



History Progression Map

Year 1 – Year 6

Year	Topic/Unit	National Curriculum Objectives	Intended outcomes	Vocabulary	Previous Learning
1	Toys	Changes within living memory.	What are the similarities and differences between ways of life in different periods? Can I describe the similarities and differences between life now (the present) and life in the past? Can I compare ways of life in different time periods? Can I sort objects chronologically? Can I understand why have toys changed from the past? What toys did your parents play with and is this similar or different to your toys? Can I interview an older person about the toys they used to play with? Can I understand the difference between past and present, now and then? Can I use sources to answer simple questions about the past?		
	Great Fire of London	Events beyond living memory that are significant nationally or globally.	How did the Great Fire of London change the lives of the people in Britain? Can I find similarities and differences between firefighting in the Past and fire fighting in the present? Can I understand and chronologically order key features for the Great Fire of London? Can I use simple stories and other sources to show that I understand key features of the Great Fire of London?		



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			<p>Can I compare ways of life in different time periods?</p> <p>Can I recognise that my own life is different from the lives of people in the Past by describing some of the events and topics from the Great Fire of London?</p> <p>Can I describe how events during the Great Fire of London changed Britain in the future?</p>		
	Local History	Significant historical events, people and places in their own locality.	<p>Can I understand the difference between past and present?</p> <p>Can I describe the differences between my own life and aspects of the past?</p> <p>Can I identify that my own life is different to lives from people in the past by describing events and topics studied?</p> <p>Can I use sources to answer simple questions about the past?</p> <p>Can I ask and answer questions about the past through observing and handling a range of sources such as objects, pictures, people talking about their past and buildings?</p> <p>Can I understand how my life is different to that of my grandparents lives when they were my age?</p>		
	LH Day - People				
2	Significant People	Lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none">• Can I investigate the life of Christopher Columbus?• Can I create a timeline of the life Christopher Columbus?• Can I use books and the internet to research Christopher Columbus?		



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			<ul style="list-style-type: none">• Can I investigate the life of Neil Armstrong?• Can I use books and the internet to research Neil Armstrong?• Can I create a timeline of the life of Neil Armstrong?		
	The Seaside	Changes both beyond and within living memory.	<p>How did historical developments change national life? – transport, economy, culture. 'Going to the seaside was healthy'</p> <ul style="list-style-type: none">• Can I explain what the seaside is and why people go there today?• Can I locate seaside resorts on a map and use google maps to investigate these locations?• Can I investigate what a trip to the seaside might be like in the past? (Victorian times)• Can I explain how transport and clothing have changed at the seaside since Victorian times.• Can I investigate and compare how toys and entertainment have changed at the seaside since Victorian times?• Can I investigate common historical artefacts from the past?		Artefacts (toys) Year 1
	Local History	Our School	<p>What is the outcome and how does it link? How has the school changed? Get people in.</p> <ul style="list-style-type: none">• Can I explain how our school has changed over time?		Local History Year1



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			<ul style="list-style-type: none">Can I ask questions about the past of a visitor to the school?Can I look for evidence of the past during a historical walk?Can I compare photographs of the past and now and label the differences?		
	LH Day – Our School				
3	Stone Age	Changes in Britain from the Stone Age to the Iron Age	<ol style="list-style-type: none">Can I describe some of the main features regarding the chronology of the earliest humans in Britain?Can I explain what archaeologists think they know about the Paelolithic Era and the evidence it is based on?Can I understand how humans lived in the Mesolithic and Neolithic Eras?Can I place some of the types of evidence archaeologists have found from the different periods of the Stone Age in Britain on a timeline?Can I explain how and when the Bronze and Iron Ages began in Britain and describe who the Celts were?Can I describe the similarities and differences between Stone Age, Bronze Age and Iron Age Britain?		
	Romans	The Roman Empire and its impact on Britain.	<ol style="list-style-type: none">Can I explain how the Romans invaded Britain during the reign of Emperor Claudius?Can I describe the causes and events of Boudica's rebellion?	Triumph - a triumph was a celebration in the streets of Rome when the emperor returned from winning a war	Chronology BC/AD BCE/CE Prehistory - Stone Age, Bronze Age, Iron Age



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			<ol style="list-style-type: none">3. Can I reflect on how far religion changed in Britain after the Celts were conquered?4. Can I describe the sorts of buildings the Romans introduced to Britain?5. Can I understand how Roman towns changed Britain?6. Can how the Roman empire changed and what it meant to be a Roman changed over time?	<p>Invalidate - to go somewhere with an army to try to take over is to invade</p> <p>Legionaries - legionaries were well-trained Ancient Roman soldiers</p> <p>Tactics - plans an army uses to defeat their enemies are called tactics</p> <p>Celtic - the Celtic people were the tribes who lived in Britain before the Ancient Romans arrived</p> <p>Rebellion - a rebellion is when people rise up against those who are ruling them</p> <p>Client ruler - a client ruler is a king or queen who promised to obey the Ancient Roman Emperor</p> <p>Boudica - Boudica was the queen of the Celtic Iceni tribe</p> <p>Polytheism - When people believe in many gods and goddesses, it is called polytheism.</p> <p>Barbarian - A barbarian was what the Romans called anyone who did not follow Greek or Roman traditions.</p>	<p>Celts (Celtic Britain)</p> <p>Trade</p> <p>Migration</p> <p>Settlement</p> <p>Agriculture</p>
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				<p>Ancestor - An ancestor is a family member from the past from whom a person is descended.</p> <p>Tolerate - To tolerate something is to allow it to happen without trying to stop it.</p> <p>Construct - To construct is to make or build something.</p> <p>Thatch - Thatch is a type of plant material, like straw, used to cover the roof of a building.</p> <p>Wattle and daub - Buildings made up of woven twigs and rods that have been covered in clay are called wattle and daub buildings.</p> <p>Hadrian's Wall - Hadrian's wall was the northernmost border of the Roman Empire</p> <p>Forum - A forum was a big area in the middle of a Roman town where citizens could talk about their concerns.</p> <p>Corinium Dobunorum - Corinium Dobunorum was the second largest Roman town and today it is called Cirencester.</p>	
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				<p>Amphitheatre - An amphitheatre was a large arena that hosted public entertainment like gladiator fights</p> <p>Aqueduct - An aqueduct was a series of bridges used to transport clean drinking water to towns.</p> <p>Ideology - an ideology is a set of beliefs and ideas held by one person or shared by a group of people</p> <p>Disciplined - to be disciplined is to behave in a controlled manner by following particular rules</p>	
	Local History	A Local History Study	<ol style="list-style-type: none">1. Can I compare maps of Preston over time?2. Can I use chronology to show key moments in Preston's history?3. Can I understand <i>some</i> of the ways in which people's lives have shaped this nation? (key people)4. Can I make links and compare a key period of Preston's history with today (Victorian times)?5. Can I use sources to identify some of the different ways in which the past can be represented? (Museum/city visit)		<p>Past and present year 1</p> <p>Great Fire of London year 1</p> <p>Victorians/Seaside year 2</p>
	LH Day – The City of Preston				



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4	Anglo Saxons	Britain's settlement by Anglo Saxons and Scots.	<p>Roman withdrawal Invasion Settlement Crime and Punishment (if fits) Migration</p> <p>Can I recall the Roman withdrawal from Britain Empire and the fall of the western Roman Empire? Can I identify the Scots invasions from Ireland to North Britain (now Scotland)? Can I recognise Anglo Saxon settlements, including place names and village life? Can I understand Anglo Saxon culture in relation to crime and punishment? Can I discover when and how the Anglo Saxons migrated?</p> <p>Extra Explore social hierarchy Anglo Saxon law and justice system – how was it made and upheld? Role of kings and local assemblies. Impact of Anglo Saxon language on modern English.</p>	<p>Century, Decline Settled, Immigration Tribes, Traditions Fines, Penalty Invasion, Migration</p>	Romans Year 3
	Vikings	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p>Invasion Laws and Justice (crime and punishment)</p> <p>Can I recall Viking raids and invasions? Can I identify key resistance during the reign of the Vikings?</p>	<p>Raids, Monastery Rule, Empire Punishment, Justice Reign, Future Resolution, Leaders</p>	



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			<p>Can I understand the Anglo Saxon laws and justice in relation to the Vikings? Can I discover the after effects of Edward the confessor and his death? Can I compare Anglo Saxon and Viking crime and punishment?</p> <p>Extra Longships and importance in exploration – settlements and long term impacts Famous Vikings and their accomplishments – their contributions e.g. Erik the Red</p>		
	Theme in British History beyond 1066	A study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066	<p>What changes happened within crime and punishment from Anglo Saxons to present?</p> <p>Can I – Anglo Saxon/Medieval Can I – Witchcraft Can I – Tudors – Henry VIII focus Can I – Industrial Britain Can I – Modern Britain</p>		
	LH D – Preston Prison		<i>Visit? Visitor?</i>		
5	Ancient Egypt	The achievements of the earliest civilisations.	<p>An overview of where and when the first civilisations appeared (Egypt, Greece, Maya). Social History – culture focus, sports, political, way of life.</p> <p>Can I recognise where and when the first civilisations appeared?</p>	<p>Civilisation, Chronological Gods, Hieroglyphs Recreational, Competitions Scribes, Merchants Monarchy, Hierarchy</p>	



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			<p>Can I identify key aspects of Ancient Egyptian culture?</p> <p>Can I discover significant sports and games in Ancient Egypt?</p> <p>Can I recall Ancient Egyptian political history?</p> <p>Can I understand everyday Ancient Egyptian way of life?</p> <p>Extra</p> <p>How is the River Nile important? – economics, cultural, agriculture</p> <p>Achievements and contributions of Ancient Egypt</p> <p>Process and religions importance of mummification, pyramids, tombs and funerals.</p>		
	Ancient Greece	A study of Greek life and achievements and their influence on the Western World.	<p>Social History – culture focus, sports, political, way of life.</p> <p>Can I – Alexander the Great</p> <p>Can I – literature, Philosophers, alphabet</p> <p>Can I – Government, Politics, Democracy</p> <p>Can I – Sport and Olympics</p> <p>Can I – Architecture</p> <p>Extra –</p> <p>Medicine – Hippocratic oath</p>	<p>Influence, Impact</p> <p>Literature, Philosopher</p> <p>Government, Democracy</p> <p>Olympics</p> <p>Architecture</p>	



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	Maya Civilisation	Non-European society that provides contrast with British History.	<p>Social History – culture focus, sports, political, way of life. How does this contrast to British History? What was happening in Britain during this time? Eg. Invasions in Britain – Roman, AS, Viking</p> <p>Can I – Maya begin (Villages, Settlements and Cities) / Bronze and Iron Age. Can I – Peak Maya / Romans, Anglo Saxons and Vikings. Can I – Spanish invasion, Decline of Maya / Henry VIII Can I – Maya continue / Britain today Can I – round up of Egypt, Greece and Maya or compare and contrast religion, Maya gods and pagan to Christian Britain</p>	Mesoamerica, Archaeologists Kingdoms, Peak Conquistadores Modern	Y3/4 Roman, Viking and Anglo Saxon
	LH Day – Preston Guild				
6	How the WWs shaped Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>What are the impacts of WW1 on Britain?</p> <p>What are the effects of World War II on British society?</p> <p>Why did post-war migration to Britain happen?</p> <p>How do the impacts of the world wars compare with modern conflicts?</p>	<p>Propaganda, rationing, technological advancements</p> <p>Evacuation, Blitz, Society</p> <p>Migration, push factors, pull factors</p> <p>Displacement, Armistice</p>	



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			What are the long-term effects of the world wars on modern Britain?	Social reforms, International relations	
	'empire', 'civilisation', 'parliament' and 'peasantry'				
	LH Day – Cotton Mills	Local History	What is the rise of the cotton industry in Lancashire? Can I explore the working conditions in cotton mills? What impact did the cotton mills have on modern industrial practices?	Industrial revolution, textile mills Industrialisation Revolutionising industrial practices, spinning jenny, water frame	