



KING'S ACADEMY MEADOW VALE



Curriculum Progression Map - History

EYFS Expectations	
<p>UNDERSTANDING THE WORLD Past and Present (ELG)</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • 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. 	
Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 or events commemorated through festivals or anniversaries]; • 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, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • 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; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



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	KS1	LKS2	UKS2
	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Chronology, knowledge and understanding of history	<p>Understanding the chronology of toys. (Autumn)</p> <p>Understanding the chronology of Queen Victoria, Queen Elizabeth II and King Charles. (Spring)</p> <p>Learn about the life and impact of Grace Darling and her place in history relating it to the need for light houses. (Summer)</p>	<p>How did people from the Stone Age survive?</p> <p>To hypothesize reasons for and results of people's actions and events – actions of killing animals for survival.</p> <p>To be able to place a number of events, objects, themes and people from topics from a provided timeline.</p> <p>I can use some dates and historical period terms.</p>	<p>Understand the chronology and events of Britain's settlement by Anglo-Saxons.</p> <p>Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study surrounding significant figures and developments in space exploration.</p> <p>Understand the timing and chronology of WW1 and WW2.</p>
	<p>Learning about a significant event beyond living memory – the Great Fire of London. Ordering the historical events surrounding the fire.</p> <p>Antarctica/famous polar explorers such as Robert Falcon Scott and Matthew Henson. Looking at the timeline of their lives and their expeditions to the poles.</p> <p>Exploring and comparing the lives of American aviation pioneers Neil Armstrong and Amelia Earhart.</p>	<p>Describe when the Ancient Egyptians lived.</p> <p>Decide what an artefact might have been used for.</p> <p>Understanding the chronology of the Victorian period in relation to other eras.</p> <p>Understand the chronology of the Romans in relation to other civilisations</p>	<p>Explore elements of life that changed during WW2 - evacuation, rationing, the blackout, concentration camps. (Also explored in writing)</p> <p>Understand the chronology of Ancient Greece in relation to other civilisations e.g. the Romans.</p>



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Continuity and change	<p>To understand how toys have changed over time. (Autumn)</p> <p>The changes to Castles in the past and why they were needed. (Spring)</p> <p>The changes of the seaside from the Victorian times to now. Looking at clothes and entertainment. (Summer)</p>	<p>Explain why the Nile was so important in Ancient Egyptian times.</p> <p>Describe some changes in the historical period I am studying.</p> <p>Understand the impacts of the industrial revolution (both positive and negative).</p> <p>Explore the many changes and inventions that the Victorians were responsible for.</p>	<p>Examine changes and continuities in Britain during the Anglo-Saxon and settlement.</p> <p>Explore political, cultural, and social changes during the Viking and Anglo-Saxon struggle for England.</p> <p>Investigate developments in space exploration, considering what has changed over time and what has remained consistent.</p>
	<p>Comparing the fire precautions and fire fighting that were in place in 1666 and how they are today.</p> <p>Investigating how people have lived in the polar regions over time.</p> <p>Comparing the life and times of Neil Armstrong and Amelia Earhart, including the similarities and differences between their careers.</p>	<p>Explore the suffragette movement and the impact this had on the lives of woman.</p> <p>Recognise features of Roman life that continued over time (e.g., roads, empire expansion, Roman army organisation).</p> <p>Spot things that changed over time (e.g., types of buildings, emperors, weapons, clothing).</p>	<p>Understand the long term impacts of WW1 and WW2.</p> <p>Look how WW2 is commemorated (VE Day) and how this is significant.</p> <p>Explore some of the inventions the Ancient Greeks were responsible for.</p>



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Diversity	<p>Explore the lives and compare that of Queen Elizabeth II and King Charles. Looking at where they lived, where they went to school and what they did in their spare time. We will also look at their clothing and compare it to ours.</p>	<p>Understand the term pre-history and identify key dates on a time line.</p> <p>To understand chronology, BC, AD.</p> <p>Place a number of events, objects, themes and people from topics I have studied on a timeline.</p> <p>Use some dates and historical period terms.</p>	<p>Explore political, cultural, and social changes during the Viking and Anglo-Saxon period, considering the contributions of different groups.</p> <p>Investigate developments in space exploration, recognising the diverse scientists, astronauts, and innovators who have contributed over time.</p>
	<p>Explore jobs in 1666 and compare them to today.</p> <p>Discover and learn about Inuit people and their way of life in the Arctic.</p> <p>Develop an understanding of Amelia Earhart's role in history as a pioneering female aviator.</p>	<p>Talk or write about the past, include detail; show to make some connections with features of other periods they have studied of history.</p> <p>Explain social hierarchy in Ancient Egypt</p> <p>Explain what religious beliefs the ancient Egyptians had</p> <p>Describe an Egyptian God or Goddess in detail</p> <p>Compare the differences between the lives of men and women during the Victorian period.</p> <p>Explore the difference between rich and poor families (explore differences such as</p>	<p>Develop an understanding of the role of women during WW2. Understand the role they played and how they supported troops on the front line.</p>



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		<p>housing, jobs, lifestyle, food, clothing, education etc).</p> <p>Explore the difference between city and country living during the Victorian era</p> <p>Compare how different groups lived (e.g., legionaries vs. civilians, Roman citizens vs. conquered peoples, wealthy vs. poor families).</p> <p>Describe the different roles people had in Roman society.</p>	
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Cause and consequence	<p>Develop an understanding of the consequences of electricity and plastic when comparing toys today to those in the past. (Autumn)</p> <p>Explore the need for castle protection in the past. Looking at the parts of a castle and how they were designed with this in mind. (Spring)</p> <p>Understand the consequences of having to wear long clothes in the past to the beach, and the effect of sun cream and UV protection. (Summer)</p>	<p>Suggest reasons for and results of people's actions and events.</p> <p>Understand the need for change during this period. Explore the changes that occurred as a result of the industrial revolution. Look at why transport needed to change and what the consequences of this were.</p> <p>Recognise reasons why events happened in Roman history (e.g., why the Romans invaded Britain, why they built roads, why they built Hadrian's Wall).</p>	<p>Examine the causes and consequences of Britain's settlement by the Anglo-Saxons, including the impact on different communities and cultures.</p> <p>Explore the causes and consequences of the Viking and Anglo-Saxon struggle for England, considering effects on politics, society, and diverse groups.</p> <p>Investigate the causes and consequences of key developments in space exploration, recognising how contributions from diverse people have shaped progress.</p> <p>Understand the causes of WW1 and the events that lead up to its outbreak. Explore the allies of WW1 and how this led to the involvement of various countries. Understand the causes of WW2. Understand the causes of rationing and evacuation. Look at the reasons for the end of WW2</p>
	<p>Understanding why the fire spread so quickly.</p> <p>Understand how houses were made and how close they were together.</p> <p>Develop an understanding of fire safety – what was fire safety like in 1666? Why did this contribute to the fire spreading so quickly?</p>		



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	<p>Changes to our capital as a result of the rebuild – what lessons were learnt from the fire? What needed to be changed to make sure this never happened again? Looking at the changes in fire regulations. Comparing 1666 to today.</p> <p>Understanding why Arctic exploration was so challenging. Looking at the extreme weather, ice, and how explorers prepared for the journey.</p> <p>Exploring survival – what equipment and clothing did explorers use? Why did this affect whether they succeeded or struggled? Looking at modern Arctic travel and safety,= Comparing early explorers' experiences to today.</p> <p>Understanding why flying and space travel were so risky. Looking at the technology, training, and challenges they faced. Looking at preparation and safety – what equipment and support did they have? Why did this affect whether they succeeded or faced danger?</p> <p>Changes to aviation and space exploration as a result of their achievements – what lessons were learnt? What needed to be improved for future pilots and astronauts?</p>		
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	Looking at modern flight and space travel. Comparing early pioneers' experiences to today.		
Significance	<p>Exploring the significance of a Monarch and the importance of this and the King in British History. To learn the National Anthem.</p> <p>Understanding how the Great Fire of London changed the city, taught people important lessons about fire safety, and shaped the way London looks today.</p> <p>Understanding how people explore and survive in extreme cold, how their explorations have shaped history, and what we can learn about the environment and animals there today.</p> <p>Discovering the legacies of Neil Armstrong and Amelia Earhart, learning how they were brave pioneers, explored new frontiers in the air and space, and inspired people to try new things and follow their dreams.</p>	<p>Suggest which people were historically important.</p> <p>Explore the significance of Victorian inventions and how they have helped to shape the world today</p> <p>Identify which Roman ideas or inventions still influence modern life (roads, plumbing, calendar, language).</p> <p>Explain why key Roman figures (e.g., Julius Caesar, Emperor Claudius, Boudica) are remembered.</p>	<p>Understand the significance of Britain's settlement by the Anglo-Saxons, and the Viking and Anglo-Saxon struggle for England, including the impact on different communities.</p> <p>Recognise the significance of key figures and developments in space exploration, highlighting the contributions of diverse individuals and their lasting impact.</p> <p>Explore the Treaty of Versailles - discuss if it was fair and the long term impacts this had on countries.</p> <p>Explore the significance of Greek inventions in their society and the modern world</p>



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Using and understanding sources of evidence	<p>Looking at old photographs of toys, castles and seaside to compare with that of today. Compare these things with their own lives. This is within their living memory.</p>	<p>Identify and explore different types of evidence about Victorian life, such as photographs, diaries, objects, and letters. Ask questions, make simple observations, and use evidence to explain what life was like and how people lived.</p> <p>Explore key sources from the Roman period (Roman baths). Make deductions about what this reveals about Roman life.</p>	<p>Use and interpret sources to understand the settlement of Britain and the Viking-Anglo-Saxon struggle.</p> <p>Use and interpret sources to explore key figures and developments in space exploration.</p> <p>Explore examples of propaganda and discuss the effect these had on people and their decision to support the war effort. Look at images taken during the Blitz/Black out - discuss how it may have felt to live in cities during this time.</p>
	<p>Exploring how Samuel Pepys' diary provides a first-hand account of the Great Fire of London. It shows how people panicked, the fire spread quickly, and many lost their homes, helping us understand the dangers of the time and offering valuable evidence from someone who experienced the event directly.</p> <p>Looking at photographs of Arctic people, watching videos of Robert Falcon Scott's South Pole shelter, and using globes or atlases helps us examine different types of evidence to understand the Arctic. These sources allow us to see what life was/is like there, how people lived and travelled, and where the Arctic is in the world, giving us a</p>		<p>Explore Greek mythology and the impact this had on Greek society. Look at examples of Greek pots (URE museum) and explore roman what they may have been used for, and understand the role of curators.</p>



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	<p>clearer picture of historical and geographical information.</p> <p>Reading books about Amelia Earhart and Neil Armstrong, and watching videos of their famous flights, help us understand what they did, how they overcame challenges, and why their journeys were important, giving us a clearer picture of history from multiple perspectives.</p>		
Understanding historical interpretation	<p>Looking at photos/ drawings of castles and interpreting why they were designed that way. The children will construct a class castle and will defend it against an attacker.</p> <p>Samuel Pepys' diary is one interpretation of the Great Fire of London. By studying his account, we see the event from his personal perspective, shaped by what he noticed and thought was important. Comparing his diary with other sources allows us to understand that history can be interpreted in different ways, and that people's experiences and</p>	<p>Recognise that people in the past and historians today may have different views about the Victorians. Compare different accounts of events or life in Victorian times, and use evidence to explain why interpretations may differ.</p> <p>Understand different interpretations of the Roman Empire Recognise that our understanding of Roman history changes as new evidence is discovered.</p> <p>Explain that earlier historians may have had different ideas about Romans compared to today.</p>	<p>Understand different interpretations of the settlement of Britain and the Viking-Anglo-Saxon struggle.</p> <p>Understand different interpretations of key figures and developments in space exploration.</p>



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	<p>viewpoints influence how events are recorded and remembered.</p> <p>By looking at photographs, videos, and maps of the Arctic, we can see that different people may have different ideas about what life was like for explorers and Arctic communities. Some sources show the dangers of the environment, while others show how people adapted and survived. This helps us understand that history is not just facts, but also how people interpret and explain events.</p> <p>Looking at books and videos about Amelia Earhart and Neil Armstrong shows that people remember and celebrate their achievements in different ways. Some sources focus on their bravery, others on the technology or journeys. This helps us think about why stories of the past can be told in different ways and why historians choose certain details to include.</p>		
Communicating ideas in history	<p>To understand and recall the key points in the lives of Queen Victoria, Queen Elizabeth II and Grace Darling.</p> <p>To understand the significance of Grace Darling and how this led to sea rescue and the importance of lighthouses.</p>	<p>Use historical vocabulary and evidence to explain, describe, and present ideas about Victorian life, events, and people.</p> <p>Compare, contrast, and reflect on how life has changed since then.</p>	<p>Present and explain ideas about the settlement of Britain and the Viking-Anglo-Saxon struggle.</p> <p>Share insights and interpretations about key figures and developments in space exploration.</p>



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	<p>To understand and recall the key events of the Great Fire of London, including how it spread and the impact it had on people's lives, and to explain the changes that were made to the city and fire safety as a result.</p> <p>To understand and recall the key events of Arctic exploration, including the challenges people faced and how they survived, and to explain what we have learned about life and travel in extreme cold conditions.</p> <p>To understand and recall the key achievements of Amelia Earhart and Neil Armstrong, including the challenges they faced, and to explain why their journeys were important and how they inspired others.</p>	<p>Present and explain ideas about the Roman Empire and its impact on Britain, reflect on historical events, people, and artefacts.</p>	
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