



Curriculum Progression Map

Subject: History

Intent: In history, children will gain a deep knowledge and understanding of Britain's past and that of the wider world. Pupil's curiosity will be nurtured. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Teachers will help 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. Children will develop chronological understanding, a range and depth of historical knowledge, historical enquiry skills, and how to organise and communicate historical information.

Autumn	Year 3	Year 4	Year 5	Year 6
Knowledge	Note: Year 3 begin history lessons in the Spring term. Stone Age to Iron Age Britain <u>Enquiry question:</u> What was life like in Britain from the Stone Age to the Iron Age and how did it change? <u>Areas of study:</u> BC dates. Hunter gatherers and early farmers Stone age settlements (focus on Skara Brae) Stonehenge, its construction and likely use Life in an Iron Age hill fort community	Ancient Egyptians <u>Enquiry question:</u> What was life like in Ancient Egypt and how did it compare to other civilisations at the time? <u>Areas of study:</u> The Ancient Egyptian civilisation - its location in time and place. The importance of the Nile. Sources of evidence: pyramids, hieroglyphics, papyrus rolls and artefacts found in tombs. Daily life for the people of Ancient Egypt and their belief in the afterlife, including the importance of mummification. Overview of the Indus Valley, Ancient Sumer and Shang Dynasty with particular focus on the similarities and differences with the Shang Dynasty.	Britain from AD410 to 1066 <u>Enquiry question:</u> Who were the Anglo-Saxons and Vikings and how did they change our country? <u>Areas of study:</u> Aftermath of Roman settlement, with reference to prior Year 3 learning. Anglo-Saxon invasion and the impact of subsequent settlement on our country. Anglo-Saxon life, the conversion to Christianity and the challenges of Viking raids and later invasion, conflict and settlement. Viking culture, strategies and life comparing and contrasting with Anglo-Saxons. Recap of Crime and Punishment from Year 4. Build whole-school timeline and	The Victorians <u>Enquiry question:</u> How did the Victorians live and how did they influence modern Britain? <u>Areas of study:</u> The main changes that took place in the Victorian period, which was dominated by its queen. Advances in transport, the expansion of industry, the difficulties faced by those working in factories, including children. The transformation brought by the railways and Victorian experiences of school, including exploring our own school history. Build whole-school timeline. <u>Concepts:</u>

	Children begin the whole school timeline. <u>Concepts:</u> Technology, innovation, settlement and land use, beliefs, prehistory <u>Enrichment activities:</u> Stone Age workshop with visiting expert.	Build whole-school timeline and focus on era-specific timelines. <u>Concepts:</u> Hierarchy and power, settlement, beliefs, communication, legacy, culture <u>Enrichment activities:</u> Ancient Egyptians workshop with visiting expert.	focus on era-specific timelines. <u>Concepts:</u> Invasion, migration, settlement, beliefs, power, exploration, trade <u>Enrichment activities:</u> Anglo-Saxon workshop with visiting expert.	Empire and power, industry and technology, hierarchy, childhood, education, travel, invention and communication <u>Enrichment activities:</u> Exploring the school's history during the Victorian era. Walk through the village looking at historical photos and plaques from the era.
Spring	Year 3	Year 4	Year 5	Year 6
Knowledge	Ancient Greeks <u>Enquiry question:</u> Who were the Ancient Greeks and how did their lives compare to ours? <u>Areas of study:</u> How the geography of Ancient Greece led to the rise of independent city states and exploration. The rivalry and contrasts between Athens and Sparta. How artefacts can help us understand life in Ancient Greece. The importance of the Olympic Games to the Ancient Greeks and how they compare to the games we enjoy today. Comparison between life in Ancient Greece and today. Build whole-school timeline. <u>Concepts:</u>	Maya <u>Enquiry question:</u> Who were the Mayans and what happened to their civilisation? <u>Areas of study:</u> Mayan civilisation location and time period. Achievements of the Maya, including the construction of pyramids and cities, science and understanding of astronomy, mathematics and writing systems. Comparison with Ancient Egypt, Rome and Greece. Belief system, including creation story. Explore the end of the Mayan civilisation and possible reasons for this. Build whole-school timeline and focus on era-specific timelines. <u>Concepts:</u>	The Tudors <u>Enquiry question:</u> How did the Tudors shape the world we live in today? <u>Areas of study:</u> Overview of the Tudor monarchs, with particular focus on how Henry VIII and Elizabeth I shaped our country. Impact of monarchs and power and how decisions made in the past can have ramifications for hundreds of years into the future. The different experiences of people from the higher and lower levels of society. Exploration of the legacy left by the Tudors and the impact on modern life. Build whole-school timeline and focus on era-specific timelines. <u>Concepts:</u> Power, monarchy, reformation,	World War II <u>Enquiry question:</u> How and why did World War II change life in Britain? <u>Areas of study:</u> Britain as part of a global conflict which started in 1939. The blitz and the resulting evacuation of children to the countryside. Involvement of women in traditionally male roles due to the war. Propaganda and its use to bolster morale. Build whole-school timeline and focus on era-specific timelines. <u>Concepts:</u> Conflict and war, invasion and defence, power and government, society and the home front

	Power and government, empire, conflict and war, beliefs, civilisation and society <u>Enrichment activities:</u> Ancient Greek workshop with visiting expert.	Civilisation, culture, hierarchy and power, religion and beliefs, conflict and disaster, exploration, invention, conquest <u>Enrichment activities:</u> Maya workshop with visiting expert.	religion, conflict, exploration, trade, hierarchy <u>Enrichment activities -</u> Tudor workshop with visiting re-enactor. Visit to Hampton Court Palace to explore the Tudor court and take part in an Investigating King Henry VIII workshop.	<u>Enrichment activities:</u> World war II workshop led by visiting expert.
Summer	Year 3	Year 4	Year 5	Year 6
Knowledge	The Roman Empire <u>Enquiry question:</u> Why did the Romans invade Britain and what impact did they have on the people who lived here? <u>Areas of study:</u> Julius Caesar's invasion of 55BC and the beginning of Roman occupation with the invasion of Claudius in 43AD. British resistance to the occupiers with a focus on Boudica. The building of Hadrian's wall and transformation of the landscape. Contrasts between the Roman way of life and the Celtic lifestyle of Britain. The Roman departure from	Crime and Punishment <u>Enquiry question:</u> How has crime and punishment changed over time and why? <u>Areas of study:</u> Roman Crime and Punishment, including the Twelve Tables and the use of courts, judges, lawyers and juries. Anglo-Saxon laws and punishments, including trial by ordeal. The increase in crime in the Medieval period, linked to a rise in food prices and the resulting formalisation of punishment as a deterrent. The Georgian highway men, including Dick Turpin and Jack Shrimpton, who were said to frequent the area. The establishment of local lock-ups	Medicine Through Time <u>Enquiry question:</u> How has medicine changed through time and why? <u>Areas of study:</u> Innovation and invention in medicine and approaches and understanding of medicine and illness from Stone Age, Greek and Roman eras (recapping Year 3 learning), Egyptians (recapping Y4 learning), Medieval (Black death) and Stuart, Georgian and Victorian eras to the modern day. Techniques which continue to be used Development of effective medicines Theories such as channel theory, humours and	Local history study <u>Enquiry question:</u> How has Chalfont St Peter changed through time and how can we find out? <u>Areas of study:</u> Children will learn about the history of our village from the paleolithic period to the present day, exploring a variety of sources from the Domesday Book to census records. They will undertake a research project using the war memorial and census records to find out more about the local men who died as a result of World War I. The children will also visit our local church to find out more about its history and pay

	Britain and the legacy left behind. Continue the whole-school timeline and focus on era-specific timelines. <u>Concepts:</u> Invasion, settlement, power, conflict, civilisation, legacy <u>Enrichment activities:</u> Roman workshop with visiting re-enactor. Visit to Roman Verulamium.	like the one still present in Amersham. The establishment of a formal police force and increasing use of prisons for punishment in the Victorian era. Timelines are explored in each lesson and the whole school timeline is expanded. <u>Concepts:</u> Crime, punishment, law, justice, change and continuity <u>Enrichment activities:</u> Crime and punishment through time workshop with visiting re-enactor.	miasma, vaccination. Revisiting timelines. <u>Concepts:</u> Innovation and invention, change and continuity, public health, cause and consequence	respects at our war graves. <u>Concepts:</u> War and conflict, continuity and change, belief, settlement, invasion, cause and consequence
Skills	<u>Chronological understanding:</u> - Place the time studied on a time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts - Begin to understand complex terms such as BC/AD	<u>Chronological understanding:</u> - Place events from periods studied on time line - Use terms related of the periods and begin to date events - Understand more complex terms such as BC/AD <u>Range and depth of historical knowledge:</u>	<u>Chronological understanding:</u> - Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past - Use timelines to organise historical information <u>Range and depth of historical knowledge:</u>	<u>Chronological understanding:</u> - Use relevant dates and terms with increasing confidence - Use whole school timeline to effectively support understanding and draw links between periods <u>Range and depth of historical knowledge:</u> - Find out about beliefs, behaviour and

	<u>Range and depth of historical knowledge:</u> - Find out about every day lives of people in time studied - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something <u>Interpretations of history:</u> - Identify and give reasons for different ways in which the past is represented - Distinguish between different sources - Compare different versions of the same story - Look at representations of periods of history such as museums. <u>Historical enquiry:</u> - Use a range of sources to find out about a period - Observe small details in artefacts and pictures - Select and record information relevant to the study - Begin to develop research skills <u>Organisation and communication:</u> - Communicate their knowledge through discussion and writing	- Use evidence to reconstruct life in the time periods studied - Identify key features and event of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events - Compare life in different time periods - Compare an aspect of life with the same aspect in another time period <u>Interpretations of history:</u> - Look at the evidence available - Begin to evaluate the usefulness of different sources <u>Historical enquiry:</u> - Use evidence to build up a picture of past events - Choose relevant material to present a picture of aspects of life in the past - Ask a variety of questions - Use a range of research tools to support evidence gathering - Begin to identify primary and secondary sources <u>Organisation and communication:</u> - Recall, select and organise historical information - Communicate knowledge and understanding through written and oral methods	- Study different aspects of different people, for example the differences between classes of society - Examine causes and results of great events and the impact on people - Compare life in different time periods in greater depth - Compare an aspect of life with the same aspect in another time period in greater depth <u>Interpretations of history:</u> Compare accounts of events from different sources including fact and fiction Offer some reasons for different versions of events <u>Historical enquiry:</u> - Identify primary and secondary sources - Use evidence to build up a picture of past events - Select relevant information - Use primary and secondary sources to build understanding <u>Organisation and communication:</u> - Recall, select and organise historical information with increasing confidence - Communicate knowledge and understanding through increasing sophisticated written and oral methods	characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied <u>Interpretations of history:</u> - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the internet for research <u>Historical enquiry:</u> - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a
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Impact: End Points

A Year 3 child will know about some of our earliest history (Stone Age to Iron Age) and have an understanding of how life then compares to now. They will be able to compare and contrast this with the experiences of people living in Britain under Roman rule and in Ancient Greece. They will know some elements of the Romans' rule over Britain and how their legacy continues to the present day. They will begin to understand that sources are biased and that historians must be careful to consider the motivations of those that create them. They will begin to understand how a timeline helps us understand history. They will have fundamental skills which will support their progress through KS2 history.	A year 4 child will add information about the Ancient Egyptians and Maya to their knowledge bank. They will also begin to expand their understanding of British history, considering how crime and punishment have changed throughout the centuries and why. They will be able to compare and contrast different eras and civilisations with each other. Year 4 children will be able to discuss the downfall of a civilisation and consider the reasons a sophisticated civilisation might decline. They will develop a more sophisticated approach to enquiry questions and create and explore their own more confidently. They will consider change, cause, similarity, difference and significance between eras and civilisations. They can begin to construct informed responses that involve thoughtful selection and	A year 5 child will continue their journey through Britain's story, considering the concepts of invasion and settlement through learning about the Anglo-Saxons and Vikings. They will understand the concept of monarchy and power, alongside the lasting impact some monarchs have had on our country through learning about the Tudors. Through exploring history where it happened, they will build a deeper connection with and a better understanding of people from the past. By conducting their own research and sharing it with others, they will become more confident about collecting and selecting significant historical information. Through revisiting earlier periods by exploring the theme of medicine through time, they will deepen and renew their understanding of these periods, while learning more about the eras that followed them. They	A Year 6 child will conclude their CSPA journey by gaining an understanding of more recent British history including the Victorian era and World War II. This will enable them to explore Britain's impact on other countries and the way other countries have impacted upon Britain. They will have a greater understanding of how primary sources and the Internet can be used to research local history. They will understand that history is not just what has already happened, but that the events of today will be the history of the future. A CSPA pupil will be ready to begin senior school with a wide range of skills and understanding of the past and its impact on the present day.
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		organisation of relevant historical information.	will also consider the factors that spur and inhibit progress and innovation through the centuries. Children will develop critical thinking skills by discussing and debating important issues from each era they study.	
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