

# HISTORY PROGRESSION MAP

	Early Learning Goals	Development Matters		
	Past and Present	Understanding the World	Communication and Language	
EYFS	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	Foundation 1	<ul style="list-style-type: none"> <li>- Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider range of vocabulary</li> <li>- Understand 'why' questions</li> </ul>
		Foundation 2	<ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past</li> <li>- Compare and contrast characters from stories, including figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>- Learn new vocabulary</li> <li>- Use new vocabulary through the day</li> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>- Describe events in some detail</li> </ul>
Themes / people / places explored	Mary Seacole Goose Fair Remembrance Day Dinosaurs History of milling (The Little Red Hen)			

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Year Group		British History		History of the Wider World	
		Unit A Changes within living memory.	Unit B Significant historical events, people and places in their own locality.	Unit C Events from beyond living memory that are significant nationally or globally.	Unit D The significant individuals in the past who have contributed to national and international achievements.
Year 1	<b>Knowledge</b> (National Curriculum Statements)	<b>Toys</b> Pupils should learn how toys have changed within living memory. Where appropriate, these changes should be used to reveal changes in national life.	<b>Robin Hood</b> Pupils should learn about the significance of Robin Hood as a historical figure in our locality.	<b>The Race to the South Pole</b> Children should learn about The Race to the South Pole and its significance globally and nationally.	
	<b>Key Knowledge</b> (Glade Hill Curriculum)	Know that toys have changed throughout their living memory (modern day, parents', grandparents' Victorian) and be able to describe these changes. Know and describe the features of old and new toys and the materials used to make them. Know some reasons for why toys have changed over time (e.g. influences and inventions).	Know that Robin Hood is a legend – we do not know if he was real or not. Know where Robin Hood lived. Know what Robin Hood is famous for and how he worked with his merry men.	Know why people wanted to reach the South Pole. Know who was first to reach the South Pole and key events/ turning points in the 'race'. Know how people travelled to the South Pole and why this was necessary. Know about the famous explorers – Ernest Shackleton, Captain Robert Falcon Scott, and Captain Amundsen – and the challenges they faced in reaching the South Pole. Know how the explorers kept a record of their expeditions.	
	<b>Skills</b> (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➢ Ask and answer questions</li> <li>➢ Identify similarities/differences between periods</li> <li>➢ Understand some ways we find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Identify different ways in which the past is represented</li> <li>➢ Ask and answer questions</li> <li>➢ Fit people/events into chronological framework</li> <li>➢ Choose and use from stories and other sources to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Be aware of the past, using common words &amp; phrases relating to time</li> <li>➢ Use a wide vocabulary of everyday historical terms</li> <li>➢ Choose and use from stories and other sources to show understanding.</li> </ul>	
	<b>Skills</b> (Glade Hill Curriculum)	<ul style="list-style-type: none"> <li>➢ Compare how toys have changed over periods of time.</li> <li>➢ Plot these changes on a time line.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Compare different representations of Robin Hood.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Plot the race on a time line.</li> </ul>	

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		Travel & Transport	Goose Fair		Nurturing Nurses
<b>Year 2</b>	<b>Knowledge</b> (National Curriculum Statements)	Pupils should learn how modes of transport have changed within living memory, and these changes should be used to reveal changes in national life. Events outside of living memory could also be considered here, e.g. the first flight, the first steam powered engine.	Children should learn about the local significance of Goose Fair, and may also consider how this event has changed within living memory.		Pupils are encouraged to investigate the lives of significant individuals in the past who have contributed to national and international achievements (e.g. Mary Seacole, Florence Nightingale, and Edith Cavell). These figures should be used to compare aspects of life in different periods.
	<b>Key Knowledge</b> (Glade Hill Curriculum)	Know about the different ways in which travel and transport has changed from past to present. Know how cars have changed since they were invented. Know who George Stephenson is and what he invented. Know how trains have changed people's lives in the 19 <sup>th</sup> century. Know the different ways humans have tried to fly throughout history. Know who the Wright brothers were and what they invented.	Know what Goose Fair is and why it is relevant/ significant to Nottingham. Know how it got it's name and when it first started. Know where it was held compared to now. Know how the purpose of Goose Fair has changed over time. Know the significant changes over time to Goose Fair and what has stayed the same.		Know what makes a person significant in history. Know and explain how Florence Nightingale improved nursing. Know who Mary Seacole was and how she improved nursing. Know who Edith Cavell and how she helped soldiers. Know why it's important to remember the lives of significant people.
	<b>Skills</b> (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➤ Ask and answer questions</li> <li>➤ Identify similarities/differences between periods</li> <li>➤ Understand some ways we find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify different ways in which the past is represented</li> <li>➤ Ask and answer questions</li> <li>➤ Fit people/events into chronological framework</li> <li>➤ Choose and use from stories and other sources to show understanding.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Be aware of the past, using common words &amp; phrases relating to time.</li> <li>➤ Use wide variety of everyday historical terms.</li> <li>➤ Identify similarities/differences between periods.</li> </ul>
	<b>Skills</b> (Glade Hill Curriculum)	<ul style="list-style-type: none"> <li>➤ Can compare travel and transport of the past, present and future.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use chronology to place the events of the Goose Fair on a timeline to show how it has changed over time using pictures to represent the past.</li> <li>➤ Children will be able to share stories of their experiences visiting the Goose Fair.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Compare the lives of different nurses and how they have contributed to national and international achievements.</li> </ul>

# HISTORY PROGRESSION MAP

Year Group		Unit A British History	Unit B Local History Study	Unit C History of the Wider World
Year 3	Knowledge (National Curriculum Statements)	<p style="text-align: center;"><b>Stone Age to the Iron Age</b></p> <p>Pupils should be taught about <b>changes</b> in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> <li>➤ Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>➤ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>➤ Iron Age forts: tribal kingdoms, farming, art and culture</li> </ul>	<p style="text-align: center;"><b>Local History Study: Nottingham Castle</b></p> <p>Pupils should conduct an in depth study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	
	Key Knowledge (Glade Hill Curriculum)	<p>Know how people survived in the Stone Age. Know what changed for people living in Stone Age Britain and what effect this had (e.g. materials) Know how we know about life in the Stone Age. Know how life changed in the Bronze Age. Know who the Celts were and how they made iron in the Iron Age. Know why they built hillforts in the Iron Age. Know the key changes in Britain from the Stone Age to the Iron Age and the lasting impact these ages had.</p>	<p>Know about Nottingham Castle, where it is and it's purposes over time. Know which time period the castle was originally built in and know the key features of the Norman castle (motte and bailey design etc). Know how Nottingham Castle has changed over time and why these changes were made. Know which parts of the castle are the remaining original parts and why. Know the link between Nottingham Castle and the Legend of Robin Hood (link to Y1 unit). Know which royalty have used the castle as their residence and who uses the castle today. Know Nottingham Castle's significance as the first municipal art gallery in the UK outside of London.</p>	
	Skills (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➤ Understand how knowledge of the past is constructed from a range of sources.</li> <li>➤ Understand that different versions of the past may exist, giving some reasons for this.</li> <li>➤ Construct informed responses by selecting and organising relevant historical information.</li> <li>➤ Develop the appropriate use of historical terms</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to develop chronologically secure knowledge of history</li> <li>➤ Establish clear narratives within and across periods studied</li> <li>➤ Note connections, contrasts, and trends over time</li> <li>➤ Develop the appropriate use of historical terms</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> </ul>	
	Skills (Glade Hill Curriculum)	<ul style="list-style-type: none"> <li>➤ To place the Stone Age, Bronze Age and Iron Age in chronology on a time line.</li> <li>➤ To locate Britain and significant areas of Britain geographically.</li> <li>➤ To compare the features of lives in this period (e.g. homes, tools, family groups, art etc).</li> </ul>	<ul style="list-style-type: none"> <li>➤ To locate Nottingham Castle on a map and understand why it is located where it is.</li> <li>➤ To plot significant events and changes over time to the castle on a time line.</li> </ul>	

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		The Roman Empire		Ancient Egypt	
		Pupils should be taught about the Roman Empire and its <b>impact on Britain</b> . This could include:		Pupils should be taught about the achievements of the earliest civilizations – <b>an overview of where and when the first civilizations appeared</b> and an in depth study of <b>Ancient Egypt</b> .	
<b>Year 4</b>	<b>Knowledge</b> (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➤ Julius Caesar’s attempted invasion in 55-54 BC</li> <li>➤ The Roman Empire by AD 42 and the power of its army</li> <li>➤ Successful invasion by Claudius and conquest, including Hadrian’s wall</li> <li>➤ British resistance, for example, Boudica</li> <li>➤ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>			
	<b>Key Knowledge</b> (Glade Hill Curriculum)	<p>Know who the Romans were and how they built their empire. Know how and why the Romans invaded Britain.</p> <p>Know about the features of Roman society (e.g. clothes, gladiators, homes, baths, technology, farming, soldiers, war etc)</p> <p>Know why the Romans built new roads and towns.</p> <p>Know who Boudicca was and why she led a rebellion.</p> <p>Know why Hadrian’s wall is important and who used to live there.</p> <p>Know what life was like in a Roman villa.</p> <p>Know why we remember the Romans and the long lasting impact they have had on Britain.</p>			<p>Know who the Ancient Egyptians were and where Ancient Egypt came in the chronology of British history.</p> <p>Know about the daily life of the Ancient Egyptians and what was important to them.</p> <p>Know the achievements of the Ancient Egyptians – e.g. Hieroglyphics, pyramids, farming and the Nile.</p> <p>Know what mummification is and why was it so important to the Ancient Egyptians.</p> <p>Know about the discovery of the tomb of Tutankhamun and why this was significant to historians.</p> <p>Know about the different Ancient Egyptian Gods and compare and contrast their powers.</p>
	<b>Skills</b> (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➤ Continue to develop chronologically secure knowledge of history</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> <li>➤ Understand that different versions of the past may exist, giving some reasons for this.</li> <li>➤ Construct informed responses by selecting and organising relevant historical information.</li> <li>➤ Establish clear narratives within and across periods studied</li> </ul>			<ul style="list-style-type: none"> <li>➤ Understand how knowledge of the past is constructed from a range of sources.</li> <li>➤ Develop the appropriate use of historical terms</li> <li>➤ Note connections, contrasts, and trends over time</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> <li>➤ Construct informed responses by selecting and organising relevant historical information</li> </ul>
	<b>Skills</b> (Glade Hill Curriculum)	<ul style="list-style-type: none"> <li>➤ To locate Britain and the Roman Empire geographically.</li> <li>➤ To place the Roman Empire and the invasion of Britain in chronology.</li> </ul>			<ul style="list-style-type: none"> <li>➤ Locate Egypt on a map.</li> <li>➤ Raise questions when confronted with an artefact in order to understand more about this ancient civilisation</li> <li>➤ Select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.</li> </ul>

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Year Group		Unit A British History	Unit B Local History Study	Unit C History of the Wider World
Year 5	<b>Knowledge</b> (National Curriculum Statements)	<p><b>Anglo-Saxons, Scots, Vikings</b></p> <p>Pupils should be taught about Britain's settlement by the Anglo-Saxons and Scots / Viking and Anglo-Saxon struggle for the Kingdom of England. This could include:</p> <ul style="list-style-type: none"> <li>➤ Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire</li> <li>➤ Scots invasions from Ireland to north Britain</li> <li>➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>➤ Anglo-Saxon art and culture</li> <li>➤ Christian conversion</li> <li>➤ Viking raids and invasion</li> <li>➤ Resistance by Alfred the Great and Athelstan, first king of England</li> <li>➤ Anglo-Saxon laws and justice</li> <li>➤ Edward the confessor and his death in 1066</li> </ul>		<p><b>Ancient Greece</b></p> <p>A study of Greek life and achievements and their influence on the western world.</p>
	<b>Key Knowledge</b> (Glade Hill Curriculum)	<p>Know who the Vikings were and when they raided and invaded Britain.</p> <p>Know about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.</p> <p>Know and explain the key aspects of Viking life.</p> <p>Know and explain the how the legal system worked in Anglo-Saxon and Viking Britain.</p> <p>Know how the last Anglo-Saxon kings shaped Britain.</p>		<p>Know who the Ancient Greeks were and what their daily life was like.</p> <p>Know about Greek gods and goddesses and explore the beliefs of the ancient Greeks.</p> <p>Know some key events during the Ancient Greek period and their achievements.</p> <p>Know who Alexander the Great was and how he grew his empire. Know what the effects were of his empire.</p> <p>Know about life in ancient Athens and ancient Sparta and make comparisons and connections between the two.</p> <p>Know the history and origins of the ancient Olympics and know the changes which have been made to the Olympics over time.</p> <p>Know about the Trojan War and what the ancient Greeks believed about this.</p> <p>Know the lasting impact and influence the Ancient Greeks had on the western world.</p>
	<b>Skills</b> (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➤ Continue to develop chronologically secure knowledge of history</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> <li>➤ Understand that different versions of the past may exist, giving some reasons for this.</li> <li>➤ Construct informed responses by selecting and organising relevant historical information.</li> <li>➤ Establish clear narratives within and across periods studied</li> </ul>		<ul style="list-style-type: none"> <li>➤ Understand how knowledge of the past is constructed from a range of sources.</li> <li>➤ Develop the appropriate use of historical terms</li> <li>➤ Note connections, contrasts, and trends over time</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> <li>➤ Construct informed responses by selecting and organising relevant historical information</li> </ul>
	<b>Skills</b> (Glade Hill Curriculum)	<ul style="list-style-type: none"> <li>➤ Compare the significance of Anglo-Saxon kings during the Viking period.</li> <li>➤ Use artefacts to make predictions about the Anglo-Saxon culture.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Plot Ancient Greek events and achievements on a timeline.</li> <li>➤ Compare ancient Greek Olympics to modern day Olympics.</li> </ul>

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		World War 2		Early Islamic Civilisation
<b>Year 6</b>	<b>Knowledge</b> (National Curriculum Statements)	Pupils should study an aspect or theme in British that <b>extends their chronological knowledge</b> beyond 1066. This might include a <b>significant turning point in British history</b> , for example, the Battle of Britain.		Pupils should study a non-European society that <b>provides contrast</b> with British history.
	<b>Key Knowledge</b> (Glade Hill Curriculum)	<p>Know why and how WWII started and the events leading up to it.</p> <p>Know when, where and why children were evacuated in World War II and understand what this experience would have been like.</p> <p>Know why rationing was introduced during World War II and how people had to adapt to reduced product availability.</p> <p>Know about how life changed for Britons during the war and how propaganda was used by the government to put a positive spin on events.</p> <p>Know how Britons tried to solve the problem of food production during the war and who played a part in this.</p> <p>Know about the events of the Holocaust in World War II and describe what happened.</p> <p>Know the lasting effects and impact the Second World War has had on the world.</p>		<p>Know the importance of Baghdad and it's role in the early Islamic civilisation.</p> <p>Know about the House of Wisdom and how it became the centre for learning.</p> <p>Know and explain some of the significant discoveries and concepts developed by early Islamic scholars.</p> <p>Know the impact these discoveries and concepts had on the wider world.</p> <p>Know who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p> <p>Know about the different forms of early Islamic art and know how to create their own geometric pattern based on traditional techniques.</p> <p>Know the reasons why the early Islamic civilisation became a major power. Know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</p>
	<b>Skills</b> (National Curriculum Statements)	<ul style="list-style-type: none"> <li>➤ Continue to develop chronologically secure knowledge of history</li> <li>➤ Establish clear narratives within and across periods studied</li> <li>➤ Understand that different versions of the past may exist, giving some reasons for this.</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> <li>➤ Construct informed responses by selecting and organising relevant historical information.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Understand how knowledge of the past is constructed from a range of sources.</li> <li>➤ Develop the appropriate use of historical terms</li> <li>➤ Note connections, contrasts, and trends over time</li> <li>➤ Regularly address and sometimes devise historically valid questions</li> <li>➤ Continue to develop chronologically secure knowledge of history</li> </ul>
	<b>Skills</b> (Glade Hill Curriculum)	<ul style="list-style-type: none"> <li>➤ To place the main events of Second World War in a chronology with other aspects of history they have learnt in school.</li> <li>➤ To analyse propaganda and describe how this was designed to make people do what the government wanted.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Critically analyse sources for information and understand and describe their reliability in giving historians factual information.</li> </ul>