



History Progressive Curriculum



EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge- Constructing the past	Primary History POS Statement ->	KS1 – Study knowledge of and can recall key information and characteristic features of historical periods.		LKS2 – Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.		UKS2 – Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	
	When is it taught?	Year 1 Unit 3: Great Inventions Year 2 Unit 1: Bonfire Night and The Great Fire of London		Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 1: The Ancient Egyptians		Year 5 Unit 2: The Vikings Year 6 Unit 1: The Maya Civilisation	
	EYFS – The early work here will revolve around pupils' own lives and those of adults around them, gradually looking through a wider angled lens at a more distant past as they progress through the key stage. Children can explain how life was different for them as a toddler.	End of Year 1, expected: In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.	End of Year 2, expected: Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.	End of Year 3, expected: Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.	End of Year 4, expected: Can identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections. Will begin to make some reference to other societies, but their reasoning may be undeveloped.	End of Year 5, expected: Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural. Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.	End of Year 6, expected: Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. Will begin to make links and group them into themes, e.g. social, cultural. Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.



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Historical Knowledge – Sequencing the past	<p>Primary History POS Statement -></p>	<p>KS1 – Know where people and events fit within a chronological framework.</p>		<p>LKS2 – Develop chronologically secure knowledge and understanding of British, local and world history.</p>		<p>UKS2 – Develop chronologically secure knowledge and understanding of British, local and world history.</p>	
	<p>When is it taught?</p>	<p>Year 1 Unit 1: My Family History Year 1 Unit 2: The Greatest Explorers Year 2 Unit 2: Holidays</p>		<p>Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 2: Roman Britain</p>		<p>Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 2: The Ancient Greeks</p>	
	<p>EYFS – Understanding the World Past and Present</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>Can describe differences between him or herself as a baby and as he or she is now.</p> <p>Sequences images of themselves as baby, toddler and infant.</p> <p>Can sort pictures and objects, matching them to babies, children and adults.</p>	<p>End of Year 1, expected: Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.</p>	<p>End of Year 2, expected: Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence.</p>	<p>End of Year 3, expected: Can sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. Provide valid reasons why they have chosen this time period for most of the images.</p>	<p>End of Year 4, expected: Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied). Provide detailed valid reasons why they have sequenced the events/objects in this way.</p>	<p>End of Year 5, expected: Will sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline. Will be able to make some links between this sequence to the events and people within other time periods studied.</p>	<p>End of Year 6, expected: Will sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. Can accurately identify links between this sequence and the events of other periods studied.</p>
	<p>Primary History POS Statement -></p>	<p>KS1 – Develop awareness of the past, using common words and phrases relating to the passing of time.</p>					
	<p>When is it taught?</p>	<p>Year 1 Unit 1: My Family History Year 2 Unit 1: Bonfire Night and The Great Fire of London Year 2 Unit 2: Holidays</p>					
	<p>EYFS – 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>End of Year 1, expected: Begin to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words.</p>	<p>End of Year 2, expected: Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. Demonstrate secure understanding of the terms used. Independently use the terms appropriately.</p>				



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Concepts – Change and Development	Primary History POS Statement –>	KS1 – Identify similarities and differences between ways of life in different periods/times.		LKS2 – Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.		UKS2 – Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	
	When is it taught?	Year 1 Unit 3: Great Inventions Year 2 Unit 2: Holidays		Year 3 Unit 1: The Stone Age Year 4 Unit 3: Crime and Punishment		Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War (Taught Y5 Aut)	
	EYFS – Through reading of key stories, begin to develop an awareness of the concept of change. Can make changes to a model or piece of art work. Develops understanding of change through hands on exploration – eg adding water to sand, using lego instead of wooden blocks to build a model, changes in classroom layout etc and begins to communicate their opinions of these changes.	End of Year 1, expected: Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.	End of Year 2, expected: Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.	End of Year 3, expected: Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. Can see links between changes, and begin to identify types of change. Will demonstrate an awareness of the significance of change and its impact.	End of Year 4, expected: Can explain why certain changes and developments were of particular significance within topics and across time periods. Can provide a comprehensive list of the changes of Crime and Punishment within the period studied. Will identify links between the changes. Will provide a clear rationale for why one change could be considered to be more important than others. May provide insightful ideas about whether some things did not change very much within a period and why.	End of Year 5, expected: Can independently and confidently provide a comprehensive list of the changes within the period studied. e.g. provide some similarities and differences affecting differing locations within the world wars. Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. Will identify a range of links between the various changes. Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.	End of Year 6, expected: Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, Will confidently identify a range of links between the various changes, Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.

Concepts – Cause and Effect	Primary History POS Statement –>	KS1 – Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.		KS2 – Address and devise historically valid questions about cause.			
	When is it taught?	Year 1 Unit 3: Great Inventions Year 2 Unit 1: Bonfire Night and The Great Fire of London		Year 3 Unit 1: The Stone Age Year 4 Unit 3: Crime and Punishment		Year 5 Unit 2: The Vikings Year 6 Unit 3: The Impact of War (Taught in Year 5)	
	EYFS – Can explain why one character in a simple story took the action he or she did. This may be a nursery rhyme, but children should be able to offer a valid reason possibly using the word 'because'. Can explain why they took the action they did when discussing 'myself'	End of Year 1, expected: Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.	End of Year 2, expected: Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.	End of Year 3, expected: Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.	End of Year 4, expected: Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes	End of Year 5, expected: Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.	End of Year 6, expected: Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events. Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.



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Concepts – Significance and Interpretations	Primary History POS Statement –>	KS1 – Understand some of the ways in which they can find out about the past and identify different ways it is represented.		KS2 – Address and devise historically valid questions about significance.			
	When is it taught?	Year 1 Unit 2: The Greatest Explorers Year 1 Unit 3: Great Inventions Year 2 Unit 3: Our Local Heroes		Year 3 Unit 3: Our Local Area Year 4 Unit 2: Roman Britain		Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 1: The Maya Civilisation Year 6 Unit 2: The Ancient Greeks	
	EYFS – Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories.	End of Year 1, expected: Demonstrate through examples and discussion an understanding of the term 'significance'. Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. Will begin to make connections between significant events or people, e.g. the explorers studied.	End of Year 2, expected: Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure understanding of the term significance. Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.	End of Year 3, expected: Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.	End of Year 4, expected: Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.	End of Year 5, expected: Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. the developments made by the Anglo-Saxons. Can give a range of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.	End of Year 6, expected: Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient Greeks. Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today.
	KS2 – Understand how and why different interpretations of the past have been constructed.						
			Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 2: Roman Britain		Year 5 Unit 2: The Vikings Year 5 Unit 3: Journeys (Taught in Year 6) Year 6 Unit 2: The Ancient Greeks		
			End of Year 3, expected: Can identify a number of ways in which two versions of the same account may differ. Can provide a reason why the two accounts of the same event might differ, e.g. in the story of the Amesbury Archer. Can identify a number of ways in which the interpretations are the same and also different. Can provide a reason why the sources may differ, but this is undeveloped.	End of Year 4, expected: Can identify a range of ways in which two or more accounts of the same event differ. Can comment on a range of possible reasons for the differences in a number of accounts, e.g. the pupil can identify a range of ways in which the accounts by Dio Cassius and Tacitus are the same and also different in their description of the battle and of Boudicca.	End of Year 5, expected: Can confidently identify the ways in which interpretations of the same event or person can differ, Can explain why there may be differing interpretations and will make reference to the differing types of representation. Can also understand why there may be some similarities in the interpretations.	End of Year 6, expected: Can confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which the different interpretations about Athenian society or about the Olympic Games differ. e.g. can identify a number of differences in the interpretations presented about the Windrush journey. Can give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. Demonstrate insight into why some aspects of the interpretation may be the same. Will make reference to the differing types of representation.	



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Enquiry – Planning and carrying out a Historical Enquiry	Primary History POS Statement –>	KS1 – Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.		LKS2 – Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.		UKS2 – Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	
	When is it taught?	Year 1 Unit 2: The Greatest Explorers Year 2 Unit 3: Our Local Heroes		Year 3 Unit 3: Our Local Area Year 4 Unit 2: Roman Britain		Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War (Taught in Year 5)	
	EYFS – Communication and Language Listening and attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during the whole class discussions and small group interactions Hold conversations when engaged in back and forth exchanges with their teacher and peers Participate in small group, class and one-to one discussion, offering their own ideas, using recently introduced vocabulary	End of Year 1, expected: Can plan a small enquiry by asking relevant questions. Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' Can use appropriate historical vocabulary.	End of Year 2, expected: Can pose a range of valid questions independently. Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' Can use a range of appropriate vocabulary in both their questions and answers.	End of Year 3, expected: Can independently devise a range of historically valid questions for a series of different types of enquiry. Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. Will use a range of relevant historical terms.	End of Year 4, expected: Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'. Can answer the questions in some detail using a range of relevant and varied sources to support points made. Work will be clearly structured with contrasting viewpoints considered. Use a broad range of relevant historical terms. Will work independently and with confidence.	End of Year 5, expected: Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g. related to 'Was the Anglo-Saxon period really a Dark Age?'. Can answer the questions in detail using a broad range of relevant and varied sources to support points made. Work is clearly structured with contrasting viewpoints considered. Will use the evidence to reach a valid and substantiated overall conclusion. Will use a broad range of relevant historical terms throughout. Will follow a clear structure appropriate for presenting an argument. Will work independently and with confidence. Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.	End of Year 6, expected: Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. Will confidently use a broad range of challenging, relevant historical terms throughout. Will critically evaluate their enquiry and consider ways in which it could be improved or developed.

Enquiry – Using sources as evidence	Primary History POS Statement –>	KS1 – Understand some of the ways in which they find out about the past and identify different ways in which it is represented.		LKS2 – Understand how our knowledge of the past is constructed from a range of sources.		UKS2 – Understand how our knowledge of the past is constructed from a range of sources.	
	When is it taught?	Year 1 Unit 1: My Family History Year 2 Unit 3: Our Local Heroes		Year 3 Unit 1: The Stone Age Year 3 Unit 2: The Bronze Age and the Iron Age Year 4 Unit 3: Crime and Punishment		Year 5 Unit 1: The Anglo-Saxons Year 6 Unit 3: The Impact of War (Taught in Y5)	
	EYFS – Can find an answer to a question by looking at a simple picture, eg: of a nursery rhyme – which of these lights did Wee Willie Winkie carry? Can say whether a picture is of a baby or a toddler and explain why. Can point to familiar images in pictures of themselves and their own family.	End of Year 1, expected: Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.	End of Year 2, expected: Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.	End of Year 3, expected: Can understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' Is aware that some sources may be more useful than others in answering certain historical questions.	End of Year 4, expected: Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.	End of Year 5, expected: From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' Can explain why they have made that selection, possibly with some references to utility and reliability.	End of Year 6, expected: Can comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. Will explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	<p>past, before, after, same, different, grandparent, great grandparent, change, old, new, black and white, colour, men, women, now, then, future, people, children, life, lives, history, historian, a long time ago, question, finding out, photographs, pictures, drawings, artefacts, castle. Fossil, dig,</p>	<p>Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink.</p> <p>Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p> <p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery.</p>	<p>Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.</p> <p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation.</p> <p>Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.</p>	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p> <p>Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p> <p>Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.</p>	<p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.</p> <p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.</p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p>	<p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p> <p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p> <p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga.</p>	<p>Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.</p> <p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p> <p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</p>



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Topic Overview

Key Stage	Year Group	Topic Name	Enquiry Question	Main Curriculum focus
EYFS	R	Toys Past and Present	Did my grandparents have the same toys I have?	Understanding the World Past and Present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
		Ourselves	How have I changed since I was a baby? What events do my family celebrate?	
		Traditional Tales and Nursery Rhymes	What do traditional tales and Nursery Rhymes tell us about the past? Are castles only in fairytales?	
		Dinosaurs	How do we know about Dinosaurs? What do fossils tell us? How was life different in the past?	
KS1	1	My Family History	What was life like when our grandparents were children?	Changes within living memory
		The Greatest Explorers	Who were the greatest explorers?	Lives of significant individuals
		Great Inventions: Transport	How did the first flight change the world/Why were the Rainhill Trials important?	Events beyond living memory nationally or globally
	2	Bonfire Night and the Great Fire of London	Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?	Events beyond living memory nationally or globally
		Holidays	How have holidays changed over time?	Changes within living memory
		Our Local Heroes	Who are our local heroes?	Local History Study: Lives of significant individuals
LKS2	3	The Stone Age	What was new about the New Stone Age?	Changes in Britain from the Stone Age to the Iron Age
		The Bronze Age and the Iron Age	Which was more impressive – the Bronze Age or the Iron Age?	Changes in Britain from the Stone Age to the Iron Age
		Local History	Why should we preserve our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066
	4	Roman Britain	What happened when the Romans came to Britain?	The Roman Empire and its impact on Britain
		The Ancient Egyptians	How much did the Ancient Egyptians achieve?	The achievements of the earliest civilisations
		Crime and Punishment	How has Crime and Punishment changed over time?	A study of a theme in British history that extends knowledge beyond 1066
UKS2	5	The Impact of War	Did WWI or WWII have the biggest impact on our locality?	Local History Study: A study of a theme in British history that extends knowledge beyond 1066
		The Anglo-Saxons	Was the Anglo-Saxon period really a Dark Age?	Britain's settlement by Anglo-Saxons and Scots
		The Vikings	Would the Vikings do anything for money?	The Viking and Anglo-Saxon struggle for the Kingdom of England
	6	The Maya Civilisation	Why should we remember the Maya?	The achievements of a non-European society
		The Ancient Greeks	The Ancient Greeks What did the Greeks do for us?	Ancient Greece – a study of Greek life and achievements and their influence on the western world
		Journeys	What makes people go on a journey?	A study of a theme in British history that extends knowledge beyond 1066