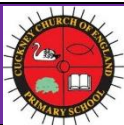


History Curriculum Progression Map: HOLBECK (2025-26)



NC content	Foundation	Year 1	
<p>Within living memory <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p>Understanding the World: Past & Present</p> <ul style="list-style-type: none"> • ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling. • Know the daily routine in class, describing the structure using vocabulary such as ‘now’ & ‘then’ • Talks about events in their own lives in the past tense • Know the order & can sequence pictorial events in order (from a story) • Know the vocabulary ‘today’, ‘tomorrow’, ‘yesterday’ and use them in the correct context • Know that some historical events happened before they were born • Know that familiar events occur in a particular order • Know and understand past and present events in their own and family members’ lives • Know that people are important in their lives • Know the difference between past and present • Know that there are ways to find out about their past • Know about the past and present primarily through their own experiences and storytelling 	<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Know the main differences between their school days and that of their grandparents 	
<p>Beyond living memory <i>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]</i></p>			<ul style="list-style-type: none"> • Organise a number of artefacts by age • Know what a number of older objects were used for
<p>Lives of significant people <i>-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</i></p>			<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous
<p>Local history <i>-significant historical events, people and places in their own locality</i></p>			<ul style="list-style-type: none"> • Know the name of a famous person, or a famous place, close to where they live
Vocabulary	See disciplinary knowledge		

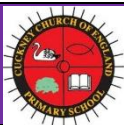


History Curriculum Progression Map: SHERWOOD (2025-26)



NC content	Year 2	Year 3
Within living memory <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		
Beyond living memory <i>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]</i>	<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children’s lives today are different to those of children a long time ago 	
Lives of significant people <i>-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</i>	<ul style="list-style-type: none"> • Know about a famous person from outside the UK and explain why they are famous 	
2 - Local history <i>-significant historical events, people and places in their own locality</i> 3 - Local Study <i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i>	<ul style="list-style-type: none"> • Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not 	
3 - Historical enquiry skills <i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</i>		<ul style="list-style-type: none"> • Summarise how Britain may have learnt from other countries and civilizations • Research what it was like for children in a given period of history and present findings to an audience.
Vocabulary	See disciplinary knowledge	

EDIB foci throughout the curriculum

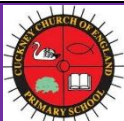


History Curriculum Progression Map: LANGWITH (2025-26)

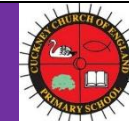


NC content	Year 3/4 - CYCLE B	Year 3/4 - CYCLE A
Chronology (Stone Age to 1066) <i>To include:</i> <ul style="list-style-type: none"> Stone age to Iron age Romans Anglo-Saxons Vikings 	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages. Know what is meant by 'hunter-gatherers' All Stone Age	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman (All Romans)
Civilizations from 1000 years ago <i>Choose one of:</i> <ul style="list-style-type: none"> Mayans Islamic Civilizations Benin Civilization 		<ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe. Know that many of the early civilizations gave much to the world (All Mayans)
Local Study <i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i>		<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time. (Romans & Greeks)
Ancient Histories <i>Cover each of and then choose one to look at in depth:</i> <ul style="list-style-type: none"> Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty 	<ul style="list-style-type: none"> Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty 	
Ancient Greeks <i>Greek life and influence on the Western world</i>		<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans Know about and can talk about the struggle between the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know about the link between the Ancient Greeks and the modern Olympics Know at least five sports from the Ancient Greek Olympics (All Greece)
Historical enquiry skills <i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</i>		<ul style="list-style-type: none"> Research to find answers to specific historical questions about their locality. (Romans) Know how their locality has been shaped by what happened in the past. (Romans) Know how historic items and artefacts have been used to help build up a picture of life in the past. (Greeks) Know about the impact that one period of history had on the world. (Greeks)
Vocabulary	See disciplinary knowledge	

EDIB foci throughout the curriculum

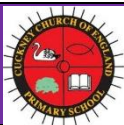


History Curriculum Progression Map: WELBECK (2025-26)



NC content	Year 5	Year 6
<p>Chronology <i>(Stone age to 1066)</i></p> <p>To include:</p> <ul style="list-style-type: none"> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings 	<p>CYCLE B</p> <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England. • Know that during the Anglo-Saxon period Britain was divided into many kingdoms 	<p>CYCLE B</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons
<p>Beyond 1066 <i>An aspect of theme that takes pupils beyond 1066</i></p>		<ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history (World at War) • Know how to place historical events and people from the past societies and periods in a chronological framework (British Empire) • know how Britain has had a major influence on the world (British Empire)
<p>Local Study <i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i></p>	<ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (World at war) • Know how the lives of wealthy people were different from the lives of poorer people during this time (British Empire) 	
<p>Historical enquiry skills <i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</i></p>	<ul style="list-style-type: none"> • Describe events from the past using dates when things happened (World at war/British Empire) • Know how an event or events from the past has shaped our life today (World at war/British Empire) • Draw an accurate timeline with different historical periods showing key historical events or lives of significant people (World at war/British Empire) • Know how crime and punishment has changed over a period of time (British Empire - Slave Trade) 	<ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods of history. (British Empire) • Know how to place features of historical events and people from the past societies and periods in a chronological framework. (World at war/British Empire) • Know about the main events from a period of history, explaining the order of events and what happened. (World at war/British Empire)
Vocabulary	See disciplinary knowledge	

EDIB foci throughout the curriculum



History Skills Progression



Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Know that they have changed since being a baby.</p> <p>Know that familiar events occur in a particular order.</p> <p>Know that there are some similarities and differences between things in the past and now.</p>	<p>Know that events or objects in their life can be sequenced on a simple time line.</p> <p>Know that a specific time has key characteristics and to understand what it would have been like to live then.</p>	<p>Know that events and objects can be sequenced in chronological order and give reasons for their order.</p> <p>Know that periods in time have similarities and differences to the present time and to make connections with the past.</p>	<p>Know that a time line can be used to place periods studied in order.</p> <p>Know that there are similarities and differences between specific periods of history studied that go beyond their own lives.</p>	<p>Know that significant events of a period can be placed on a time line.</p> <p>Know that change can be shown by the similarities and differences between specific periods in time.</p>	<p>Know that chronological positions of periods studied sometimes overlap or occur concurrently.</p> <p>Know that by comparing and contrasting the characteristics of periods in history, lead to an understanding of how the wider world has changed over time.</p>	<p>Know that the chronology of significant events in history subsequently shaped different societies</p> <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <p>Know that there are patterns that follow throughout History.</p>
Knowledge and understanding	<p>Know that people around them have different roles in society and talk about their lives.</p>	<p>Know that there are differences between the past and the present in their own and others' lives.</p> <p>Know that there are some significant local and national events and individuals beyond living memory.</p>	<p>Know that they can use evidence to recognise why people did things, why events happened and what happened as a result?</p> <p>Know that there are some significant local and international events and people beyond living memory.</p>	<p>Know that there were changes in Britain from the stone age to the iron age.</p> <p>Know how former civilisations have influenced the western world.</p> <p>Know that we can compare now with a period in the past.</p>	<p>Know what the achievements of early civilisations were.</p> <p>Know that occupation has had a big impact on Britain.</p> <p>Know that we can compare different periods in time and why people acted the way they did.</p>	<p>Know that significant events have happened in the local area.</p> <p>Know that their point of view may change as they learn new information.</p> <p>Know that the non-European societies provide a contrast to British History.</p>	<p>Know how settlements happen.</p> <p>Know that societies fought over territory.</p> <p>Know that we can speculate and hypothesise about the past formulating their own theories about reasons for change.</p>

EDIB foci throughout the curriculum

Historical enquiry	Know that they learn about the past and the present through their own experiences and through storytelling.	Know that artefacts/sources can be matched to people of different ages	Know that a range of sources can be used to ask and answer questions about the past.	Know that some sources are more helpful than others when learning about the past. Know that there is a difference between fact and opinion.	To know that primary and secondary sources are available and that they vary in reliability.	Know that they need to question the reliability of. Know that there is often not a single answer to historic questions and give reasons why there may be different accounts.	Know that some sources of evidence are more useful than others and to evaluate its usefulness and accuracy in order to form their own opinions .
Organise, evaluate and communicate information	Know that they can talk about the past.	Know that they can show knowledge and understanding in different ways: drawing writing, talking and role play.	Know that they can show knowledge and understanding in different ways: drawing writing, talking and role play.	Know that with support they can present finding about the past in a variety of ways (ICT) including dates and subject specific words.	Know that they can present finding about the past in a variety of ways (ICT) including dates and subject specific words.	Know that they can present finding about the past in a variety of ways (ICT) including dates and subject specific words.	Know that they can present detailed findings using historical skills and to be aware of the audience.
Historical Vocabulary	Before, after, a long time ago, before I was born	Compare, Explain, Old , new, now then, yesterday, today, tomorrow, history	Before, after, past present, then now, time line, chronology, explain, Empathy Victorians Industrial revolution, workhouse, Queen Victoria, Prince Albert	BC, AD, fact opinion, cause, consequence, significance, Empathy Greeks Ancient civilisation, Decade, century Assembly, Athens, city-state, democracy, Homer, Olympics, Sparta Stone age. Iron age Cave, artefact, Stonehenge, pottery, round house, Skare Brae, Settlement, hunter gatherer.	Primary, secondary, Empathy Romans Century (army) Citizen, Emperor, Gaul, Gladiator, Mosaic, Patrician, Plebeian, Toga Egyptians Dynasty, Egyptologist. Giza, Hieroglyphics, mummies, pharaohs, Rosetta stone, Tutankhamen. Sarcophagus pyramid	Bias and propaganda Empathy Mayans, (Y4 Cycle A) Cacao, Chichen Itza Glyph, Haab', Pyramid, Yucatan Peninsula Anglo Saxon/Viking, Scots earls, oath, succession, long ship, conquest, invader, plunder, raid, shield wall	Analyse, evaluate Empathy Post-1066 empire, exploration, discovery, British Raj, Captain Cook, Archduke Franz Ferdinand, Adolf Hitler, Winston Churchill, Nazism, Propaganda, Treaty of Versailles, Blitzkrieg, invasion, expansion, ant-Semitism, Josef Stalin, Nationalism, allies, axis, forces, rations, The Blitz, evacuation.

EDIB foci throughout the curriculum