



ALDINGBOURNE PRIMARY SCHOOL PROGRESSION MAP



SUBJECT: HISTORY

INTENT

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically. Through our history curriculum we aim to teach children the importance of enquiry, research and analysis as well as equip them with the knowledge of both British and world history. History at Aldingbourne will help children to understand different periods of time, equip them with the skills to compare and chronologically organise different ages of history and use a range of both primary and secondary sources to ask and answer questions to build upon their knowledge of the past.

AUTUMN	EFYS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

KNOWLEDGE	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Colour and Shape Children discuss the roles of different people in society and the role of a firefighter. Children learn about the past through books read in class.</p>	<p>Houses and Homes Develop their knowledge of timelines by creating a timeline of castles. Parts of a concentric castle and identify where concentric castles fits chronologically. The purpose of different castles over time.</p>	<p>Food The history of chocolate and the invention by the Aztecs. The events and dates of the development of chocolate from the wider world to Britain and its evolution in Britain.</p>		<p>The Romans The expansion of the Roman Empire by 180AD The development of the senate and its impact. Julius Caesar's attempted invasion in 55-54BC. Successful invasion by Claudius and conquest of Britain. The Roman army success - different soldiers, weapons and armour. Resistance against the Romans - Boudicca and the Celts, Crixus and the Gauls and Hannibal</p>	<p>The Tudors The beginning of the Tudor reign and the significance of The Battle of Bosworth. Tudor family tree and connections and contrasts in different Tudor monarchs. The creation of the Church of England. A local study of The Mary Rose. Tudor crime and punishment. Change in use of the Tower of London throughout British history. Evolution of the English monarchy</p>	<p>The Victorians Education in the Victorian Era. The differences that rich and poor people faced during Victorian times and the consequences of living in the workhouse. Victorian houses and how they differ in different aspects of society. Industry development during Victorian time and the transport evolution, and how this effected the economy. The Great Exhibition - the impact of industry</p>

					and the Carthaginians. Hadrian's Wall. Features of a Roman town. Local Roman history and influences. Roman religion. Gladiators and the use of the amphitheatre for entertainment. Roman withdrawal (fall of the western Roman Empire in 410AD) and Anglo Saxons arriving in Britain.	through the Tudor era. Tudor explorers and their impact on not only Britain but the world. The impact of Tudor theatre on the world today. Tudor life including crime and punishment, leisure, entertainment and education.	and invention on Britain and the world. The British Empire in Victorian times. The impact Florence Nightingale had on improving conditions for soldiers in the Crimean War. Eleven The impact of 9/11 and how it has changed the shape of modern history.
SKILLS	Articulate the different roles of people in society and compare their roles.	Chronology (using words such as first, next, then, before, after, past and present) Understanding, using and creating a timeline. How to use it to show when events happened. Understanding the difference between life in the past and today. Understand why changes are made and how they impact on us today. Using books to research and acquire knowledge about castles.	Using dates in this millennia, order the events of the development of chocolate from the wider world to Britain. Use dates to recall the journey of chocolate upon its arrival in the UK. Create a timeline of the evolution of chocolate.		Understanding chronology and using a key to order events. Compare different warfare tactics and decide what made them successful/unsuccessful. Articulate that to expand an empire you need to invade land, to be able to invade land you need a successful army. Use a variety of primary sources from Fishbourne Roman Palace, Novium museum and Chichester. Use books and the internet to inform responses and answer questions they have generated. Draw similarities and differences between Roman Britain and other significant periods in history. Articulate the	Note similarities and difference between the reign of Richard III and Henry VII and note change and cause as a result of the Battle of Bosworth. Note connections and contrasts in different Tudor monarchs. Note connections and make contrasts between Tudor crime and punishment to other periods other periods in time such as the Anglo Saxons, noting trends. Make further comparisons of Tudor time to other periods in history including the social system, entertainment and art and literature. Use secondary sources such as books, multi modal tools, maps and the internet to construct informed responses.	Create a timeline of important events in the Victorian Era. Note connections between Queen Victoria and Queen Elizabeth II. Note connections and draw contrasts on education and lifestyle of the rich and poor. Note significant changes in society, education and the British empire. Note connections, contrasts and trends between Victorian houses to houses in different periods of time, including today. Note significant impact of the industrial revolution and inventions, and how that shapes Britain and the world today. Note connections and compare events from the Crimean War to that of recent history. Use

					expansion and origins of Christianity in Britain.	Use primary sources from The Mary Rose Museum to help build knowledge of the past.	secondary sources to research how Britain has been influenced by the wider world.
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SPRING	EYFS	KEY STAGE ONE		KEY STAGE TWO			
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

KNOWLEDGE	The Jolly Postman Children discuss the roles of different people in society and the role of a postman. Children learn the history of the post. Children learn about the past through books read in class.	Extreme Explorers The exploring achievements of Captain Cook and the impact that has on us today. The achievements of Neil Armstrong. The achievements of Tim Peake and how these differ from Neil Armstrong. The achievements of Amelia Earhart. The achievements of Ranulph Fiennes.	Hot and Cold The international achievements of Captain Scott	The Ancient Greeks The legacy of the Ancient Greeks and how they influenced the western world. The different social class system and economy. The role of different people in society and schooling. The origins and evolution of the Olympics. Ancient Greek religion. Recall Ancient Greek myths and legends including the Trojan War and how these influenced Ancient Greek civilisation. War Game World War I: why it started; enlisting in the army; the alliances; (significant) women in the war; the trenches and the football truce.	Wonders of the World Origins of cave paintings in Uluru and the significance of Uluru to the Pitjantjatjara. How cave paintings around the world help people develop an understanding of the past. The achievements of Ancient Sumer including the evolution of writing, time and trade. The achievements of Ancient Egypt and the cultural, social and religious make up of its civilisation. Howard Carter and how discoveries are still taking place in modern day. The Mayan settlement of Chichen Itza and what it tells us about the ancient Mayans. The	Amazing Americas The exploring achievements of Christopher Columbus. The impact of the discovery of the Americas to native Americans. Ancient Mayan civilisation.	Europe Pompeii and the impact of Mount Vesuvius through time.
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					significance of the game of Pitz. The origins and construction of the Great Wall of China.		
SKILLS	Children compare the process of sending mail from their own experiences to that of the past.	Articulate how early achievements by other people shape what we know today. Compare different explorers and their achievements.		Use artefacts to build an understanding of Ancient Greek life and their achievements and influence on the western world. Compare democracy from then and now. Use a variety of secondary sources to ask and answer questions. Note connections and contrasts between society (including schooling) in Ancient Greece and today (both national and international). Order the evolution of the Olympics chronologically and articulate how modern day Olympics came to be. Note contrast in Ancient Greek religion and modern day religions including Christianity, Judaism, Islam and Hinduism. Articulate the significance of some Ancient Greek myths and legends and how they impact on building an understanding of Ancient Greece. War Game	Interpret photographs of cave paintings and how they enable people to expand their knowledge of the past. Note connections and achievements that have impacted history. Note connections and contrasts in Ancient Egyptian life, rulers of Ancient Egypt and religion including mummification to other historical civilisations and how some intertwine. Organise the chronology of the discovery of Tutankhamun. Compare and note connections between the game of Pitz and entertainment from other societies. Make connections between Ancient China and modern day China and the similarities and differences in their approach to threat.	Use primary and secondary sources to validate facts about Christopher Columbus's voyage. Compare Ancient Mayan civilisation to Ancient British civilisation.	Articulate how the primary sources found in Pompeii have allowed historians to gain a greater knowledge of the Roman past.

				Use secondary sources to research significant women.			
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SUMMER	EYFS	KEY STAGE ONE			KEY STAGE TWO		
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

KNOWLEDGE	A Bugs Life Children learn about the past through books read in class.	By the Seaside Look at modern day seaside and the seaside in the past including entertainment. Famous pirates: Francis Drake, The Barbarossa Brothers, Captain Kidd, Blackbeard, Calico Jack, Madame Cheng and the purpose of pirates through the ages. The development of lighthouses through the ages. Grace Darling's rescue efforts.	Get Moving The traditional flower, food and folklore of England, Wales, Scotland and Northern Ireland.	Prehistoric Past Understand how our knowledge of the past derives from a variety of sources including fossils. Know the three stages of the Mesozoic Era and what Earth looked like through the various periods. The evolution of mammals in the Cenozoic Period. The Stone Age and first man. The Ice Age and the impact of early man. The Bronze Age and evolution of man including religion, technology and travel. Stonehenge. The Iron Age and further evolution of man including hill forts, tribes, farming, art and culture.	The Vikings Anglo Saxon settlements and kingdoms in Britain. Anglo Saxon influence on Britain today. Ethelwulf, King of Wessex. The threat each Anglo Saxon settlement had from other Anglo Saxon settlements, the Scots and the Vikings. Scots invasion of North Britain. The raid of Lindisfarne by the Vikings. Alfred the Great, King of Wessex and his accomplishments including his resistance to the Vikings, impact on religion & military establishments. Viking raids and invasion of Britain. The Vikings and Anglo Saxon struggle for Britain. Guthrum and the Viking settlement of Danelaw. The establishment and negotiations of	Sensational Sussex The significance of gargoyles in churches in Sussex and beyond. Evolution of maps of Aldingbourne. The Great Plague and its impact in England and it reaching Aldingbourne.	Britain Since the 1930s The Jarrow March. The evolution of Butlins and how this impacted Bognor Regis. World War II and the events that led to Britain's involvement. The impact on the Jewish community in Europe - focusing on Anne Frank. What happened to children in Britain during the war. The Battle of Britain and the significance of Tangmere airfield. Queen Elizabeth II coronation. The evolution of food, fashion, music, dance, home life & crazes and being a teenager in the 1950's.

					<p>Danegeld. Viking weaponry and armour and how this impacted of their efforts when invading. Athelstan, first King of England and his efforts in combat and with alliances. Viking life and traditions including trading and housing. Norse religion and the evolution of Christianity during this time. Norse myths. Cnut and his conquests. Edward the Confessor, Harold Godwinson, Duke William of Normandy and King Harald and the events of 1066 - Battle of Stamford Bridge and Battle of Hastings. The beginning of the Norman rule. How our knowledge of the Vikings is not aided by historical transcript that you find in other periods of history.</p>		
SKILLS		<p>Compare modern day Bognor Regis to Bognor Regis in the past. Compare the characteristics and accomplishments of different pirates. Articulate the evolution of lighthouses. Create a timeline of the evolution of lighthouses.</p>	<p>Children articulate where traditions have come from and evolved. Compare different traditions across the United Kingdom.</p>	<p>Use fossils and images of fossils to decipher living presence through different stages of prehistoric past. Organise the Triassic, Jurassic and Cretaceous periods into chronological order including the creatures that were present in each phase. Compare and order the evolution of man</p>	<p>Note connections and contrasts between Anglo Saxon Britain and Roman Britain. Compare the Roman Empire to the Anglo Saxons' Kingdoms. Explain the features and origins of the Royal Navy and what an army is and how this is connected to modern day Britain.</p>	<p>Use primary sources to create sketches. Compare primary sources from different periods of time. Compare the Great Plague - the conditions and solutions to modern day pandemics.</p>	<p>Create a timeline of significant events in Britain from 1930 - 1960. Articulate the impact of the Jarrow March on the standard of living, working conditions and unemployment and how this impacts us today. Articulate the impact Butlin's had on Bognor Regis as a holiday destination.</p>

				<p>and articulate the evidence behind this. Articulate changes in Britain from the Stone Age to the Iron Age. Create a timeline of these significant prehistoric eras.</p>	<p>Articulate the features needed to be successful in invasions. Note connections and contrasts between the Viking army and other armies in history including the Romans. Note connections and contrasts in various resistances through history and the results/impacts of such conflict and what makes them successful. Compare Viking trading to previous trading in history as well as modern day. Make comparisons between other civilisations and the Vikings. Note connections and make contrasts of Norse religion and other religions including Roman religion, Ancient Greek religion, Egyptian religion and modern day religions. Note the impact that the lack of writing has had on historians' knowledge of the Vikings. Articulate the instability of Britain during this time and why that is. Create arguments for the different claims to Britain in 1066. Create a timeline of Britain during the Anglo Saxon and</p>		<p>Sequence events of the war and articulate the reasoning for the war starting and Britain's involvement. Articulate the importance in the achievements of the Battle of Britain. Note connections, contrasts and trends between World War II to modern day warfare. Explain the significance of the coronation and Queen Elizabeth II's achievements throughout her reign. Note connections and contrasts between Queen Elizabeth II and other monarchy. Identify 1950's culture and articulate how it manifested.</p>
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					Viking rule including rulers and significant events.		
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IMPACT (END POINTS)

EYFS	KEY STAGE ONE		KEY STAGE TWO			
YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>A Reception child can talk about the similarities and differences in past and present. Make observations about how they have changed and show awareness of what they could do when younger compared to what they can do now.</p>	<p>A Year 1 historian should be able to understand that the world has changed through time and compare their life now to lives of people in the past. They should recognise why things have changed. They begin to understand that events can be ordered chronologically including on a timeline.</p>	<p>A Year 2 historian can place events in chronological order. They can create a timeline of past events. They understand that life was very different in the past to how it is now. They use sources of information to help them understand how it was different.</p>	<p>A Year 3 historian can understand the concept of before and after Christ and can place events that happened in BC on a timeline. They can use primary and secondary sources to help them discover facts about the past and compare different periods of time they have learnt about to modern day.</p>	<p>A Year 4 historian has a solid understanding of chronology in different times. They understand how this nation has been influenced by others from the past and make comparison through different periods in history. They can explain how people lived during certain times in the past and why things changed. They use primary and secondary sources to inform decisions they have made about the past.</p>	<p>A Year 5 historian has a greater understanding of chronology in different times. They understand how people lived during different periods of history and can compare it to their own. They can describe the impact that events in history have had on life today as well as articulate local history. They understand how primary and secondary sources are used to make historical claims and how they influence our interpretation of the past.</p>	<p>A Year 6 historian can confidently place events in chronological order across different periods of time, including Prehistoric history, history from the Classical Era, the Middle Ages, The Early Modern Era as well as the Modern Era. They understand and recognise the difference between these periods of history and can describe and compare the impact that events across all history have had on life today both locally and worldwide. They can articulate the validity and reliability of primary and secondary sources.</p>