

# History Progression Map

## Curriculum overview



History forms part of Downsell Primary's creative curriculum. The learning in History is linked to key texts for that term.

The teaching of History and Geography is alternated dependent on what area links best with the text. The boxes shaded in grey are the terms where geography.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Autumn 1 – Toys</p> <p>Investigating how technology change over time</p> <p>Understand the development of toys over time</p> <p>Exploring how buildings changed over time</p>				<p>Summer 1- Space</p> <p>Understanding life of Neil Armstrong</p> <p>Explore the surface of the moon</p> <p>Explore past and present space technology</p>	<p>Summer 2- Travel</p> <p>Compare transport from past and present</p> <p>Recognize George Stephenson</p> <p>Compare past and present train transportation</p> <p>How people use transport to travel around the world</p> <p>Problems the modern transport</p>
Year 2		<p>Autumn 2- Rosa Parks and Nelson Mandela</p> <p>Who is Nelson Mandela?</p>		<p>Spring 2- Great Fire</p> <p>Artefacts in History</p> <p>Samuel Pepys' role in Great Fire</p>		<p>Summer 2- Florence Nightingale</p> <p>Life of Florence Nightingale</p>

		<p>Why is Nelson Mandela being important?</p> <p>Life in southern USA in 1955</p> <p>Consequences of Rosa Parks actions</p> <p>American Civil Rights Movement</p> <p>Assessment</p>		<p>Events leading to Great Fire</p> <p>Impact of the Great Fire of London</p> <p>Assessment</p>		<p>Why is Florence Nightingale an important figure?</p> <p>Florence Nightingale impact on modern hygiene</p> <p>Importance of Mary Seacole</p> <p>Challenges and barriers faced by Mary Seacole</p> <p>Compare and contrast Florence and Seacole on medicine (Assessment)</p>
<b>Year 3</b>	<p>Autumn 1- Ancient Greece</p> <p>Investigate Ancient Greece as an Archeologist</p> <p>City states: Athens and Sparta</p> <p>Greek warfare</p> <p>Role of Greek mythology</p> <p>Assessment</p>	<p>Autumn 2 – Romans Roman Invasion</p> <p>Role of Boudicca/Female empowerment</p> <p>Boudicca's role in the rails leading into revolt</p> <p>Assessment</p>		<p>Spring 2 – The Mayans</p> <p>Discover the Mayans</p> <p>Maya Religion and Mayan Gods</p> <p>Mayan Inventions and the impact on lives today</p> <p>Mayan places and Architecture</p> <p>Assessment</p>	<p>Summer 1- Ancient Egypt</p> <p>Placing Ancient Egypt in context</p> <p>Egyptian society and structure</p> <p>Legacy of Tutankhamun</p> <p>Assessment</p>	
<b>Year 4</b>			Spring 1- Vikings			Summer 2-Normans

			<p>Historical stereotypes</p> <p>Where the Vikings came from and why.</p> <p>Importance of trade to the Vikings.</p> <p>Viking raids</p> <p>Assessment</p>			<p>Norman castles</p> <p>Role of feasting in Norman society</p> <p>The Battle of Hastings</p> <p>The Battle of Hastings it's importance in British history</p> <p>Assessment- William's victory at Hastings</p>
<b>Year 5</b>	<p>Autumn 1- Victorian</p> <p>Queen Victoria's reign</p> <p>The Industrial Revolution</p> <p>Life for a child in the 1840s</p> <p>Assessment</p> <p>The fight for children's rights throughout the Victorian era</p>		<p>Spring 1 - Stone Age</p> <p>The role of archaeologists in helping his discover what happened in the past</p> <p>Hunter-gatherers</p> <p>Early Britons' settlements</p> <p>History Assessment</p> <p>What were some of the achievements of Stone age people during this period?</p>		<p>Summer 1-The Great Plague (1665-66)</p> <p>The Great Plague and its symptoms</p> <p>What people believed caused and spread The Great Plague</p> <p>Describe and assess the effectiveness of the treatments for the Great Plague</p> <p>Assessment – The Black death</p>	
<b>Year 6</b>	<p>Autumn 1- The Blitz</p> <p>How WW1 led to WW2</p>		<p>Spring 1- Crime and punishment</p> <p>The history of crime and punishment in the UK</p>		<p>Summer 1 – The Golden age</p> <p>The importance of Baghdad during the rise of the Golden Age</p>	

	<p>The Blitz and its impact on Britain</p> <p>The impact of the war on ordinary citizens</p> <p>The rise of Nazi Germany</p> <p>The Holocaust</p> <p>Assessment</p> <p>The impact of the war on Britain</p>		<p>How crime and punishment has changed from 1750 to 1900</p> <p>Why Capital Punishment ended in Great Britain</p> <p>Assessment</p> <p>To explore the use of capital punishment in the UK</p>		<p>The significance of the structure of Baghdad</p> <p>How the House of Wisdom played a key role in discoveries and preservations</p> <p>How the Islamic Golden Age contributed to Western Civilisation</p> <p>The descent of the Islamic Golden Age.</p>	
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## History at Downsell Primary School

### Intent

At Downsell Primary school, we follow the National Curriculum Programme of Study for History.

Research has shown a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our intent in history is that is that our children become natural inquisitive learners to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We believe that high quality history lessons inspire children to want to know more about the past, to think and act as historians and to love History. Our curriculum is planned to stimulate children's curiosity about the past and a desire to know more about it. In order to achieve this, we aim to fulfil the requirements of the National Curriculum for History, providing a broad, balanced and differentiated curriculum that encompasses British values throughout and is fully inclusive.

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- To gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

<b>Implementation</b>	<p>We offer a creative curriculum, where History is embedded within a bigger picture, linked to a core text. This supports our pupils with being able to demonstrate their skills in a range of ways across the curriculum, developing the viewpoint that subjects are not taught in isolation. Pupils are given the opportunity to engage in debate, discussion, oral presentation and drama rather than just writing about the facts on the history unit they are doing. This is to ensure that pupils develop the chronological Understanding, Knowledge and understanding of events, making connection and Historical Links and historical enquiry by which they are assessed.</p> <p>End of unit goals are shared with the children so that they know where there learning is heading within each topic studied. This also supports them with making links across History.</p>
<b>Impact</b>	<p>Using our termly planning and curriculum overviews; our lessons are planned to enable children to have every opportunity to build upon their prior knowledge and consolidate their understanding. Formative assessment is embedded into each lesson in the form of higher order questioning, discussions and plenaries.</p> <p>End of Unit assessments are our summative assessments. We use this, along with teacher assessment, to have an understanding of what the pupil has learnt in relation to the skills within History.</p>

## History Programmes of Study: Key Stage 1 and 2 National curriculum

### Key Stage 1:

Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

	Learning Intentions
Year 1	<ul style="list-style-type: none"><li>LI: To investigate how technology has changed over time</li><li>LI: To understand the development of toys over time</li><li>LI: To explore how buildings have changed over time</li><li>LI: To understand the importance of Grace Darling</li><li>LI: To understand the life of Neil Armstrong</li><li>LI: To explore the surface of the moon</li><li>LI: To understand differences between past and present space technology</li><li>LI: To compare transport from the past and the present</li><li>LI: To recognise the impact of George Stephenson</li><li>LI: To compare past and present train transportation</li><li>LI: To understand how people use transport to travel around the world</li></ul>

	LI: To understand the problems of modern transport
Year 2	LI: To understand who Nelson Mandela was and the impact of apartheid law LI: To understand why Nelson Mandela is important. LI: To understand what life in Southern USA would be like in 1955 LI: To explore the consequences of Rosa Park's actions LI: To explore the American civil rights movement LI: To compare modern day USA with 1960's USA LI: To know how artefacts help us to understand history LI: To understand the role of Samuel Pepys during the Great Fire of London LI: To recall the events that led to the great fire LI: To explore the impact the fire had on London LI: To construct a Jacobean house LI: To understand how bakeries worked before electricity LI: To know why the Great Fire of London caused so much destruction. LI: To explore who was accountable for the Great Fire of London (assessment) LI: To explore the life of Florence Nightingale LI: To understand why Florence Nightingale is a notable figure LI: To understand how Florence Nightingale impacted modern hygiene To understand the importance of Mary Seacole LI: to understand the challenges and barriers faced by Mary Seacole L.I. To compare and contrast the impact of Florence Nightingale and Mary Seacole on medicine(Assessment)



## Key Stage 2:

### Key Stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt;
- The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	Learning Intentions
Year 3	<ul style="list-style-type: none"> <li>LI: To investigate Ancient Greece as an Archaeologist</li> <li>LI: To display an understanding of city states – Athens and Sparta</li> <li>LI: To explore and understand Greek warfare</li> <li>LI: To discover the role of Greek mythology in Ancient Greece</li> <li>LI: understand why the Romans invaded Britain</li> <li>LI: To evaluate the role of Boudicca and female empowerment in the past and present</li> <li>LI: To investigate how Boudicca rallied her troops and led them into revolt</li> <li>LI: To evaluate Boudicca's heroism from different perspectives(Assessment)</li> <li>LI: to discover and understand who the Mayans were</li> <li>LI: To understand Maya religion and why their Gods were important</li> <li>LI: find out about Mayan inventions and how they affect our lives today.</li> <li>LI: to identify important Mayan places and architecture</li> <li>LI: What impact did the Mayans have on the world? (Assessment)</li> <li>LI: To place Ancient Egypt in context and consider how we learn about the past</li> <li>LI: To understand Egyptian society structure and why pharaohs were so important</li> <li>LI: To explore the legacy of Tutankhamen</li> <li>LI: What made a great pharaoh and leader during the Ancient Egyptian civilisation? (Assessment)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>LI: To understand that history can present people as stereotypes.</li> <li>LI: To know where the Vikings came from and why.</li> <li>LI: To investigate the importance of trade to the Vikings.</li> <li>LI To discuss the different opinions on Viking raids.</li> <li>LI: To explain the impact of the Viking raid of Lindisfarne in 793 as a turning point in the Viking settlement of England from 790 to 1066.(Assessment)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>LI: To explore Queen Victoria's reign</li> <li>LI: To understand the importance of the Industrial Revolution</li> <li>LI: To explore what life was like for a child in the 1840s</li> <li>LI: To learn about the fight for children's rights throughout the Victorian era(Assessment)</li> <li>LI: To understand how archaeologists help us to find out about what happened in the past</li> <li>LI: To understand the development of hunter-gatherers</li> <li>LI: To explore Early Britons' settlements</li> <li>LI: To Explore some of the achievements of Stone age people during this period(Assessment)</li> <li>LI: To explore the Great Plague and its symptoms</li> <li>LI: To look at what people believed caused and spread The Great Plague</li> <li>LI: To describe and assess the effectiveness of the treatments for the Great Plague.</li> <li>LI: To explore the consequences of The Great Plague</li> </ul>

## Year 6

- LI: To explore Queen Victoria's reign
- LI: To understand the importance of the Industrial Revolution
- LI: To explore what life was like for a child in the 1840s
- LI: To learn about the fight for children's rights throughout the Victorian era(Assessment)
- LI: To understand how archaeologists help us to find out about what happened in the past
- LI: To understand the development of hunter-gatherers
- LI: To explore Early Britons' settlements
- LI: To Explore some of the achievements of Stone age people during this period(Assessment)
- LI: To explore the Great Plague and its symptoms
- LI: To look at what people believed caused and spread The Great Plague
- LI: To describe and assess the effectiveness of the treatments for the Great Plague.
- LI: To explore the consequences of The Great Plague