Whole School History Progression Map

	Topics	NC/DM	Key Knowledge	Key Skills
Nursery	**Wonderful Me!**	**Understanding the world:** Celebrate and value cultural, religious and community events in their local area and around the world. Children will look at similarities between different communities in their local area and around the world. **PSED:** Develop their sense of membership of a community.	To understand that things change over time. To understand that there are different stages of life. To know that houses and homes have changed over time. To understand that everybody is different.	To talk about past and present events in their own lives and in the lives of family members. To answer 'how' and 'why' questions in response to stories or events. To develop chronological knowledge related to their own growth and development.
	Together We Celebrate	**Understanding the World:** Talk about what they see when Winter approaches, using geographical vocabulary.	To know what a belief is. To understand that everybody celebrates differently. To know some of the main festivals celebrated around the world.	To know that information can be retrieved from books and computers.
	The Magic of Winter	**Understanding the World:** Begin to understand the need to respect and care for the natural environment and all living things.	To understand that nature changes over time. To know what winter felt like in the past and compare it to the present day.	To develop an understanding of change over time.

	Planting a Rainbow	**Understanding the World:** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.	To understand that all things grow over time.	To develop an understanding of growth over time. To develop an understanding of decay over time.
	The Street Beneath My Feet	**Understanding the World:** To learn about different people from a range of occupations from all over the world.	To know that all communities have changed over time. To understand that the natural world has changed. To understand that the man-made world has changed.	To talk about the lives of people around them and their roles in society.
	Fee Fi Fo Fum…	**Expressive Arts and Design:** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	To know some traditional tales and their origins. To understand that conflicts can be resolved through discussion around right and wrong.	
Reception	**Me and my Environment**	**Understanding the World:** Compare and contrast figures from the past.	To know when their birthday is how old they will be on their next birthday. To know why different events are celebrated.	To talk about the lives of people around them and their roles in society. The past and present events in their own lives and in the lives of family members. To talk about the different family customs and routines. To bring in pictures or artefacts around the customs and beliefs.

	If you go down to the woods	**Understanding the World:** Recognise some similarities and differences between life in this country and life in other countries.	To know the difference between old and current photographs and differentiate between historic and contemporary photos (old and new). To understand that everyone is unique and different.	To understand the past through settings, characters and events encountered in books read in class and storytelling. To know some similarities and differences between different religious and cultural communities in this country. To draw on experiences and knowledge of what is read in class.
	Food Glorious Food	**Understanding the World: Recognise some environments that are different from the one in which they live.**	To know some similarities and differences between the natural world around them and contrasting environments. To know where fruit and vegetables grow, the different countries.	To explore the natural world around them making observations. To look at a globe and find the countries.
	Wild and Free	**Understanding the World: Recognise some environments that are different from the one in which they live.** Recognise some similarities and differences between life in this country and life in other countries.	To know the different habitats both on land and underwater. To understand what a globe represents. To know different animals live in certain regions and habitats.	To explore the natural world around them, making observations and drawing pictures of animals.
	Habitat Hunters	**Understanding the World:** Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.		

	Are we there yet?	**Understanding the World:** Compare and contrast characters from stories, including figures from the past.	To know how transport has changed over time. To understand the concept of a holiday. To know the different ways holidays were spent in the past.	To look at similarities and differences in transport, clothes and locations. To compare the seaside to the past. What was it like then? What was the transport like? What clothes did people wear? What did they do at the seaside? To compare photos of holidays or journeys they have been on with their family.
Year 1	**Changes**	Changes within living memory Events beyond memory that are significant	To know how they have changed from babies to current time.	To compare photos of themselves as babies and toddlers to now. To ask relevant questions about photographs. To explain the past and present in relation to myself.
	The Lost Toys (Toys)	Changes within living memory Events beyond memory that are significant	To know that some objects belong in the past. To know that the toys parents/grandparents had are different to mine. To know some of the possible reasons for the ***changes*** in toys.	To ask relevant questions about objects. To explain the past and present in relation to myself. To notice differences between two objects.
	Superheroes (Significant People in history)	Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Events beyond memory that are significant	To know how the way we communicate has changed over time. To know how leading scientists have made an impact e.g Marie Curie, Ada Lovelace.	To identify significant people and explain who they were. To tell a story about a key event in history.

			To know how inspirational people have made an impact e.g Rosa Parks	
Year 2	**Towers, Tunnels and Turrets**	Be taught about significant historical events, people and places in their own locality.	To know different settlements To know that castles have changed through the years To know some reasons why castles have changed To know the different parts of a castle	To explain that some events in history happened a long time ago (concept of size of time). To decide from a range of different causes, which one has impacted on an event To explain what the future is in relation to myself and make a prediction about my future. (link to science work)
	Enthralling Explorers (Significant People in history)	Be taught about 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. Be taught about significant historical events, people and places in their own locality 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]	To know what an explorer is To know the names of some explorers To understand the significance of certain explorations To understand the impact certain explorations had	To explain who a significant person is and explain what their impact was on a given event. To decide from a range of different causes, which one has impacted on an event
	London Calling (The Great Fire of London)	Be taught about 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.	To know the dates of the Great Fire of London To know how it started, spread and stopped To understand cause and effects of the fire spreading	I can explain that some events in history happened a long time ago (concept of size of time). I can explain who a significant person is and explain what their impact was on a given event.

		Be taught about significant historical events, people and places in their own locality 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]	To understand the importance of Samuel Pepys diary To understand the impact that the Great Fire had on rebuilding New London	To talk about physical properties of artefacts and objects and decide how they were used. To decide from a range of different causes, which one has impacted on an event
Year 3	**How man came to be?** **(The Stone Age)**	Be taught about changes in Britain from the Stone Age to the Iron Age	To know how stone age people lived To know the impact of the stone age on modern life (clothing, food, tools, shelter and communication) To know the impact of discovering new materials (Bronze age)	To order dates and create simple chronologies. To predict the use of an object by looking at its properties. To discuss given causes for an event and explain which I think is most important, giving reasons that relate to my experiences of the world.
	Eureka **(Inventors and inventions)**	Be taught about a non-European society that provides contrasts with British history	To know how key pieces of technology was invented (telephone/light bulb) To know famous inventors and how their inventions has impacted the world we live in today (Thomas Edison/Alexander Graham Bell) To understand the development of technology and how this facilitates the way we live To understand the development of internet and how it has shaped the world today	To order dates and create simple chronologies. To predict the use of an object by looking at its properties. To discuss given causes for an event and explain which I think is most important, giving reasons that relate to my experiences of the world.
	Friends Romans and Countrymen…	Be taught about The Roman Empire and its impact on	To understand what a celtic settlement looked like	To order dates and create simple chronologies.

	(Romans and Celts)	Britain Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance.	To know why the Romans invaded Britain To know who Julias Caesar was and his contribution to the invasion of Britain To know what happened to the celts after the Roman invasion To know the impact of the Roman Empire on Britain and how it has shaped the country today (architecture/language/systems /politics/technology)	To identify a significant person or event and explain its impact on a time period e.g. To discuss given causes for an event and explain which I think is most important, giving reasons that relate to my experiences of the world. To recognise and explain differences between people, places or things and give a reason for these differences based on my own experiences.
Year 4	**How was Britain built? (Anglo Saxons)**	Be taught about Britain's settlement by Anglo-Saxons and Scots	To know why the Anglo-Saxons invaded and their impact on Britain. To know some of the Anglo-Saxons's beliefs. To know when and where the Anglo-Saxon invasion took place. To know how the Anglo-Saxon community lived.	To place key dates on a timeline recognising that time periods in history overlap. To predict the use of an object and explain how this is similar/ different from what we use today. To discuss given causes for an event and explain which I think is most important, giving reasons for my decision that relate to the topic.
	Voyage to Valhalla (Vikings)	Be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	To know why the Vikings invaded and their impact on Britain. To know some of the Viking's beliefs. To know the techniques used in armed conflict.	To place key dates on a timeline recognising that time periods in history overlap. To predict the use of an object and explain how this is similar/ different from what we use today.

			To know when and where the Vikings invasion took place.	To discuss given causes for an event and explain which I think is most important, giving reasons for my decision that relate to the topic. To recognise and explain differences between people, places or things from given information
	Where are the children of the Windrush? **(The Windrush)**	Be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To understand who the windrush generation are. To know how and why they came to Britain. To understand how the windrush generation were treated and the impact on their lives. To know how the Windrush generation are still impacted today	To discuss given causes for an event and explain which I think is most important, giving reasons for my decision that relate to the topic. To recognise and explain differences between people, places or things from given information.
Year 5	**Tales from the Tomb** **(Ancient Egypt)**	Be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	To know some of achievements of the early ***civilization*** of Ancient Egypt To know aspects of Ancient Egyptian ***daily life*** and how they are still ***impacting*** the modern world today. To know the lives of some well-known pharaohs. To understand the roles of Howard Carter and Hussein in the discovery of Tutankhamun's tomb.	To explain, using a timeline that there are different time periods in history. To identify how long time periods are and when they overlap. To identify similarities and differences between items from the present and the past.

			To understand how artefacts shape our view of the past.	
	Crime, Punishment and Death (Tudors)	Be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Be taught about a study over time tracing how several aspects of national history are reflected in the locality OR a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	To know the various Tudor monarchs and their reigning periods. To know about the significant events in King Henry VIII's life. To know the cause and the effects of the plague. To understand how the lives of commoners and royalty differed. To understand how knowledge is constructed using primary and secondary sources.	To explain, using a timeline to help me, that there are different time periods in history. To Identify how long time periods are and when they overlap. To identify a cause for an event and give three specific examples about why this cause has had an impact To recognise and explain differences between people, places or things and use research to explain these differences. To explain the terms primary and secondary sources and give simple examples of each and begin to think about bias and reliability
	Out of this World (Space Race)	To be taught about a significant event in world history.	To know the events leading up to the first moon landing. To understand the role of women's contribution to the Apollo 11 mission. To know the impact of British astronaut Tim Peake.	To identify a cause for an event and give examples of why this cause had an impact.
	Tomorrow's World (Technology)	To be taught about a significant event in world history.	To understand how computers have impacted the world we live in today.	To explain the terms primary and secondary sources and give simple examples of each and begin to think about bias and reliability.

			To know the original computer programmer and the impact that computer programming has on today's world. To understand the role of Alan Turing in the success of the allies in World War II.	
Year 6	**BAttles, Blackouts & The Blitz (World War II)**	Be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	To know key dates and facts of WWII (chronology, timelines, why the war started) To understand the experience of evacuees To understand the changing role of women To know the impact of propaganda (allies and axis) To know London has changed as a result of WWII	To accurately place events on a timeline, adjusting positioning according to scale. To identify a range of causes for a specific event and explain them. To recognise, explain and research differences between people, places or things considering how the time period may impact on these differences. To explain how items from the present have developed from historical periods.
	Our Fragile Earth	Be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	To know how history has impacted migration (conflicts that have caused displacement). To understand the link between WWII, evacuees vs. refugees.	To accurately place events on a timeline, adjusting positioning according to scale. To identify a range of causes for a specific event and explain them. To recognise, explain and research differences between people, places or things considering how the time period may impact on these differences. To explain how items from the present have develop

	How the Americas came to be		To know how decisions are made when new land is discovered? (indigneous tribes and communities) To know how the nation states were established.	
	Ancient and Modern Greece	A study of Greek life and achievements and their influence on the western world.	To know who the ancient Greeks were. To know how the Greeks influenced the western world. To know how the legacy/democracy/ structure of court systems impacted upon modern structures. To know that refugees centre in Greece To know where Greece's current situation is in regards to migration.	To accurately place events on a timeline, adjusting positioning according to scale. To explain how items from the present have developed from historical periods.
	Are we all born equal?	Be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	To know that suffragettes were women who fought for women's rights To know that gender equality still exists (pay, industrial sexism) To know that women still struggle with women's rights in some situations	To accurately place events on a timeline, adjusting positioning according to scale. To explain how items from the present have developed from historical periods. To identify a range of causes for a specific event and explain them. To recognise, explain and research differences between people, places or things considering how the time period may impact on these differences.