

Progression in history:

Year group:	Topic	Links to other curriculum areas	Links to books	Curriculum enrichment opportunities	Key ideas and vocabulary	How does this topic prepare children for future learning?
R	All about me. Around the world – where they have been Festivals – things they celebrated	Writing Reading Communication – recounts Art Forest school	Gunpowder plot Diwali story Chinese New Year story Nativity story	Photos of themselves and adults. Forest school Some links to parents visit to talk about where they lived when younger.	Understanding there is a past and a future. Past, present and future tenses. Olden days, when I was little, yesterday, before, after, morning, afternoon, evening.	Developing the children's vocabulary so they are ready to use language to compare historical figures for year 1 and understand there is a past and present.
1	Kings, Queens and Castles -Comparison of monarchs – Queen Elizabeth I and II and Victoria -Henry VIII and Tudors – lived at Windsor Castle and Hampton Court -Parts of a castle and different types of castles	Science: castles – materials and their properties, plants at Hampton Court Literacy: labelling, questions for a monarch, recount of trip, non-fiction texts, Music: history songs PE: Dance linked to history D&T: design and build a castle Art: coats of arms, draw the Queen Geography/RE: local area history – walk to St Katharine's Church PSHE: comparing hygiene, living conditions in the past , RBA	What the ladybird heard on holiday. Peppa Pig goes to London. Ron the royal guard. The Queen's Knickers Non – fiction texts- castles, knights, royal family etc	Windsor Castle in March – Self guided tour and led workshop 'whose royal home is this?' Hampton Court Palace July – self guided tour and led workshop 'the royal garden' Mrs Hayward – reenactor leading a workshop on 'heraldry, what a knight wears, and weapons'	-What is history? -Timelines and 'chronological order' -family trees/royal family -Monarchy -Monarch, kings, Queens, royal/royalty, royal family, -Castles: turrets, tower, ramparts, drawbridge, moat, portcullis, Coronation – robe, orb, sceptre, throne, crown, rules Knights – shield, sword, armour, coat of arms, battle Timelines: chronological order, past	learning what history is – foundation for future learning. Developing concept of past and present and comparing. Fitting Queen Victoria into a timeline.
2	The Stuarts Stuart Timeline Stuart Houses Stuart Clothes	English – Non-Chronological Report Writing DT – 3D Stuart Houses PSHE – Hygiene, lifestyle	The Great Fire of London – Anniversary Edition of The	DT – Burn the 3D models of Stuart houses to re-enact the The	- History – Timeline, chronological order	Links an important event (Fire of London) with a specific person (Samuel Pepys).

	The Great Plague The Great Fire of London The Gun Powder Plot	PE – Dance on iMoves	Great Fire of London E-book – The Great Fire of London: Sammy the Street Dog	Great Fire of London	<ul style="list-style-type: none"> - The Great Plague = disease, rats, symptoms, infected, Plague Doctor, red cross, remedies - The Great Fire of London = Pudding Lane, Wattle & Daub, Wooden Frame, Jetty, Steep, Samuel Pepys, The Gun Powder Plot – Guy Fawkes, Houses of Parliament 	Children develop their sense of chronology and consider why the Fire happened, it's results and different ways it is represented.
3	Ancient Rome	English – Hercules myths. Forest School – ancient Roman recipe and links to myths of Hercules and the Hydra and the Golden Hind. Art – mosaic and clay pots PE – dance based on battle formations	Hercules myths Romulus and Remus	Forest School Class assemblies	<ul style="list-style-type: none"> - Invasion and settlement. - Historical enquiry – using artefacts and evidence from Roman archaeological sites to interpret history. <p>Words associated with the passing of time: Roman, Anglo-Saxon, period Roman way of life: hypocaust, forum, basilica, mosaic, chariot, troops, legion Settlement: invade, settle, emigration, immigration, conquest</p>	Children consider the effects of the invasion and settlement of Romans in Britain and develop the concept of invasion. Learn about key figures and their influence: Boudicca and Julius Caesar. Developing concept of archaeology as evidence.
3	The Stone Age to Iron age – the changing landscape	English – books: The Stone Age Boy and UG Boy Genius D&T – design and make an 'artefact' Geography – locate ancient sites e.g. Skara Brae on a map, consider why they were settlement sites. Art – appreciate, describe and imitate stone age cave paintings	The Stone Age Boy UG Boy Genius	Stone Age Day	<ul style="list-style-type: none"> - Stone tools, flint knapping - Neolithic - Hunter-gatherer - Hill forts, tribal kingdoms, rock art - Skara Brae, Stonehenge 	Children develop their understanding of the timeline of the history of Britain and are able to compare what was happening here to elsewhere in the world. Developing concepts of history and pre-history and archaeology as evidence.

4	Ancient Greeks Ancient Mayans (English link)	<p>English – Greeks Myths DT – making Greek pots and copper bangles PE – Greek Olympics Geography – locating Greece on map, also Persia in relation to the battle of Marathon. Understand that country borders and names change.</p> <p>This topic is taught largely through English with a focus on reading to find out and on writing influenced by the myth of the quetzal bird and writing instructions for a Mayan game. Maths – looking at the discovery of zero and how it changed maths, making models of pyramids. D&T – making feather headdresses, cooking Mayan hot chocolate drink PE – ball control and communication with team mates through playing a Mayan game.</p>	<p>The Barefoot Book of Heroines Great Civilisations Usborne illustrated Stories from the Greek Myths Greek Myths by Ann Turnbull Greek Myths retold and illustrated by Marcia Williams</p> <p>The myth of the Quetzal bird</p>	Greek Day Forest School with Greek food and making copper bangles.	<ul style="list-style-type: none"> • City state, empire, democracy, government, slave, citizen • Temple, theatre, Parthenon, stadium, gymnasium, • Enemies, hoplite, armour, weapons, Persian, Marathon • Inventions and their influence • Debating the question of returning the Elgin Marbles <ul style="list-style-type: none"> • Civilisation • Artefacts and investigation – the difference between primary and secondary sources • Hieroglyphs • Different farming methods 	<p>Greeks: Understanding the effects the Ancient Greeks had on today's society e.g Olympics games and inventions, democracy, philosophy Making comparisons with another ancient civilisation (Rome)</p> <p>Gain an in depth understanding of non-European society, the Mayan civilisation, and recognise the contrasts it provides with British history. Further understand how archaeologists and historians use evidence to piece together a view of life in the past. Formulate their questions and deductions using images and other sources they choose themselves.</p>
5	Victorians The Indus Valley	<p>Maths – Timelines, data (graphs) English – diary entry, information text, fact file Geography – Victorian empire PSHE – compare and contrast crime and punishment, cane etc.</p>	Street Child Oliver	Victorian Schoolroom trip (Guildford) Class assembly	<p>Life in the Victorian Era Inventions through time Compare and contrast rich and poor Education, jobs, family life: comparing to modern day.</p>	<p>Appreciate the impact of the Victorian era – especially inventions/human rights Exploring how attitudes towards children and</p>

		<p>This topic is taught largely through English with a focus on reading to find out, understanding new words in context, descriptive writing and writing a first hand account from the point of view of an inhabitant of the Indus Valley.</p> <p>Geography – locating the Indus Valley and understanding why ancient civilisations were often in river valleys.</p> <p>D&T – use clay to make models of merchant’s seals.</p>	<p>The Indus Valley e book.</p> <p>Story from the British Museum website</p>		<p>Workhouse, factories, chimney sweep, orphan, philanthropist, industrialisation, mechanisation, urbanisation</p> <p>Placing civilisations in a wider historical timeline.</p> <p>Understanding why ancient civilisations were located in river valleys.</p> <p>Continuity and change – why did the civilisation come to an end?</p> <p>Integrating primary and secondary sources and thinking about what they can tell us.</p> <p>Understanding excavation and how we find out about ancient cultures.</p> <p>Archaeology, settlement, town planning, citadel, migration</p>	<p>childhood have changed over time.</p> <p>Overview of ancient civilisations.</p> <p>Understanding that the Indus Valley civilisation was contemporary with the stone age here.</p> <p>Further understanding of how we find out about historical civilisations.</p>
6	WW2 Vikings	<p>English (see books listed)</p> <p>Art: Viking shields and silhouette art inspired by war poetry.</p> <p>DT: making Anderson shelters</p> <p>Geography: mapping the war and the Viking invasion</p> <p>Music</p> <p>RE</p>	<p>WW2 – Boy in the Striped Pyjamas</p> <p>I am David</p> <p>War Horse</p> <p>Anne Frank’s Diary</p> <p>Horrible Histories</p> <p>Vikings – Beowulf</p> <p>Norse Mythology</p> <p>Viking Raiders</p>	<p>WW2 – Henley Fort</p> <p>Cooking</p> <p>Vikings – Go to Battle</p> <p>Viking re-enactment group</p>	<p>WW2: Blitz, air raid, allies, evacuee, gas masks, ration books, black out,</p> <p>Vikings: Runes, Anglo-Saxons, Thor, Raid, Longship, Longhouse, Norseman, warrior, saga, Valhalla</p>	<p>Introducing children to a major event in world history.</p> <p>Develops children’s understanding of reasons for and results of events.</p> <p>Developing understanding that people from other societies have been coming to Britain for a long time and each has influenced our culture.</p> <p>Developing understanding of why people leave their homeland to settle elsewhere.</p>