

# History Progression Map



## Curriculum overview

History forms part of Downsell Primary’s Creative Curriculum. The learning in History is linked, as much as possible, to the key text / topic for that half term, supporting our thematic curriculum approach.

As part of our aim for a broad and balanced curriculum, we ensure that our children are taught History and Geography equally across Years 1 – 6. Children cover 18 units of Geography and 18 units of History.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2*
Year 1	Geography	History	Geography	Geography	History	History
Year 2	Geography	History	Geography	History	Geography	History
Year 3	History	History	Geography	History	History	Geography
Year 4	Geography	Geography	History	Geography	Geography	History
Year 5	History	Geography	History	Geography	History	Geography
Year 6	History	Geography	History	Geography	History	Geography

\*Local History Unit is studied across the school in Summer 2 (1 week unit)

## Curriculum learning intentions overview

Year 1	Autumn 2 <u>Plan Bee: Toys Past and Present</u>	Summer 1 <u>Plan Bee: Intrepid Explorers</u>	Summer 2 <u>Transport</u>
	<ul style="list-style-type: none"> <li>To be able to describe the characteristics of toys.</li> <li>To find out what toys our parents and grandparents played with.</li> <li>To find out what toys were like at different times in the past.</li> <li>To be able to identify toys that are old and toys that are new.</li> <li>To be able to describe how toys are different and how they are the same</li> <li>To be able to create a toy museum.</li> </ul>	<ul style="list-style-type: none"> <li>To find out when Christopher Columbus lived and what he was trying to achieve.</li> <li>To find out about Christopher Columbus’s journey and what he discovered.</li> <li>To explore the impact of Columbus’s voyages and what he brought back to Europe.</li> <li>To find out who Neil Armstrong is and why he is remembered today.</li> <li>To find out about Neil Armstrong’s landing on the moon and the impact this had on the world.</li> </ul>	<ul style="list-style-type: none"> <li>To compare transport from the past and the present</li> <li>To compare past and present train transportation</li> <li>To understand the problems of modern transport</li> <li>To understand how people, use transport to travel around the world</li> </ul>

		<ul style="list-style-type: none"> <li>To be able to compare the lives and achievements of Columbus and Armstrong.</li> <li>To use what they have learnt about Columbus and Armstrong to evaluate their achievements.</li> </ul>		
<b>Year 2</b>	<b>Autumn 2</b> <b>Plan Bee: <u>Guy Fawkes and the Gunpowder Plot</u></b> <ul style="list-style-type: none"> <li>To explain what Bonfire Night is</li> <li>To find out about King James I of England</li> <li>To find out who Guy Fawkes was.</li> <li>To find out what happened next in the Gunpowder Plot.</li> <li>To think about why fireworks are lit on November 5th.</li> </ul>	<b>Spring 2</b> <b>Plan Bee: <u>The Great Fire of London</u></b> <ul style="list-style-type: none"> <li>To understand where and when the Great Fire of London started.</li> <li>To understand the events of the Great Fire of London.</li> <li>To find out why the fire spread so quickly and stayed alight for so long.</li> <li>To find out about Samuel Pepys and his diary.</li> <li>To recap what we have found out about the Great Fire of London.</li> </ul>	<b>Summer 2</b> <b><u>The lives of significant individuals</u></b> <ul style="list-style-type: none"> <li>To understand why Florence Nightingale is a notable figure</li> <li>To understand how Florence Nightingale impacted modern hygiene</li> <li>To compare and contrast the impact of Florence Nightingale and Mary Seacole on medicine</li> </ul>	
<b>Year 3</b>	<b>Autumn 1</b> <b><u>Ancient Greece</u></b> <ul style="list-style-type: none"> <li>To investigate Ancient Greece as an Archaeologist</li> <li>To display an understanding of city states – Athens and Sparta</li> <li>To explore and understand Greek warfare</li> <li>To discover the role of Greek mythology in Ancient Greece</li> </ul>	<b>Autumn 2</b> <b>Plan Bee: <u>Invaders and Settlers: Romans</u></b> <ul style="list-style-type: none"> <li>To understand the terms ‘invade’ and ‘settle’ and to place the Romans on a timeline</li> <li>To find out why and how the Romans successfully invaded Britain</li> <li>To find out who was in Britain when the Romans invaded and learn about their way of life</li> <li>To explore who Boudica was from different points of view</li> <li>To find out about the results of Boudica’s revolt</li> <li>To find out about life in Roman Britain</li> <li>To know how the Romans have influenced our lives today</li> </ul>	<b>Spring 2</b> <b>Plan Bee: <u>The Maya</u></b> <ul style="list-style-type: none"> <li>To explore where and when the remains of the Mayan civilisation were discovered.</li> <li>To find out about how the Mayans civilisation developed over time</li> <li>To find out about the city states of the Maya and how society was organised.</li> <li>To find out about Mayan religion and beliefs.</li> <li>To find out about everyday life for the Mayan people.</li> <li>To explore Mayan writing and calendars.</li> <li>To find out about the decline of the Mayan civilisation.</li> </ul>	<b>Summer 1</b> <b>Plan Bee: <u>What can we find out about ancient Egypt?</u></b> <ul style="list-style-type: none"> <li>To locate ancient Egypt in time and place.</li> <li>To learn about the Egyptian landscape and find out how it impacted on people’s lives in Ancient Egypt.</li> <li>To find out about Tutankhamen and how artefacts can teach us about the past.</li> <li>To understand the importance of artefacts in helping us find out about the past.</li> <li>To find out about the way of life in ancient Egypt.</li> <li>To learn about Egyptian tombs, pyramids and burial sites.</li> <li>To recall, select and organise historical information.</li> </ul>

Year 4	<p><b>Spring 1</b>  <u>Plan Bee Anglo-Saxon, Pict and Scots</u></p> <ul style="list-style-type: none"> <li>To find out how we know about the past</li> <li>To find out about Anglo-Saxon migration.</li> <li>To find out who the Picts and Scots were and where they lived.</li> <li>To use a range of artefacts to find out about Anglo-Saxon life.</li> <li>To explore Anglo-Saxon society and culture.</li> <li>To know about paganism and the spread of Christianity in Britain.</li> <li>To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.</li> </ul>		<p><b>Summer 2</b>  <u>Normans</u></p> <ul style="list-style-type: none"> <li>To understand that history can present people as stereotypes.</li> <li>To know where the Vikings came from and why.</li> <li>To investigate the importance of trade to the Vikings.</li> <li>To discuss the different opinions on Viking raids.</li> <li>To explain the impact of the Viking raid of Lindisfarne in 793 as a turning point in the Viking settlement of England from 790 to 1066.</li> </ul>
Year 5	<p><b>Autumn 1</b>  <u>Victorians and the industrial revolution</u></p> <ul style="list-style-type: none"> <li>To explore Queen Victoria's reign</li> <li>To understand the importance of the Industrial Revolution</li> <li>To explore what life was like for a child in the 1840s</li> <li>To learn about the fight for children's rights throughout the Victorian era</li> </ul>	<p><b>Spring 1</b>  <u>Plan Bee: Stone age to iron age</u></p> <ul style="list-style-type: none"> <li>To introduce the definition and time scale of human prehistory.</li> <li>To find out about early humans and the Palaeolithic period.</li> <li>To find out about people who lived in the Mesolithic period.</li> <li>To find out how people lived in the Neolithic period.</li> <li>To find out about how people lived in the Bronze Age.</li> <li>To find out about how people lived in the Iron Age.</li> <li>To recap and summarise the prehistory of Britain</li> </ul>	<p><b>Summer 1</b>  <u>The Great Plague</u></p> <ul style="list-style-type: none"> <li>To explore the Great Plague and its symptoms</li> <li>To look at what people believed caused and spread The Great Plague</li> <li>To describe and assess the effectiveness of the treatments for the Great Plague.</li> <li>To explore the consequences of The Great Plague</li> </ul>
Year 6	<p><b>Autumn 1</b>  <u>World War</u></p> <ul style="list-style-type: none"> <li>To understand the Blitz and its impact on Britain</li> <li>To understand the impact of the war on ordinary citizens</li> <li>The rise of Nazi Germany</li> <li>To understand the Holocaust</li> <li>To understand the impact of the war on Britain</li> </ul>	<p><b>Spring 1</b>  <u>Crime and Punishment 1750 - 1900</u></p> <ul style="list-style-type: none"> <li>To understand how crime and punishment has changed from 1750 to 1900</li> <li>To understand why Capital Punishment ended in Great Britain</li> <li>To explore the use of capital punishment in the UK</li> </ul>	<p><b>Summer 1</b>  <u>The Islamic Golden Age</u></p> <ul style="list-style-type: none"> <li>To understand the importance of Baghdad during the rise of the Golden Age</li> <li>To understand the significance of the structure of Baghdad</li> <li>To understand how the House of Wisdom played a key role in discoveries and preservations</li> <li>To understand how the Islamic Golden Age contributed to Western Civilisation</li> <li>To explore the descent of the Islamic Golden Age.</li> </ul>

## History at Downsell Primary School

<b>Intent</b>	<p>At Downsell Primary school, we follow the National Curriculum Programme of Study for History.</p> <p>Children will develop a love of history and an ability to think critically, ask questions and develop their own opinions and viewpoints when using sources of information. They will reflect, reason, debate and evaluate as they become young historians with an appreciation of world history. Children will study local, national and global history and be able to place historical events and significant people on a timeline, developing chronological understanding and identifying themes and making connections between different periods of time. They will understand the impact of historical events / people on today and use this to affect the change</p> <p>We break History down into five skill requirements: <b>Historical Interpretations, Historical Investigations, Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past</b></p>
<b>Implementation</b>	<p>We offer a creative curriculum, where History is embedded within a bigger picture, linked to a core text. This supports our pupils with being able to demonstrate their skills in a range of ways across the curriculum, developing the viewpoint that subjects are not taught in isolation. Pupils are given the opportunity to engage in debate, discussion, oral presentation and drama rather than just writing about the facts on the history unit they are doing.</p> <p>In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. This model allows revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, children build on prior knowledge alongside the introduction new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in</p>
<b>Impact</b>	<p>Using our termly planning and curriculum overviews; our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding in the five skill areas.</p> <p>Assessment for History is completed through formative and summative assessments. Formative assessment includes in class questioning, pupil conferencing, marking books, quizzes, assessing children's prior learning and through the use of plenaries.</p> <p>End of unit assessments are our summative assessments. We use this, along with teacher assessment, to have an understanding of what the pupil has understood in relation to the skills within History. Misconceptions found in the pupil's assessments are addressed through a whole class discussion.</p>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>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>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>• the Roman Empire and its impact on Britain;</li> <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>• a local history study;</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;</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> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world;</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>

<b>KS1 skills</b>	
<b>Historical Interpretations</b>	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can:</p> <ul style="list-style-type: none"> <li>• start to compare two versions of a past event;</li> <li>• observe and use pictures, photographs and artefacts to find out about the past;</li> <li>• start to use stories or accounts to distinguish between fact and fiction;</li> <li>• explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>
<b>Historical Investigations</b>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask simple questions about the past;</li> <li>• observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>• choose and select evidence and say how it can be used to find out about the past.</li> </ul>
<b>Chronological Understanding</b>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can:</p> <ul style="list-style-type: none"> <li>• sequence artefacts and events that are close together in time;</li> <li>• order dates from earliest to latest on simple timelines;</li> <li>• sequence pictures from different periods;</li> <li>• describe memories and changes that have happened in their own lives;</li> <li>• use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old,</li> </ul>
<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can:</p> <ul style="list-style-type: none"> <li>• recognise some similarities and differences between the past and the present;</li> <li>• identify similarities and differences between ways of life in different periods;</li> <li>• know and recount episodes from stories and significant events in history;</li> <li>• understand that there are reasons why people in the past acted as they did;</li> <li>• describe significant individuals from the past.</li> </ul>
<b>Presenting, Organising and Communicating</b>	<p>Pupils should use a wide vocabulary of everyday historical terms. Children can:</p> <ul style="list-style-type: none"> <li>• show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>• talk, write and draw about things from the past;</li> <li>• use historical vocabulary to retell simple stories about the past;</li> <li>• use drama/role play to communicate their knowledge about the past.</li> <li>• show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> </ul>

KS1 National Curriculum expectations	Units of work
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;	<b>Year 1:</b> Toys Past and Present
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];	<b>Year 1:</b> Transport <b>Year 2:</b> Guy Fawkes and the Gunpowder Plot <b>Year 2:</b> The Great Fire of London
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];	<b>Year 1:</b> Intrepid Explorers <b>Year 2:</b> The lives of significant people
significant historical events, people and places in their own locality.	<b>Years 1- 2:</b> Local study – Waltham Forest Then and Now

	LKS2 skills	UKS2 skills
<b>Historical Interpretations</b>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• look at more than two versions of the same event or story in history and identify differences;</li> <li>• investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul>	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children can:</p> <ul style="list-style-type: none"> <li>• find and analyse a wide range of evidence about the past;</li> <li>• use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>• consider different ways of checking the accuracy of interpretations of the past;</li> <li>• start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>• show an awareness of the concept of propaganda;</li> <li>• know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>• begin to evaluate the usefulness of different sources.</li> </ul>
<b>Historical Investigations</b>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:</p> <ul style="list-style-type: none"> <li>• use a range of sources to find out about the past;</li> <li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research.</li> </ul>	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children can:</p> <ul style="list-style-type: none"> <li>• recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>• investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<b>Chronological Understanding</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can:</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children can:</p>

	<ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>accurately use dates and terms to describe historical events;</li> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>
<b>Knowledge and Understanding of Events, People and Changes in the Past</b>	<p>Children should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p>Pupils should note connections, contrasts and trends over time. Children can:</p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>use appropriate historical terms such as culture, religious, social, economic and political when describing the past;</li> <li>examine causes and results of great events and the impact these had on people;</li> <li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<b>Presenting, Organising and Communicating</b>	<p>Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> <li>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>start to present ideas based on their own research about a studied period.</li> </ul>	<p>Pupils should develop the appropriate use of historical terms. Children can:</p> <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</li> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>

KS2 National Curriculum expectations	Units of work
changes in Britain from the Stone Age to the Iron Age;	<b>Year 5:</b> Stone Age to Iron Age
the Roman Empire and its impact on Britain;	<b>Year 3:</b> Invaders and Settlers: Romans
Britain's settlement by Anglo-Saxons and Scots;	<b>Year 4:</b> Anglo-Saxon, Pict and Scots
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;	<b>Year 4:</b> Normans
a local history study;	<b>Years 3 – 6:</b> Local study – Waltham Forest Then and Now
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;	<b>Year 5:</b> The Great Plague <b>Year 5:</b> Victorians and the industrial revolution <b>Year 6:</b> Crime and Punishment 1750 – 1900 <b>Year 6:</b> World War
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;	<b>Year 3:</b> What can we find out about ancient Egypt
Ancient Greece – a study of Greek life and achievements and their influence on the western world;	Year 3: Ancient Greece
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.	Year 3: The Mayans