






History Curriculum Progression

	Year 1			Year 2		
Topic	Autumn 1: A change over time	Spring 1: A Step in Time	Summer 1: Very Victorian Values	Autumn 2: Hearts and Lanterns	Spring 2: Disaster Strikes	Summer 2: Whole School Topic
NC knowledge and understanding	British history - changes within living memory	British history - significant historical places in their own locality.	British History- events- the Factory Act (1874 Amended from 1833) beyond living memory that are significant nationally or globally	Wider world History- the lives of significant individuals in the past who have contributed to national and international achievements.	British History- events- the Great Fire of London (1666) beyond living memory that are significant nationally or globally.	Wider world History- the lives of significant individuals in the past who have contributed to national and international achievements.
Historical contexts	<ul style="list-style-type: none"> social short term timescale 	<ul style="list-style-type: none"> local/ regional social short term timescale (100 years) 	<ul style="list-style-type: none"> national social political long term timescale 	<ul style="list-style-type: none"> international social military short term timescale 	<ul style="list-style-type: none"> local/ regional context social short time scale 	<ul style="list-style-type: none"> international political cultural long term timescale
Historical concepts	<ul style="list-style-type: none"> Similarity and difference <p>Be aware of the past, using common words and phrases</p> <p>Identify similarities and differences</p> <p>Understand some ways we find out about the past</p> <p>Fit people into a chronological framework</p>	<ul style="list-style-type: none"> Cause and consequence <p>Be aware of the past, using common words and phrases</p> <p>Understand some ways we find out about the past</p> <p>Ask and answer questions</p> <p>Fit events into a chronological framework</p>	<ul style="list-style-type: none"> Continuity and change Make connections <p>Be aware of the past, using common words and phrases</p> <p>Identify similarities and differences</p> <p>Understand some ways we find out about the past</p> <p>Fit people into a chronological framework</p> <p>Ask and answer questions</p>	<ul style="list-style-type: none"> Cause and consequence Similarity and difference <p>Be aware of the past, using common words and phrases relating to time</p> <p>Fit people/events into a chronological framework</p> <p>Choose and use from stories or other sources to show understanding</p> <p>Identify similarities and differences</p>	<ul style="list-style-type: none"> Cause and consequence Drawing contrasts Significance <p>Fit events into a chronological framework</p> <p>Use wide vocabulary of everyday historical terms</p> <p>Identify different ways in which the past is represented</p>	<ul style="list-style-type: none"> Similarity and difference Drawing contrasts Make connections <p>Fit people into a chronological framework</p> <p>Identify similarities and differences</p>
Use these concepts to: make connections, draw contrasts, analyse trends, frame historically						
Interpretations of history	<p>To use a range of sources (pictures, toys and books) to compare their lives to their grandparents.</p> 	<p>To understand how we gather information from artifacts</p>	<p>To ask questions using who, what, when and why.</p>	<p>To ask and answer questions related to stories or other sources from the past.</p>	<p>To use sources from the past (objects, artifacts, videos) to gather information to answer given questions.</p> <p>To interrogate differences between given sources.</p>	<p>To ask and answer questions using sources from the past.</p>
Chronological knowledge and understanding	<p>To understand changes in living memory.</p> <p>Talk about past and present events in their own lives and lives of their family members.</p> 	<p>Identify changes to Morden over time.</p>	<p>To make comparisons between now and the Victorian time period (1837-1901). (link to thinking maps)</p> <p>To plot when they were born, 100 years ago when they looked at Morden and when the Victorian time period began onto a timeline.</p>	<p>To plot when Florence Nightingale was born and relate this to the Victorian period and when they were born.</p> <p>To map out significant events in the Crimean War.</p>	<p>To plot when the Great Fire of London started and compare this to Crimean War, the Victorian time period started, Morden 100 years ago and themselves on a timeline.</p>	



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	Year 3			Year 4		
Topic	Autumn 2: Rotten Romans	Spring 1: Settle Down	Summer 1: Dig Deep!	Autumn 1: Walk like an Egyptian	Spring 1: Battle Stations	Summer 1: Playing Cat and Mouse
NC knowledge and understanding	British History- the Roman Empire and its impact on Britain	British History- Britain's settlement by Anglo-Saxons focussing on art and culture	British History- changes in Britain from the Stone Age to the Iron Age	Wider world History- an in depth study of the achievements of the earliest civilizations	British History- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Historical contexts	<ul style="list-style-type: none"> national cultural political social long term timescale (400 years) 	<ul style="list-style-type: none"> national cultural social long term timescale 	<ul style="list-style-type: none"> national cultural religious social long term timescale 	<ul style="list-style-type: none"> international cultural social religious long term timescale 	<ul style="list-style-type: none"> national military Political (democracy) long term timescale (300 years) 	<ul style="list-style-type: none"> national political economic social history short term timescale.
Historical concepts	<ul style="list-style-type: none"> Continuity and change Significance <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p>	<ul style="list-style-type: none"> Make connections Frame historically valid questions <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Understand that different versions of the past may exist, giving some reasons for this (differing reason as to why the Anglo Saxons came to Britain)</p>	<ul style="list-style-type: none"> Continuity and change Make connections Drawing contrasts <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts</p> <p>Establish clear narratives within and across periods studied (produce a piece of a text)</p>	<ul style="list-style-type: none"> Frame historically valid questions <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms.</p> <p>Establish clear narratives within and across periods studied (produce a piece of a text)</p> <p>Understand how knowledge from the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> Continuity and change Make connections <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections within other periods of time (Anglo Saxons and Normans)</p> <p>Contrast informed responses by selecting and organising relevant historical information</p>	<ul style="list-style-type: none"> Cause and consequence Significance Frame historically valid questions Make connections (links to Victorians) <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Understand how knowledge of the past is constructed by a range of sources</p>
Use these concepts to: make connections, draw contrasts, analyse trends, frame historically						
Interpretations of history.	<p>To use 2 or more different sources or media to piece together information about a chosen time period.</p> 	<p>To interrogate and evaluate differences between given sources.</p> <p>Investigate the impact of Anglo Saxons in Britain.</p>	<p>To recognise the role of archeologists.</p> <p>To draw parallels and bring together sources to be able to infer what life may have been like to build up their own interpretation of a period of time.</p> <p>To compare changes in Britain from the Stone age to the Iron age.</p>	<p>To investigate primary and secondary sources and explain the differences between these two types.</p> <p>To use Howard Carter's diary entry to gather information about what he found.</p> <p>To understand who the Egyptians were, how they live, what their biggest achievements, what they believed in, why are they still significant?</p>	<p>To interrogate and evaluate, drawing parallels and bringing together sources to be able to infer what life may have been like.</p> <p>To understand how the Vikings raided and invaded.</p>	<p>To understand that primary sources hold a greater significance than secondary sources. (Propaganda)</p> <p>To understand what the Suffragette movement was.</p> <p>To explain the significant turning point that the Suffragettes had on British History then and how it has impacted life today.</p> <p>To understand what Parliament was like during the Suffragette movement.</p>




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	Year 5			Year 6		
Topic	Autumn 2: Third Rock from the Sun.	Spring 1: It's all Greek to me	Summer 1: <u>Marvellous Mayas</u>	Autumn 1: Everybody wants to rule the World	Spring 1: War of the Worlds	Summer: 1 Game, Set and Match
NC knowledge and understanding	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Focussing on a significant turning point in British History.	Wider world History- a study of Greek life and achievements and their influence on the western world	Wider world History- an in depth study of a non-European society that provides contrasts with British history <u>Linking the Ancient civilisation of the Maya to the modern day Maya.</u> How are their lives the same? How are their lives different? Talk about the impact of Tourism. Talk about geographical similarities and differences between then and now.	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>focussing on</u> crime and punishment changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	British History- a local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
Historical contexts	<ul style="list-style-type: none"> national political social short term timescale 	<ul style="list-style-type: none"> international cultural political long term timescale 	<ul style="list-style-type: none"> international cultural religious Social long term timescale (then and now) 	<ul style="list-style-type: none"> national political religious social long term timescale 	<ul style="list-style-type: none"> national international political social short term timescale (40 years) 	<ul style="list-style-type: none"> local economic social history short term timescale
Historical concepts ➤ Continuity & change ➤ cause & consequence ➤ similarity, difference ➤ Significance Use these concepts to: make connections, draw contrasts, <u>analyse trends</u> , frame historically	<ul style="list-style-type: none"> Continuity and change Cause and consequence Significance <p>Continue to develop a chronologically secure knowledge of history</p> <p>Devise historically valid questions</p> <p>Develop appropriate use of historical terms</p> <p>Construct informed responses by selecting and <u>organising</u> relevant historical information</p>	<ul style="list-style-type: none"> Significance Make connections to other time periods <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections between other time periods</p> <p>Establish clear narratives within and across periods studied (produce a piece of a text)</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>	<ul style="list-style-type: none"> Significance Make connections Drawing contrasts Continuity and change Similarity, difference <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts</p> <p>Construct informed responses by selecting and <u>organising</u> relevant historical information</p>	<ul style="list-style-type: none"> Continuity and change Similarity, difference Make connections Drawing contrasts <u>Analyse</u> trends <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts and trends over time</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and <u>organising</u> relevant historical information</p>	<ul style="list-style-type: none"> Cause and consequence Frame historically valid questions <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Devise historically valid questions</p> <p>Understand that different versions of the past may exist, giving reasons for this (propaganda)</p> <p>Establish clear narratives within and across periods studied (produce a piece of a text)</p>	<ul style="list-style-type: none"> Continuity and change Similarity, difference and significance Frame historically valid questions <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts and trends over time (<u>the tournament and the environment as a whole</u>)</p> <p>Devise historically valid questions</p> <p>Use historical terms and concepts in increasingly sophisticated ways (In preparation for KS3)</p> <p>Understand how different types of</p>
						sources are used rigorously to make historical claims (In preparation for KS3)



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<p>Interpretations of history.</p> 	<p>To use a wide range of sources to devise their own historically valid questions.</p> <p>To understand how the British Space Program influenced space travel.</p>	<p>To investigate and understand two different versions of a similar event and compare and contrast these.</p> <p>To understand what Greek life was like.</p> <p>To understand the legacy of Greek culture in the western world.</p>	<p>To begin to understand source bias.</p> <p>To comment on the reliability of sources and how it may impact the validity of a source.</p> <p>To understand how the Mayan civilization has changed over time.</p>	<p>To be able to gather information from a wide range of sources.</p> <p>To be able to explain the roles of crime and punishment.</p> <p>To use a wide range of sources to devise their own historically valid questions.</p>	<p>To select which sources are most relevant with varying opinions.</p> <p>To understand how World War 1 began.</p> <p>To understand how trench warfare changed how future wars were fought.</p> <p>To understand the link between World War 1 and World War 2.</p> <p>To understand how World War 2 impacted on everyday life.</p>	<p>To consider different ways to check and evaluate the reliability of different sources which may be bias.</p> <p>To carry out a local history study. (based on Wimbledon tennis)</p> <p>To know connections, contrasts and trends over time.</p> <p>To understand how the Wimbledon Tennis Championship has had an impact on the local area. (Links with Geography.)</p>
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