

## History curriculum overview and progression map

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Term 1	Magnificent me – my history.  Colour and celebration – remembrance, firework night, Christmas.	Why do we celebrate firework night and who is Guy Fawkes?	Who was the most important Queen?	What can we learn about the Stone Age to the Iron Age from artefacts?		Who were the Ancient Greeks and what is their legacy?	Shang Dynasty
Term 2	People around us and their lives in society.	How have people's lives changed in living memory?	What happened during the Great Fire of London and how can we find out about it?	What was life like in Roman Britain?	Who were the Anglo-Saxons, Picts and Scots?	How has medicine and disease changed through time? (Depth study)	
Term 3	Seaside holidays in the past.	Who was the most intrepid explorer?		What is the difference between Ancient Egypt and modern Egypt? How are artefacts important to help us learn about the past?	What was life like for people in the Mayan Civilisation?	When and why did the Vikings invade Britain? Why did the Anglo-Saxon and Viking era end in Britain?	Local study: how did World War Two change people's lives in Somerset?  Why was the Battle of Britain a significant turning during World War Two?

	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Chronological understanding	<p>Sequence photographs from different parts of their life (timeline of growing up).</p> <p>Match objects to people of different ages.</p>	<p>Sequence events in their life.</p> <p>Order simple events chronologically.</p> <p>Distinguish between different periods in time using simple markers, such as inventions.</p>	<p>Order people and events from different points in history on an unscaled timeline.</p> <p>Identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline.</p> <p>Match dates a monarch reigned to the correct queen.</p> <p>Order dated events on a string timeline.</p> <p>Know that the Great Fire of London took place in the Stuart period.</p> <p>Place the Great Fire of London on a timeline.</p> <p>Organise dated cards into a timeline of British history.</p>	<p>Place the Stone Age, Bronze Age and Iron Age on a timeline.</p> <p>Know that prehistory spans millions of years.</p> <p>Understand what the term 'prehistory' means.</p> <p>Understand that the Stone Age can be split into three different time periods.</p> <p>Describe the main features and developments of each of the eras of prehistory.</p> <p>Describe the difference between ancient and modern periods.</p> <p>Know when the ancient Egyptian civilisation was.</p> <p>Sort pictures into those that depict scenes from</p>	<p>Place events from period studied on time line.</p> <p>Use terms related to the period.</p> <p>Understand and use a range of historical terms for the passing of time – be able to explain difference between AD years and BC years.</p> <p>Place Anglo-Saxons on a timeline.</p> <p>Know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</p> <p>Know when Christianity came to Britain.</p> <p>Develop knowledge and understanding of: Anglo-Saxons when and where in Europe they came from.</p>	<p>Use dates with increasing fluency to describe historical events and eras.</p> <p>Arrange key civilisations in world history chronologically</p> <p>Describe what Britain was like before the arrival of the Vikings.</p> <p>Name the periods in the ancient Greek civilisation and order them on a timeline.</p> <p>Use relevant terms and period terms. Make comparisons between different times in the past – including overlapping points in History.</p> <p>Depth study: Understanding key historical periods to gain a</p>	<p>Identify the Shang Dynasty on a timeline of ancient China.</p> <p>Know that the Shang Dynasty was in power during the Bronze Age of Britain (placing current study on time line in relation to other studies).</p> <p>Know when the World Wars took place.</p> <p>Place significant global, national and local event on a timeline – WW2 local study.</p> <p>Use relevant dates and terms.</p> <p>Sequence significant events on a time line.</p> <p>Make comparisons between different times in the past.</p>

				<p>ancient Egypt and those that depict scenes from other eras.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p>Order events on a scaled time line including BC and AD.</p>	<p>Know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. Some of the features of daily life for the Anglo-Saxons, Picts and Scots.</p> <p>Know when the Mayan civilisation was.</p> <p>Organise key events from the Mayan civilisation on a timeline with their AD/BC dates.</p>	<p>coherent knowledge of trends in medicine and disease since prehistoric times to the present day.</p>	
Vocabulary (including understanding historical terms)	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Gunpowder plot Catholics Protestants Houses of Parliament Gunpowder Monarch Parliament Law  Toys	Monarch War Empire Monarch Palace United Kingdom Sovereign London Reign King Queen Time period	Era Timeline Prehistory Period Prehistory Archaeologist Archaeology Palaeolithic Mesolithic Neolithic Evidence Primary source	Archaeologist Archaeological evidence Excavate Infer / deduce / wonder... Invasion Settlement Chronological order (timeline) Sutton Hoo Anglo-Saxons	Ancient Greece Minoan age Mycenaean age Dark age Classical period Archaic period Athens Sparta Peloponnesian Hellenistic period Polis (city states) Oligarchy	Ancient China Shang Dynasty Kings Oracle Bones Shang Royal burials Jade, bronze, ceramic Zhou army Hereditary rulers

		Playing Modern technology Electronic toys Victorian 19 <sup>th</sup> century 20 <sup>th</sup> century 21 <sup>st</sup> Century Existed Change Similarities Differences Interior Exterior Compare Investigate Identify Historical  Explorer Aviation Solo Amelia Earhart Navigator Pilot Continent  Neil Armstrong NASA Astronaut Space Historic Valentina Tereshkova Soviet Union Christopher Columbus Sea voyage	Tudor Victorian Queen Elizabeth 1 Queen Victoria Queen Elizabeth 11  Great Fire of London 1666 – 17 <sup>th</sup> century Samuel Pepys Diary Sources of evidence (newspaper, pictures, diary) Eyewitness Useful (context – which sources do you think are most useful to tell us what happened – why?) Recall Causes and consequences Timber houses Officials Weather King Charles II	Timeline Roman Civilisation Invade Settle Roman Latin Roman soldier Roman Army Legion, tent, century, cohort. Centurion Legate Resources (equipment) Tactics (tortoise – testudo) Roman Empire Emperor Revolt Boudicca Celts Legacy Villa Roman roads Mosaics Public baths Point of view (interpretation opinion) Evidence Primary source  Timeline Civilisation Ancient Modern	Denmark, Germany and the Netherlands Picts Scots Conquer Religious beliefs Pagan Christianity Judgement about source usefulness (utility) Evaluate Primary source Secondary source The Ogham Alphabet.  Conquistador Colony Maya Constitutional monarchy Democracy City state Absolute monarchy Timeline Mesoamerica Rainforest Chichen Itza Archaeological evidence Deduce / infer Ruins Temple Structure of society – a	Democracy Primary source Secondary source Olympia Olympians Primary source Secondary source  Miasma Four humours Plague Tudor period Primary source Secondary source Swnw Talisman Evil spirits Herbal remedies Prehistory Trepanning Hippocrates NHS National Health Service Act Aneurin Bevan Florence Nightingale John Snow James Young Simpson Louis Pasteur Joseph Lister Epidemic Organ Donor Register  Anglo-Saxons Vikings	World War Two 20 <sup>th</sup> century Home Front Evacuation Rationing Blitz Air Raid Precautions Anderson Shelter Black-out Alliance system Propaganda Winston Churchill Adolf Hitler Propaganda Battle of Britain Turning Point Luftwaffe RAF Operation Sealion Sir Hugh Dowding Stuka Spitfire Junker
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		America Asia		<p>Ancient Egypt  Egyptians  Before Common Era  Common Era  Pyramid  Tomb  Burial site  Harold Carter  Artefact  Rosetta Stone  Canopic jar  Archaeologist  Source evidence  Primary source  Landscape  River Nile  Africa  Gods  Goddesses  Re  Anubis  Mummification</p>	<p>pyramid system (hierarchy)  Kings, nobles, farmers, slaves  City states  Event masks  Codices  Diet  Maize  Cocoa  Engineering  Astronomy  Religious beliefs  Primary source  Secondary source  Drought</p>	<p>Scandinavia  Lindisfarne  King Alfred  Heptarchy  Runic alphabet  Unification  Danelaw  Peace Treaty  Battle of Hastings  Stamford Bridge  Harald Hardraada  Harold Godwinson  William Duke of Normandy  Tactics  Resources  Luck</p>	
Describe the characteristic ideas, beliefs and attitudes of different cultures over time.	Know about similarities and differences between themselves and others, and among families, communities and traditions, for example the 'marvellous me' unit of study.'	Describe people's ideas and attitudes from the past, for example the intrepid explorers unit of study.	Describe people's beliefs from the past and why they might be different to our own, for example the queens unit of study.	Describe people's beliefs from the past and how that affected their actions, for example the Ancient Egyptian unit of study.	Explain people's beliefs from the past, how that affected their actions and what was the result, for example the Mayan unit of study.	Find out about the characteristic ideas, beliefs and attitudes of different cultures through time. Compare ideas, beliefs and attitudes within and across time periods and suggest reasons for differences –	Research and analyse beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings and suggesting reasons for differences, for example Somerset

						for example over the Medicine through time unit.	in Wartime, Shang Dynasty units of study.
<p>Historical enquiry – <b>using evidence</b> to find out about the past and <b>communicating ideas</b>.</p> <p><b>Evaluating evidence</b> – considering different interpretations of the past and reasons for this.</p> <p>Concepts that underpin historical enquiry:</p> <p><b>Continuity and change</b></p> <p><b>Cause and consequence</b></p> <p><b>Similarity and difference</b></p> <p><b>Significance</b></p>	<p>Talk about events in their own experiences that are important to them.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Know and recount episodes from their own past.</p> <p>Children talk about past and present events in their own lives.</p> <p>Can talk about some of the things they have observed.</p>	<p>Use photographs or objects to explore what daily life was like in living memory.</p> <p>Use photographs and illustrations to compare London today with London in 1666.</p> <p>Use maps to explain some of the ways London has changed over time.</p> <p>Know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys’ diary.</p>	<p>Use photographs and illustrations to find out about life in different periods.</p> <p>Use pictures to answer true or false questions about a time period.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Begin to describe what has changed as the result of an event or an individual.</p> <p>Describe how an important event or individual is remembered.</p> <p>Describe the impact of an individual on modern lives in Britain and</p>	<p>Explain how archaeologists use artefacts to learn about the past.</p> <p>Explain some of the methods archaeologists use to find out about the past.</p> <p>Explain why Star Carr is an important archaeological site.</p> <p>Consider different points of view about a historical event –and offer some reasons for different versions of events.</p> <p>Study different accounts of a historical figure and suggest why they are different.</p> <p>Use a range of sources - gather</p>	<p>Explain some of the ways archaeologists choose which sites to excavate.</p> <p>Evaluating interpretations: Know that there are questions about the past that have not yet been decisively answered by historians.</p> <p>Use artefacts to support ideas about who was buried at Sutton Hoo.</p> <p>Find out about daily life for Anglo-Saxons using a range of sources including: Beowulf, riddles, recipes and games from the time.</p> <p>Use knoweldge about pagan and Christian</p>	<p>Infer information about daily life in ancient Greece by studying ancient Greek artefacts.</p> <p>Identify the difference between primary and secondary sources of information.</p> <p>Use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths</p> <p>Use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</p>	<p>Know that some historical sources are written thousands of years after the event and are thus unreliable.</p> <p>Know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty.</p> <p>Compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable.</p> <p>Read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability</p>

		<p>Use and read extracts from Samuel Pepys diary and explain what they tell us about the fire.</p> <p>Distinguish between objects, writing and pictures as historical sources.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Describe why an event individual from the past is important.</p> <p>Know and recount events from the past and talk about</p>	<p>beyond – for example Queen Victoria.</p> <p>Begin to be able to compare aspects of the past over time, for example: of British life in the Tudor, Victorian and modern periods.</p> <p>Begin to make inferences about the lives of people from the past based on evidence – primary and secondary.</p>	<p>information from books, texts and pictures to find out about aspects of life in Roman Britain.</p> <p>Explore artefacts found in Tutankhamen’s tomb to infer understanding about ancient Egypt.</p> <p>Make suggestions about what unfamiliar artefacts might have been used for.</p> <p>Explain the significance of the discovery of the Rosetta stone.</p> <p>Begin to explain cause and consequence - why people did things and why some events happened.</p> <p>Identify and give reasons for different ways in</p>	<p>traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</p> <p>Know that historians need to think critically about a historical source in order to assess its reliability – talk about the reliability of sources.</p> <p>Understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.</p> <p>Understand the importance of preserving historical documents and artefacts.</p> <p>Know that knowledge about the past is</p>	<p>Read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</p> <p>Find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</p> <p>Describe links between the geography of an area and its history and use this to make inferences – for example when building knowledge of the Viking invasions of England.</p> <p>Know that archaeologists can</p>	<p>Explain past events in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Evaluate the significance of an event as a turning point in local, national and international history – Battle of Britain.</p> <p>Explain how ideas and movements, as well as individuals, civilisations and events, contributed to national or worldwide change- Shang Dynasty and WW2.</p> <p>Recognise primary and secondary resources and explain the importance of using a variety of sources to make a judgement about</p>
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		<p>why they happened.</p>		<p>which the past is represented.</p> <p>Explain how individual sites can inform our wider understanding of a civilisation.</p> <p>Explain what is meant by a primary and secondary source.</p>	<p>constantly improving as historians make more discoveries.</p> <p>Make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</p>	<p>use primary sources from prehistoric times to find out how diseases were treated.</p> <p>Generate questions about an artefact and generate a hypothesis about what the object was used for.</p> <p>Evaluate similarities and differences between civilisations over time and begin to give reasons for the differences and similarities.</p> <p>Examine causes and results of significant events and their impact on people and society – depth study medicine through time.</p> <p>Explain how individuals, civilisations and events</p>	<p>the past, including using archive information (local study – Somerset in Wartime).</p> <p>Show an awareness of bias and how this impacts our understanding of the past. Bring knowledge gathered from several sources together in a coherent account.</p> <p>Describe how national and international events affected local lives in the past – local study (Somerset in Wartime).</p>
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						contributed to national or worldwide change – depth study - medicine through time.	
	EYFS	KS1		LKS2		UKS2	
Historical enquiry questions and researching, selecting, organising and communicating ideas.	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Ask questions and produce answers to a few historical enquiries. Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p>		<p>Generate enquiry questions to find the answers to, for example about life in ancient Egypt and the Maya.</p> <p>Select areas for further research.</p> <p>Use a variety of sources to carry out research.</p> <p>Construct substantiated, informed responses to enquiry questions.</p> <p>Communicate ideas and research about the past in a range of ways, for example: using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>		<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions, for example local study – Somerset in War Time.</p> <p>Use a range of sources when conducting historical enquiries and begin to critically evaluate evidence, making supported judgements about the reliability and utility of a source.</p> <p>Sources could include: stories, archive materials, photos, images, artefacts, historical buildings, oral accounts &amp; music. Research is increasingly independent and organised.</p> <p>Knowledge and understanding are communicated coherently and address enquiry questions asked. Ideas are supported by carefully selected knowledge and evidence.</p> <p>Knowledge and understanding of the past continues to be communicated in a range of ways, for example different genres of writing, role-play, diagrams, drawing etc.</p>	

