

History – Curriculum progression document Year A

Autumn	Our School History of our school/ local fieldwork study (T1)	Our School History of our school/ local fieldwork study (T1)	Our School History of our school/ local fieldwork study (T1)	Stone Age to Iron Age (T2)	Stone Age to Iron Age (T2)	Non-European Study (T2)	Non-European Study (T2)
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overarching Key Question	What was my school like before me?	What was my school like before me?	What was my school like before me?	How did Britain change during prehistory?	How did Britain change during prehistory?	Why should we study the Maya?	Why should we study the Maya?
National Curriculum	Understanding the world ELG : Past and Present	<ul style="list-style-type: none"> Changes within living memory 	<ul style="list-style-type: none"> Changes within living memory 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history
Substantive Concept	<ul style="list-style-type: none"> Society/Culture Government/Power Achievements/Legacy Movement/Migration 			Society/Culture		Society/Culture	
Endpoint		Know that my school has changed within living memory.		Know changes in Britain from the Stone Age to the Iron Age.		Identify similarities and differences between the Maya and British history.	
Component Knowledge	<p>Talk about the lives of the 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>Lesson 1: When was my school built?</p> <ul style="list-style-type: none"> To know when my school was first built To create a class timeline including when Firle C of E School, Laughton and Glynde School were all built. <p>Lesson 2: What has changed about my school over the years?</p> <ul style="list-style-type: none"> To find similarities and difference about my school using photos of my school from the past To ask questions about what my school was like in the past. <p>Chronology: Compare school being built and now on a timeline</p>		<p>Lesson 1: When was the Stone Age?</p> <ul style="list-style-type: none"> To know when the Stone/Bronze and Iron age civilisations existed in relation to other significant ages and the modern age and how these periods changed over time. <p>Lesson 2: Why was the Neolithic revolution so significant?</p> <ul style="list-style-type: none"> To identify some of the effects of the Neolithic Revolution To identify how these effects impacted prehistoric people’s way of life <p>Lesson 3: What were some of the major achievements of each age?</p> <ul style="list-style-type: none"> To know that achievements in each age helped develop the next age To know that ideas can be linked within and across ages <p>Lesson 4: How did society change in Britain from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> To identify that each age built on from the last To know that society changed gradually over a long period of time 	<p>Lesson 1: When and where did the Mayas exist?</p> <ul style="list-style-type: none"> To know when the Mayas existed in relation to other civilisations (to build upon children’s existing mental timeline), and to know when the civilisation was at its peak. To know where the Maya civilisation settled on a map. <p>Lesson 2: How was the Maya ruled?</p> <ul style="list-style-type: none"> To know that the Maya civilisation was not an empire – to know each city-state had its own king and it was an absolute monarchy. To know Maya hierarchy; to know that Maya society was not a democracy (it was a hierarchical government ruled by kings and priests) and was rigidly divided between nobles, commoners and slaves <p>Lesson 3: What was the impact of physical geography on Maya farming?</p> <ul style="list-style-type: none"> To know that physical geography drove different farming methods To know that the Maya civilisation was sustained by farming using slash and burn, raised beds and terrace farming and the 		

				<p>Lesson 5: How did housing change in Britain from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> To know that housing changed between the Stone and Bronze Age significantly but not as much between the Bronze and Iron Age To know that communities changed from nomadic to more settled <p>Lesson 6: How did settlements and beliefs change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> That settlements and communities grew in size over time That prehistoric beliefs are still unclear but changed over time That prehistoric burial practises changed over time <p>Chronology: Timeline Lesson 1</p>	<p>implementation of complex irrigation systems.</p> <p>Lesson 4: What was the most historically significant Maya achievement</p> <ul style="list-style-type: none"> To know that the Maya developed a number system; to know that they were the first civilisation to recognise. To know that the Maya developed their own script based on glyphs. <p>Lesson 5: Why did the demise of the Maya occur?</p> <ul style="list-style-type: none"> To know that over 40 independent Maya city-states existed and that the states were often at war. To know that there is no universally accepted theory for the collapse of the civilisation. To know about the consequences of deforestation on the community. <p>Lesson 6: What were the similarities and differences to a co-existing civilisation?</p> <ul style="list-style-type: none"> To know how the Maya were similar and different to the Anglo Saxons who existed in Britain at the same time. <p>Chronology: Timeline Lesson 1</p>		
<p>Vocabulary</p> <p>Chronology vocabulary</p> <p>KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of every day historical terms</p> <p>KS2: Develop the appropriate use of historical terms</p>	<p>Past Present Before After Today Tomorrow Yesterday</p>	<p>Calendar Long ago Last year Month Week Day Modern Old New Explorer Parliament King/Queen Monarchy Treason Pope Religion Entertainment</p>	<p>Church Christianity Individuals Discovery Explorer Influence Invention</p>	<p>AD BC Century Decade Chronology Ancient Nineteenth Century Duration Diversity Gods/Godesses Empire Agriculture Ancient Civilizations Hunter- Gatherer Artefacts Museum Myths and Legends</p>	<p>Invasion Empire Global Nomad Settler Trade Conquest Empire Trade Goods Slave Peasant Torture Emperor</p>	<p>BCE CE Millennium Change Continuity Sequence Period Social structure Heresy Monastery Sacrifice Surviving sources Archaeology Rebellion Diversity Immigrant Emigrant</p>	<p>Colony Crusades Aristocracy Revolt Colony Democracy Politics</p>

Spring	GFoL (T3)	GFoL (T3)	GFoL (T3)	Roman Empire and its Impact on Britain (T4)	Roman Empire and its Impact on Britain (T4)	Ancient Greece (T4)	Ancient Greece (T4)
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overarching Key Question	What caused the GFoL and what was the impact on London?	What caused the GFoL and what was the impact on London?	What caused the GFoL and what was the impact on London?	Why were the Romans so powerful?	Why were the Romans so powerful?	Where can we see the influence of Ancient Greece on our world today?	Where can we see the influence of Ancient Greece on our world today?
National Curriculum	Understanding the world ELG : Past and Present	<ul style="list-style-type: none"> Changes within living memory 	Changes within living memory	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain 	The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world
Substantive Concept	Achievements/Legacy			Government/Power		Government/Power	
<ul style="list-style-type: none"> Society/Culture Government/Power Achievements/Legacy Movement/Migration 							
Endpoint		Know why the GFoL happened and what happened as a result Cause and consequence.		Explain how life in Britain changed as a consequence of the Roman invasion and rule.		Know how government and power in Ancient Greece has influenced our world today.	
Component Knowledge	<p>Talk about the lives of the 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>Lesson 1: How has London changed since 1666?</p> <ul style="list-style-type: none"> To know where and when the Great fire of London took place To know what is the same and what is different about London today compared with London in 1066 <p>Lesson 2: How did the GFoL start?</p> <ul style="list-style-type: none"> To know the causes of the Great fire, and why it spread so quickly: to understand that historical sources can be interpreted differently. <p>Lesson 3: What happened during the five days that the fire spread and what damage did it cause?</p> <ul style="list-style-type: none"> To know the significance of Samuel Pepys To know that Samuel Pepys kept a diary throughout and recorded the events which has given us lots of evidence to what it was like at the time. <p>Lesson 4: How was London 'new and improved' after the GFoL?</p> <ul style="list-style-type: none"> To know that there was significant progress and that the great fire of London caused many changes such as in technology and invention of stronger building materials. To know how London is different today because of the Great Fire of London. <p>Chronology: Sequence events over the 5 days/ sequence improvements in the years after the fire</p>	<p>Lesson 1: When and why did the Romans invade Britain?</p> <ul style="list-style-type: none"> To know when the Romans invaded Britain and how Britain was ruled (monarchy) and governed at the time. To know the reasons why the Romans invaded Britain (expansion of Empire, desire for power, availability of tools and technology in Britain, slaves and revenge) <p>Lesson 2: Did Britain fight back to the attack?</p> <ul style="list-style-type: none"> To know that the Romans were welcomed by some groups in Britain, which led to an increase in trade To know that the Roman invasions were met with resistance (war) from the monarchs (Boudicca and the Scots) <p>Lesson 3 and 4: Why was the Roman Army significant?</p> <ul style="list-style-type: none"> To know that the power of the Roman army enabled them to conquer a large Empire To know that the Romans built Hadrian's wall to defend their occupied land from the Scots <p>Lesson 5: How did building roads help the Romans?</p> <ul style="list-style-type: none"> To know how Romans built their roads To know how the Romans built roads and to consider the consequence this had on their lives (increase in trade, troops could move quickly, more power of their land) <p>Lesson 6: What was the impact left by the Romans? What was their legacy?</p>	<p>Lesson 1: When and how was Greece ruled?</p> <ul style="list-style-type: none"> To know when the ancient Greek civilisation existed in relation to other periods of history (using a timeline). To know how the city states were governed; to understand how the Greeks invented democracy and how this has influenced life today <p>Lesson 2: What was so 'great' about Alexander the Great's Empire?</p> <ul style="list-style-type: none"> To know the important achievements of Alexander the Great. To understand the significance of Alexander the Great's achievements including his occupation of countries in the Greek Empire <p>Lesson 3: How have we learnt about Ancient Greece?</p> <ul style="list-style-type: none"> To know how artefacts and evidence can give an insight into Ancient Greece, what life was like and how communities lived. To know the significance of artefacts and sources when learning about ancient Greece, and to know how we can interpret information from these sources. <p>Lesson 4: Why was Greek architecture significant to the lives of the ancient Greeks?</p> <ul style="list-style-type: none"> To know how buildings and their architecture reflected status, importance and power. To know how Greek architecture has influenced contemporary architecture. 			

				<ul style="list-style-type: none"> To know why the Romans decided to leave Britain To know that the Romans made numerous developments in Britain and that we can still see the impact of these today e.g Money and trade, developments in technology including drains and sanitation, the spread of Christianity (religion) 	Lesson 5: How have the Olympic games changed? <ul style="list-style-type: none"> To know how the Olympic Games in Ancient Greece had religious significance. To know how the Olympic Games in Ancient Greece have evolved and caused today's Olympic Games. 	
Vocabulary Chronology vocabulary KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of every day historical terms KS2: Develop the appropriate use of historical terms	<i>Past</i> <i>Present</i> <i>Before</i> <i>After</i> <i>Today</i> <i>Tomorrow</i> <i>Yesterday</i>	<i>Calendar</i> <i>Long ago</i> <i>Last year</i> <i>Month</i> <i>Week</i> <i>Day</i> <i>Modern</i> <i>Old</i> <i>New</i> Explorer Parliament King/Queen Monarchy Treason Pope Religion Entertainment	Church Christianity Individuals Discovery Explorer Influence Invention	AD BC Century Decade Chronology Ancient Nineteenth Century Duration Diversity Gods/Godesses Empire Agriculture Ancient Civilizations Hunter- Gatherer Artefacts Museum Myths and Legends	Invasion Empire Global Nomad Settler Trade Conquest Empire Trade Goods Slave Peasant Torture Emperor	BCE CE Millennium Change Continuity Sequence Period Social structure Heresy Monastery Sacrifice Surviving sources Archaeology Rebellion Diversity Immigrant Emigrant

Summer	Explorers (T5)	Explorers (T5)	Explorers (T5)	Local history/ geography study (T6)	Local history/ geography study	Local History Study (T6)	Local History Study (T6)
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Overarching Key Question	How important was Ibn Battuta as an explorer? (Compare with Christopher Columbus)	How important was Ibn Battuta as an explorer? (Compare with Christopher Columbus)	How important was Ibn Battuta as an explorer? (Compare with Christopher Columbus)	What was life like for the Women and children of Glynde since 1800?	What was life like for the Women and children of Glynde since 1800?	How did WW2 impact the villages of Firle/Glynde/ Laughton?	How did WW2 impact the villages of Firle/Glynde/ Laughton?
National Curriculum	Understanding the world ELG : Past and Present	<ul style="list-style-type: none"> Significant individuals 	<ul style="list-style-type: none"> Significant individuals 	<ul style="list-style-type: none"> a local history study 	<ul style="list-style-type: none"> a local history study 	<ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Substantive Concept <ul style="list-style-type: none"> Society/Culture Government/Power Achievements/Legacy Movement/Migration Significance (KSI) 	Movement and migration Significance			Society and Culture		Society and Culture	
Endpoint		Identify why Ibn Battuta was important .	Identify why Christopher Columbus was important .	Compare the lives of women and children in the last 200 years using examples from local history.		Know how our knowledge of the impact of the war is constructed from a range of sources .	

		Identify similarities / differences between ways of life at different times		Know that evidence of the impact of the war can be found in the locality.
Component Knowledge	<p>Talk about the lives of the 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>Lesson 1: Who were the greatest explorers and why did they explore?</p> <ul style="list-style-type: none"> To know that explorers travelled for a variety of reasons e.g. to find new ways to reach different places; to find ways of transporting different goods and precious things; to add to their knowledge about the world; to satisfy their curiosity. To know that people explored in different ways through time; explore these using photos <p>Lesson 2: Who was Ibn Battuta?</p> <ul style="list-style-type: none"> Use a map to locate some of places he visited Describe what it was like to travel for Ibn Battuta using clues from his book. <p>Lesson 3: How important was Ibn Battuta?</p> <ul style="list-style-type: none"> To know that the stories about his travels, taught people about new parts of the world To know that the distance that he travelled was a great achievement during that time <p>Lesson 4: Who was Christopher Columbus?</p> <ul style="list-style-type: none"> To know that Christopher Columbus was a great explorer who became famous for discovering what was known as 'The Americas'. But actually, many people already lived there. <p>Lesson 5: Who was more significant? Ibn Battuta or Christopher Columbus?</p> <ul style="list-style-type: none"> Identify similarities and difference between Ibn Battuta and Christopher Columbus Begin to make simple conclusions to decide who was more significant <p>Chronology: To add photos of famous explorers to a timeline- Lesson 1</p>	<p>Lesson 1: What do we know about Glynde School?</p> <ul style="list-style-type: none"> To know that historians use sources to find similarities and differences between the 'past' and 'today' To compare the lives of women and children in the locality using historical sources To know that women were treated differently in the 19th and 20th century <p>Lesson 2: What was the significance of Glynde School for Lady Gardeners?</p> <ul style="list-style-type: none"> To know what was significant about the School for Lady Gardeners To know that historians can make inferences about individuals using sources such as diary entries or letters <p>Lesson 3: What does the chronology of women's sport look like?</p> <ul style="list-style-type: none"> To know that there was inequality in sport before and during the 20th century Sequence events linked to women's sport <p>Chronology: Timeline added to during unit/ build timeline in Lesson 3</p>	<ul style="list-style-type: none"> Know that we can learn about the war from our local war memorial Know that people had to travel long distances from their homes in order to support the war efforts Investigate experiences during the war using newspapers/ family artefacts, community testimonies Know how the The Blitz: 1940 affected our locality Compare and contrast the local impact of the war with other enquiry
Vocabulary Chronology vocabulary KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of every day historical terms KS2: Develop the appropriate use of historical terms	<p>Past</p> <p>Present</p> <p>Before</p> <p>After</p> <p>Today</p> <p>Tomorrow</p> <p>Yesterday</p>	<p>Calendar</p> <p>Church</p> <p>Long ago</p> <p>Christianity</p> <p>Last year</p> <p>Individuals</p> <p>Month</p> <p>Discovery</p> <p>Week</p> <p>Explorer</p> <p>Day</p> <p>Influence</p> <p>Modern</p> <p>Invention</p> <p>Old</p> <p>New</p> <p>Explorer</p> <p>Parliament</p> <p>King/Queen</p>	<p>AD</p> <p>Invasion</p> <p>BC</p> <p>Empire</p> <p>Century</p> <p>Global</p> <p>Decade</p> <p>Nomad</p> <p>Chronology</p> <p>Settler</p> <p>Ancient</p> <p>Trade</p> <p>Nineteenth Century</p> <p>Conquest</p> <p>Duration</p> <p>Empire</p> <p>Diversity</p> <p>Trade</p> <p>Gods/Godesses</p> <p>Goods</p> <p>Empire</p> <p>Slave</p> <p>Agriculture</p> <p>Peasant</p>	<p>BCE</p> <p>Colony</p> <p>CE</p> <p>Crusades</p> <p>Millennium</p> <p>Aristocracy</p> <p>Change</p> <p>Revolt</p> <p>Continuity</p> <p>Colony</p> <p>Sequence</p> <p>Democracy</p> <p>Period</p> <p>Politics</p> <p>Social structure</p> <p>Heresy</p> <p>Monastery</p> <p>Sacrifice</p> <p>Surviving sources</p>

		Monarchy Treason Pope Religion Entertainment	Ancient Civilizations Hunter- Gatherer Artefacts Museum Myths and Legends	Torture Emperor	Archaeology Rebellion Diversity Immigrant Emigrant
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