

HISTORY PROGRESSION		
YEAR	TOPIC	LEARNING OBJECTIVES
EYFS	Traditional Tales All About Me Space Dinosaurs	Know how they have changed from baby to now and how they will change in the future Talk about significant events in their memory e.g. birthday parties, a younger sibling being born Talk about people who are familiar to them and show understanding of their lives and roles Understand how everyday life has changed e.g. since their parents/grandparents/great-grandparents were children, through looking at photographs or reading books Know about the achievements of significant people in the past e.g. Neil Armstrong Know about changes that have happened to our school locality over time e.g. the library having been a cinema
YEAR 1	Kings and Queens	I can understand what a monarch is and the qualities needed to be a good monarch. I can find out about some important British monarchs. I can find out how the title of king or queen is inherited. I can find out about how family history, such as Queen Victoria's and my own family, can be represented. I can understand how we know about the life and death of Richard III. I can find out about some key facts about the life of Richard III. I can find out about what kings and queens ate during medieval banquets. I can find out about and compare the lives of Elizabeth I and Queen Victoria.
	Significant Explorers	To understand and explain what makes a person significant. To discuss the ways in which we can find out about an explorer who lived a long time ago. To explore the achievements of Matthew Henson. To compare Felicity Aston's experience of polar exploration with Matthew Henson's To explore and discuss Neil Armstrong's achievements To show what I know about some significant explorers and how they are commemorated for their achievements.
	Nurturing Nurses	I can explain what makes a person significant. I can explain how Florence Nightingale improved nursing. I can explain who Mary Seacole was and how she improved nursing. I can explain who Edith Cavell was and how she improved nursing. I can compare the lives of different nurses. I can persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell.
	Toys	I can find out about toys today. I can explain how we can find out about the past

		I can find out about toys in the past. I can use sources to help ask and answer questions about toys from the past. I can compare similar toys from different times I can compare Victorian toys with modern toys. I can recognise how toys have changed over time I can use words relating to the passing of time.
YEAR 2	War and Remembrance	I can find out about Walter Tull. I can understand some of the differences in how Walter Tull lived, compared with today. I can find out about the life and death of Walter Tull. I can find out how Walter Tull has been remembered I can find out about the First World War. I can find out about soldiers' experiences in the First World War. I can find out about the role of animals in the First World War I can find out about the experiences of women during the First World War. I can find out why November 11th is known as Remembrance Day. I can find out how Remembrance Day is marked.
	The Great Fire of London	To compare past and present London. To explain how people live now is different to how people lived in 1666. To order the events of the Great Fire of London. To explain how we know about the Great Fire of London. To explain how London changed after the Great Fire. To describe London before, during and after the Great Fire.
	Travel and Transport	I can find out the different ways in which travel and transport has changed from past to present. I can find out about an early form of travel: the Viking longboat. I can find out about how cars have changed since they were invented. I can find out about George Stephenson's life and inventions. I can understand how trains changed people's lives in the 19th century. I can find out about the different ways that humans have tried to fly throughout history. I can find out about the Wright brothers and the invention of the aeroplane. I can compare travel and transport of the past, present and future.
YEAR 3	The Stone Age	To explain how people survived during the Stone Age. To identify how life changed for people during the Stone Age. To explore how we know about life in the Stone Age.

		To describe some ways in which life changed from the Stone Age to the Bronze Age To explore what archaeology has told us about Britain's prehistoric tombs and monuments. To learn about the lives of the Celtic tribes in Iron Age Britain. To discover why people built hillforts in Iron Age Britain and what we know about them.
	World War II (from 2022-2023 onwards)	I can explain why World War II began, know the main countries involved and order key events on a timeline. I can describe how people on the home front contributed to the war effort during World War II. I can describe the roles and responsibilities of the armed forces during World War II. I can describe events of the Battle of Britain and explain why it was a turning point in the war. I can describe what people did for entertainment during wartime Britain. I can describe how and why World War II events are commemorated and plan a commemorative event of my own.
	The Ancient Egyptians	I can find out about ancient Egyptian life by looking at artefacts. I can understand what was important to people during ancient Egyptian times. I can understand and explain the ancient Egyptian ritual of mummification. I can understand how evidence can give us different answers about the past. I can compare and contrast the Egyptian writing with my own. I can compare and contrast the powers of different Egyptian gods.
YEAR 4	Romans	I can explain the spread of the Roman empire and recall key facts about the invasion of Britain. I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. I can explain what the Roman baths were and know about the different amenities they contained.
	Riotous Royals	I can question how the Normans came to rule Britain in 1066. I can understand why King John is an important king in English history. I can understand why King Henry VIII wanted an heir. I can understand why Queen Anne was important in creating the United Kingdom of Great Britain. I can understand what the British empire meant to Victorian people.

YEAR 5		I can answer questions about our Royal Family.
	Crime and Punishment	I can understand some of the terms used in crime and punishment. I can find out about what the Romans believed about crime and punishment. I can find out how the legal system worked in AngloSaxon Britain. I can compare both the modern British and Roman justice system with that of the Anglo-Saxons. I can find out about different punishment methods that were popular during the Tudor period. I can find out about the life of Dick Turpin based on historical sources. I can understand the experiences of Victorian prisoners. I can reflect on what I have learnt about the history of crime and punishment in Britain. I can compare modern methods of crime prevention and detection with what existed in the past.
	Anglo Saxons and Vikings	I can explain when and where the Vikings came from and why they raided Britain. I can compare the significance of Anglo-Saxon kings during the Viking period. I can explain who King Ethelred II was and say when and why Dane-geld was introduced. I can identify and explain key aspects of Viking life. I can explain how the legal system worked in Anglo-Saxon and Viking Britain. I can explain how the last Anglo-Saxon kings shaped Britain.
	Leisure and Entertainment	I can understand how cinema changed over the 20th century I can understand how and why football changed over the 20th century. I can understand how young people's lives were different in the 1960s compared with today I can understand why Holiday Camps became popular in Britain. I can understand how important television has been to British people. I can see how changes in 20th century technology affect our lives today.
	The Maya and Mexico	I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. I can understand how the Maya number system works. I can identify and use a range of evidence sources to help me understand more about the Maya civilisation. I can explain what the Mayan writing system consists of, how words are constructed and what codices are. I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.

YEAR 6	A significant turning point in British history – The Industrial Revolution	Develop an understanding of how Britain changed from rural to urban and some of the impacts this had on people. (Looking at sources) To explain some of the reasons why the Industrial Revolution began in Britain (population boom, factories, agriculture etc) To understand the significance of the steam engine during the Industrial Revolution. To understand why coal and iron were so important for the Industrial Revolution. To understand the impact that canals had on trade and transport in Britain. (Building on their knowledge of canals in year 5) To know about the first train lines to be built in Britain. To analyse the importance of other key inventions within the era and explore the impact it made then and how we have developed since. A Victorian Christmas – Consider our traditions today and link to their beginnings in the Victorian Era. Links to William Morris in Art looking at the Arts & Crafts Movement of the same era
	The Windrush generation	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance Understand the methods of historical enquiry Gain historical perspective Social, Cultural change in Britain post WW2
	Ancient Greece	To explore some of the key events during the ancient Greek period. To examine how Alexander the Great's Empire grew and the effects of this. To research aspects of daily life and society in ancient Greece. To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. To explore the Olympics in ancient Greek times through examining primary sources. To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games To explore the beliefs of the ancient Greeks. To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.