

History Curriculum Progression Map

Early Years Foundation Stage

Understanding the World educational programme (taken from the EYFS Statutory Framework):

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals that link to History:

EYFS Understanding the World – ELG Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference 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.

In the EYFS, children:

- Look at pictures of themselves now and themselves as babies and talk about how they have changed.
- Learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc.
- Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- Listen to stories that are set in the past.
- Compare things in the past and now, linked to our topics (eg emergency vehicles, houses, space rockets etc).
- Learn the names of some significant people from the past, such as Neil Armstrong, Guy Fawkes, Florence Nightingale.

History Curriculum Progression Map

Autumn 1

	Year 1	Year 2	Year 3 <u>Stone Age to Iron Age</u>	Year 4 <u>Ancient Greece</u>	Year 5 <u>Baghdad</u>	Year 6 <u>World War I</u>
Key Knowledge			- The Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic age. - When the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt. - During the Mesolithic/Middle Stone Age, people in Britain were hunter-gatherers and were usually nomadic. - Farming began in the New Stone Age/Neolithic - The Bronze Age began when people learned how to make objects from bronze. - Stonehenge is a prehistoric monument built over 5000 years ago. - The Iron Age began around 800 BCE when people learned how to make objects from iron.	- Ancient Greece was made up of independent city-states - Athens is considered to be the birthplace of democracy. - The Spartans were fierce warriors and lived very modestly. - Alexander the Great created a vast empire. - Plato, Socrates and Aristotle were Ancient Greek Philosophers. - Ancient Greeks built important buildings with large columns and that this style has been copied around the world. - Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. - The Ancient Greeks left an important legacy and are still remembered today.	- The Islamic Empire spread rapidly after Mohammad's death - Baghdad is a city that was built a long time ago near the river Tigris by Caliph Al-Mansur was the leader of the Abbasid Caliphate. - Many people came to Baghdad to trade and to study - Many important books were translated into Arabic by scholars in Baghdad - In 1258 CE, Baghdad was invaded and much of the city was destroyed.	- Prior to 1914, tension was mounting in Europe with secret alliances - The assassination of Archduke Ferdinand resulted in Austria-Hungary declaring war on Serbia. - Following the assassination, Austria-Hungary declared war on Serbia - Britain declared war on Germany on 4th August 1914, after Germany invaded Belgium - WWI was fought on land, at sea and in the air - On the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches - The people on the 'Home Front', took up jobs in factories, farms, offices etc. - The war ended 11th November 1918 when Germany and the allies signed a ceasefire - The Treaty of Versailles was signed in 1919 - Over 15 million people were believed to have been killed during the war and many more injured

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	Year 1	Year 2	Year 3 <u>Stone Age to Iron Age</u>	Year 4 <u>Ancient Greece</u>	Year 5 <u>Baghdad</u>	Year 6 <u>World War I</u>
Substantive Concepts			Conflict Migration Religion Society (looking at how people lived) Trade	Civilisation Democracy Empire Power	Civilisation Dynasty Empire Invasion	Conflict Democracy Empire Imperialism Invasion Nationalism Patriotism Propaganda
Disciplinary Concepts			Continuity and change Sources and evidence	Similarity and difference (how the lives between rich/poor and males/females differed in this period) Sources and evidence (looking at how we know about life in Ancient Greece)	Continuity and change Sources and evidence	Causation Consequence continuity and change (in terms of warfare) Similarities and differences (how the war was experienced differently by different people) Sources and evidence
Key Vocabulary			Archaeologist Artefact Druid Henge Hill Fort Hunter-gatherer Long barrow Nomad Prehistory Quern stone Wattle and Daub.	Athenian Democracy Legacy Olympics Persia Spartan	City of Peace Civilisation Mongols Scholarship	Alliance Armistice Chemical warfare Conscription Home Front Imperialism Mechanised Warfare No Mans Land Trench warfare

History Curriculum Progression Map

Autumn 2

	Year 1 <u>Discovering History</u>	Year 2 <u>Romans in Britain</u>	Year 3 <u>The Ancient Egyptians</u>	Year 4 <u>Ancient Greece</u>	Year 5 <u>The Early British Empire</u>	Year 6 <u>The Suffragettes</u>
Key Knowledge	- History is the story of the past. - People who study history are called historians. - Historians use sources to learn about the past. - Archaeologists find out about the past through looking at things found in the ground. - Things found by archaeologists are called artefacts. - Family trees tell us who lived in the past.	- The Romans were an ancient civilisation that built an empire. - Romans had well-organised large armies with many soldiers. - Romans invaded Britain and Boudicca led a rebellion against the Roman invasion. - Romans built towns across Britain. - After the fall of the Roman empire, many aspects of Roman life remained in Britain. - Romans created written records which is why we know about their history.	- The ancient Egyptians were an ancient civilization who lived near the Nile in Egypt. - The River Nile floods, creating fertile land to grow crops. - Ancient Egyptian society was hierarchical and the Pharaoh was the leader at the top. - The Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them. - The ancient Egyptians believed in many gods and goddesses and prepared for the afterlife. - The archaeologist, Howard Carter, discovered the tomb of Tutankhamun - a Pharaoh that was mummified.	- Ancient Greece was made up of independent city-states. - Athens is considered to be the birthplace of democracy. - The Spartans were fierce warriors and lived very modestly. - Alexander the Great created a vast empire. - Plato, Socrates and Aristotle were Ancient Greek Philosophers. - Ancient Greeks built important buildings with large columns and that this style has been copied around the world. - Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. - The Ancient Greeks left an important legacy and are still remembered today.	- Great Britain had an empire from the 16th to the 20th century - Many monarchs were involved in growing the British Empire - Britain traded with countries all over the world - European trading nations increasingly fought over who controlled trade - The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries - When the Mughal Empire collapsed, European nations fought for control of India - Britain was victorious during the Seven Years War and gained territory from France - Britain gained land in North America, Africa, the Philippines and India	- During the 19th and early 20th century, only wealthy men could vote. - The National Union of Women's Suffrage Societies was led by Millicent Fawcett. - Fawcett wanted women to have the same voting rights as men. - The NUWSS members (suffragists) campaigned peacefully. - The Women's Social and Political Union was led by Emmeline Pankhurst. - Pankhurst fought for suffrage for all women. - The WSPU members (suffragettes) were sometimes violent and broke the law. - There was also an 'anti-suffrage' movement at the time. - In 1918, some women were given the vote. - In 1928, all women were given the same voting rights as men.
Substantive Concepts	Ancestry Monarchy	Civilisation Conquer Empire Invasion Rebellion	Civilisation Hierarchy Power Religion Society	Civilisation Democracy Empire Power	Conflict Empire Trade Power	Democracy Equality Feminism Rights Suffrage

History Curriculum Progression Map

Autumn 2

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Disciplinary Concepts	Sources and evidence Historical significance	Sources and evidence (how we know about the Romans from the things they left behind, included written sources) Continuity and change (how the Roman invasion changed life in Britain)	Sources and evidence (looking at how we know about life in Ancient Egypt from the things left behind) Similarities and differences	Sources and evidence (looking at how we know about life in Ancient Greece) Similarity and difference (how the lives between rich/poor and males/females differed in this period)	Causation Sources and evidence Interpretation	Sources and evidence Similarities and differences
Key Vocabulary	Archaeologist Artefact Historian History	Ancient Aqueduct Cavalry Centurion Defeat Emperor Empire Invasion Legion Rebellion	Archaeologist Artefact Black Land Hieroglyphics Irrigation Mummification Pharaohs Pyramid River Nile	Athenian Democracy Legacy Olympics Persia Spartan	Colony Empire Imperial Merchant Slavery Trade	Anti-suffragism Campaign Democracy Electorate Hunger strike Petition Suffrage Suffragette Suffragist

History Curriculum Progression Map

Spring 1

	Year 1	Year 2	Year 3 <u>Anglo-Saxons</u>	Year 4 <u>Life in Ancient Rome</u>	Year 5 <u>The French Revolution</u>	Year 6 <u>The Rise and Fall of Hitler</u>
Key Knowledge			- Anglo Saxons came to England after the Romans left - Anglo Saxons comprised of the Angles, Saxons and the Jutes. - During this time, England was divided into kingdoms. - The Picts and the Scots were early settlers in Scotland. - Many Anglo Saxons were farmers and grew crops and kept animals. - Many Anglo Saxons and Vikings, who originally had Pagan beliefs, converted to Christianity. - The Vikings raided, invaded and settled in England - Many Vikings lived on farms, growing crops and looking after animals. - Danelaw was an area of England ruled by the Vikings • King Alfred was the Anglo-Saxon King of Wessex. - King Alfred defeated the Vikings and made an agreement to trade peacefully. - King Canute was a Viking King; he understood the limits of his power. - Later, England had an English King called Edward the Confessor, who left no clear heir. - The Battle of Hastings was fought in 1066.	- Romans believed that Romulus and Remus founded Rome. - Ancient Rome was a powerful empire. - Rome's location, in the centre of the Mediterranean, gave it a powerful position. - Rome began as an absolute monarchy and later became a republic. - Roman society varied vastly during the Roman Republic. - Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano. - Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome. - Roman leisure activities included baths, the forum, chariot races and gladiator fights. - Romans spoke in Latin and Latin formed the basis of many other European languages. - Until the 17th Century, most works of science, religion and politics were written in Latin.	- Before the French Revolution there was inequality in French society. - King Louis XVI was an absolute monarch; he was later imprisoned and executed. - The French Revolution began with the storming of the Bastille. - Napoleon was a French military leader who seized power in France. - Following the French Revolution, Napoleon made himself Emperor of France. - The British Navy defeated the French Navy at the Battle of Trafalgar, near Spain. - The British Navy was led by Admiral Nelson who was killed during the battle. - Britain and their allies defeated Napoleon at the Battle of Waterloo. - Napoleon was exiled twice as punishment for trying to gain power.	- After WW1, many Germans were unhappy about the Armistice and Treaty of Versailles. - The Treaty of Versailles blamed Germany for starting the war and outlined punishments. - In 1921, Adolf Hitler became the leader of the Nazi party • The Nazi party promoted German nationalism. - The Nazi party had racist views, they believed in a superior Aryan race. - The Nazi party controlled many aspects of life in Germany, including school curriculums. - German children were taught to hate 'others' including Jewish people. - In 1938, Kristallnacht saw Jewish homes, businesses, Synagogues attacked and people killed. - Many Jews tried to leave Germany to seek refuge elsewhere. - In 1939, Germany invaded Poland to regain land, enslave Polish people and take power. - In 1939, Britain declared war on Germany as a response to the invasion of Poland.

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Substantive Concepts			Invasion Law Migration Monarchy Religion Settlement Trade	Civilisation Democracy Empire Government Monarchy Power	Alliance Empire Monarchy Rights Social hierarchy Society Tax	Dictatorship Invasion Nationalism Racism Refugee Rights
Disciplinary Concepts			Continuity and change (how did life change in England between 450 and 1066, how did religion change over this time period). Similarities and differences (between the ways the Anglo Saxons and the Vikings lived on their settlements). Sources and evidence (including Julius Casear's account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time).	Similarities and differences (how life in Ancient Rome was experienced differently by different people). Sources and evidence (preserved ruins of Pompeii).	Causation (what led to the French revolution and the storming of the Bastille). Consequence (the abolition of the monarchy). Historical significance (why have historians assigned historical significance to the events that happened before, during and after the French Revolution).	Causation (what led to the outbreak of WWII) Sources and evidence (analysis of Adolf Hitler quote)
Key Vocabulary			Anglo-Saxon Danegeld Danelaw Invasion Kingdom Migration Pagan Picts Raid Scots Settlement Trade Viking	Assasinate Barbarian Pax Romana Persecution Punic Wars Sack	Absolute monarchy Allied Battle of Trafalgar Battle of Waterloo Clergy Debt Exile Nobles Republic Revolution The Bastille.	Armistice Aryan Race Assainate Blitzkreig Coalition Concentration Camp Nationalism Refugee Treaty of Versailles

History Curriculum Progression Map

Spring 2

	Year 1 <u>Kings, Queens and Leaders</u>	Year 2 <u>The Tudors</u>	Year 3 <u>Anglo-Saxon, Scots and Vikings</u>	Year 4 <u>Rise and Fall of Rome</u>	Year 5 <u>The Transatlantic Slave Trade</u>	Year 6 <u>World War II</u>
Key Knowledge	• England has been ruled by Kings and Queens for a long time. • His Royal Highness King Charles III is our current king. • King John was forced to sign the Magna Carta by the Barons. • Parliament was set up to make decisions for the country. • There was a time when there was no King of England. • Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'.	• Life was different for the rich and the poor in Tudor England. • Henry VII was the first Tudor monarch. • Henry VIII made himself Head of the Church of England and had six wives. • Edward VI was a Protestant and made religious reforms during his short reign. • Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.	• Anglo Saxons came to England after the Romans left. • Anglo Saxons comprised of the Angles, Saxons and the Jutes. • During this time, England was divided into kingdoms. The Picts and the Scots were early settlers in Scotland • Many Anglo Saxons were farmers and grew crops and kept animals. • Many Anglo Saxons and Vikings, who originally had Pagan beliefs, converted to Christianity. • The Vikings raided, invaded and settled in England. • Many Vikings lived on farms, growing crops and looking after animals. • Danelaw was an area of England ruled by the Vikings. • King Alfred was the Anglo-Saxon King of Wessex. • King Alfred defeated the Vikings and made an agreement to trade peacefully. • King Canute was a Viking King; he understood the limits of his power. • Later, England had an English King called Edward the Confessor, who left no clear heir. • The Battle of Hastings was fought in 1066.	• The Punic Wars allowed Rome to become more powerful. • Julius Caesar was one of the most influential people in world history. • Brutus and Cassius assassinated Julius Caesar. • Augustus was Rome's first emperor and the Pax Romana was a long period of peace. • Begin to understand that the Roman Empire came to an end in the 5th century as it became weakened and unable to keep out invaders.	• The Transatlantic Slave Trade was established to provide slave labour from Africa to work on plantations in the Americas. • The 'middle passage' or 'Atlantic passage' was the journey taken in slave ships from West Africa to America, where enslaved Africans faced horrific conditions. Many people died. • The treatment of enslaved Africans was extremely cruel. • The Abolitionists in Britain were campaigners, including black former slaves, who tried to persuade Parliament to end the slave trade. • In 1807 the slave trade was abolished, and 1833 when slavery was abolished throughout the British Empire. • Historians believe that the Slave Trade was abolished due to African resistance, economic factors and the humanitarian campaigns led by the abolitionists.	• WW2 was a war fought around the world by many countries from 1939- 1945 • The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan) • The Battle of Britain was fought in the skies and won by the British RAF • Britain was heavily bombed in the war- known as the Blitz • The Code-breakers at Bletchley Park played a significant role in helping the allies win the war • The Holocaust is the name given to the genocide that took place at this time, where the Nazis killed millions of people, predominately Jewish people. • The Home Front also played a significant role and the government used propaganda to encourage the people to support the war

History Curriculum Progression Map

Spring 2

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Substantive Concepts	Conflict (civil war) Law Monarchy Parliament Power Religion (puritan) Tax	Monarchy Power Religion	Invasion Law Monarchy Migration Religion Settlement Trade	Conflict Civilisation Empire Power Religion	Empire Migration Resistance Revolt Rights Slavery Trade	Conflict (war, warfare) Empire Invasion Nationalism Propaganda
Disciplinary Concepts	Causation (what caused the barons to force King John to seal the Magna Carta) Sources and evidence (we know about the Magna Carta as it was written down).	Historical significance Similarities and differences Sources and evidence	Continuity and change (how did life change in England between 450 and 1066? How did religion change over this time period?) Similarities and differences (between the ways the Anglo Saxons and the Vikings lived on their settlements) Sources and evidence (Julius Caesar's account of the Picts, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time)	Continuity and change (the rise and fall of the Roman Empire, the rise of Christianity) Causation (what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?) Historical significance (Julius Caesar)	Causation Historical significance (why is the transatlantic slave trade historically significant?) Sources and evidence	Causation (what factors may have led to the holocaust?) Historical significance (e.g. why is it important to learn about the holocaust, why are these events/people studied by historians today - what makes them historically significant?) Similarity and difference (between what lives were like for different people at this time)

History Curriculum Progression Map

Spring 2

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Key Vocabulary	Barons Civil War Coronation Majesty Reign Royalty Sceptre The Magna Carta Throne	Catholic Dissolution of the Monastries Execute Heir Peasant Protestant The English Reformation	Anglo-Saxon Danegeld Danelaw Invasion Kingdom Migration Pagan Picts Raid Scots Settlement Trade Viking	Alliance Carthage Christianity Civil war Conquer Consul Dictator Gaul Navy Octavian Persecution Polythesistic Sect Tribe Visigoth	Abolitionists Activist Atlantic Passage Barracoon Boycott Branding economic Enslaved Africans Mutiny Petition Plantation Profit Quaker Resistance Revolt Slave ship Source Trade Transatlantic Slave Trade	Allied powers Axis powers Blackout Blitz Civilians Codebreaking Conquer Decode Encryption Enigma Machine Evacuation Extermination camp Genocide Ghetto Holocaust Home Guard Intelligence Intercept Invasion Land Army Luftwaffe Nation Nazi Operation Sealion Propaganda Rationing Royal Air Force

History Curriculum Progression Map

Summer 1

	Year 1	Year 2	Year 3 <u>Law and Power</u>	Year 4 <u>Stuarts</u>	Year 5 <u>The Industrial Revolution</u>	Year 6 <u>The Cold War</u>
Key Knowledge			- Henry II is known as the father of common law. - A big misunderstanding between Henry II and Thomas Becket led to Beckett being murdered at Canterbury Cathedral. - During this period, European Kings, including Richard I, invaded the Holy Lands during the Holy Wars. - Why King John was forced agree to demands from the barons and seal the Magna Carta in 1215. - Simon de Montfort set up the first Parliament.	- James I was the first Stuart king. He believed in the 'divine right of kings' and didn't treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament. - The second Stuart king, the son of James I, was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason. - Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge. - The third Stuart king, Charles II, was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened. - James II, the fourth Stuart king, inherited the throne from his brother Charles II. He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution. - The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor. - The Glorious Revolution of 1688 was when some powerful lords invited James II's daughter Mary and her husband, William of Orange (and his army) to England to take the throne. - James II fled England and the two were crowned joint king and queen. - The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had the right to freedom of speech and fair treatment in court.	'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery. - The Industrial Revolution had an enormous impact on British society, changing many people's way of life. - The significance of cotton spinning moving from being a hand craft, to being mechanised. - Why coal and iron were so important for the Industrial Revolution. - There was a surge in child labour during the Industrial Revolution.	- The Cold War was a period of tension led by the capitalist superpower, the USA, and the communist superpower, the USSR. - Although the superpowers never officially went to war, they fought in proxy wars - each supporting opposing sides. For example, during the Korean War and the Vietnam War. - The USA and USSR also competed to develop and stockpile the most dangerous nuclear weapons during the Cold War. This became known as the 'arms race'. - To know that in 1962 the world came close to nuclear war during the Cuban Missile Crisis. - To know that the superpowers also competed during the 'space race'. The USSR were the first to put a satellite into space and the USA were the first to put a man on the moon.

History Curriculum Progression Map

Summer 1

	Year 1	Year 2	Year 3 <u>Law and Power</u>	Year 4 <u>Stuarts</u>	Year 5 <u>The Industrial Revolution</u>	Year 6 <u>The Cold War</u>
Substantive Concepts			<u>Invasion</u> <u>Law</u> <u>Monarchy</u> <u>Religion</u> (church)	<u>Conflict</u> (war) <u>Law</u> <u>Monarchy</u> <u>Religion</u> <u>Rights</u>	Industrialisation <u>Society</u> Urbanisation	Alliance Capitalism Communism <u>Conflict</u> (war) Expansionism Protectionism (containment)
Disciplinary Concepts			Continuity and change (looking at the changes that have happened because of the people/events being studied e.g. the legal reforms of Henry II) Historical significance (beginning to develop children's understanding that historians ascribe significance to people and events, such as the significance of Henry II as the 'Father of Common Law', the Magna Carta and Simon de Montfort setting up the first parliament) Interpretation (how historians interpret the past using evidence e.g. interpreting King John as a tyrant)	Historical significance (historians study people and events that they ascribe historical significance too - Charles I and the Great Fire of London) Causation (looking at the causes of the English Civil War, the Gunpowder Plot and the Great Fire of London) Consequence (analysing some of the consequences of the Great Fire of London and the English Civil War) Historical interpretations (e.g. using evidence to look at different historical perspectives of Oliver Cromwell) Continuity and change (e.g. how did the impact of each leader keep things the same/ change things for the people in Britain at the time?) Sources and evidence (transcripts of speeches, books, diary entries, paintings, death record, and architect plans)	sources & evidence (e.g. analysing paintings of the Industrial landscape), historical significance (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the invention of the steam, engine) continuity & change similarities and differences (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society)	Causation (e.g. looking at the cause of the Cold War) Historical significance (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the Cuban Missile Crisis and Arkhipov) Historical interpretations Sources and evidence (e.g. looking at different historical interpretations of what led to the Cold War and discussing how and why interpretations have varied based on the evidence available)
Key Vocabulary			Baron Burgh Crusade Holy Land Jury Knight Magna Carta Parliament Rule of Law Trial by Ordeal Tyrant 	Bubonic Plague Catholic Civil War Commonwealth Divine right of Kings Parliamentarian Plot Protestant Restoration Royalist The Gunpowder Plot Treason Union of the crowns	Cottage Industry Cotton spinning machinery Factory Industrial Revolution Locomotive Mass production	Capitalism Communism Containment Cosmonaut Mutually Assured Destruction (MAD) Proxy War

History Curriculum Progression Map

Summer 2

	Year 1 <u>Parliament and Prime Ministers</u>	Year 2 <u>Powerful Voices</u>	Year 3 <u>Wars of the Roses</u>	Year 4 <u>Stuarts</u>	Year 5 <u>Victorian Age</u>	Year 6 <u>The History of Human Rights and Equality in Britain</u>
Key Knowledge	• William and Mary signed the Bill of Rights. • Parliament makes decisions about our country. • The Prime Minister is the leader of the government. • The Prime Minister leads the country. • Robert Walpole is considered by historians to have been the first Prime Minister. • Adults vote to choose the people who run our country.	• Gandhi opposed British rule in India and fought for political freedom. • Rosa Parks and Martin Luther King were influential in the US Civil Rights movement. • Malala Yousafzai fought for all children to have a right to education. • Greta Thunberg is a Swedish environmental activist who talks about climate change.	• The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne- the House of York and the House of Lancaster. • The Lancastrian king Henry VI, who was known as the 'mad king', was defeated by Edward IV (York). • Edward V was still young when his father died, so his uncle Richard ruled for him as protector. • Richard III later took the throne from his nephew Edward V and became king. Edward and his brother were never seen again. • Richard III was defeated and killed by Henry Tudor at the Battle of Bosworth in 1485. • Henry Tudor was a Lancastrian and married Elizabeth of York. This ended the Wars of the Roses.	• James I was the first Stuart king. He believed in the 'divine right of kings' and didn't treat Catholics well during his reign. As a result, there was a Gunpowder Plot to blow up the Houses of Parliament. • The second Stuart king, the son of James I, was Charles I. He was unpopular with parliament and his decisions as king led to the English Civil War, where he was defeated and eventually executed for treason. • Following the execution of Charles I, England became a Commonwealth and the Lord Protector, Oliver Cromwell was in charge. • The third Stuart king, Charles II, was restored to the throne in 1660 and ruled until his death in 1685. During his reign, the Great Plague of 1665-66 and the Great Fire of London happened. • James II, the fourth Stuart king, inherited the throne from his brother Charles II. He was a Catholic and wanted more religious freedom for Catholics which upset parliament and consequently led to the Glorious Revolution. • The Duke of Monmouth, the illegitimate son of Charles II attempted to overthrow James II but was defeated at the Battle of Sedgemoor. • The Glorious Revolution of 1688 was when some powerful lords invited James II's daughter Mary and her husband, William of Orange (and his army) to England to take the throne. • James II fled England and the two were crowned joint king and queen. • The Bill of Rights was agreed by William and Mary in 1689. This limited the power of the monarchy and stated that laws and taxes had to be passed by parliament, and that people had the right to freedom of speech and fair treatment in court.	• Queen Victoria is the second longest reigning monarch in British history, ruling from 1837 to 1901. • She had such a profound impact on the culture and life of the nineteenth century, that the period is commonly known as the 'Victorian Age'. • The industrial revolution caused cities to grow rapidly. This was called urbanisation. Slums in the city had poor sanitation and were overcrowded. • The 1834 Victorian Poor Law reformed relief for the poor and as a result, many poor people were forced to live in the workhouse. • The Great Exhibition took place in 1851. It was designed to showcase amazing objects and inventions from around the world. • Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then.	• Human Rights are the rights and freedoms that belong to every person. • The UN established the Universal Declaration of Human Rights (1948). • In the UK, the Human Rights Act (1998) protects human rights. • The United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights. • The Race Relation Acts in the 1960s and 70s made race discrimination illegal. • The Equality Act 2010 replaced a number of anti-discriminatory laws with one Act which protects people.

History Curriculum Progression Map

Summer 2

	Year 1 <u>Parliament and Prime Ministers</u>	Year 2 <u>Powerful Voices</u>	Year 3 <u>Wars of the Roses</u>	Year 4 <u>Stuarts</u>	Year 5 <u>Victorian Age</u>	Year 6 <u>The History of Human Rights and Equality in Britain</u>
Substantive Concepts	Democracy Parliament	Empire Equality Protest Rights (civil rights)	Conflict (civil war) Monarchy Power	Conflict (war) Law Monarchy Religion Rights	Empire Monarchy Imperialism Industrialisation Poverty Rights (inequality) Urbanisation	Empire Law Migration Race Religion Rights
Disciplinary Concepts	Continuity and change Historical significance (historians believe Simon de Montfort to be the 'Father of English Parliament'). Sources and evidence (Bill of Rights - we know about this important promise because we can read it).	Historical significance (beginning to develop children's understanding that historians choose to study people who they think are 'significant'). Continuity and change (looking at the changes that have happened because of the people being studied e.g. the Montgomery Bus Boycott which stopped segregation on buses in America). Sources and evidence (looking at quotes from the past).	Causation (looking at why the Wars of the Roses started) Historical interpretations (using evidence to look at different historical perspectives of Richard III) and sources and evidence	Causation (looking at the causes of the English Civil War, the Gunpowder Plot and the Great Fire of London). Consequence (analysing some of the consequences of the Great Fire of London and the English Civil War). Continuity and change (e.g. how did the impact of each leader keep things the same/ change things for the people in Britain at the time?) Historical significance (historians study people and events that they ascribe historical significance too - Charles I and the Great Fire of London). Historical interpretations (e.g. using evidence to look at different historical perspectives of Oliver Cromwell) Sources and evidence (transcripts of speeches, books, diary entries, paintings, death record, and architect plans)	Continuity and change Historical significance (beginning to develop children's understanding that historians accord significance to people, events and inventions e.g. the invention of the steam, engine). Similarities and differences (looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society) Sources and evidence (analysing paintings of the Industrial landscape),	Continuity and change (how life in Britain has changed over time). Significance (the historical significance of people and events such as the Civil Rights Movement, the introduction of important legislation). Similarities and differences (between the way that women and men were treated in the past). Sources and evidence (using primary sources, including local examples).

History Curriculum Progression Map

Summer 2						
	Year 1 <u>Parliament and Prime Ministers</u>	Year 2 <u>Powerful Voices</u>	Year 3 <u>Wars of the Roses</u>	Year 4 <u>Stuarts</u>	Year 5 <u>Victorian Age</u>	Year 6 <u>The History of Human Rights and Equality in Britain</u>
Key Vocabulary	Capitalism Communism Containment Cosmonaut Mutually Assured Destruction (MAD) Proxy War	Activist Boycott Campaign Civil Rights Climate Change Empire Protest	Civil War House of Lancaster House of York Plantagenet Wars of the Roses	Bubonic Plague Catholic Civil War Commonwealth Divine right of Kings Parliamentarian Plot Protestant Restoration Royalist The Gunpowder Plot Treason Union of the crowns	Cholera Industrial Revolution Slum The Great Exhibition Urbanisation Victorian Age Workhouse	Convention Convention for the Protection of Human Rights and Fundamental Freedoms Discrimination Equal Pay Act 1970 Equality Ethnicity Feminism Human Rights Race Race Relations Act 1968 Slavery Abolition Act 1833 Treaty UN adopted the Convention of the Rights of the Child 1989 United Nations