

History Progression Map 2024-2025

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Mary Anning Grace Darling King Charles and the monarchy	Nurturing Nurses Changes in living memory Why do we celebrate bonfire night? Why do we celebrate Nelson Mandela day?	The Great Fire of London Explorers and Adventurers Homes in the Past	Prehistoric Britain The Shang Dynasty Ancient Egyptians	Mayan Civilisation The Roman Empire and its impact on Britain The Anglo-Saxons and the Vikings	Ancient Greece Medieval Mona	WW1 WW2 Local study: Taplow
Vocabulary progression	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer' 'warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention'

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			<p>'important'</p> <p>'significant'</p> <p>'primary source'</p> <p>'impact'</p> <p>'explorer'</p> <p>'pioneer'</p>				<p>'prosperity'</p> <p>'causation'</p> <p>'diversity'</p> <p>'progression'</p>
<p>Constructing the past</p>	<p>Identifying that things from the past might be different from today – technology, cars, houses, monarchy.</p>	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present – Nelson Mandela, Florence Nightingale, Mary Seacole, Edith Cavell, Guy Fawkes</p> <p>Identifying that there are some themes that link history together – toys, food etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally (Isambard Kingdom Brunel and the Sounding Arch), nationally and internationally</p> <p>Amelia Earhart Neil Armstrong Valentina Tereshkova Sir Ernest Shackleton Marco Polo Gertrude Bell The Great fire</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, <p>Building a coherent knowledge of the earliest civilisations – the Shang Dynasty their chronological</p>	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, 	<p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p> <p>Building an understanding of post-1066 Britain through the medieval monarchs and The Industrial Revolution and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> • achievements , • housing, • society, • education , entertainment , <p>Building a coherent knowledge of Taplow's history by focusing on:</p> <ul style="list-style-type: none"> • society 	<p>Building an understanding of post-1066 Britain through World war one and two and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> • achievements , • housing, • society, • education , entertainment , <p>Building a coherent knowledge of Taplow's history by focusing on:</p> <ul style="list-style-type: none"> • society

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			of London and Samuel Pepys Identifying that the past is remembered or 'constructed' in different ways across the world (looking at homes from the past).	place in history and their impact on future civilisations <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, 	<ul style="list-style-type: none"> • society, • food, • entertainment, • beliefs and understanding the reasoning for similarities/differences between each civilisation		<ul style="list-style-type: none"> • housing • education • entertainment • land use • buildings • civilisations And by drawing comparisons to their topic on the Sounding Arch in year 2.
Sequencing the past/ Chronology	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents	Identifying that events and people from the past may have occurred across a greater period of time than just themselves Identifying that events and changes have happened in order – development of toys Identifying how periods of time can impact on individuals and	Identifying and comparing people from different periods of time Amelia Earhart Neil Armstrong Valentina Tereshkova Sir Ernest Shackleton Marco Polo Gertrude Bell Demonstrate a basic understanding	Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements Placing early civilisations into context – in-depth Egyptians and the Shang Dynasty Developing an understanding of concurrence of civilisations around the world during these times Placing previously learnt periods into	Placing Stone, Bronze and Iron Ages into wider contexts Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons Placing Ancient Romans and Roman Britain into the wider context of historical chronology Deeper understanding of concurrent civilisations around the world and their	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians and the Shang Dynasty Placing Ancient Romans and Roman Britain into the wider context of historical chronology Continued development of concurrent civilisations around the	Placing Stone, Bronze and Iron Ages into wider contexts Placing early civilisations into context – in-depth Egyptians and the Shang Dynasty Placing Ancient Romans and Roman Britain into the wider context of historical chronology

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		<p>events – The life of Nelson Mandela, Bonfire Night.</p>	<p>of why certain events happened at certain times with some reasoning – Isambard Kingdom Brunel built the sounding arch to cross the river Thames to aid the transportation of goods into London by train in the industrial revolution. Neil Armstrong travelled to the moon to find out more about the wider solar system. Identifying that events and changes have happened in order – development of homes</p>	<p>context and identifying their impact – The Great Fire of London, homes from the past, the life of Nelson Mandela, local history (see timeline).</p>	<p>impact on later civilisations Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p>	<p>world and their impact on later civilisations Placing Monarchs since 1066 and the industrial revolution into chronological context and it's legacy and impact today</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology Continued development of concurrent civilisations around the world and their impact on later civilisations Placing Monarchs since 1066 and the industrial revolution into chronological context and it's legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civilisations</p>
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			The Great fire				Placing WW1 and WW2 into chronological context and it's legacy and impact today.
Continuity and change	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today – Nelson Mandela, history of toys Identifying that there are reasons for continuities and changes and stating some of these e.g. advancements in technology, knowledge of the world etc. Identifying that continuity or change can be a good thing or a bad thing.	Identifying that changes throughout history have had important consequences – development of railways, development of homes over time. The Great fire of London – how London changed. Identifying WHY some things have stayed the same throughout history – people living in towns/cities,	Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Comparing similarities and differences between the Ancient Egypt and the Shang Dynasty through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> • democracy • society, • education entertainment, • beliefs Identifying the continuity and change from the Industrial revolution to the modern day through comparison of: <ul style="list-style-type: none"> • housing, • society, • education • entertainment • changing power of monarchs Identifying the continuity and change from Tudor Britain to	Identifying the continuity and change from the Anglo Saxons to the modern day through comparison of: <ul style="list-style-type: none"> • Taplow court as a local history study. How has the site use changed over time? Why? How has it evolved? Identifying the continuity and change from 1914-1950 through comparison of: <ul style="list-style-type: none"> • housing, • society, • education

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			explorers trying to find new things etc.			the modern day through comparison of: <ul style="list-style-type: none"> • housing, • society, • education • entertainment • changing power of monarchs 	<ul style="list-style-type: none"> • entertainment • roles of women • lifestyle • displacement (evacuation and the Kindertransport)
Cause and Effect	Identifying how significant individuals such as Mary Anning had major consequences in History.	Identifying that certain events and individuals have had major consequences in history – Nelson Mandela and the apartheid. Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Impact of nurses on people's lives. Nelson Mandela going to jail and the consequences of	Identifying that certain events and individuals have had major consequences in history – Isambard Kingdom Brunel helped to develop the railway. Neil Armstrong and Valentina Tereshkova revolutionised space travel. Identifying that history can affect the local area, as well as	Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)	Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc. Identifying the cause and effect of Spanish explorers on the Maya – positive or	Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc. Identifying that one event can have multiple effects – William the conqueror in 1066 Identifying why Victorian inventors created so many inventions that are still around today. Identifying the effect of Victorian inventions on today's world as either	Identifying why WW1 started and the causes and effect of this. Investigate the different possible scenarios and why each factor contributed to the war. Identify the causes of WW2 and how this impacted on the world. Investigate the different

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		<p>this. Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night</p>	<p>nationally and globally – development of railways and infrastructure during the industrial revolution (IKB) Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to establish links between them – Why have homes changed over time. E.g. Wattle and</p>		<p>negative?</p>	<p>positive or negative.</p>	<p>contributing factors and discuss how impactful each factor was on the start of the war. Identify how changes in history can affect the local area. What changes have happened to Taplow over time and what are the causes for these developments .</p>
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			Daub houses were impractical in rain – what changes did they make? The Great fire of London cause and effect.				
Significance and Interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history – achievements, impact etc. Nelson Mandela Identifying why some individuals are significant nationally – Nelson Mandela, Edith Cavell, Florence Nightingale and Mary Seacole Begin to understand what makes someone or something significant.	Identifying why certain people/events are significant in the wider context of history – The first man on the moon (Neil Armstrong and Buzz Aldrin, local study of the Sounding Arch bridge (Isambard Kingdom Brunel) The Great fire of London and Samuel Pepys Identifying that certain individuals and events have had an	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence	Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past Interpret the achievements of the Maya compared to the Vikings and make a judgement on their	Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian' Identifying the significance of Victorian achievements and their impact on today Interpreting the achievements of the Victorians as a turning point in British history	Understanding why others might choose alternative achievements Identify why interpretations of how WW1 and WW2 started may differ and why interpretations of the same event might be different. E.g. German viewpoint, British viewpoint and write from both perspectives. Focus on the Kindertransport.

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			<p>impact locally, nationally and internationally</p> <p>Amelia Earhart Neil Armstrong Valentina Tereshkova Sir Ernest Shackleton Marco Polo Gertrude Bell</p> <p>Local study of the Sounding Arch bridge (Isambard Kingdom Brunel)</p>		<p>significance – which achievements were more impressive?</p>	<p>in the context of then and now – who felt more of their impact, us or them?</p>	<p>Identify the significance of the achievements</p> <p>Sir Nicholas Winton made and discuss different viewpoints of his sacrifices. How many the viewpoints of the children, the British and the Germans differ. Identify how significant events had an impact locally.</p>
<p>Carrying out a historical enquiry</p>	<p>Starting to ask simple questions about people or events from within living memory</p>	<p>Did Nelson Mandela help to change JUST South Africa, or did it affect the rest of the world? Guided enquiry using knowledge from</p>	<p>What was Neil Armstrong's biggest achievement? Guided enquiry using knowledge from topic Making semi-independent</p>	<p>Did the Stone Age impact on our civilisation today? How? Small independent enquiry using preselected primary and secondary sources Begin to make independent decisions</p>	<p>How much did the Romans really impact Britain? Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify</p>	<p>Were the Ancient Greeks all that important for us now? Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide evidence</p>	<p>How has WW2 impacted our society today? Provide evidence for your answer. Independent selection of sources, arguments and</p>

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		topic	decisions and using evidence provided to justify Did help Isambard Kingdom Brunel to change JUST our area?	and use evidence to justify		Independently identifying important achievements from the Industrial revolution– Critical thinking, reasoning, research and debate Making independent decisions using a range of evidence to justify	evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event – Titanic model, toys from the past. Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources Understand that stories may not always be	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/Anglo-Saxons/Vikings Conducting an enquiry	Conducting an enquiry about the greatest impact of the WW1 on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to

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			accurate accounts of the past.			about the greatest impact of the Victorians on today – using sources as evidence in a debate	evidence as justification.
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