

HISTORY progression map

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The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the '**Big Ideas**'. In history these are: **chronology, innovation and impact**.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Understanding of the World – People, culture and Communities Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Understanding the World Past and Present ELG Talk about the lives of the people around them and their roles in society;</p>	<p>NATIONAL CURRICULUM: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>NATIONAL CURRICULUM: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			
National Curriculum	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>KNOWLEDGE: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale]</p>	<p>KNOWLEDGE: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight] ♣ 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 [for example, Rosa Parks and Emily Davison, ♣ significant historical events, people and places in their own locality.</p>	<p>KNOWLEDGE: ♣ changes in Britain from the Stone Age to the Iron Age ♣ the Roman Empire and its impact on Britain</p>	<p>KNOWLEDGE: ♣ Britain's settlement by Anglo-Saxons and Scots ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>KNOWLEDGE: ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using case studies such as John, Anne and Victoria ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>KNOWLEDGE: ♣ a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <i>(A study of events within living memory that were a turning point in British History)</i> ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge. <i>(A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.)</i></p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge (non negotiables in bold)	<p>Find out about Guy Fawkes and the Gunpowder Plot. Know why Guy Fawkes plotted to blow up the houses of parliament. (chronology, impact)</p> <p>Find out about Remembrance Day and why we wear poppies. (impact) Know that the war happened in the past. (chronology)</p> <p>Find out about Neil Armstrong and his achievements. (chronology, impact, innovation) Know that the moon landing was a significant historical event. (chronology, impact, innovation)</p> <p>Find out about Mary Anning. (impact)</p>	<p>Key Question: How have toys changed over time? <i>(Changes within living memory comparing aspects of change in national life.)</i></p> <p>Know that objects from the past could be different to objects today. (chronology) Know that things change over time. (innovation)</p> <p>Key Question: Who is King Charles? <i>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</i></p>	<p>Key Question: Who was Scott? <i>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</i></p> <p>Know who Robert Scott was. (chronology) Know what exploration is. Understand why Robert Scott explored the Antarctic (impact). Understand that exploration to the poles now and then is different. (innovation)</p> <p>Key Question: Could the Great Fire of London have been prevented? <i>(events beyond living memory)</i></p>	<p>Key Question: How did life change between the Neolithic, Bronze and Iron Ages? <i>(A study of changes in Britain from the Stone Age to the Iron Age)</i></p> <p>Understand the timeline of change (chronology, innovation) Identify the characteristic features of each period. (chronology) Identify how changes happened and what stayed the same or became different. (innovation, impact) Understand why changes happened and what their consequences were. (innovation, impact)</p>	<p>Key Question: Who invaded Britain? <i>(A study of changes in Britain's social history and settlements through a study of the Anglo Saxons & Vikings)</i></p> <p>Who invaded Britain? When did they arrive? (chronology) Why did they invade Britain? Where did they come from? How did they arrive in Britain? What did they bring with them or leave behind? (innovation/impact)</p> <p>Know that the invaders came to Britain to find land to farm, build trade links, find wealth. (innovation/impact)</p>	<p>Key Question: Who was Ernest Shackleton? Who was Amelia Earhart? Who is Tim Peake? <i>(A study of the lives of significant individuals from the past who have contributed to national / international achievements)</i></p> <p>Know who Ernest Shackleton, Amelia Earhart & Tim Peake were/are? (impact) Know why these people are significant in history? (impact) Discuss how these famous explorers have contributed to national / international achievements in exploration. (impact)</p> <p>Key Question: Who were the Tudor monarchs? <i>(A study of some</i></p>	<p>Key Question: What was life like as a Victorian? <i>(A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.)</i></p> <p>Understand where the Victorian period sits in relation to other periods of British history. (chronology) Collect information from a range of sources and draw conclusions about the Victorian period. Understand that ways of life differed greatly across Victorian society. BRITISH VALUES</p>

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<p>Know that Mary Anning discovered fossils on the Dorset coast and that the coast of Dorset was named the Jurassic coast due to her discoveries. (impact) Understand that fossils tell us something about the past. (impact)</p>	<p>Know that the United Kingdom has a king, but that the power of the monarch has reduced over time. (impact) Know that different positions hold different amounts of power e.g. king /prince/ prime minister. (impact) BRITISH VALUES Know that the prime minister represents a party that is voted into power by the people of the country. (impact) BRITISH VALUES</p> <p>Key Question: Who was Grace Darling? <i>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</i></p> <p>Know who Grace Darling was (chronology, impact) Understand the impact Grace Darling had on future generations (impact). Know about the role of the RNLI and why it was created. (innovation)</p> <p>Key Question: Who was Mary Seacole? Who was Florence Nightingale? <i>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</i></p> <p>Know who Mary Seacole was (chronology) Know what impact Mary Seacole had (innovation, impact) Know who Florence Nightingale was. (chronology) Know what impact Florence Nightingale had (innovation, impact)</p>	<p><i>memory that are significant nationally or globally)</i></p> <p>Know when and how the Great Fire of London started and ended. (chronology) Recall the events of the Great Fire of London. (chronology) Know what sources of evidence we can use to find out about the fire, including their validity. Understand what life was like in 1666 and during the Great Fire of London. (impact) Explain the consequences of the Great Fire of London and the changes which followed (damage to buildings, farmland, re-building the city, St. Paul's Cathedral, insurance, fire brigade). (impact, innovation)</p> <p>Key Question: How has transport changed? <i>(Changes within living memory comparing aspects of change in national life.)</i></p> <p>Understand how technology has impacted upon vehicle design over time (chronology, innovation, impact) Compare old and new cars. (innovation) Explain the impact of the development of vehicles, e.g. travel, pollution, commuting, money. (impact, innovation)</p> <p>Key Question: Who was Rosa Parks? <i>(A study of the lives of significant individuals from the past who have contributed to national/international achievements)</i></p> <p>Know who Rosa Parks was. (chronology) Know why Rosa Parks is remembered (impact) BRITISH VALUES Explain how people's attitudes to equality has changed over time. (impact) BRITISH VALUES</p>	<p>Key Question: What was the Roman Empires most significant impact on Britain? <i>(A study of changes in Britain's social history and settlements)</i></p> <p>Who invaded Britain? When did they arrive? (chronology) Why did they invade Britain? Where did they come from? How did they arrive in Britain? What did they bring with them or leave behind? (innovation/impact)</p> <p>Identify what made the Roman army so successful (military power, political flexibility, economic expansion, well organised, ambitious). (innovation, impact) Know about the Romanisation of Britain (Roman roads; religion; language, writing and numbers; town construction). (impact, innovation) Find out about the fall of the Roman Empire and how it was caused (impact)</p>	<p>Understand the historical changes in Britain and groups of people who settled there. (innovation/impact) Understand the impact of the invasions on Britons (language, wooden buildings, religion, literature, place names, trade, resources, technology). (innovation/impact) Know that invasion and settling has led to significant changes that have impacted on everyday life and that this has led to significant changes e.g. social cultural, economic and political that have impacted on everyday life. (innovation/impact)</p> <p>Key Question: What were the achievements of the Ancient Egyptians? <i>(In depth study of the earliest civilisations)</i></p> <p>Who were the Egyptians? (chronology) How do we know so much about Ancient Egypt today? What can hieroglyphics tell us about Egyptian life? Why do historians think Ancient Egypt was one of the most successful civilizations? (innovation/impact) What impact did the Ancient Egyptians have on society? (innovation/impact) What innovations did they leave behind? (innovation/impact)</p> <p>Use sources of evidence to understand about archaeologists and the life of the ancient Egyptians (ensuring sources of evidence are evaluated). (chronology) Understand what the ancient Egyptians achieved and value their contribution to society then and now (inventions, maths, writing, medicine, religion, sports, music, building construction). (innovation/impact) Know that there have been significant people in history that</p>	<p><i>significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.)</i></p> <p>Who were the Tudors? (chronology) How do we know so much about the Tudors today? What impact did the Tudors have on society at the time and today? Ie. Religion, overseas exploration and colonisation. (innovation/impact) What events in Tudor history had the greatest impact on their society? (impact) How were criminals punished in Tudor times compared to today?</p> <p>Know that there were six Tudor monarchs. (chronology) Know that Queen Elizabeth is well remembered for maintaining peace in the previously divided country and for never marrying. (impact) Know that there are different systems of power (monarchy, democracy). (impact) BRITISH VALUES Know that power can be shifted (democracy) and leaders can be elected based on the views of the people. BRITISH VALUES</p> <p>Key Question: What was the legacy of the Greek culture? <i>(Events beyond living memory that are significant nationally / or globally)</i></p> <p>Who were the Greeks? (chronology) How do we know so much about Ancient Greeks today? What can statues, poems and stories tell us about Greek life? What impact did the Ancient Greeks have on society? (innovation/impact) What innovations did they leave behind? (innovation/impact)</p>	<p>Understand that the work of individuals can change aspects of society. (impact) BRITISH VALUES Discuss the impact of important figures in Victorian times, e.g. Queen Victoria, Charles Darwin, Emily Bronte, Lewis Carroll, Alexander Graham Bell. (innovation, impact) Compare modern and Victorian schooling. (innovation) Consider how attitudes to children and childhood changed over time. (impact) BRITISH VALUES Recall information about the life of children in Victorian times.</p> <p>Key Question: How did World War II change Britain? <i>(A study of events within living memory that were a turning point in British History)</i></p> <p>Who was involved in World War II? Why was there a war? When was World War II? What was the impact of the war on society, particularly women? (impact, innovation) BRITISH VALUES</p> <p>Draw conclusions about the impact of WWII on British society then and now (impact) Discuss the impact of WWII on our thoughts and behaviours today (impact)</p> <p>HISTORY/SCIENCE FOCUS Key Question: What is natural selection?</p> <p>Hypothesise why natural selection happens and how this links to adaptation and evolution. (impact) Compare the theories formed by Darwin and Wallace. (innovation) Understand a significant turning point in British History (theories of Darwin and Wallace) (impact, innovation)</p>
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					have had more power over others. (impact)	Understand that we can investigate Ancient Greece through what has been left behind. (impact) Know that Athens and Sparta were two city-states that each had a government. Understand how Greek soldiers were successful in combat. (impact) Understand the importance of religion to the Ancient Greeks. Know that the Olympic Games began over 2700 years ago in Olympia, Greece. (impact) Understand that democracy originated in Ancient Greece. (innovation, impact) BRITISH VALUES
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Historical skills Chronology	Chronology Talk about past and present events. (chronology) Identify something that has happened to them in their past (chronology) Identify something that might happen to them in the future (chronology) Identify things that are similar and different between their own and past and that of others. (chronology, impact, innovation) Know that the past is something that has already happened. (chronology) Know that the future is something that hasn't happened yet. (chronology) Know that every person has a history that is unique to them (explored through immediate family). (chronology)	Contribute to a class timeline of some significant events. (chronology) Create simple timelines to sequence events, objects within their own experience. (chronology) Know that the past is divided up into different time periods. (chronology) Know that in living memory there has been significant scientific and technological development and events. (chronology, innovation, impact) Know taught time periods (within living memory). (chronology) Know that timelines are a way of representing a series of events in order. (chronology)	Sequence artefacts closer together in time. (chronology) Sequence events on a timeline. (chronology) Sequence photos from different periods of their life. (chronology) Describe memories of key events in their life. (chronology, impact) Name dates or famous people relating to the key time period / significant event studied (within 100 years). (chronology, impact, innovation) Know that the further back in time you look, the more significantly some things have changed e.g. way of life (beyond living memory). (chronology, impact, innovation) Know that there are still some similarities between life in the past and present (beyond living memory). (chronology, impact, innovation) Know that in living memory and beyond this there has been significant scientific and technological development and events. (chronology, impact, innovation) Know taught time periods within and beyond living memory (more than 100 years ago). (chronology) Know that timelines are a way of representing a series of events in order, including those linked to individuals. (chronology)	Be able to place the time studied on a time line. (chronology) Sequence events and artefacts. (chronology) Use dates related to the passing of time including AD/BC. Know that AD means 'Anno Domini' (the year of our Lord). Know that BC means 'Before Christ'. (chronology) Know that each time period has features that are distinctive to it. (chronology) Know that timelines are ways in which both a sequence of events and periods of time can be represented. (e.g. indicating cultures and societal changes). (chronology, impact, innovation)	Place events from a period studied on a time line. (chronology) Use terms related to the period and begin to date events. (chronology) Identify and describe some of the features that are distinctive for each time period studied. (chronology) Know that each time period has features that are distinctive to it. (chronology) Understand that the years in 'BC' count backwards, just like negative numbers. (chronology) Know that CE means 'Common Era' and that BCE means 'Before Common Era'.	Place current study on a time line in relation to previous studies. (chronology) Recall and sequence key events of time studied. (chronology) Use relevant terms and periods when labelling a timeline. (chronology) Know that timelines can be used to represent both long and short periods of time, including both periods of stasis as well as rapid change. (chronology, impact, innovation) Know that the past is divided up into different time periods (modern history, middle ages, ancient and prehistoric), but that these can also be subdivided, each period with its own distinct series of events and influences (e.g. change of monarchs, culture). (chronology, impact, innovation)	Relate current studies to previous studies. (chronology) Make detailed comparisons between different times in history. (chronology, impact, innovation) Link key features, names and dates to periods of time that have been studied. (chronology, impact, innovation)
Range and depth of historical knowledge	Range and depth of historical knowledge To discuss stories to find out about historical figures. (chronology, impact, innovation)	Range and depth of historical knowledge Begin to describe similarities and differences in artefacts. Explore why people did things in the past (through drama). (chronology, impact, innovation) Use a range of sources to find out characteristic features of the past.	Range and depth of historical knowledge Find out about people and events in other times. (chronology, impact, innovation) Use collections of artefacts to confidently describe similarities and differences. Develop empathy and understanding (through drama e.g. hot seating, speaking and listening).	Range and depth of historical knowledge Find out about everyday lives of people in time studied. (chronology, impact, innovation) Compare with our life today. (chronology, impact, innovation) Identify reasons for and results of people's actions. (chronology, impact, innovation) Understand why people may have had to do something. (chronology, impact, innovation) Study change through the lives	Range and depth of historical knowledge Use evidence to reconstruct life in time studied. (chronology) Identify key features and events. (chronology, impact) Look for links and effects in time studied. (chronology, impact) Offer a reasonable explanation for some events. (impact) Develop a broad understanding of ancient civilisations. (chronology, impact, innovation)	Range and depth of historical knowledge Study different aspects of life of different people – differences between men and women. (impact) Examine causes and results of great events and the impact on people. (chronology, impact, innovation) Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period. (chronology, impact, innovation) Compare and contrast ancient civilisations. (chronology, impact, innovation)	Range and depth of historical knowledge Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. (chronology, impact, innovation) BRITISH VALUES Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect. (chronology, impact, innovation) Use evidence to support and illustrate their explanation.

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				of significant individuals. (chronology, impact, innovation)			
Interpretations of history	Interpreting and connecting – Say one thing that is the same in the story about the past compared to now. Say one thing that is different in the story about the past compared to now.	Interpretations of history Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Interpretations of history Compare pictures or photographs of people or events in the past. Identify different ways to represent the past. Suggest why an individual acted as they did, and say why they think that. (chronology, impact, innovation) Understand basic cause and effect. (chronology, impact, innovation)	Interpretations of history Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museums etc. (impact)	Interpretations of history Look at the evidence available and begin to evaluate the usefulness of different sources. (impact)	Interpretations of history Compare accounts of events from different sources. Fact or fiction. Offer some reasons for different versions of events.	Interpretations of history Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Make confident use of the library etc. for research.
Historical enquiry	Evidence and enquiry Use the story of Guy Fawkes to give an idea of what happened in the past. (chronology, impact, innovation)	Historical enquiry Sort artefacts using "then" and "now". Use as wide a range of sources as possible. Confidently use vocabulary associated with the past – old and new, then and now Ask and answer questions related to different sources and objects.	Historical enquiry Use a source – why, what, who, how, where to ask questions and find answers. Sequence a collection of artefacts. Use time lines to order given events. (chronology) Discuss the effectiveness of sources of information. Recognise how some sources are more than reliable than others.	Historical enquiry Use a range of sources to find out about a period. Observe small details within artefacts and pictures. Select and record information relevant to the study. Begin to use the library and e-learning for research. Ask and answer questions. Understand that history is an account from a range of evidence and that some sources are more useful than others.	Historical enquiry Use evidence to build up a picture of a past event. (chronology, impact) Choose relevant material to present a picture of one aspect of life in time past. (chronology, impact) Ask a variety of questions	Historical enquiry Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. (chronology, impact, innovation) Select relevant sections of information. Make confident use of library, e-learning and research. Talk about historical artefacts. Talk about how artefacts can give us information.	Historical enquiry Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account. Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. (chronology, impact, innovation) Select relevant sections of information. Select appropriate material and present it in a way that shows their understanding.
Vocabulary	Same, Different, Old, New, Past, Now, Guy Fawkes, London, Parliament, Fireworks, Bonfires	Similarities, Differences, Change, Pictures, Photographs, Evidence, Stories, Sequence, Order, Events, Objects, Artefacts, Past, Present Old, New, Then, Now Grace Darling, national, international, achievements, RNLI, primary, secondary sources of evidence, accuracy, structured, findings, causes, results, events, cause, effect, impact Mary Seacole, Florence Nightingale, Hospital, NHS,	Robert Scott , contributed, national, international, achievements, exploration, explored, Antarctic, poles England, London, Pudding Lane, Bakery, River Thames, St. Pauls Cathedral, 2nd September 1666, London Bridge, Fire, Burning, Escape, Climbed, Smoke, Stuart (time period), King Charles 11 Transport, vehicle, compare, order, change, time, past, future, development, purpose, features, cause, effect, Rosa Parkes, equal	Stone Age , Bronze Age, Iron Age, Neolithic, Archaeology, artefact, tribes, flint, settlement, agriculture, Hunter gatherer, BC, AD Romans, invaded, spread, Roman Empire, Romanisation, Boudicca, Celtic uprising, fall, impact, legacy	Anglo Saxons, Invasion, Scandinavia, Settlements, kingdom, Christians, Religion Village, King Athelstan, Trading East Anglia, Thane, Artefact Cause, Consequence, Viking push/pull reasons, conflict, Saxons, Missionaries, Impact Legacy, Britain History, Africa, Egypt, Egyptians, Nile, ancient, civilisation, archaeology, architects, communication, sources of evidence, reliability, chronology, evidence, contribution, society,	Amelia Earhart, Ernest Shackleton, Tim Peake, contributed, national, international, achievements, exploration Tudor England, historical artefacts, articulate, England, Battle of Bosworth, Tudor reign, key figures, war of the roses, Tudor rose, intricate detail, King Henry VIII, opinions, Henry VIII's wives, fates, society, rich and poor, crime and punishment, Tudor monarchs, Queen Elizabeth Ancient Greece, features, landscape,	board schools, monitors, logbooks, slate, inkwell, Acts of Parliament, factory report, law, politician, House of Lords, Factories, Mines, Supervisor, Inspector, Machinery, Queen Victoria, Victorian period, British history, portrait, range of sources, draw conclusions, Victorian period, Victorian society, narrative, historical detail, representations, figures, modern, schooling, school life, attitudes, childhood, Crime, Punishment, Change, Timeline, Detected, Tried, Common, Gods, Courts, Law, Theft, Treason,

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		nurture, care, significant, Crimean War, 1853 – 1856, founder, modern nursing, soldier, wounded, charity, lamp, medal, herbs, government, treason, comparison, similarities, differences, remember, memorial	opportunities, Wright Brothers, technology, travel, advancements		hieroglyphics, rulers, BC, AD, evaluate, research, compare, accounts, legacy	differences, organise, communicate, role of women, culture, Athens, Sparta, debating, Greek soldiers, power, historical understanding, Hoplites, Battle of Marathon, clothing, religious beliefs, links, investigate, present, Olympic Games, democracy, British values	<p>Murder, heresy, criminals, prevention, judge, jury, lawyer, pillory</p> <p>Allies, Axis Powers, Evacuee, Evacuation, Rationing, Rations, The Blitz (Blitzkrieg) Nazis, Adolf Hitler, Neville Chamberlain, Winston Churchill, Anderson/Morrison shelter, Gas mask, Black Out</p> <p>Mayans, civilisation, ancient, artefacts, AD900, achievements, inventions, collapse, glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itzamma, huipil, Kin, Kukulcan, Uinal, city state, Golden age, pyramid, Stel, Tikal, Yucatan Peninsula</p>
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