

## HISTORY CURRICULUM PROGRESSION MAP

Year	Term	Enquiry	Chronology	Continuity and Change	Significance	Perspective and Empathy	Sources of Evidence	Similarity and Difference	Substantive Concept
1/2	Cy 1 1	<b>How do our toys and games compare with those of children in the past?</b>	To know some historical language to describe the past.	To know that toys have changed over time.	To know how the development of materials and engineering in history has affected the development of new toys.		To know historians use artefacts to find out information about the past	To make comparisons between how people lived and entertained themselves in different time periods.	Scientific Developments
1/2	Cy 1 2	<b>Why is Guy Fawkes remembered?</b>	To know key dates in history e.g. November 5 <sup>th</sup> .		To know how significant individuals have impacted modern life. To know the key events of Gunpowder Plot.		To know some sources of evidence linked to the plot	To know how periods of time are similar or different	Monarchy, Hierarchy and Power
1/2	Cy 1 3	<b>How do we know so much about what happened in the Great Fire of London?</b>	To know and order events surrounding the Fire of London. To know vocabulary to describe the passing of time.	To know how the Fire of London has impacted on modern life		To know Samuel Pepys kept a diary of events	To know historians use multiple sources to build a picture of the past To know which sources are reliable		Scientific Developments
1/2	Cy 1 5&6	<b>Who is the greatest history maker?</b>	To know and use historical vocabulary.	To know how significant individuals have impacted throughout time	To know and identify famous people and key facts about their lives and achievements  To know what makes someone a notable person in history.				Scientific Developments Exploration
1/2	Cy 2 1	<b>What has changed in my lifetime?</b>	To know the meaning of week, month and year.		To know about significant events in my past. To know that significant events	To know that my account of an event can be different from others'.			Scientific Developments Monarchy

					have happened around the world in my lifetime.				
1/2	Cy 2 3&4	<b>What did we learn from the sinking of the Titanic?</b>	To know how the Titanic fits into a timeline of world history		To know how and why some events have a lasting impact	To know accounts of an event can be different To empathise with people from the past	To know that I can use different sources of information to find out about the past		Monarchy, Hierarchy and Power
1/2	Cy 2 5	<b>What does it take to be a great explorer?</b>	To know that people discovered places and countries in the world at different times.		To know which explorers discovered which parts of the world.		To know that information about explorers can be found using a range of sources and some of these may have different information.		Monarchy, Hierarchy and Power
1/2	Cy 2 6	<b>What were the key events of the Battle of Hastings?</b>	To know when the Battle of Hastings fits into the timeline of British History.	To know the impact the Battle had on modern Britain and how things might have been different if the Battle had ended differently.	To know about the significant events during the Battle and how it began and ended.		To know that I can use different sources of information to find out about the past. To know that sources can be interpreted differently		Invasion and conflict
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3/4	Cy 1 1	<b>Which inventions changed the way we live?</b>	To know how inventions have evolved over time	To understand the ideas that have had an impact on society. To know how life has changed as a result of others.	To know the names of significant inventors/engineers				Scientific Developments
3/4	Cy 1 2	<b>How has the local area been impacted by</b>	To know how to place events chronologically on a timeline	To know how the local area has changed (Ashdown	To know significant events in the history of my surrounding area	To recognise the impact change had on local people	<i>Fieldwork, primary and secondary sources</i>		Scientific Developments

		<i>change (Ashdown Forest/ Railways)</i>		Forest/Rise and fall of Railway). To recognise impact of change in the local area					
3/4	Cy 1 4	<b>Who were the Mayans and why should we study them?</b>	To know the names of some historical periods in history and how they fit in a world timeline.	To understand and recognise Mayan achievements	To know who the Mayans were and their significance today	To understand and debate the fall of the Mayans	To know that a range of sources give us information about the past	To compare and contrast the Ancient Greeks with civilisations studied so far	Civilizations
3/4	Cy 1 5&6	<b>Ancient Greece: fact, legend or myth?</b>		To know reasons and impact of Greek conflict To know the lasting impact of the Greeks today	To know about the legacy of key people- Alexander the Great, King Phillip II	To know how the Greeks lived and understand what was important to them	To know how the geography of Greece influenced the Greek way of life.		Civilizations
3/4	CY 2 2	<b>Why has the Tudor monarchy had such a lasting impact? Are they like the monarchs of today?</b>	To know where the Tudors fits into a timeline of British history	To know how the monarchy of the past differs from the monarchy of today	To know key facts in the timeline of the Tudor reign. To know how the Tudors have impacted on modern, local life.		To know that lots of sources allow us to find information about the past but we must question and interpret them carefully.		Monarchy, Hierarchy and Power
3/4	CY 2 4	<b>How did the arrival of the Romans change Britain? Why did the empire fall?</b>	To know where the Romans fit on a historical timeline.	To know how, when and why the Romans withdrew from Britain To know how the western Roman Empire fell	To know facts about Julius Caesar's attempted invasion in 55-54BC To know the impact of the Roman Empire on modern Britain. To know the significance of Hadrian's Wall	To know about times of British resistance – e.g., Boudica	To know that lots of sources allow us to find information about the past and that some of these may contradict each other.		Invasion and conflict
3/4	Cy 2 6	<b>How did the lives of Ancient Britons change from Stone Age to Iron Age?</b>	To know where late Neolithic hunter-gatherers fits into a	To know the differences in Britain from the	To know the significance of places like Skara		To know a variety of sources help us to find out about the past.		Scientific Developments

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5/6	CY 1 1	<b>How did Bletchley Park contribute to winning WW2?</b>	timeline of British history	Stone Age to the Iron Age To know the impact farming had	Brae and Stonehenge				Invasion and conflict
5/6	CY 1 2	<b>Super scientists How have they changed the world?</b>	To know the main events and findings of Charles Darwin.		To know key facts about a significant scientist involved in the study of evolution.	To know about the key findings about evolution over time and how opinions have changed.			Scientific Developments
5/6	Cy 1 3	<b>How did a pile of dragon bones help to solve an ancient Chinese mystery?</b>	To know the main events of the timeline of ancient civilisation	To know the similarities and differences between the civilisation and today To compare and contrast with previous civilisations studied		To know how the social hierarchy is organised	To know the sources that tell us about this civilisation		Civilizations
5/6	Cy 1 4&5	<b>Victorian Britain; golden age or dark age?</b>	To know who Queen Victoria was and identify significant events during her reign and her role.	To know the main changes during the Victorian era To know the development of transport and its impact across society	To know what the industrial revolution was and its significance across the classes	To know that change affected different people in different places at different times		To understand that experiences were different for people living in Victorian England	Monarchy Hierarchy and Power
5/6	Cy 2 1&2	<b>What was life on the Home Front really like?</b>	To know significant events of WW2,	To know the impact of war in our local area	To know who Winston Churchill	To know what the Front Line was.			Invasion and Conflict

		<b>Why is it so difficult to be sure?</b>	including the events leading up to it. To know how the war ended.	To know the impact of the war on modern life.	was and his significance. To know about the Dunkirk evacuation and its significance.	To know what life was like on the Home Front.			
5/6	Cy 2 4	<b>Black and British; How has life changed?</b>		To know some of the changes for Black people in Britain	To know the significance of the slave trade	To know the impact of Black British people during the war and understand why it has rarely been celebrated To know how and why life has improved in the last 60 years	To know how to use a variety of sources to interpret the past.		Monarchy, Hierarchy and Power
5/6	Cy 2 5	<b>Why did the South Downs need National Park status?</b>	To know that the South Downs is the newest National Park To know the chronology of the park's history	To know how the area has changed since the War	To know some important historical areas of the park e.g Cissbury Ring, South Downs Way				Scientific Developments
5/6	Cy 2	<b>Raiders or settlers: how should we remember the Vikings?</b>	To know the timeline of Viking existence.	To know how interpretations can change over time	To know what settlements the Vikings and Anglo-Saxons built.	To know what the struggle between the Anglo-Saxons and Vikings was.	To know how artefacts build a picture of the past		Invasion and conflict