

Key Stage One History Curriculum Map and Progression of Skills				
Topic	National Curriculum coverage	Key knowledge	Skills	
Full Steam Ahead: The History of Transport	changes within living memory events beyond living memory that are significant nationally or globally	- How did people travel before cars were invented? - What were early boats made from? How does that compare to more modern boats? - How did early cars deal with bumpy roads? How do modern cars deal with bumpy roads? - Can you talk about how trains have changed from steam, to diesel to electric. - How are modern cars and old cars different?	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented.
			Build an overview of world history	- Describe historical events. - Describe significant people from the past.
			Understand Chronology	- Place events and artefacts in order on a timeline. - Label timelines with words or phrases such as: past, present, older and newer. - Use dates where appropriate. - Use words and phrases such as a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
			Communicate Historically	- Describe historical events. - Describe significant people from the past. - Use words and phrases such as a long time ago, recently, when my parents/carers were children, years, decades and centuries. - Show an understanding of the concept of a nation's history. - Use historical vocabulary appropriately
Topic	National Curriculum coverage	Key knowledge	Skills	
Blast off! The History of Flight	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements	- Who were the key people involved in the first flights? - Why were the first flights important? - What challenges did Bessie Coleman overcome to become a stunt pilot? - Can you place the first hot air balloon flight, Wright Brothers, Bessie Coleman, first flight into space, flight to the international space station and future flight to Mars? - What changes might happen to flight in the future?	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented.
			Build an overview of world history	- Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. - Recognise that people in the past may have had different experiences.
			Understand Chronology	- Place events and artefacts in order on a timeline. - Label timelines with words or phrases such as past, present, older and newer. - Use dates where appropriate. - Use words and phrases such as a long time ago, recently, years, decades and centuries to describe the passing of time. - Sequence significant events and people.
			Communicate Historically	- Describe significant people from the past. - Describe historical events. - Use words and phrases such as past, present, older, newer, before, after, long ago, recently, first and later. - Use historical vocabulary appropriately

Topic	National Curriculum coverage	Key knowledge	Skills	
Heros of Modern Nursing	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements	- What was the hospital like for a soldier in the hospital in Scutari? - What changes did Mary Secole develop? What challenges did she face? - How did Edith Cavell help soldiers in the war? - How is modern nursing different now to nursing in Florence Nightingale or Mary Seacole's time.	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented.
			Build an overview of world history	- Describe significant people from the past. - Describe historical events. - Recognise that there are reasons why people in the past acted as they did. - Recognise that there are similarities and differences between life in different periods.
			Understand Chronology	- Place events and people in chronological order. - Label timelines using words and phrases such as past, present, older and newer. - Use dates where appropriate. - Use words and phrases such as a long time ago, years, decades and centuries to describe the passing of time. - Sequence significant events.
			Communicate Historically	- Describe significant people from the past. - Describe historical events. - Use words and phrases relating to the passing of time: <i>past, present, before, after, earlier, later, long ago, recently, now.</i> - Use historical vocabulary appropriately:
Topic	National Curriculum coverage	Key knowledge	Skills	
The Gun Powder Plot	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements	- What does a timeline show us? - When did the Gunpowder plot take place? - Who was the King at this time? - Who was working with Guy Fawkes? - Why were Guy Fawkes and his friends trying to kill the king? - How were they planning to kill the king? - How was the plot discovered?	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What happened? How long ago? What was it like for people? - Use artefacts, pictures, stories and online sources to find out about the past. - Identify some of the different ways the past has been represented.
			Build an overview of world history	- Describe significant historical events. - Recognise that there are reasons why people in the past acted as they did. - Recognise that historical events have consequences. - Describe significant people from the past.
			Understand Chronology	- Place events in chronological order. - Use words and phrases such as past, present, older, newer, before and after. - Use dates where appropriate. - Use words and phrases such as a long time ago, years, decades and centuries.
			Communicate Historically	- Describe historical events. - Describe significant people from the past. - Show understanding of concepts such as monarchy, parliament, democracy. - Use words and phrases relating to the passing of time: <i>before, after, first, next, then, later, finally, long ago, past, present.</i> - Use historical vocabulary appropriately - Show understanding of the concept of nation and a nation's history.

Topic	National Curriculum coverage	Key knowledge	Skills	
Toys from the Past	changes within living memory events beyond living memory that are significant nationally or globally	- Were modern toys and toys from the past made from the same materials? - What sort of toys might your parents, grandparents or great grandparents have played with. - Why didn't toys from the past use electricity. - Can you compare and contrast teddy bears from the past?	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past.
			Build an overview of world history	- Describe historical events and aspects of everyday life. - Recognise that there are similarities and differences between life in different periods. - Recognise that there are reasons why people in the past acted as they did. - Recognise that people in the past had different experiences.
			Understand Chronology	- Place objects and events in chronological order. - Use dates where appropriate. - Use words and phrases such as a long time ago, recently, years, decades and centuries.
			Communicate Historically	- Describe aspects of everyday life in the past. - Identify similarities and differences between past and present. - Use words and phrases relating to the passing of time - Use historical vocabulary appropriately
Topic	National Curriculum coverage	Key knowledge	Skills	
The Great Fire of London	events beyond living memory that are significant nationally or globally	- How did the Great Fire of London start? - How did the fire spread so quickly? - How do we know about the Great Fire of London? - How did they stop the great fire of London? - How are fires put out now? How does that compare to how they were put out in 1666? - How did London change after the Great Fire of London?	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What happened? How long ago? What was it like for people? - Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.
			Build an overview of world history	- Describe significant historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. - Recognise that historical events have consequences.
			Understand Chronology	- Place events in chronological order. - Use words and phrases such as before, after, earlier, later, first, next and finally. - Use dates where appropriate. - Use words and phrases such as a long time ago, years, decades and centuries.
			Communicate Historically	- Describe historical events. - Describe significant people from the past. - Use words and phrases relating to the passing of time: <i>past, present, before, after, first, next, then, later, finally, long ago.</i> - Use historical vocabulary appropriately - Show understanding of the concept of nation and a nation's history.

Topic	National Curriculum coverage	Key knowledge	Skills	
Castles	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality	- What were castles made from? - Why were later castles made from stone? - Who lived in Framlingham Castle? - How were they significant? - What was life like in the castle? - What were the roles of the people living in castles?	Investigate and interpret the past	- Observe or handle evidence to ask questions and find answers about the past. - Ask questions such as: What happened? How long ago? What was it like for people? - Use artefacts, pictures, stories, online sources and databases to find out about the past.
			Build an overview of world history	- Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. - Recognise that there are similarities and differences between life in different periods. - Recognise that people in the past had different experiences.
			Understand Chronology	- Place events, people and artefacts in chronological order. - Use dates where appropriate. - Use words and phrases such as a long time ago, years, decades and centuries. - Sequence developments over time.
			Communicate Historically	- Describe significant people from the past. - Describe significant historical events. - Show understanding of concepts such as civilisation, war and peace. - Describe aspects of life in the past. - Use words and phrases relating to the passing of time - Use historical vocabulary appropriately - Show understanding of the concept of nation and a nation's history.

Lower Key Stage Two History Curriculum Map and Progression of Skills				
Topic	National Curriculum coverage	Key knowledge	Skills	
Egyptians	the achievements of the earliest civilizations	- Where is Egypt? - How can we find out about life in Ancient Egypt?	Investigate and interpret the past	- Use evidence to ask questions and find answers about the past. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the past. - Use sources to make inferences about the past.

		- When did early settlers make their home on the River Nile? - Who were the most well known pharaohs? - Why was the Nile important? - How was the land by the Nile irrigated? - What were the pyramids? - Where, how and why were they built? - What did the Egyptians do for fun? - How were bodies mummified? - Who were the different Egyptian gods and goddesses? - When did the Romans invade Egypt?		Describe different accounts of a historical event and explain why they may differ
			Build an overview of world history	- Describe changes that have happened throughout the period. - Compare period studied with other areas of the world. - Describe social, ethnic, cultural and religious diversity of past societies. - Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
			Understand Chronology	- Place events, artefacts and historical figures on a timeline using dates. - Understand the concept of change over time, representing this, along with evidence, on a timeline. - Understand how some historical periods relate to others. - Understand that history is divided into periods and eras.
			Communicate Historically	- Use dates and chronological vocabulary accurately. - Communicate historical information in a variety of ways. - Present findings from historical enquiries. - Use evidence to support historical explanations and conclusions. - Explain the causes and consequences of historical developments. - Use appropriate historical vocabulary
Topic	National Curriculum coverage	Key knowledge	Skills	
Stone Age and Iron Age	changes in Britain from the Stone Age to the Iron Age	- What does prehistory mean? - How did hunter gatherers survive in the Stone Age? - What does Stone Age cave art look like? - What kind of sources tell us about the Stone Age? - What was Skara Brae? - Why are there so many mysteries about Stonehenge? - How did bronze replace stone in the Bronze Age? - What do grave goods tell us about the Bronze Age? - What was life like in an Iron Age fort? - What was iron age art like?	Investigate and interpret the past	- Use evidence to ask questions and find answers about the past. - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the past. - Suggest suitable sources of evidence for historical enquiries. - Use sources to make inferences about the past. - Describe different accounts of a historical event and explain why they may differ. - Suggest causes and consequences of significant events and changes.
			Build an overview of world history	- Describe changes that have happened in the locality throughout history. - Give a broad overview of life in Britain in the period being studied. - Compare periods studied with other areas of the world. - Describe social, ethnic, cultural and religious diversity of past societies. - Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
			Understand Chronology	- Place events, artefacts and historical developments on a timeline using dates. - Understand the concept of change over time, representing this, along with evidence, on a timeline. - Understand that historical periods can be long and contain considerable change. - Use chronological vocabulary accurately

			Communicate Historically	• Present findings from historical enquiries. • Use evidence to support explanations and conclusions. • Describe changes over time. • Explain similarities and differences between historical periods. • Communicate historical understanding in different ways. • Use appropriate historical vocabulary
Topic	National Curriculum coverage	Key knowledge	Skills	
UK and the Ancient Maya	a local history study a non-European society that provides contrasts with British history	• How has the school changed over time? • How has Henley developed over time? • How does the Maya way of life differ to our way of life in modern day England? - compare and contrast. • When did the Ancient Maya settle in Central America? • What did they eat? • What were their houses like? • What was their number system like? • What were their letters like (compare with Egyptian Hieroglyphics) • What was their creation story? • What did they do for entertainment?	Investigate and interpret the past	• Use evidence to ask questions and find answers about the past. • Use more than one source of evidence for historical enquiry. • Suggest suitable sources of evidence for historical enquiries. • Use sources to make inferences about the past. • Describe different accounts of a historical event and explain why they may differ. • Suggest causes and consequences of significant events and changes.
			Build an overview of world history	• Describe changes that have happened in the locality throughout history. • Give a broad overview of life in Britain. • Compare periods studied with other areas of the world. • Describe social, ethnic, cultural and religious diversity of past societies. • Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
			Understand Chronology	• Place events, people and developments on a timeline using dates. • Understand the concept of change over time. • Understand how historical periods relate to one another. • Use chronological vocabulary accurately
			Communicate Historically	• Present findings from historical enquiries. • Use evidence to support explanations. • Identify similarities and differences between societies. • Explain change and continuity over time. • Draw conclusions from historical evidence. • Communicate historical understanding in different forms. • Use appropriate historical vocabulary
Topic	National Curriculum coverage	Key knowledge	Skills	
Rivers	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	• When was the Great Stink? • What was the Great Stink? • What caused the Great Stink? • What were the Frost Fairs? • How did the Frost Fairs occur? • How did uses of the River Thames change over time and why? <i>This is primarily a geography topic. See Geography progression map for further knowledge questions for this topic.</i>	Investigate and interpret the past	• Use evidence to ask questions and find answers about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the past. • Use sources to make inferences about the past. • Recognise that different sources provide different information. • Suggest causes and consequences of significant events and changes.
			Build an overview of world history	• Describe changes that have happened in the locality throughout history. • Give a broad overview of life in Britain. • Compare periods studied with other areas of the world.
			Understand Chronology	• Use dates to establish when events happened. • Understand change over time. • Understand that different historical developments can be connected.

			Communicate Historically	• Present findings from historical enquiries. • Explain causes and consequences. • Use evidence to support conclusions. • Describe change and continuity. • Communicate historical understanding in different forms. 1. Use appropriate historical vocabulary
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Upper Key Stage Two History Curriculum Map and Progression of Skills				
Topic	National Curriculum coverage	Key Questions to Build Knowledge	Skills	
World War II	a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	• What were the causes of the Second World War? • Who were the Allied and Axis powers?	Investigate and interpret the past	• Use sources of evidence to deduce information about the past. • Select suitable sources and give reasons for choices. • Analyse a wide range of evidence to justify claims. • Show awareness of propaganda and the social context of evidence.

		- What were the causes and consequences of the evacuation programme? - What were the effects of war for people at home? - How did the war affect women's lives during the war and post-war? - What was life like for soldiers in the Second World War? - What was the turning point in the Second World War? Significant events including the Blitz, the Battle of Britain, Dunkirk, D-Day <i>This is also a geography topic. See Geography progression map for further knowledge questions for this topic.</i>		Understand that no single source gives the full answer.
			Build an overview of world history	- Use historical terms to describe change, continuity, cause and consequence. - Describe characteristic features of past societies and periods. - Explain how and why significant events, people and developments influenced history.
			Understand Chronology	- Describe the main changes in a period and explain causes and consequences. - Identify periods of rapid change and periods of relatively little change. - Use dates and chronological vocabulary accurately. - Create and use timelines showing increasingly complex chronological relationships.
			Communicate Historically	- Present historical information in a range of ways. - Construct informed responses through thoughtful selection and organisation of historical information. - Make appropriate use of dates and terms. - Give clear reasons for historical arguments and conclusions. - Use evidence to support, evaluate and challenge historical interpretations. - Use appropriate historical vocabulary to communicate knowledge and understanding.
Topic	National Curriculum coverage	Key Questions to Build Knowledge	Skills	
The Romans and Ancient Greeks	the Roman Empire and its impact on Britain Ancient Greece – a study of Greek life and achievements and their influence on the western world	Where did the Ancient Greeks live? What were the key events during the Ancient Greek civilisation? Why were Athens and Sparta so different? Were all cities in Ancient Greece ruled in the same way? What was Alexander the Great's impact on the Greek empire? What happened at the Battle of Marathon? How did Ancient Rome become an empire and how did it differ to the Ancient Greek empire? What were the Ancient Greeks' religious beliefs? What did the Romans and the Greek do for entertainment? What was life like for people in Ancient Greece and Ancient Rome? How has Ancient Greece and Ancient Rome impacted modern life? <i>This is also a geography topic. See Geography progression map for further knowledge questions for this topic.</i>	Investigate and interpret the past	- Use sources of evidence to deduce information about the past. - Select suitable sources and give reasons for choices. - Use sources to form testable hypotheses. - Analyse a wide range of evidence to justify claims. - Understand that no single source gives the full answer.
			Build an overview of world history	- Identify continuity and change across periods. - Use historical terms to describe change, continuity, cause and consequence. - Describe characteristic features of past societies and periods. - Explain how and why significant events, people and developments influenced history. - Recognise similarities and differences between periods and civilisations. - Make connections between different periods and areas of world history.
			Understand Chronology	- Understand that historical periods can overlap and developments do not happen simultaneously everywhere. - Use dates and chronological vocabulary accurately. - Create and use timelines showing increasingly complex chronological relationships. - Make comparisons between periods using chronological understanding.
			Communicate Historically	- Construct informed responses through thoughtful selection and organisation of historical information. - Make appropriate use of dates and terms. - Give clear reasons for historical arguments and conclusions. - Use evidence to support, evaluate and challenge historical interpretations. - Use appropriate historical vocabulary to communicate knowledge and understanding.
Topic	National Curriculum coverage	Key Questions to Build Knowledge	Skills	
Three Monarchs	a study of an aspect or theme in British history that extends	- When was the Battle of Bosworth? - When was Henry VIII's reign?	Investigate and interpret the past	- Use sources of evidence to deduce information about the past. - Select suitable sources and give reasons for choices. - Show awareness of propaganda and the social context of evidence.

	pupils' chronological knowledge beyond 1066	- How did Henry VIII end up as King of England? - Why did Henry VIII have six wives? - What is the legacy of each of his six wives? - Who were Henry VIII's heirs and how did they impact Britain? - What was life like for men, women, rich and poor under Henry VIII's reign? - What were Henry VIII's key achievements? - When was Queen Victoria's reign? - What was the Industrial Revolution? - How did Britain change during Queen Victoria's reign? - What was life like for people living in the cities during Victoria's reign and the Industrial revolution? - What is the difference between Absolute Monarchy and Constitutional Monarchy? - How long did Queen Elizabeth II reign? - What were the key changes in Britain during Elizabeth II reign?		- Understand that no single source gives the full answer. - Refine lines of enquiry.
			Build an overview of world history	- Identify continuity and change across periods. - Use historical terms to describe change, continuity, cause and consequence. - Describe characteristic features of past societies and periods. - Explain how and why significant events, people and developments influenced history. - Recognise similarities and differences between periods and civilisations. - Make connections between different periods and areas of world history.
			Understand Chronology	- Describe the main changes in a period and explain causes and consequences. - Identify periods of rapid change and periods of relatively little change. - Use dates and chronological vocabulary accurately. - Create and use timelines showing increasingly complex chronological relationships. - Make comparisons between periods using chronological understanding.
			Communicate Historically	- Present historical information in a range of ways. - Construct informed responses through thoughtful selection and organisation of historical information. - Make appropriate use of dates and terms. - Give clear reasons for historical arguments and conclusions. - Use evidence to support, evaluate and challenge historical interpretations. - Use appropriate historical vocabulary to communicate knowledge and understanding.
Topic	National Curriculum coverage	Key Questions to Build Knowledge	Skills	
Anglo Saxons and Vikings	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	- Why did the Roman Empire collapse? - Where did the Anglo-Saxons invade and settle? - What was Anglo-Saxon culture like? - How was life different for men and women in Anglo Saxon/Viking culture? - How have the Anglo-Saxons and Vikings impacted our lives today? - Where did Viking invaders come from? - How did Vikings travel? - Why did the Anglo Saxons and Vikings come to Britain? - How did the Britons resist invaders? - Why was Edward the Confessor significant?	Investigate and interpret the past	- Use sources of evidence to deduce information about the past. - Select suitable sources and give reasons for choices. - Use sources to form testable hypotheses. - Analyse a wide range of evidence to justify claims. - Understand that no single source gives the full answer. - Refine lines of enquiry.
			Build an overview of world history	- Identify continuity and change across periods. - Use historical terms to describe change, continuity, cause and consequence. - Describe characteristic features of past societies and periods. - Recognise similarities and differences between periods and civilisations.
			Understand Chronology	- Describe the main changes in a period and explain causes and consequences. - Use dates and chronological vocabulary accurately. - Create and use timelines showing increasingly complex chronological relationships. - Make comparisons between periods using chronological understanding.
			Communicate Historically	- Construct informed responses through thoughtful selection and organisation of historical information. - Make appropriate use of dates and terms. - Give clear reasons for historical arguments and conclusions. - Use evidence to support, evaluate and challenge historical interpretations. - Use appropriate historical vocabulary to communicate knowledge and understanding.

Historical Vocabulary Progression Map		
Milestone 1 – Years 1–2	Milestone 2 – Years 3–4	Milestone 3 – Years 5–6
Use historical vocabulary to communicate ideas about the past.	Use appropriate historical vocabulary to communicate knowledge and understanding.	Use a wide range of appropriate historical vocabulary to communicate knowledge, understanding and historical arguments.
Time and chronology: past, present, now, then, before, after, long ago, recently, years, decades, centuries, old, new, older, newer, timeline, date.	Time and chronology: chronology, chronological, period, era, ancient, modern, century, decade, millennium, BC, AD, BCE, CE, timeline, contemporary.	Time and chronology: chronology, chronological, period, era, millennium, century, decade, BC, AD, BCE, CE, contemporary, preceding, succeeding, duration, overlap, sequence, turning point.
Historical people and society: king, queen, monarch, ruler, leader, soldier, child, adult, family, nation.	Historical concepts: civilisation, society, empire, kingdom, monarch, ruler, invasion, settlement, citizen, culture, religion, belief.	Historical concepts: civilisation, empire, kingdom, monarchy, government, parliament, democracy, society, culture, ideology, nationalism, resistance, occupation, independence.
Change: change, same, different, before, after, past, present.	Change and causation: change, continuity, cause, consequence, impact, influence, development, significant, similarities, differences.	Change and causation: continuity, change, cause, consequence, significance, impact, influence, development, decline, growth, transformation, turning point, long-term, short-term.
Historical events: event, war, battle, peace, victory, defeat.	Events and conflict: event, war, battle, conflict, invasion, victory, defeat, peace, treaty, alliance.	Events and conflict: conflict, war, battle, invasion, occupation, resistance, alliance, treaty, armistice, campaign, strategy, victory, defeat, casualty.

Historical Vocabulary Progression Map		
Milestone 1 – Years 1–2	Milestone 2 – Years 3–4	Milestone 3 – Years 5–6
Evidence: source, evidence, artefact, photograph, picture, object, document, story, eyewitness.	Evidence and interpretation: source, evidence, artefact, primary source, secondary source, eyewitness, account, interpretation, reliability, accuracy.	Evidence and interpretation: primary source, secondary source, evidence, provenance, reliability, accuracy, bias, perspective, interpretation, propaganda, corroboration, significance, hypothesis, validity.
Simple historical concepts: civilisation, monarchy, parliament, democracy, war, peace, nation.	Historical enquiry: enquiry, evidence, source, account, interpretation, reliability, cause, consequence.	Historical enquiry and argument: enquiry, hypothesis, interpretation, perspective, evidence, claim, argument, justification, corroborate, challenge, evaluate, analyse, conclude.