

History Progression Overview

Autumn Term		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Me & My Family	Stone Age, Iron Age, Bronze Age	Romans in Britain	Anglo-Saxons and Vikings up to 1066	The Tudors	Civil War	Victorian – Harrogate and medical advancement
Objectives	Causation	Children know how they have changed from being a baby, use vocabulary describing change. Children can compare characters from stories to themselves and their own experiences.	Children know how life changed for early people from being hunter gatherers to farming	Children know why some people resisted the Romanisation of Britain - Boudicca Children can suggest why Claudius wanted to invade Britain	Children know why people may have wanted to travel from other lands Children know why there were lots of invasions during this period of history Children will suggest and give reasons for who they believe had the right to the throne in 1066.	Children know why Fountains Abbey is in ruins	Children know some causes of the English Civil War	Children know of some important Victorian scientists– Elizabeth Garret Anderson, Dr John Snow
	Impact	Children suggest things that have changed and stayed the same during their life. Children know how to use the language of time when talking about past/present.	Children know what the impact of foreign visitors had on early people – Beaker people Children know what changes in everyday life had on the early people	Children know how life was different for some people under Roman rule	Children know what impact the Romans leaving Britain had on everyday life Children can identify what impact invaders, during this time, had on life then and now Children know what Primary sources of information we have from this time	Children suggest why historians disagree on who was the greatest Tudor monarch (Henry 7 th or Elizabeth 1 st) and/or who was the worst (Henry 8 th or Mary 1 st) Children consider if William Shakespeare is still relevant today.	Children know why it was difficult for anybody to escape being caught up in the Civil War Children know what role Knaresborough Castle played in the Civil War Children know why people would have supported either side of the war	Children suggest why Harrogate’s population grew significantly during Victoria’s reign and beyond Children know what the medical advancements of the Victorian Era had on life expectancy
	Chronology	Children know the members of their immediate family and the relationship to them. Children can identify and describe similarities and differences between themselves and others.	Children know what life was like for early people Children know some changes that happened from Stone Age to Iron Age and can order them Children know that some things happened a very long time ago in relation to now	Children can identify difference and similarities in the Roman way of life to life nowadays. Children know that history uses BC and AD to identify dates	Children can give reasons why the Bayeux Tapestry is not a reliable Primary Source		Children know how the role of monarch has changed from Tudor times to today	Children know the chronology of medical advancements of the Victorian era
Coppice 50		Tell a story to an audience.	Visit an art gallery, museum, library, or theatre	Visit an art gallery, museum, library, or theatre	Visit an art gallery, museum, library, or theatre	Visit ruins	Visit an art gallery, museum, library, or theatre	

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Spring Term		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Changes	United Kingdom – Great Fire of London	Europe - Ancient Greeks	Americas – Maya Civilisation	Africa – Ancient Egyptians	Asia – Genghis Khan	Victorian – Suffrage and social reform
Objectives	Causation	Children can observe and describe things that have changed and stayed the same during their life. Comparing seasons, objects, animals, and people using vocabulary of change.	Children know why the Great Fire of London was so devastating	Children know what caused the Ancient Greek empire to decline and fall	Children know why the Maya people needed to trade and how they did it	Children know how the social structure of Ancient Egypt relates to the building of the Pyramids		Children know about the class system of Victorian times
	Impact	Children can identify features of growth and change. Children can say why things happen and give explanations.	Children know what impact the fire had on people's lives by looking at Primary historical sources Children can suggest the impact on people's lives by using secondary historical sources	Children know how the Ancient Greeks influenced our lives today		Children suggest whether Cleopatra was a hero or a villain of Ancient Egypt Children know how Ancient Egyptian beliefs impacted their life	Children know why Primary sources are unreliable during Genghis Khan's reign Children suggest why Khan has been described as 'a brutally brilliant ruler' Children suggest what Khan's legacy is on the modern world	Children know why the Victorian age was called the Age of Reform Children understand what is meant by Suffrage - William Cuffay (Universal Suffrage) and Emiline Pankhurst (Women's Suffrage) Children can evidence why Octavia Hill's legacy is as important today as it was in Victorian times Children can suggest which of Anthony Ashley-Cooper's achievements he would say would be the most important
	Chronology	Children know how to visually represent their own day on a simple timeline. Children know how to use the language of time. Children know how to put events in order.	Children know how to use the vocabulary now and then Children can compare two different times in history using primary and secondary sources	Children know how the Ancient Greek and Roman cultures were similar to each other Children know how we gain information about the Ancient Greeks	Children know what was happening in Britain during the Maya Empire in Central America and can compare similarities and differences Children know what Maya glyphs tell us about life in Maya times Children can compare the differences between Maya ball courts and modern football stadia	Children can suggest similarities and differences between Ancient Egyptian life and the Maya People		
Coppice 50						Visit an art gallery, museum, library, or theatre		

History Progression Overview

Summer Term		EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Community	United Kingdom – History of Harrogate and Coppice Valley	Europe – The French Revolution	Americas – Civil Rights Movement	Africa – Scramble for Africa	Asia - Birth of Modern Religions	Victorian – Empire and Exploration
Objectives	Causation	Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Children can suggest reasons why some changes have occurred by looking at secondary sources	Children know reasons why a revolution may start	Children know why the Civil Rights Movement came about in USA	Children know what led to the Berlin Conference. Children suggest why a country would wish to control another	Children know how religions are born	Children suggest what is meant by ‘The Sun Never Sets on The British Empire’
	Impact	Children can name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Children know about key roles people have and how they help us.		Children can suggest reasons why Divine Right might have impacted Louis XV1 decision making Children know how the Revolution has made an impact on modern France and Europe	Children know what impact Rosa Parks and Martin Luther King Jnr had on the movement	Children know what impact colonialism had on some African countries Children suggest why Ethiopia was not colonised	Children suggest reasons why some religions spread and grow, and others die out	Children suggest what impact the British Empire had on Britain and its colonies Children know how science encouraged exploration – both near and far (trains to the sea, exploration of the poles)
	Chronology	Children can order personal experiences, e.g., recount an educational visit or stories.	Children know that history can still be remembered by talking to people who were there		Children know what key events led to the March on Washington of 1963	Children know some key events of Africa’s colonial past	Children know key events of some world religions – birth of Christ, Buddha	
Coppice 50		Explore somewhere barefooted.						