

Curriculum Progression Map for History

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
EYFS Nursery	To be able to say who they are and who they live with To use the language yesterday, tomorrow, today	Knowledge of family members and who they live with To understand the terms, mum, dad, brother, sister, nan, grandad	To compare things that they can do now with when they were a baby, things they can do now at school. e.g. walk, talk,	To read a variety of stories that introduce a sense of time and people from the past. - George and the Dragon - Meg and the Romans	To explore and sort toys from early childhood to now e.g. – rattle to Lego	To read a variety of stories that introduce a sense of time and people from the past. - Meg's mummy - Cave Baby
	Vocabulary: yesterday, tomorrow, today, , mum, dad, brother, sister, grandparent		Vocabulary: past, now, long ago,		Vocabulary: past, now, baby, sort	
	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
EYFS Reception	To be able to say who they are and who they live with Sequence family members by size and name (baby, child, adult) Talks about things that they did in the past that were important to them- birthdays, holidays, events To use the language now, then, yesterday, tomorrow, today, next week	Knowledge of family members and who they live with To understand the terms, mum, dad, brother, sister, grandparent, aunt, uncle, cousin To have awareness of Remembrance Day and how it is a way to remember people from the past. – book – Where the poppies now grow	To compare things that they can do now with when they were a baby, saying how they have changed To use the language now, then, yesterday, tomorrow, today To name some dinosaurs Compare animals now to dinosaurs	To read a variety of stories that introduce a sense of time and people from the past. - When I was a child - Harry's bucket of dinosaurs - Dinosaur Bones To know dinosaurs lived a long time ago. To understand that dinosaurs are not around now	To be able to sort and explore objects (toys) into past and present. To talk about toys that their parents/grandparents may have played with. To order 3 items by age – baby, child, adult – 3 toys, To explore or look at online galleries/BBC bitesize	To understand the term museum and gallery To read a variety of stories that introduce a sense of time and people from the past. - Lost in the toy museum - Peepo - The Toymaker
	Vocabulary: language now, then, yesterday, tomorrow, today, birthday, holiday, celebration, mum, dad, brother, sister, grandparent, aunt, uncle, sequence,		Vocabulary: extinct, dinosaurs, Tyrannosaurus Rex, diplodocus, stegosaurus, triceratops, , pterodactyl, now, then, yesterday, tomorrow, today, long ago		Vocabulary: past, present, order, sequence, museum, gallery	

Year 1	<u>The Gunpowder Plot – Autumn 2</u>		<u>Nurturing Nurses - Spring 2</u>		<u>Travel and Transport – Summer 2</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	To order events in chronological order. To be able to choose common phrases and words relating to the passing of time. (Now, then, before.)	To know who Guy Fawkes is. To know what the gunpowder plot is. To be able to retell the story of Guy Fawkes.	To be able to compare two nurses. To be able to compare similarities and differences between ways of life in different time periods. To think about how we remember things from the past today.	To know who Florence Nightingale is. To know who Mary Seacole is. To know how nursing developed overtime. To know what nurses used to treat individuals overtime.	To be able to compare similarities and differences between ways of life in different periods.	To know the different forms of transport. To know how transport has changed overtime. To know how cars have changed overtime. To know the history of planes. To know the history of trains. To know who Orville Wright was and how he contributed to the progression of transport.
	Vocabulary: Gunpowder plot, Guy Fawkes, blow up, parliament, November, King’s guards, King James II, order, now, before, then, after, years, sequence, events.		Vocabulary: Florence Nightingale, Nurse, War, Lady with the Lamp, Compare, now and then, hospital, differences, remember, plaque, statue, significant, Mary Seacole.		Vocabulary: transport, wheel, travel, similar, different, furthest, modes of transport, distance, car, engine, Orville Wright, plane, first, then, next, pilot, engine, wings, change	
Year 2	<u>Great Fire of London – Autumn 2</u>		<u>Kings and Queens – Spring 2</u>		<u>History of local area – Summer 2</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	To sequence events in chronological order. To be able to compare similarities and differences between ways of life in different periods. (Firefighting equipment.) To be able to use a range of resources to find out information and be able to	To know when, how, why, where and who started the Great Fire of London. To know how fires were put out in the great fire of London. To compare firefighting equipment to today's.	To be able to order events in chronological order. (Timeline of monarchs) To be compare similarities and differences between ways of life in different periods. To be able to use a range of resources to find out	To be able to compare two monarchs and periods in time. (Queen Elizabeth I and Queen Victoria) To be able to explain the role of a monarch. To know the timeframe of different monarchs.	To be able to research key places/sites dating back to a period beyond 1066 that is significant in locality. To use research and think about how national history is reflected in the local areas.	To know how Hemel Hempstead has changed over time. To be able to explain the difference between local history and global history.

	determine whether resources are reliable.		information about events and determine whether they are reliable. To be able to research key individuals (Richard III, Queen Victoria, and Queen Elizabeth) and reach a conclusion based on evidence.	To know the importance of an heir for the royal family throughout history.	To compare similarities and differences between ways of life in different periods. To ask and answer questions about the past. To use a wide range of vocabulary of everyday historical terms	To know why Henry VIII was important to Hemel Hempstead. To know why Henry VIII is still important to Hemel Hempstead today. To understand how things in our present life have been changed due to events in the past.
	Vocabulary: Fire, London, long ago, before, after, past, history, information, sources, timeline, question, history, sequence. Important.		Vocabulary: good, bad, king, queen, monarch, rules, crown, sword, coins, book/ bible, chronological timeline, order, ruler, dates, heir, family, family tree, oldest, son, daughter, mother, father, family name, inherit, significant individual, past, rules, facts, reliable, unreliable, sources.		Vocabulary: Local, global, Hemel Hempstead, Henry VIII, past, present, change, Boxmoor, Ashridge, Gadebridge park.	
Year 3	<u>Early settlers – Autumn 2</u>		<u>The Celts/ Iron Age – Spring 2</u>		<u>The Romans – Summer 2</u>	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
	To be able to develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To be able to reach conclusions over the effectiveness of tools based on research.	To be able to explain the animals and their uses during the Stone Age. To know when the Middle Stone Age was. To know the tools they used and how they evolved through time. To know the importance of Ofskara Brae.	To develop chronological knowledge and understanding. To know how different time periods link to each other, To be able to determine the reliability of different sources when researching key information. To be able to compare similarities and differences between ways of life in different periods.	To know when, who and where the Bronze Age was. To know how this links to the Iron Age. To know about the structure of round houses during this time period. To know the different occupations of this time period.	To be able to demonstrate chronological knowledge and understanding. To understand how our knowledge of the past is constructed from a range of sources. To be able to determine the	To know how, when and why the Roman Empire was created. To know when, who and how the Invasion of Britain happened. To know why and how they built new Roman roads in Britain. To know how the Roman Empire

				To know what life was like for a child during the Iron Age. To know the beliefs linked to this time period.	reliability of different sources when researching key information.	effected different people. To know who Emperor Hadrian is and when he ruled.
	Vocabulary: Stone Age, period, era, chronological, pre-historic, archaeological, cave paintings, Palaeolithic, Mesolithic, Neolithic, ancestors, Homo-sapiens, Stone Age info mats, timeline, thousands, millions, hominids, nomads, domesticated, farming, agriculture, era, BC, Neanderthal artefacts, cultivated		Vocabulary: History, past, Stone Age, Bronze Age, Iron Age, Celts, artefacts, Hill Forts, Round Houses, village, community, settlement, round house, dwelling, hill fort, Iron Age,		Vocabulary: Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, legions, Celts, French, soldiers, Calvary men, tributes, Rome, auxiliary, divisions, Roman road, camber, highway, Roman Empire, Boudicca, rebellion, war, role play, character	
Year 4	<u>The Ancient Greeks – Autumn 2</u>		<u>Crime and Punishment through the ages – Spring 2</u>		<u>The Terrible Tudors – Summer 2</u>	
	Skills To be able to develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To be able to reach conclusions over preferred schoolings and life style available in the ancient Greek period based on research. To be able to compare similarities and differences between ways of life in different periods.	Knowledge To know where ancient Greece is. To know when the Ancient Greek period was. To know about Ancient Greek warfare. To know the similarities and differences between Ancient Greek schools. To know about the different Greek Gods. To know the alphabet used by the Ancient Greeks.	Skills To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources. To be able to use resources/artefacts from the past to learn about the time period. To be able to compare similarities and differences between ways of life in different periods.	Knowledge To know about crime and punishment in the Anglo-Saxon times. To know about crime and punishment in the Medieval times. To learn about life in Victorian Britain.	Skills To be able to compare Tudor life to current life. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources.	Knowledge To know about the Tudor family. To learn the importance of an heir. To know about Henry VIII and his six wives. To know about Henry VIII's children and their impact on England.

			To be able to develop chronological knowledge and understanding			
	Vocabulary: location, terrain, climate, BC, location, capital, islands, Greece, Athens, Sparta, differences, similarities, hoplites, trireme, cuirass, shield, weapon, warfare, phalanx, schools, stylus, gods, Greek mythology, symbolism, Zeus, Poseidon, Hades, Ares, Aphrodite, Hermes.		Vocabulary: Tudor, torture, vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, rack, drunkard's cloak, pillory, branding, execution, source, Georgian, highwayman, Dick Turpin, pistol, hero, villain, accurate.		Vocabulary: War, battle, Tudor, king, crown, rose, Bosworth, King, Henry VIII, Throne, Reign, Ruler, Source, Reliable, Reformation, problems, religion, Henry VIII, power, money.	
Year 5	<u>Invaders and Settlers – The Vikings – Autumn 2</u>		<u>Great Plague – Spring 2</u>		<u>The Mayans – Summer 2</u>	
	Skills To develop chronological knowledge and understanding. To understand how our knowledge of the past is constructed from a range of sources. To be able to develop points of view on topics based on research and reliable sources. To be able to understand how life changes overtime and why progress is important.	Knowledge To know when the Viking period was. To know about the Viking time period. To know who Ethelred II was and when and why Danegeld was introduced. To know what the Viking life and diet was like. To know what the Viking legal system was and how it worked. To know how the last Anglo-Saxon kings shaped Britain.	Skills- To create informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources. To understand how knowledge from the past is used to prepare for future events.	Knowledge To know when, where and how the Great Plague occurred. To know why the Great plague spread so quickly. To know the symptoms and different types of plague. To know how the government dealt with the Plague. To consider what life was like for victim of the Plague.	Skills To learn about crime and punishment in this era. Address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources.	Knowledge To know who the Mayans were. To learn about the Maya religious beliefs and the Gods they believed in. To learn about Maya housing structures, cities and architecture. To learn about the Maya calendar and Astrology. To learn about Maya farming, produce and trade. To learn about Maya writing and numbers
	Vocabulary: Viking raid, Denmark, Norway Sweden, Norse, King Ethelred II The Unready, archaeologists, food, life, Britain, Criminal, justice, defendant, court, ordeal, wergild, Saxons, Anglo, kings, Edward the Confessor, research, crown		Vocabulary: Plague, death, disease, spread, rats, litter, escape, evacuate, London, epidemic, bubonic plague, government, sign, symptoms, preventions, protection.		Vocabulary: Ancient Maya, sacrifice, Gods, spirit companion, astrology, produce, trade, buildings,	

Year 6	<u>World War II – Autumn 2</u>	<u>Ancient Egypt – Spring 2</u>	<u>Leisure and Entertainment post 1066 to present day – Summer 2</u>
	<div> <div>Skills</div> <div>To develop chronological knowledge and understanding. To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To consider how learning about the past can be used to prepare and prevent future events.</div> </div> <div> <div>Knowledge</div> <div>To know why the when and why the war started. To know the areas that were affected by the Blitz. To know about the effects of air raids. To know the causes and meaning of evacuation. To consider the feelings of evacuees. To understand the impact that rationing had on people’s lives and families. To know about the experience of Jewish children during the war.</div> </div>	<div> <div>Skills</div> <div>To be able to develop chronological knowledge and understanding. To understand how our knowledge of the past is constructed from a range of sources. To be able to research the pharaohs and Gods important to this time period.</div> </div> <div> <div>Knowledge</div> <div>To know how society was organised in Ancient Egypt. To find out why the pharaohs were important. To know the different Gods and Goddesses the Ancient Egyptians believed in. To know how and why pyramids were created. To know the different inventions created and used in Ancient Egypt</div> </div>	<div> <div>Skills</div> <div>To be able to address and devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources. To consider how different historical events lead to changes in people’s daily lives.</div> </div> <div> <div>Knowledge</div> <div>To know about leisure and entertainment at the start of the 20th century. To know how leisure and entertainment activities were affected during World War II. To know how trends in leisure and entertainment were affected by events in international history after World War II. To consider ways in which music trends and technology have changed over time. To consider ways in which British people have been influenced by other countries through film and television. To consider how seaside holidays in Britain have changed over time.</div> </div>
	Vocabulary: World War II, treaty of Versailles, Germany, England, Italy, France, America, swastika, Nazi Party, Policy of Appeasement, blitz, bombing, bombs, invaded, Britain, air force, Luftwaffe, civilians, Hitler, Royal Air Force, blackout, raids, bombing, gas mask, Anderson shelter, underground, blackout, evacuation, evacuee.	Vocabulary: BC, civilisation, irrigation, hieroglyphics, cartouche, pyramids, pharaoh, Gods, sources.	Vocabulary: Victorian Era, Edwardian Era, laws and Acts, leisure, entertainment, century, leisure, entertainment, Great war, World War II. swing, rock, jazz, disco, pop, synthesiser, compact disc, Walkman, cassette tape, amplifier, film, television, programmes, changes.