how Britain changed between the beginning of the stone age and the iron age.</li> <li>I know the main differences between the stone, bronze and iron ages.</li> <li>I can use B.C accurately</li> <li>I can place events on a timeline accurately using B.C</li> <li>I can understand how the stone age people developed their settlements throughout history, leading up to the Iron Age.</li> </ul> <p>I can track the history of my local area within the context of wider historical events.</p> <ul style="list-style-type: none"> <li>I can understand how trade has developed in the local area over time.</li> <li>I can name significant events within the local area throughout History.</li> <li>I can produce a timeline of the history within the local area over a period of 100 years.</li> </ul>	Archaeologist Artefact Neolithic B.C/A.D Chronology Tribal Hunter-gatherers Shelter Civilisation Settlement Prey Stone/Bronze/Iron Age Local Trade Industry Mine Ancient Decade/century/millennium Prehistoric Pit Child labour Strike	<p><b>Stone Age (Spring One)</b> Clarence Van Riet Lowe- South African archaeologist, one of the first to recognise the Stone Age as having 3 distinct eras. Also an accomplished artist and copied many of the cave paintings by hand.</p> <p>Dr Ian Heath- local archaeologist who comes in for the day to work with the children, developing his understanding of the stone age.</p> <p><b>Local History, Robin Hood (Autumn Two)</b> Class trip to Sherwood forest to learn about the history of Robin Hood but also of the local area and how things would have been different then.</p>
Year 4	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (specifically in the examples listed in the NC the legacy of Ancient Greek and Roman culture on later periods of British history including the present day).</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p>I can place events on a timeline, understanding different historical periods and noticing when some periods have overlapped and occurred concurrently.</p> <ul style="list-style-type: none"> <li>I can compare the diets of different civilisations and plot them on a timeline.</li> <li>I can understand the Ancient Greek's place in history.</li> </ul>	Philosophy Athenians Spartans Democracy Dictatorship Olympics Truce Greek/Roman Gods Loincloth Temple	<p>Boudicca- strong female role model who fought for what she believed in.</p> <p>Hippocrates- Ancient Greek philosopher and physician, came up with most of the standards we still follow today in medicine including the Hippocratic Oath.</p>

	<ul style="list-style-type: none"> <li>I can compare the time period of the Ancient Greeks to other civilisations (including civilisations occurring concurrently).</li> <li>I can describe the transitions between different types of democracy in Ancient Greece.</li> <li>I know how Britain changed from the Iron Age to the end of the Roman occupation.</li> <li>I can chart and track the key events in Boudicca's life leading up to her rebellion and death.</li> <li>I can chart and describe key events within Roman history and society up to the fall of the Roman Empire.</li> </ul>	<p>Theatre Legacy Centurion Emperor Senate Aqueduct Gladiator Londinium Conquer Invade Rebel Romanisation Roman Baths Celts Colosseum Occupation Iceni Politics Etymology Inequality Civilisation B.C/A.D</p>	<p>Sappho- Ancient Greek poet, widely regarded as one of the best romantic poets of all time. Believed in love for all, she often wrote about women she loved in her poetry making her one of the first lgbt historical figures.</p> <p>Maths- Roman numerals Geography- Analysis of modern Mediterranean countries. DT- Pattern and stitching techniques used by the Celts. DT- Modern Mediterranean diets and food preparation. P.E- Roman/Greek dances and sports.</p>
Year 5	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> </ul> <p>I can extend my chronological knowledge to include some of the earliest societies</p> <ul style="list-style-type: none"> <li>I can name and describe some of the advanced societies from around 3000 years ago.</li> <li>I can chart and track some of the key periods within Egyptian history and note the differences between them.</li> <li>I can make links between two overlapping periods of history, such as between The Egyptians and The Romans.</li> <li>I can compare the lengths of different civilisations while referring to the length of the Ancient Egyptian's civilisation.</li> <li>I can note and describe other key events that happened concurrent to the era of the Ancient Egyptians and represent this on a timeline.</li> </ul> <p>I can make links and track changes across two directly sequential periods of British history.</p> <ul style="list-style-type: none"> <li>I can make links and track on a timeline the changes in British history between the end of The Roman occupation of Britain and 1066.</li> <li>I can list some of the key changes to British law the Anglo Saxons made and chart when they happened.</li> <li>I can represent the changing state of Britain throughout the years leading up to 1066, including the differing shapes and sizes of the kingdoms that made up Britain at the time.</li> <li>I can chart and track on a timeline some of the key conflicts between the Vikings and the Anglo-Saxons.</li> </ul>	<p>Archaeologist Pharaohs Tomb Burial ritual Pyramid Hieroglyphs Vizier Scribe Sarcophagus Mummy Papyrus Scarab Names of different pharaohs Names of different Egyptian Gods Cultural dress Death mask Mummification Inequality/equality Slaves Raid Longhouse Berserker Longship Norse gods</p>	<p>Cleopatra- strong female role model who ruled with authority.</p> <p>Merit Ptah- Ancient Egyptian doctor, first ever woman in recorded history to have practised medicine- 4800 years ago. Terribly, it wasn't until the 1930's that another woman in Egypt would practise medicine- Helena Sidarous.</p> <p>Frank and Dorothy Mary Stenton- both local- from Southwell. Frank was the president of the Royal Historical Society from 1937-1945 and together with his wife Mary wrote Anglo-Saxon England, widely regarded as the authority and a classic on Anglo-Saxon history.</p>

		Scandinavia Danelaw Misconception Jorvik Kingdom Shire Thane Legacy Wessex Witan Wergild Mercia Angles/Saxons/Jutes Medieval Concurrent B.C/A.D	
Year 6	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>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</li> </ul> <p>Describe and compare a non-European historical society to other civilisations</p> <ul style="list-style-type: none"> <li>I can place ancient Mayan civilisation on a timeline and discuss its location on the timeline in relation to other civilisations.</li> <li>I can discuss the achievements of Mayan civilisation, specifically focusing on their early advancement compared to other civilisations of the time.</li> </ul> <p>Closely analyse and describe one key moment within history and understand its lasting impact on society today.</p> <ul style="list-style-type: none"> <li>I know about a theme in British history that extends beyond 1066 and can explain its significance within British history.</li> <li>I know how to place historical events and people from past societies and civilisations into a chronological framework.</li> </ul>	Glyph Codices Chichen Itza Cacao Ahau Batab Names of Mayan Gods Huipil Kin Kukulcan UInal Trade Export Astronomy Sacrifice Ritual City state Inequality/Equality Mesoamerica Advancement B.C/A.D/BCE/CE Pioneer Architecture Tyrant Dictator Genocide Arian Euthanasia Holocaust Concentration Camp Unprecedented Nazi	<p>Roberta Cowell- transgender woman who was a decorated fighter pilot during WW2. She was captured by the Germans towards the end of the war and held as a prisoner of war. Following the end of the war she returned to the UK and became a successful race car driver. Sadly however, following her transition she was disallowed from competing in racing.</p> <p>Alan Turing- Helped end the war a lot quicker due to his breaking of the Nazi enigma machine. An incredible mathematician. Despite this, months after breaking the code he was arrested for 'gross misdecency' due to being gay. Because of his awful treatment by the police and government he later committed suicide and it was only recently in 2013 that he was given a pardon.</p> <p>Tatiana Proskouriakoff- Russian-American scholar and archaeologist who contributed</p>



		Fascist Right Wing Eugenics Propaganda Allies/Axis Evacuation Star of David Names of key figures during war, (Churchill, Hitler, Anne Frank etc) EU Blitz Atomic Bomb Atrocity	significantly to the translation of ancient Mayan hieroglyphs. Her work led to us understanding Mayan history much more than ever before as for the first time we could read first-hand accounts of their lives.
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## History Curriculum Progression Map



### History - Conceptual Understanding- Concepts: Leaders, Trade, Conflict, Culture, Crime & Punishment

Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>Concepts- culture, leaders</p> <p><b>I can explain how some famous people have helped my life today.</b></p> <ul style="list-style-type: none"> <li>I can appreciate that some famous people have helped our lives be better today</li> </ul> <p><b>I can use different sources to learn about my local area and explain how things were different for my grandparents.</b></p>	<p>In order</p> <p>A long time ago</p> <p>Recently</p> <p>When my parents/grandparents were children</p> <p>In the _____ times</p> <p>Old</p> <p>New</p> <p>Before</p> <p>After</p> <p>First</p> <p>Next</p> <p>What was it like for people?</p> <p>What happened?</p> <p>Research</p> <p>Artefacts</p> <p>Objects</p>	<p><b>Aspiration / Health and well-being / Diversity</b></p> <ul style="list-style-type: none"> <li>- Florence Nightingale - nurse</li> <li>- Helen Keller - invented braille for deaf and blind people.</li> <li>- David Attenborough - science and animals</li> <li>- Ann Bancroft - first female polar explorer</li> <li>- George Stephenson - inventor of the first steam engine</li> </ul>



	<ul style="list-style-type: none"> <li>I can understand how the local area is different to how it used to be in the past.</li> <li>I can recognise that we celebrate certain events because of what happened many years ago</li> <li>I can identify objects from the past and what they were used for</li> <li>I can begin to identify the main differences between old and new objects</li> <li>I can give examples of things that are different in their life from that of their grandparents when they were young.</li> <li>I can show some understanding of how people find out about the past.</li> <li>I can use different sources (books and pictures) to gain information.</li> <li>I can ask questions to gain a deeper understanding.</li> </ul>	Find out questions Historians Investigate Belong Alive Dead Brother Sister Mother Father Grandmother Grandfather Cousin Uncle Auntie	
Year 2	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>Concepts- culture, leaders</p> <p><b>I can use different sources to learn and ask questions about the past</b></p> <ul style="list-style-type: none"> <li>I can understand and talk about how people find out about the past.</li> <li>I can show understanding of how evidence is collected and used to make historical facts.</li> <li>I can ask questions using a specific source, such as an information book.</li> </ul> <p><b>I can describe a historical event and name famous people which are part of Britain's history</b></p> <ul style="list-style-type: none"> <li>I can recount some interesting facts from an historical event, such as where the 'Fire of London' started.</li> <li>I can explain why Britain has a special history by naming some famous events and some famous people.</li> <li>I understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> </ul>	When I was younger Past Present Then Now Older Newer Finally Years Centuries In my lifetime In my parents/carers lifetime Modern Old-fashioned Long term Short term Timeline Wonder Sources of information Reign Monarch Queen Elizabeth King Charles II	

<p><b>Year 3</b></p>	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• A local history study</li> </ul> <p>Concepts- Trade, conflict, culture</p> <p>I can describe different historical periods.</p> <ul style="list-style-type: none"> <li>• I know how Britain changed culturally between the beginning of the stone age and the iron age.</li> <li>• I know the main differences between the stone, bronze and iron ages.</li> <li>• I can analyse and appreciate Stone Age art.</li> <li>• I know what is meant by the term 'hunter-gatherers'.</li> <li>• I can describe a typical Stone Age settlement.</li> </ul> <p>I know the history of my local area and its significance.</p> <ul style="list-style-type: none"> <li>• I can understand how the local history of coal mining shaped the lives and experiences of our local area.</li> <li>• I can understand how my local area changed in response to significant events within the last century.</li> <li>• I can gather first-hand accounts of the history of the local area.</li> </ul>	<p>Archaeologist Artefact Neolithic B.C Chronology Tribal Hunter-gatherers Shelter Civilisation Settlement Prey Stone/Bronze/Iron Age Local Trade Industry Mine Ancient Decade/century/millennium Prehistoric Pit Child labour Strike</p>	<p><b>Stone Age (Spring One)</b> Clarence Van Riet Lowe- South African archaeologist, one of the first to recognise the Stone Age as having 3 distinct eras. Also an accomplished artist and copied many of the cave paintings by hand.</p> <p>Dr Ian Heath- local archaeologist who comes in for the day to work with the children, developing his understanding of the stone age.</p>
<p><b>Year 4</b></p>	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (specifically in the examples listed in the NC the legacy of Ancient Greek and Roman culture on later periods of British history including the present day).</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p>Concepts- Leaders, trade, conflict, culture, crime &amp; punishment</p> <p>I can describe different historical civilisations and their impact on present-day society.</p> <ul style="list-style-type: none"> <li>• I know some of the main characteristics of the Athenians and the Spartans.</li> <li>• I know about the influence the gods had on Ancient Greece.</li> <li>• I know at least five sports from the Ancient Greek Olympics.</li> <li>• I can compare the diets of different civilisations.</li> <li>• I can explain and give examples of the legacy left to us by the Ancient Greeks.</li> <li>• I can describe how the Ancient Greeks ruled through democracy.</li> <li>• I know how the Roman occupation of Britain helped to advance British society.</li> <li>• I know how there was resistance to the Roman occupation and know about Boudica.</li> <li>• I know about at least one famous Roman emperor and can discuss their system of ruling.</li> </ul>	<p>Philosophy Athenians Spartans Democracy Dictatorship Olympics Truce Greek/Roman Gods Loincloth Temple Theatre Legacy Centurion Emperor Senate Aqueduct Gladiator Londinium Conquer Invade Rebel Romanisation Roman Baths</p>	<p>Boudicca- strong female role model who fought for what she believed in.</p> <p>Hippocrates- Ancient Greek philosopher and physician, came up with most of the standards we still follow today in medicine including the Hippocratic Oath.</p> <p>Sappho- Ancient Greek poet, widely regarded as one of the best romantic poets of all time. Believed in love for all, she often wrote about women she loved in her poetry making her one of the first lgbt historical figures.</p> <p>Maths- Roman numerals Geography- Analysis of modern Mediterranean countries.</p>

		Celts Colosseum Occupation Iceni Politics Etymology Inequality Civilisation B.C/A.D	DT- Pattern and stitching techniques used by the Celts. DT- Modern Mediterranean diets and food preparation. P.E- Roman/Greek dances and sports.
Year 5	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> </ul> <p>Concepts- Leaders, conflict, culture, crime &amp; punishment</p> <p>I can describe, compare and analyse the culture, traditions, societal structure and ruling systems of different historical civilisations.</p> <ul style="list-style-type: none"> <li>I can compare and draw distinctions between different periods of Egyptian history.</li> <li>I know about and can explain the links between Roman and Egyptian society.</li> <li>I can discuss and analyse different Egyptian leaders.</li> <li>I know about Egyptian cultural dress and makeup and some of the reasoning behind it.</li> <li>I understand the importance of Ancient Egyptian society in shaping the world today.</li> <li>I know about and can describe aspects of Egyptian religion, including their gods and their burial rituals for the pharaohs.</li> <li>I know how the Roman occupation of Britain ended and how the Anglo-Saxons came to power.</li> <li>I know about the conflicts between the Anglo-Saxons and the Vikings.</li> <li>I can list and describe some of the laws the Anglo-Saxons made in Britain.</li> <li>I know where the Vikings originated from and can represent this on a map.</li> <li>I can explain what the Danelaw is.</li> </ul> <p>I can describe the influence history has had on modern day practices.</p> <ul style="list-style-type: none"> <li>I can describe how Anglo-Saxon and Viking culture has influenced modern-day Britain.</li> <li>I can discuss some of the techniques used by archaeologists to discover artefacts.</li> <li>I can describe the influence the Ancient Egyptians had on the written language.</li> <li>I know how the Anglo Saxon kingdoms have shaped some of our county and shire boundaries today.</li> </ul>	Archaeologist Pharaohs Tomb Burial ritual Pyramid Hieroglyphs Vizier Scribe Sarcophagus Mummy Papyrus Scarab Names of different pharaohs Names of different Egyptian Gods Cultural dress Death mask Mummification Inequality/equality Slaves Raid Longhouse Berserker Longship Norse gods Scandinavia Danelaw Misconception Jorvik Kingdom Shire Thane Legacy Wessex Witan Wergild Mercia	Cleopatra- strong female role model who ruled with authority.  Merit Ptah- Ancient Egyptian doctor, first ever woman in recorded history to have practised medicine- 4800 years ago. Terribly, it wasn't until the 1930's that another woman in Egypt would practise medicine- Helena Sidarous.  Frank and Dorothy Mary Stenton- both local- from Southwell. Frank was the president of the Royal Historical Society from 1937-1945 and together with his wife Mary wrote Anglo-Saxon England, widely regarded as the authority and a classic on Anglo-Saxon history.

		Angles/Saxons/Jutes Medieval Concurrent B.C/A.D	
Year 6	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>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</li> </ul> <p>Concepts- Leaders, trade, conflict, culture, crime &amp; punishment</p> <p>I can describe, compare and analyse the culture, traditions, societal structure and ruling systems of different historical civilisations, contrasting their achievements to those of other civilisations including Britain.</p> <ul style="list-style-type: none"> <li>I can identify and discuss some of the products that the Mayans made and traded in.</li> <li>I can identify and discuss important Mayan artefacts and structures.</li> <li>I can explain the ruling system of the Mayans.</li> <li>I understand the significance religion and superstition played in the everyday lives of the Mayans.</li> <li>I know about the importance maths had to the Mayans.</li> </ul> <p>Closely examine one key moment in British history, understanding the different factions involved and the reasoning for their actions.</p> <ul style="list-style-type: none"> <li>I can provide examples of how Britain has had a major influence on the world.</li> <li>I can discuss the various causes of WW2.</li> <li>I know who the allies and axis were.</li> <li>I know how and why WW2 ended.</li> <li>I know how WW2 has influenced modern day society.</li> </ul>	<p>Glyph Codices Chichen Itza Cacao Ahau Batab Names of Mayan Gods Huipil Kin Kukulcan UInal Trade Export Astronomy Sacrifice Ritual City state Inequality/Equality Mesoamerica Advancement B.C/A.D/BCE/CE Pioneer Architecture Tyrant Dictator Genocide Arian Euthanasia Holocaust Concentration Camp Unprecedented Nazi Fascist Right Wing Eugenics Propaganda Allies/Axis Evacuation Star of David Names of key figures during war, (Churchill, Hitler, Anne Frank etc) EU</p>	<p>Roberta Cowell- transgender woman who was a decorated fighter pilot during WW2. She was captured by the Germans towards the end of the war and held as a prisoner of war. Following the end of the war she returned to the UK and became a successful race car driver. Sadly however, following her transition she was disallowed from competing in racing.</p> <p>Alan Turing- Helped end the war a lot quicker due to his breaking of the Nazi enigma machine. An incredible mathematician. Despite this, months after breaking the code he was arrested for 'gross misdecency' due to being gay. Because of his awful treatment by the police and government he later committed suicide and it was only recently in 2013 that he was given a pardon.</p> <p>Tatiana Proskouriakoff- Russian-American scholar and archaeologist who contributed significantly to the translation of ancient Mayan hieroglyphs. Her work led to us understanding Mayan history much more than ever before as for the first time we could read first-hand accounts of their lives.</p>

		Blitz Atomic Bomb Atrocity	
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## History Curriculum Progression Map

### History – Critical Understanding



Year group	Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Year 1	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>Concepts- culture, leaders</p> <p><b>I can look at items which my Grandparents would use and compare them to items we use today. I can talk about some important people from the past</b></p> <ul style="list-style-type: none"> <li>I can answer questions using a range of artefacts/ photographs/pictures provided.</li> <li>I can talk about the different ways that the past is represented.</li> <li>I can recount some interesting facts from an historical event.</li> <li>I can talk about some important people from the past.</li> <li>I can talk about how their actions changed the way we do things today.</li> <li>I can recognise that there are reasons why people in the past acted as they did.</li> <li>I can tell you how I found out about people or events in the past.</li> <li>I can find out more about a famous person from the past and carry out some research on him or her.</li> <li>I can find out something about the past by talking to an older person.</li> <li>I can recognise that some forms of evidence are more reliable than others when finding out about the past.</li> <li>I can show an understanding of the word 'nation' and the concept of a nation's history.</li> <li>I can show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events.</li> </ul>	<p>In order A long time ago Recently When my parents/grandparents were children In the _____ times Old New Before After First Next What was it like for people? What happened? How long ago? Evidence Collect Research Artefacts Objects Find out questions Historians Investigate Facts Reasons Events Actions</p>	<p>Research into why we no longer have a railway in Sutton-in-Ashfield Find out about life for a Victorian child. Investigate Victorian artefacts. Find out about old toys at Sudbury Hall/Mansfield Museum. Look at similarities and differences between old toys and new toys.</p>

		Compare	
Year 2	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p>Concepts- culture, leaders</p> <p><b>I know about a famous person from outside of the UK and can explain why they are famous.</b></p> <ul style="list-style-type: none"> <li>I can describe historical events.</li> <li>I can describe significant people from the past and talk about what they did.</li> <li>I can explain the causes of an historical event and what the consequences were.</li> <li>I can explain what impact that significant events from the past have had on the way we live today.</li> <li>I can talk about similarities and differences between two different time periods.</li> <li>I can explain how local people or events in history have changed things nationally or internationally.</li> <li>I can explain why someone in the past acted in the way they did.</li> <li>I can choose and use parts of stories or other sources to show that I understand events or people from the past.</li> <li>I can explain why Britain has a special history by naming some famous events and some famous people.</li> <li>I can talk about what type of evidence is reliable when finding out about the past.</li> <li>I can talk about a 'nation', an aspect of its history and the impact it has had on the nation.</li> <li>I can show an understanding of concepts such as civilisation, monarchy, parliament, democracy when talking about historical people and events.</li> <li>I can compare and draw distinctions between modern day items and historical artefacts.</li> </ul>	<p>When I was younger</p> <p>Past</p> <p>Present</p> <p>Then</p> <p>Now</p> <p>Older</p> <p>Newer</p> <p>Finally</p> <p>Years</p> <p>Centuries</p> <p>In my lifetime</p> <p>In my parents/carers lifetime</p> <p>Modern</p> <p>Old-fashioned</p> <p>Long term</p> <p>Short term</p> <p>Timeline</p> <p>Wonder</p> <p>Sources of information</p> <p>Explain</p> <p>Causes</p> <p>Consequences</p> <p>Impact</p> <p>Actions</p>	<p>Autumn term - The Great Fire of London as a focus for exploring the concepts of civilisation, monarchy (King Charles) and compare to present day when exploring the Queen and her role.</p> <p>Explore the role of Samuel Pepys, King Charles and Thomas Farinor in the causes and consequences of The Great Fire of London.</p> <p>Explore the role in significant individuals in the race to space including the women behind the race to space e.g. Mae Jemison, Neil Armstrong etc</p>
Year 3	<p>NC Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>A local history study</li> </ul> <p><b>Critically understand the reasons people lived differently in different historical periods.</b></p> <ul style="list-style-type: none"> <li>I know the main differences between the stone, bronze and iron ages.</li> <li>I can understand why Stone Age people produce art.</li> <li>I can understand how hunting/gathering effected the diet and lifestyle of stone age people.</li> <li>I can draw comparisons between the life of a stone age person to other time periods.</li> <li>I can discuss different historical sources.</li> </ul>	<p>Archaeologist</p> <p>Artefact</p> <p>Neolithic</p> <p>B.C</p> <p>Chronology</p> <p>Tribal</p> <p>Hunter-gatherers</p> <p>Shelter</p> <p>Civilisation</p>	<p><b>Stone Age (Spring One)</b></p> <p>Clarence Van Riet Lowe- South African archaeologist, one of the first to recognise the Stone Age as having 3 distinct eras. Also an accomplished artist and copied many of the cave paintings by hand.</p>

	<ul style="list-style-type: none"> <li>I can gather evidence from multiple different sources.</li> </ul>	Settlement Prey Stone/Bronze/Iron Age Local Trade Industry Mine Ancient Decade/century/millennium Prehistoric Pit Child labour Strike	Dr Ian Heath- local archaeologist who comes in for the day to work with the children, developing his understanding of the stone age.
Year 4	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (specifically in the examples listed in the NC the legacy of Ancient Greek and Roman culture on later periods of British history including the present day).</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p>Critically understand multiple aspects of historical societies while demonstrating the knowledge that there were many different types of people within that society and that they lived differently to each other, (I.e; Romans and Iceni Celts).</p> <ul style="list-style-type: none"> <li>I can understand how the availability of food effected the lifestyle of different civilisations.</li> <li>I can understand why there were differences between the Athenians and the Spartans.</li> <li>I can compare and draw distinctions between Ancient Greek and Ancient Roman life.</li> <li>I can debate key historical questions.</li> <li>I can form my own reasoned opinion on a topic following consultation with multiple sources.</li> </ul> <p>Critically analyse historical societies, drawing distinctions between them and present-day society.</p> <ul style="list-style-type: none"> <li>I can draw distinctions between the suspicions of Ancient Greece and modern-day realities.</li> <li>I can understand why and how we've kept certain Ancient Greek traditions.</li> <li>I can critique Ancient democracy and provide reasons for my criticism.</li> <li>I can critique Roman democracy and provide reasons for my criticism.</li> <li>I can understand why and how we've kept certain Ancient Roman traditions.</li> </ul>	Philosophy Athenians Spartans Democracy Dictatorship Olympics Truce Greek/Roman Gods Loincloth Temple Theatre Legacy Centurion Emperor Senate Aqueduct Gladiator Londinium Conquer Invade Rebel Romanisation Roman Baths Celts Colosseum Occupation Iceni Politics Etymology Inequality Civilisation B.C/A.D	<p>Boudicca- strong female role model who fought for what she believed in.</p> <p>Hippocrates- Ancient Greek philosopher and physician, came up with most of the standards we still follow today in medicine including the Hippocratic Oath.</p> <p>Sappho- Ancient Greek poet, widely regarded as one of the best romantic poets of all time. Believed in love for all, she often wrote about women she loved in her poetry making her one of the first LGBT+ historical figures.</p> <p>Maths- Roman numerals  Geography- Analysis of modern Mediterranean countries.  DT- Pattern and stitching techniques used by the Celts.  DT- Modern Mediterranean diets and food preparation.  P.E- Roman/Greek dances and sports.</p>



<p><i>Year 5</i></p>	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> </ul> <p>Understand differing perspectives on history and the reasons for them</p> <ul style="list-style-type: none"> <li>• I can pass judgment and form my own opinion when critiquing and comparing the different periods of Egyptian history.</li> <li>• I can question a historical source or artefact, paying particular attention to the methods used to discover the artefact in question.</li> <li>• I can summarise some of the reasons why we don't know as much about some civilisations as we do others.</li> <li>• I can describe and explain some of the misconceptions about the Vikings.</li> <li>• I can critique some of the Anglo-Saxon laws, whilst understanding the reasoning behind the laws in the first place.</li> <li>• I can debate key historical questions from both sides of the argument.</li> <li>• I can form my own well-reasoned opinion on a topic following consultation with multiple sources.</li> </ul> <p>Understand the reasoning behind the actions of historical civilisations and figures.</p> <ul style="list-style-type: none"> <li>• I can compare Ancient Egyptian cultural dress and makeup to that of other cultures.</li> <li>• I can discuss and critique the inequalities found within Ancient Egyptian life.</li> <li>• I can compare Ancient Egyptian traditions and religion to those found within other civilisations, including within the modern day.</li> <li>• I understand the reasoning behind Viking raids.</li> </ul> <p>Note the direct correlations between historical events and modern-day consequences and explain the reasoning behind them</p> <ul style="list-style-type: none"> <li>• I can compare the Viking written language to that of other civilisations and can explain how it has shaped our own language.</li> <li>• I can make links between and compare Anglo Saxon political systems and those of modern-day Britain.</li> <li>• I understand why Britain hasn't always been one nation.</li> </ul>	<p>Archaeologist Pharaohs Tomb Burial ritual Pyramid Hieroglyphs Vizier Scribe Sarcophagus Mummy Papyrus Scarab Names of different pharaohs Names of different Egyptian Gods Cultural dress Death mask Mummification Inequality/equality Slaves Raid Longhouse Berserker Longship Norse gods Scandinavia Danelaw Misconception Jorvik Kingdom Shire Thane Legacy Wessex Witan Wergild Mercia Angles/Saxons/Jutes Medieval Concurrent B.C/A.D</p>	<p>Cleopatra- strong female role model who ruled with authority.</p> <p>Merit Ptah- Ancient Egyptian doctor, first ever woman in recorded history to have practised medicine- 4800 years ago. Terribly, it wasn't until the 1930's that another woman in Egypt would practise medicine- Helena Sidarous.</p> <p>Frank and Dorothy Mary Stenton- both local- from Southwell. Frank was the president of the Royal Historical Society from 1937-1945 and together with his wife Mary wrote Anglo-Saxon England, widely regarded as the authority and a classic on Anglo-Saxon history.</p>
<p><i>Year 6</i></p>	<p>NC Pupils should be taught about</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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</li> </ul>	<p>Glyph Codices Chichen Itza Cacao Ahau</p>	<p>Roberta Cowell- transgender woman who was a decorated fighter pilot during WW2. She was captured by the Germans towards the end of the war</p>

	<p><b>Critically analyse the factors influencing the lives of historical civilisations.</b></p> <ul style="list-style-type: none"> <li>• I can explain the impact that location had on the diet and culture of Mayan civilisation and can use this reasoning to explain differences between Mayan civilisation and others.</li> <li>• I can discuss and critique the inequalities found within Ancient Mayan life and can compare those to the relative inequality or equality of other civilisations.</li> <li>• I can explain why life within Mayan civilisation could be so superstitious and violent.</li> <li>• I can explain how the Mayans became so advanced so early when compared to other civilisations.</li> <li>• I can question the methods used by both the allies and axis during WW2.</li> </ul> <p><b>Question and debate historical sources, carefully analysing factors influencing the veracity of the source.</b></p> <ul style="list-style-type: none"> <li>• I can explain bias in historical sources including propaganda.</li> <li>• I can debate key historical questions from both sides of the argument as well as fairly critiquing the other side of the debate.</li> <li>• I can form my own well-reasoned opinion on a topic following consultation with multiple sources while questioning their reliability.</li> </ul>	<p>Batab Names of Mayan Gods Huipil Kin Kukulcan UInal Trade Export Astronomy Sacrifice Ritual City state Inequality/Equality Mesoamerica Advancement B.C/A.D/BCE/CE Pioneer Architecture Tyrant Dictator Genocide Arian Euthanasia Holocaust Concentration Camp Unprecedented Nazi Fascist Right Wing Eugenics Propaganda Allies/Axis Evacuation Star of David Names of key figures during war, (Churchill, Hitler, Anne Frank etc) EU Blitz Atomic Bomb Atrocity</p>	<p>and held as a prisoner of war. Following the end of the war she returned to the UK and became a successful race car driver. Sadly however, following her transition she was disallowed from competing in racing.</p> <p>Alan Turing- Helped end the war a lot quicker due to his breaking of the Nazi enigma machine. An incredible mathematician. Despite this, months after breaking the code he was arrested for 'gross misdecency' due to being gay. Because of his awful treatment by the police and government he later committed suicide and it was only recently in 2013 that he was given a pardon.</p> <p>Tatiana Proskouriakoff- Russian-American scholar and archaeologist who contributed significantly to the translation of ancient Mayan hieroglyphs. Her work led to us understanding Mayan history much more than ever before as for the first time we could read first-hand accounts of their lives.</p>
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