



History Curriculum Progression Map

❖ Early Years - Developing Awareness of the Past

<u>Key Concepts:</u>	before	after	past	present	memory
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	Children in Reception will learn to:	Children at the expected level of development will:
Reception	<ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> 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

❖ KS1 - Developing Historical Knowledge and Enquiry

Chronological Understanding	Historical Interpretation	Historical Enquiry
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<u>Key Concepts:</u>	past	present	future	memory	artefact
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	Unit	National Curriculum Objectives	Children should know that:	Children should be able to:
Year 1	Toys in the Past	changes within living memory - where appropriate, these should be used to reveal	<ul style="list-style-type: none"> Toys have changed over time as new materials and products have been invented or developed Some types of toys, such as teddies, dolls, building blocks etc., 	Sequence events in their lifetime. Match objects to people of different ages. Understand the difference between things that happened in the past and present.

Year 2		aspects of change in national life	have remained popular over time but have still changed in style and design.	Recognise the difference between past and present in their own and others' lives.
	Local History - Changes in Huyton Village	significant historical events, people and places in their own locality	<ul style="list-style-type: none"> Harold Wilson was MP for Huyton from 1950 - 1983 and served twice as Prime Minister. The Mayfair Cinema in Huyton Village was open from 1937 - 1960. It is now a branch of Boots. 	Explore events, look at pictures and ask questions such as: What happened? What was it like?
	The Gunpowder Plot	events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> King James I (James VI of Scotland) became king in 1603. King James I was protestant and believed England should be a protestant country. Guy Fawkes was a catholic who plotted to blow up the House of Parliament and kill King James I. Bonfire Night is the anniversary of the plot, which was due to take place on 5th November 1605. 	<p>Sequence and place events on a broad chronological framework. Describe memories of key events in lives.</p> <p>Look at evidence to explain reasons why people in the past may have acted in the way they did. Use information (research, artefacts etc) to describe the past and the differences between 'then' and 'now'.</p>
	Intrepid Explorers	the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	<ul style="list-style-type: none"> Christopher Columbus was an Italian explorer who was the first European to discover the Americas in 1492. Columbus brought back many things to Europe including food, gold and tobacco. Neil Armstrong was an American astronaut and the first man to walk on the moon in 1969, as captain of Apollo 11. The Apollo 11 mission resulted in many technological advances that we still use today. 	<p>Ask questions such as: What was it like for a ...? How long ago did...happen? Sequence place events on a broad chronological framework.</p>

❖ KS2 - Chronological Knowledge of British History

<u>Key Concepts:</u>	artefact	invasion	settlement	empire	culture	leisure	religion
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	Unit	National Curriculum Objectives	Children should know that:	Children should be able to:
Year 3	Prehistoric Britain	changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> The Stone Age is divided into three periods: the Palaeolithic period (30,000BC - 10,000BC), the Mesolithic period (10,000BC - 8000BC), and the Neolithic period (8000BC - 3000BC). The landform and landscape of Britain changed dramatically at the beginning of the Mesolithic period when the last Ice Age ended. During the Neolithic period, people began farming and developing simple tools. In the Bronze Age, people first began working with metal and living in larger, permanent communities. The Iron Age saw greater advancements in metal work and the dividing of Britain into regions inhabited by particular tribes. 	Place the time studied on a timeline. Use dates and terms related to the study and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
				Find out about everyday lives of people in time studied (culture, leisure, settlements, clothes etc). Compare with our lives today.
				Ask questions such as: How did people...? What did people do for...?
Year 4	Roman Britain	the Roman Empire and its impact on Britain	<ul style="list-style-type: none"> The Roman Empire ruled Britain from 43AD - 410AD The Roman army was extremely strong and organised into centuries and legions. The Romans established many cities including London, Chester, Canterbury and St Albans. Boudicca was the queen of the Iceni tribe and led a revolt against the Romans in 60-61AD The influence of the Romans on Britain is still visible today and includes: the calendar, roads, Christianity, place names, public 	Place events from period studied on a timeline.
				Use evidence to reconstruct life in time studied. Look for links and effects in time studied and the effect on life today.
				Ask questions such as: What was it like for a ... during...?

			baths and the introduction of plants and animals such as chicken.	
Year 5	Anglo Saxons and Vikings	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> The Roman occupation of Britain ended in 410AD as the Roman Empire was in decline and Rome was increasing under attack. After the Romans left, Britain was invaded by Saxons from Germany, Jutes and Angles from Denmark, and Frisians from Holland. By 600AD, there were seven different kingdoms in England, each ruled by a separate king. Vikings from Scandinavia began raiding Britain in 793AD and later invaded the Anglo-Saxon kingdoms. By 886AD, the Viking kingdom of Danelaw was established and King Alfred the Great became king of the Anglo-Saxon kingdoms. In 1016AD, the Anglo-Saxon king Edmund died and the Danish king Cnut became the first king of all England After Cnut's death, there was seven years of war deciding who should be the next king until Edward the Confessor was crowned in 1042AD. 	Know and sequence key events of time studied. Place current study on a timeline in relation to other studies.
				Examine causes and results of great events and the impact on people. Compare life in early and late times studied.
				Use the library and internet for research with increasing confidence and realise that there is often not a single answer to historical questions.

❖ KS2 - Chronological Knowledge of World History

<u>Key Concepts:</u>	civilisation	society	government	culture	leisure	religion	monarchy	source
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	Unit	National Curriculum Objectives	Children should know that:	Children should be able to:
Year 3	Early Civilisations and Ancient Egypt	the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	<ul style="list-style-type: none"> The earliest civilisations date from 5000BC and include Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty. The early civilisations developed the first writing and number systems. Ancient Egypt was an ancient civilisation from 3000BC - 30BC Tutankhamun was the youngest Egyptian Pharaoh. His tomb was discovered by Howard Carter and Lord Carnarvon in 1922. 	Place the time studied on a timeline. Use dates and terms related to the study and passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
				Find out about everyday lives of people in time studied (culture, leisure, settlements, clothes etc).
				Ask questions such as: How did people...? What did people do for...?
Year 4	Ancient Greece	a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> The Ancient Greek civilisation emerged in 800BC and lasted until it was conquered by the Romans in 146BC. Ancient Greece was divided into independent city states, the most powerful being Athens and Sparta. The different city states had distinct cultures and were often at war with each other. Ancient Greek civilisation is responsible for the emergence and development of theatre, democracy, universities, the Olympics and much western philosophy and natural science. 	Place events from period studied on a timeline.
				Use evidence to reconstruct life in time studied. Look for links and effects in time studied and the effect on life today. Make links between rich and poor.
				Ask questions such as: What was it like for a ... during...?

Year 5	Mayan Civilisation	a non-European society that provides contrasts with British history -Mayan civilization c. AD 900	<ul style="list-style-type: none"> The Maya civilization was an indigenous society of Mesoamerica (modern-day Mexico and Central America) from 300AD - 900AD. The Mayans built cities containing many fine temples, pyramids and palaces that were discovered by Spanish conquistadors in the 16th century. Mayan society was ruled by a monarchy, had its own religion; developed writing and number systems; and explored astronomy and architecture. 	Know and sequence key events of time studied. Place current study on a timeline in relation to other studies. Make comparisons between different times in the past.
				Study different aspects of different people - differences between men and women.
				Ask more complex questions about key concepts in history.

❖ KS2 – Thematic study extending chronological knowledge beyond 1066

<u>Key Concepts:</u>	society	government	culture	leisure	religion	monarchy	period	politics
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	Unit	National Curriculum Objectives	Children should know that:	Children should be able to:
Year 6	Crime and Punishment	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> In Roman Britain, citizens of Rome were covered by Roman law and non-citizens were covered by local law. The influence of Roman law can still be seen today. Magistrates and juries were used to decide verdicts and the accused was assumed innocent until proven guilty. Prisons were only used to hold prisoners awaiting trial and punishments often involved physical torture or execution. In the Anglo-Saxon and Viking period, guilty criminals were made to pay compensation (weregild) to the victim. Trial by ordeal was used to ascertain guilt. After the Norman conquest of 1066, trial by ordeal was gradually ended and 'shaming punishments' became common. Lords would act as judges but trial by jury continued and the Church had its own courts for religious crimes. In the 18th century, convicts began being transported to British colonies like America and Australia. In 1829, Sir Robert Peel passed the Metropolitan Police Act and set up the first real police force in London. When transportation ended, larger prisons were built to contain prisoners. 	Use scale when sequencing dates on a timeline. Understand how some historical events occurred concurrently in different locations. Describe main changes in a period of history using words such as social, religious, political, technological and cultural .
				Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
				Bring knowledge gathered from several sources together in a fluent account.

	Local History	a local history study	<ul style="list-style-type: none"> Huyton was first settled about 600-650 AD by Angles. Both Huyton and Roby are mentioned in the Domesday Book of 1086. Huyton Railway Station opened in 1830 on the Liverpool and Manchester Railway. The railway's construction was supervised by George Stephenson and was the world's first regular passenger train service. During the Second World War, Huyton suffered bombing from the Luftwaffe. School children were not evacuated from Huyton, instead schools and homes were provided with air-raid shelters. Huyton was host to three wartime camps: an internment camp, a prisoner-of-war camp and a base for American servicemen. The prisoner of war camp closed in 1948. Some inmates 'went native', stayed in Britain and married local women. 	<p>Use scale when sequencing dates on a timeline. Understand how some historical events occurred concurrently in different locations. Describe main changes in a period of history using words such as social, religious, political, technological and cultural.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Plan and present a self-directed project or research about the studied period. Use a variety of ways to present information from KS2 as well as extended writing opportunities.</p>
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