



Curriculum Progression map: History

Year	Areas taught: knowledge	Skills: understanding and vocabulary
R	How have toys changed over time?	<ul style="list-style-type: none"> • Learn about changes within living memory. What toys did my Great Grandparents, Grandparents, Mummy and Daddy play with? • How are they similar and different from toys in my toy box?
	1) Celebrations through our own and our families lives. 2) Dinosaurs – The story of Mary Anning.	<ul style="list-style-type: none"> • Find out about different celebrations that our families celebrate. (weddings, birthdays, christenings) • Take part in a (pretend) wedding at the local church led by the vicar. • Learn about the story of Mary Anning • Visit the local dinosaur park and identify the dinosaur models on display there and become palaeontologists by excavating dinosaur bones.
	Why is Grace Darling special?	<ul style="list-style-type: none"> • Find out about the story of Grace Darling. • Discover how Grace Darling used a rowing boat to rescue the casualties. • How have boats used in the emergency services changed over time? • Visitor – Have a visit from the local coast guard to talk about their job and how to stay safe along our coastlines.
1/2 Year A	Guy Fawkes and World war 1	<ul style="list-style-type: none"> • Who was Guy Fawkes and what did he do? • Understand how life was different for people within that time period. • History within living Memory – World War 1 • Explore how war has an effect on people in that time period. • What is Remembrance Day and why is it important to remember?
	Great fire of London	<ul style="list-style-type: none"> • Understand how individuals can affect significant historical events • Learn how buildings can help historical understanding. • Re-create the Great Fire of London on a small scale in the playground. How does this help develop our understanding of the event?
	Destination Outer Space! The history of space exploration.	<ul style="list-style-type: none"> • Understand how space plays an important part in or historical time line. • To explore space travel overtime • Investigate how space travel has changed over time focusing on Neil Armstrong and Tim Peake



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1/2 Year B	Castles in history - why are they important?	<ul style="list-style-type: none"> • Types of castles • Time line of castles • Parts of castles • Jobs and roles in a castle. • Tudor times – who was Henry VIII? • Trip to local castle (Framlingham or Norwich Castle)
	Arctic Adventures	<ul style="list-style-type: none"> • Learn about the Inuit way of life • Time line of artic explorers
	Who was Rosa Parks and how did she change the world?	<ul style="list-style-type: none"> • To recognise how different cultures played an important part in our history. • To have some understanding, of how black people were treated. • To understand how Rosa Parks’ actions helped to change how black people were treated in the USA and explore black history.
3/4 Year A	What happened when the Romans came? The Roman Empire and its impact on Britain leading into Britain's settlement by Anglo-Saxons and Scots.	<ul style="list-style-type: none"> • Understand why the Roman Army was so effective and powerful. • Understand the change in British society after the Roman invasion. • Using a variety of sources and thinking about their reliability when learning about important people of the time period. • Understand the concepts of invasion and resistance. • Trip – Be a Roman for the day! Visit a reconstruction of a Roman village. Excavate a Roman villa, make coins, light a fire and try weaving. • How did life change after the Romans left? • Who was King Raedwald? Trip to Sutton Hoo.
	Why should we remember the Maya? The achievements of the earliest civilizations	<ul style="list-style-type: none"> • Develop a clear narrative across the Mayan period including significant features and individuals.
	The stone Age to the Iron Age.	<ul style="list-style-type: none"> • Devise historically valid questions about change, similarity and difference. • Understand changes in Britain from the Stone Age to the Iron Age.
3/4 Year B	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<ul style="list-style-type: none"> • Chronology understanding of where the Viking and Anglo-Saxon rule fit into the history of the UK. Understanding of BC and AD. • Sequence key events during Viking rule of Britain.



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		<ul style="list-style-type: none"> Using a variety of sources and thinking about their reliability when learning about important people of the time period. Understanding the long-term cause and effect of invasion and war on our country. Visit West Stow Anglo-Saxon village. Handle artifacts and visit the houses in the village looking for clues about what life was like during this time.
	How much did the Ancient Egyptians achieve?	<ul style="list-style-type: none"> To understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires. To identify reasons for Ancient Egyptian success and achievements. Comparing the lives/jobs of everyday people of the period and how they compare to our own. Compare Ancient Egyptian beliefs to our own and recognise how people's beliefs can change over the centuries.
	Is it better to be a child now than in the past? Investigating childhood from the Stone Age to the present.	<ul style="list-style-type: none"> Chronological understanding of how society changes over the centuries. How does society treat children in different periods of time? Understanding of how the introduction of laws and historical figures have affected the lives of many children.
5 / 6 Year A	Victorian England: significant developments and social change	<ul style="list-style-type: none"> Chronology understanding of centuries i.e. 19th C=1800's Historical views about society and what is acceptable and how change can occur through literature Trip to live life as a Victorian for the day.
	Bastille Day and French Revolution	<ul style="list-style-type: none"> History of a different country; comparison with English history at the same time
	Ancient Greece: significant discoveries, how society was ordered and how wars were fought	<ul style="list-style-type: none"> History of a different country and culture and acceptable practises changing Understanding of AD and BC and how historical time has been recorded Understanding of war and how major events can be affected by many factors
5/6 Year B	World war 2: world events and the impact on Britain and for European Jews	<ul style="list-style-type: none"> History within living memory: skills for analysing reliability of primary and secondary sources



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		<ul style="list-style-type: none"> • Understanding of lives of children being affected by events in history • Understanding of causation of events in history and how this affects national views and actions • Trip in the local area to re-create what life would have been like as an evacuee, visiting the church, war bunker and writing a letter home to family.
	Technological developments through time	<ul style="list-style-type: none"> • Study through time of developments: chronology over centuries. • Understanding of how individuals, wars, religion, invasion and necessity fostered change and development
	The Tudor time period: Henry VII – Elizabeth I	<ul style="list-style-type: none"> • Understanding of how individuals can affect significant historical events – Henry VIII and the Church of England. • Skills: learning how buildings can help historical understanding. • Trip to local Tudor buildings in Suffolk and London.