

History Progression Map



Example of some key substantive concepts/themes taught across the History curriculum

In the curriculum, there are core concepts, or themes, that are explored in meaningful contexts across the curriculum. These concepts enable children to build a deeper understanding over time which will support them in secondary and beyond.

	KS1	LKS2	UKS2
Society	Parliament and Prime Ministers – how we are governed and how people vote.	<p>The Stone Age to the Iron Age – how society was organised, from Mesolithic hunter gatherers to larger societies who were able to work together to construct larger structures, e.g. Iron age forts, Stonehenge.</p> <p>Ancient Egypt – the social hierarchy of Ancient Egypt.</p>	<p>Anglo Saxon, the Scots and the Vikings – looking at Anglo Saxon and Viking settlements, Danelaw and how Britain was divided into kingdoms during this period.</p> <p>The Industrial Revolution – the move from a society based on hand manufacturing and more rural settlements, to urbanisation and industrialisation.</p> <p>The Victorian Age – life in Victorian cities, the Poor Law and the Workhouse, leisure and Victorian inventions that impacted on the way people lived their lives.</p>
Power	<p>Kings, Queens and Leaders – the role of the monarch and challenges to their power.</p> <p>Parliament and Prime Ministers – the changing role of the monarchy and the introduction of Parliament, as well as the role of the Prime Minister and Parliament today.</p>	<p>Ancient Egypt – social hierarchy, pharaohs seen as Gods on Earth.</p> <p>Ancient Greece – the origin of democracy.</p> <p>Life in Ancient Rome – power of the empire, governance in Rome from absolute monarchy to republic and empire.</p> <p>The Rise and Fall of Rome – how the Punic Wars increased Rome’s power, Julius Caesar as dictator-for-life, Brutus, Cassius, Augustus, Octavian, the fight for power and the decline of the empire.</p>	<p>The Industrial Revolution – power of the wealthy elite.</p> <p>The Anglo Saxons, the Scots and the Vikings – Anglo Saxon Kingdoms and the fight for power with the Vikings, Danelaw.</p> <p>The Stuarts – the power struggle between the kings and Parliament, including the English Civil Wars, Cromwell and the Commonwealth, the restoration of Charles II and the Bill of Rights.</p> <p>The Victorian Age – the power of the monarchy and the impact of laws passed by the powerful</p>
Monarchy	<p>Discovering History – the concept of a family tree and the royal family in Britain.</p> <p>Kings, Queens and Leaders – what a king/queen is, what they do. Looking at the reigns of some significant monarchs including King John I, Henry III and Charles I.</p>	<p>Ancient Egypt – pharaohs.</p> <p>Life in Ancient Rome – Rome’s absolute monarchy.</p>	<p>The Victorian Age – reign of Queen Victoria</p>

	Parliament and Prime Ministers – challenges to the power of the monarchy.		
Democracy	Parliament and Prime Ministers – the changing role of the monarchy and the introduction of Parliament, as well as the role of the Prime Minister and Parliament today.	Ancient Greece – Athenian democracy. Life in Ancient Rome – the transition from absolute monarchy to Republic and then to Empire.	World War I – The Defence of the Realm Act passed in Parliament.
Religion	Kings, Queens and Leaders – religion in Britain at the time, Oliver Cromwell.	The Stone Age to the Iron Age – religious beliefs during this period. Ancient Egypt – gods and goddesses, afterlife, Pharaohs represented Gods on Earth. The Rise and Fall of Rome – rise of Christianity.	The Tudors – looking at the Reformation, ‘break with Rome’, and the ‘dissolution of the monasteries’ during the reign of Henry VIII. Studying the impact that Tudor monarchs had on religious policy and the religious lives of people at the time.
Empire	Romans in Britain – what an empire is and the impact of the Roman invasion on Britain.	Ancient Greece – Alexander the Great. Life in Ancient Rome – The Roman empire. The Rise and Fall of Rome – The Roman empire.	The Industrial Revolution – link to the British Empire and trade. The Victorian Age – the British Empire during the reign of Queen Victoria. World War I and World War II – the role of European empire building, the involvement of empire in WWI and WWII.


Skills in history

Unlike in subjects like music and PE, the tasks we ask children to ‘do’ in history cannot be improved in isolation through repeated practice. Therefore, we cannot measure discrete skills in history, as skills in history are dependent on our level of background knowledge (both substantive, and disciplinary).


The type of tasks children engage with in our history lessons include, but are not limited to:


- analysing sources - making comparisons and drawing contrasts
- discussing and constructing historical narratives
- constructing informed responses, or arguments, through selecting and organising historical information.

Progression in these areas is intrinsically linked to a pupil’s substantive and disciplinary knowledge. For example, a pupil’s ability to analyse a source well does not improve through engaging in discrete ‘source exercises’ but is dependent upon their knowledge of the historical content required to access the source, and their knowledge of how historians use sources.

	Autumn Term	Spring Term	Summer Term
Year 1	<div style="border: 1px solid black; background-color: #00aaff; color: white; padding: 5px; text-align: center;"> What is History? </div>	<div style="border: 1px solid black; background-color: #00aaff; color: white; padding: 5px; text-align: center;"> Toys (Introduction to sources) </div>	<div style="border: 1px solid black; background-color: #00aaff; color: white; padding: 5px; text-align: center;"> Kings and Queens, Parliament and Prime Ministers </div>
Key Vocabulary	Past, present, story, history, historian, family tree, related, relation, relationship, ancestor, census, archaeology, archaeologist, artefact	Memory, past, present, toys, wooden, electronic, tough, flexible, plastic, metal, switch, fluffy, timeline, future	King, queen, rule, majesty, royalty, reign, inherited, crown, coronation, throne, sceptre, orb, ring, bow, prison, trial, tax, power, rule, Barons, Magna Carta, cause, Parliament
Substantive Knowledge	<ul style="list-style-type: none"> -The past is all the things that have already happened -History tells us stories from the past -People who study the past are called Historians -A family tree shows us how people are related -Family trees can show us who got married and who had children -The Royal Family Tree shows us who was the King or Queen in the past -Sources tell us about the past -Books, photos and letters are sources that can tell us about the past -Archaeologists find out about the past through looking at things found in the ground 	<ul style="list-style-type: none"> -Toys have changed over time -Toys popular in the past compared to toys children play with today. -A timeline shows us the passing of time and helps us organise events in order. -A period of time called living memory is when it can be remembered by people alive today (parents, carers and grandparents). -To find out about the past, historians ask people questions and listen carefully to their answers. 	<ul style="list-style-type: none"> -The United Kingdom has been ruled by kings and queens for many years - King John I made an important promise to the people of England - We know about the Magna Carta as it was written down and still exists today - Parliament was set up to make decisions for the country. - Parliament had representatives from towns and counties in England - There was a time when England did not have a king
Year 2		<div style="border: 1px solid black; background-color: #ccccff; color: black; padding: 5px; text-align: center;"> Famous Queens </div>	<div style="border: 1px solid black; background-color: #ccccff; color: black; padding: 5px; text-align: center;"> Blessed Dominic Local History Study </div>
Key Vocabulary	Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.	Monach, King, Queen, reign, royalty, heir, Elizabeth II, Elizabeth I, Victoria, timeline, centuries, Prime Minister, Buckingham Palace	Colindale, RAF Museum, Graham Park, Claude Graham – White, Hendon areodrome

<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - The Great Fire of London happened in 1666. - The fire started in a bakery on Pudding Lane. - Buildings were close together and often made of wood, meaning that the fire spread quickly. - For many years after the fire, buildings were rebuilt further apart and made with stone. - Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. 	<ul style="list-style-type: none"> -The current monarch of the UK is King Charles III -A monarch is the king or queen who represents their country. The king or queen holds the position of monarch for life and passes it down within the family. -The time a monarch rules for is called their reign. -Queen Elizabeth II was our most recent queen, Queen Elizabeth I was queen of England from 1558 to 1603. Queen Victoria was queen of England and the UK from 1837 to 1901. -To be a good historian, you need to be able to compare and contrast different time periods and look carefully for similarities and differences. This will tell you what has changed over time and what has stayed the same. 	<ul style="list-style-type: none"> -To know what a hero is and why someone might be a hero. In particular what this looks like for the area of Colindale. -Some places in our local area are linked to a hero and identify local heroes on a timeline in date order using text and images. -Hendon areodrome influenced Colindale's past and present. Claude Graham-White was an influential figure for our local area. - Colindale has many people who are 'heroes' for different reasons, both in the past and the present day. -CGW has left a legacy in Colindale. -Colindale has changed over the last 100 years.
<p>Year 3</p>			
<p>Key Vocabulary</p>	<p>Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p>	<p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p>	<p>Ancient, city state, civilisation, democracy, empire, legacies, myth.</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to 	<ul style="list-style-type: none"> - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. -The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life. 	<ul style="list-style-type: none"> - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. - Ancient Athens is where democracy began. - The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this

	<p>make bronze tools, containers and jewellery.</p> <ul style="list-style-type: none"> - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection. 		<p>time.</p> <ul style="list-style-type: none"> - The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. - There are lots of myths that originate from this time, including the Trojan War.
<p>Year 4</p>	 <p>The Romans</p>	<p>Rise and Fall in Rome</p>	<p>Vikings vs Anglo Saxons</p>
<p>Key Vocabulary</p>	<p>Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.</p>	<p>Rome, Carthage, Punic War, navy, conquer, power, prestige, Caesar, Pompey, civil war, dictator, alliance, Pax Romana, Christianity</p>	<p>Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots. Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in many places around Britain today. 	<ul style="list-style-type: none"> -The Punic Wars allowed Rome to become powerful -Rome had many rivals to its power; the earliest and greatest was the city of Carthage - Julius Caesar was one of the most influential people in world history - Caesar's murder in 44 BCE, led to the destruction of the Roman Republic and the birth of the empire -Augustus was Rome's first emperor, and the Pax Romana was a long - Christianity began as a small sect of Judaism but grew to be a huge, powerful religion -The Roman Empire ended in 476 CE, but it did not happen suddenly 	<ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. - Anglo-Saxon kings made continuous attempts to regain land from the Vikings. - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. - Anglo-Saxon influence can be seen in place names in Britain today. - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. - The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. - At the end of this period, Christianity became the

			main religion in Britain.
Year 5	Tudors and Stuarts	Kingdom of Benin	Industrial Revolution
Key Vocabulary	Tudors, Stuarts, War of the Roses, York, Lancaster, Henry VII, civil war, Charles I	Cause, effect, trade, Benin, slavery, export, Golden Age, West Africa	Industrial Revolution, Society industrialisation, factory, engine, machine, mechanise, mass produce, urbanisation, migrate
Substantive Knowledge	<p>-The Tudor family came to power in 1485 when Henry VII, the head of the Tudor family, defeated King Richard III at the Battle of Bosworth. This battle ended the Wars of the Roses.</p> <p>- Henry VII was a Lancastrian and he married Elizabeth of York, thus uniting the two families.</p> <p>-The Tudor dynasty ended when Queen Elizabeth I died. She never married and had no children and so James I from the Stuart family became king.</p> <p>- James VI of Scotland became James I of England and believed in the 'Divine Right of Kings'</p> <p>-In 1649, after two Civil Wars and endless discussions, Parliament finally decided they had to execute Charles I.</p>	<p>-The modern country called Benin used to be called Dahomey. It was renamed Benin on November 30th 1975.</p> <p>-The name Benin was chosen after the fallen Benin Empire. The modern country of Benin has no connection to Benin City or the Benin Empire.</p> <p>-Trade was very important to Benin. Their Golden Age was between approximately 1400-1600.</p> <p>-Europeans continued to visit Benin for trade for the next few hundred years. Benin began to decline after 1700 and from 1862 onwards the British tried to make it a subject of the British crown.</p> <p>-Trade and export was important for the Kingdom of Benin</p>	<p>-Industrial Revolution' describes moving from a society based on hand manufacturing and human/animal power, to a society based on machinery.</p> <p>-Cotton spinning moving from being a hand craft, to being mechanised.</p> <p>-One of the most important inventions was the water frame, invented by Richard Arkwright. He built the first modern factory in England.</p> <p>-The steam engine meant that humans could use the energy in fossil fuels to create power.</p> <p>- Children were put to work during the Industrial Revolution</p>
Year 6		WWII and the Holocaust	Past – Present – Future Britain Post 1948
Key Vocabulary	Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.	Invasion, Blitz, conquer, Allied Powers, Axis Powers, Operation 'sealion', Red Army, Nazi, nation, Royal Airforce (RAF), Luftwaffe, Spitfire, Hurricane, Messer-schmitt, Junkers, Heinkel	Post war Britain, 1948, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, Primary sources, Secondary sources
Substantive Knowledge	<p>-The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened.</p> <p>-There were many significant battles during the</p>	<p>-Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</p> <p>-The Luftwaffe heavily bombed towns and cities in</p>	<p>- There are two different types of historical sources. PRIMARY and SECONDARY sources.</p> <p>-A primary source is a something that was written or created during the period that is being studied.</p>

	<p>war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.</p> <p>-At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</p> <p>-Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</p> <p>-Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</p>	<p>Britain (known as the Blitz) in an attempt to get Britain to surrender</p> <p>- Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy's secret messages</p> <p>-The Home Front played a vital role in supporting the war effort.</p> <p>-The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</p>	<p>It shows an inside look at what a person, event or period was like. Primary sources include: diaries, speeches (written or recorded), letters, interviews, official records, autobiographies, art, clothing, pottery and photographs.</p> <p>-Secondary sources interpret primary sources by looking at the evidence presented and drawing conclusions about what a person, event or period was like. The most common form of a secondary source is a textbook but other secondary sources include magazine articles and biographies.</p> <p>-By the 1960s, Britain had nearly recovered from the effects of World War II. Lots of new houses had been built and for the first time, most of these houses had electricity.</p> <p>-The 1980s was the decade of 'Thatcher's Britain'.</p> <p>-Margaret Thatcher was born in 1925. In 1959 she became a Conservative Member of Parliament for Finchley and in 1979 she became Britain's first female Prime Minister. She died in April 2013.</p>
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Why we teach what we teach

In order for children to know more and remember more in each area of history studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons. Children will revisit the key substantive knowledge taken from the linked knowledge organiser. Retrieval quizzes also provide great opportunities to help make the key knowledge stick. This all allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, the lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. Revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in knowledge organisers, display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guidance is sometimes included and accurate historical subject knowledge is always provided within lessons to allow teachers to feel confident and supported with the historical skills, knowledge and concepts that they are teaching.

Through these lessons, we intend to inspire children and adults to develop a love of history and see how it has shaped the world they live in. It is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn about it and learn from it then use this information to help shape a better future.

These disciplinary concepts below frame the questions and types of arguments that come up again and again in meaningful examples across the curriculum. Sometimes these concepts are discussed through questions discussed in lessons, as well as being explored through ‘Tasks’ set by the teacher. These concepts frame the enquiry questions set for the end of unit assessments. Here are some examples across the curriculum:

Causation	Consequence	Change and continuity	Similarities and difference	Historical significance
<p>Y1 Kings, Queens and Leaders – what caused the barons to force King John to seal the Magna Carta?</p> <p>Y4 The Rise and Fall of Rome – what led to the fall of the Roman Empire? What motivated Brutus and Cassius to assassinate Julius Caesar?</p> <p>Y5 The Stuarts – what were the causes of the Civil War</p> <p>Y6 The Rise of Hitler – what led to the outbreak of WWII?</p>	<p>Y3 Ancient Greeks – legacy of Ancient Greece</p> <p>Y4 The Romans in Britain -what was the impact of the Romans in Britain</p> <p>Y4 The Rise and Fall of Rome – how did winning the Punic Wars help the Romans. Did Brutus and Cassius get what they wanted after Julius Caesar’s death?</p> <p>Y5 The Stuarts – what were the consequences of the Great Fire of London and the Civil War</p>	<p>Y1 Parliament and Prime Ministers – how has democracy changed over time?</p> <p>Y3 Stone Age to the Iron Age – what changed and what stayed the same?</p> <p>Y4 Anglo Saxons, the Scots and the Vikings – how did life change between 450 and 1066?</p> <p>Y5 The Victorian Age – how life during, and after, the Victorian era has changed/stayed the same.</p> <p>Y5 The Industrial Revolution – how society changed because of the Industrial Revolution</p>	<p>Y3 Ancient Egypt – studying the lives of different people in Egyptian society</p> <p>Y4 Anglo Saxons, the Scots and the Vikings – looking at the similarities and differences between way of life/settlements for Anglo Saxons and Vikings, life of the rich and poor</p> <p>Y3 Ancient Greece – how the lives between rich/poor and males/females differed in this period</p> <p>Y4 Life in Ancient Rome – how life in Ancient Rome was experienced differently by different people</p> <p>Y5 The Industrial Revolution – between those owning factories and those working in them</p>	<p>Y1 Discovering History – why people study the past</p> <p>Y4 Anglo Saxons, the Scots and the Vikings – why have these people been ascribed historical significance?</p> <p>Y4 The Rise and Fall of Rome – significance of Julius Caesar crossing of the Rubicon</p> <p>Y5 The Industrial Revolution – the invention of the steam engine Y5 The Victorian Age – Queen Victoria and Victorian inventions</p>