



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



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		<ul style="list-style-type: none"> <li>Investigate how space travel has changed over time focusing on Neil Armstrong and Tim Peake</li> </ul>
<b>1/2 Year B</b>	Castles in history - why are they important?	<ul style="list-style-type: none"> <li>Types of castles</li> <li>Time line of castles</li> <li>Parts of castles</li> <li>Jobs and roles in a castle.</li> <li>Tudor times – who was Henry VIII?</li> <li><b>Trip: Visit local castle (Framlingham or Norwich Castle)</b></li> </ul>
	Arctic Adventures	<ul style="list-style-type: none"> <li>Learn about the Inuit way of life</li> <li>Time line of artic explorers</li> </ul>
	Who was Rosa Parks and how did she change the world?	<ul style="list-style-type: none"> <li>To recognise how different cultures played an important part in our history.</li> <li>To have some understanding, of how black people were treated.</li> <li>To understand how Rosa Parks’ actions helped to change how black people were treated in the USA and explore black history.</li> <li><b>Experience: Role-play Rosa Parks sitting on the bus.</b></li> </ul>
<b>3 /4 Year A</b>	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"> <li>Understand why the Roman Army was so effective and powerful.</li> <li>Understand the change in British society after the Roman invasion.</li> <li>Using a variety of sources and thinking about their reliability when learning about important people of the time period.</li> <li>Understand the concepts of invasion and resistance.</li> <li><b>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.</b></li> <li>How did life change after the Romans left?</li> <li>Who was King Raedwald? Trip to Sutton Hoo.</li> </ul>
	Why should we remember the Maya? The achievements of the earliest civilizations	<ul style="list-style-type: none"> <li>Develop a clear narrative across the Mayan period including significant features and individuals.</li> </ul>
	The stone Age to the Iron Age.	<ul style="list-style-type: none"> <li>Devise historically valid questions about change, similarity and difference.</li> <li>Understand changes in Britain from the Stone Age to the Iron Age.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Trip: Neolithic Britain day Children take part in a number of hands on activities including farming, shelter building and hunting and gathering.</li> </ul>
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"> <li>• Chronology understanding of where the Viking and Anglo-Saxon rule fit into the history of the UK. Understanding of BC and AD.</li> <li>• Sequence key events during Viking rule of Britain.</li> <li>• Using a variety of sources and thinking about their reliability when learning about important people of the time period.</li> <li>• Understanding the long-term cause and effect of invasion and war on our country.</li> <li>• Trip: 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.</li> </ul>
	How much did the Ancient Egyptians achieve?	<ul style="list-style-type: none"> <li>• To understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires.</li> <li>• To identify reasons for Ancient Egyptian success and achievements.</li> <li>• Comparing the lives/jobs of everyday people of the period and how they compare to our own.</li> <li>• Compare Ancient Egyptian beliefs to our own and recognise how people's beliefs can change over the centuries.</li> <li>• Experience: Mummify a pharaoh.</li> </ul>
	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"> <li>• Chronological understanding of how society changes over the centuries. How does society treat children in different periods of time?</li> <li>• Understanding of how the introduction of laws and historical figures have affected the lives of many children.</li> <li>• Experience: Interview an older person to find out what their childhood was like.</li> </ul>
5/6 Year A	Victorian England: significant developments and social change	<ul style="list-style-type: none"> <li>• Chronology understanding of centuries i.e. 19<sup>th</sup> C=1800's</li> <li>• Historical views about society and what is acceptable and how change can occur through literature</li> <li>• Trip: Visit Gressenhall workhouse to live life as a Victorian for the day.</li> </ul>



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	Bastille Day and French Revolution	<ul style="list-style-type: none"> <li>History of a different country; comparison with English history at the same time</li> </ul>
	Ancient Greece: significant discoveries, how society was ordered and how wars were fought	<ul style="list-style-type: none"> <li>History of a different country and culture and acceptable practises changing</li> <li>Understanding of AD and BC and how historical time has been recorded</li> <li>Understanding of war and how major events can be affected by many factors</li> </ul>
5/6 Year B	World war 2: world events and the impact on Britain and for European Jews	<ul style="list-style-type: none"> <li>History within living memory: skills for analysing reliability of primary and secondary sources</li> <li>Understanding of lives of children being affected by events in history</li> <li>Understanding of causation of events in history and how this affects national views and actions</li> <li>Trip: Visit 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.</li> </ul>
	Technological developments through time	<ul style="list-style-type: none"> <li>Study through time of developments: chronology over centuries.</li> <li>Understanding of how individuals, wars, religion, invasion and necessity fostered change and development</li> </ul>
	The Tudor time period: Henry VII – Elizabeth I	<ul style="list-style-type: none"> <li>Understanding of how individuals can affect significant historical events – Henry VIII and the Church of England.</li> <li>Skills: learning how buildings can help historical understanding.</li> <li>Trip: Visit local Tudor buildings in Suffolk and London.</li> </ul>