



Meadow 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	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Focus on Marvelous Me	<p>Lives of significant individuals in past.</p> <p>First flight date- wright brothers.</p> <p>Moon landing date</p> <p>Major historical figures involved: Katherine Johnson Neil Armstrong Tim Peake</p> <p>How lives have shaped/ influenced Britain.</p>	<p>Significant historical people – Captain James Cook, Grace Darling; Famous pirates Learn about significant individuals linked to sea travel/ discovery and piracy. Learn about significant historical events, people and places in their own locality. Time lines teach the children chronology. To identify similarities and differences between ways of life in different periods.</p>	<p>Ancient Egyptians 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>The Roman Empire in Rome 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>Fallen Fields – Titanic and WW1 Events 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.</p>	<p>Revolution (Victorians) Children learn about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time. They compare and contrast to how life was different to what it is now.</p>
Skills	Focus on Marvelous Me	<p>Chronology (using words such as first, next, then, before, after) Comparing time periods. Evaluating impact of significant events</p> <p>Understand how things were different in the past and will be different in the future</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 understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and Interpretations of the past have been constructed, Understand timelines Using artifacts and different sources of evidence to learn about the era. Comparing now to then.</p>	<p>Understanding and using timelines for chronology Learning from artefacts Recalling key events Children learn about and compare the two cultures and warfare tactics, understand chronology, and study key individuals.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Chronology of events. Cause and effect and its impact on future. Effective research Empathy with people in the past.</p>	<p>Comparing and contrasting leadership, belief, lifestyle or significant events across a range of time periods. Recalling key events and placing them in chronological order. Understanding the difference between primary and secondary sources.</p>

Spring	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>Transport Old and new</p> <p>Researching old and new vehicles, understanding features that have changed. Starting to explain how and why.</p>	<p>Memory Box- (Transport, toys and technology)</p> <p>Speaking to people about their experiences of the past and how things have changed. Understanding first hand experiences and eye witness accounts.</p>	<p>Castles and castle life;</p> <p>This project teaches children about the English and British monarchy from AD 871 to the present day. Continuing to develop their knowledge on timelines children will take information about royal palaces and castles, portraits and other historical sources and build up an understanding of the monarchs and then research six of the most significant sovereigns.</p>	<p>Ancient Greeks</p> <p>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</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.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Peasants. Princes and Pestilence. 14th Century Britain The black death/ The feudal system/ Knights Kings -Edward II, Edward III and Richard II, The characteristics of past civilizations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. 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.</p>	<p>World War Two Start of WW2, The Blitz, protection during WW2, air raids, evacuation, rationing and impact of war.</p>
Skills	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Comparing transport, toys and technology from now to the past</p> <p>Understanding timelines.</p>	<p>Understanding and using a timeline. 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 on us today.</p>	<p>Understanding timelines Comparing democracy from then to now. Learning from artefacts Comparing modern Olympics to ancient Olympics. Recalling key events</p>	<p>Draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Connections, contrasts and trends over time and develop the appropriate use of historical terms. Compare and contrast with other times.</p> <ul style="list-style-type: none"> - Identify developments over time - Impact on our lives and evaluate. 	<p>Chronology of events, investigating cause and effects of the war and some smaller events within it, looking at the impact the war had and linking historical events to the local area.</p>

Summer	EYFS	Key Stage 1		Key Stage 2			
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	Animals (Science/Geography) Focus on Once upon a Time (Literacy)	Dinosaur Planet To learn about a significant figure from history- Mary Anning. The study of paleontology- finding evidence from the past. Dinosaur Time lines- reinforcing their understanding of chronology and timelines.	Homes old and new Schools old and new Shops old and new Landmarks around Stoneleigh (Nonsuch Mansion the Whitehall Cheam etc.) Compare living conditions from the past and present day. Significant historical events, people and places in their own locality.	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.	Britain's settlement by Anglo-Saxons and Scots Anglo-Saxons and Scots 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 art and culture.	Local area – Nonsuch Palace Tudors Henry's marriages Crime and punishment Why it was important Historical relevance Key events at the Palace Life at the Palace 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. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	N/A
Skills	To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.	Comparing time periods, Looking at types of historical evidence. Asking historical questions	To use significant people from the past to compare aspects of life in different periods.	Identify and explain how and why people lived in a certain way. Understanding and using timelines for chronology. Make interpretations based on archaeological evidence.	Maps work Empathy with people in the past. Make interpretations based on archaeological evidence. Compare and contrast with other times	Researching the local area Impact on the local area Chronology of events Evaluating impact of Tudors Compare and contrast Tudor life and modern life	N/A

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 similarities and differences in past and present. Make observations about how they have changed and show awareness of what they could do when younger compared to what they can do now.</p>	<p>A Year 1 child should be able to understand that the world has changed through time and compare their life now to lives of people in the past. 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.</p> <p>They understand that life was very different in the past to how it is now.</p> <p>They use sources of information about 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.</p> <p>They understand how people lived during different periods of history and can compare it to their own.</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 and can describe the impact that events in history have had on life today.</p>