



History Curriculum Progression Map

At St Antony's our History Curriculum is taught in a block over Autumn 1 & 2 in a cross-curricular approach with English and Geography with Special BHM focus in Aut. 2

Year 1 History Lesson Progression Overview	Year 2 History Lesson Progression Overview
<p>Autumn 1 – BHM focused research and writing tasks & The Great Fire of London</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To create their own personal timeline of their own life ● To understand what London was like in the past and present. ● to create a timeline sequencing the events of the Great Fire of London ● To understand the events of the Great Fire. ● How we know about the Great Fire of London by exploring some of Samuel Pepys' diary and what happened after the Great Fire of London. <p><i>Key vocabulary: Pudding Lane, St Paul's Cathedral, Samuel Pepys, Thomas Farriner, Tower of London, bakery, diary, fire hook, map, timeline, monument, photos, pictures/paintings, museum</i></p>	<p>Autumn 1 – BHM focused research and writing tasks Nurturing Nurses</p> <p>Children should learn–</p> <ul style="list-style-type: none"> ● To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements ● To explain what makes a person significant. ● To explain how Florence Nightingale improved nursing. ● To recall and explain facts about Mary Seacole (children are to discuss why Mary Seacole was not as publicized, linking to British Values.) ● To explain who Edith Cavell was and how she improved nursing. ● To compare the lives of different nurses. ● To persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell. <p><i>Key vocabulary: Europe, hospital, lady of the lamp, Scutari, Crimean War, map, journey, conditions, soldiers, famous, The Royal Red Cross, The Order of Merit, different, same, medical, nursing, chronological order</i></p>
<p>Autumn 2 – Black and Ethnic Minority History Month & War and Remembrance</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To identify events we remember & celebrate every year, e.g. Christmas, Bonfire Night, Birthday, Valentine's Day & be introduced to Remembrance Day. Can paint firework picture for Bonfire ● To find out some facts about WWI and how it affected people all around the world. Children are to explore how people would have felt at the end of the war and learn why the poppy has become the symbol of Remembrance Day. Children can create poppies using paint or tissue paper ● To understand what life was like on the front line during World War I. ● To find facts about the life of Walter Tull. Create a timeline of his life. ● To compare the life of Walter Tull to a modern day footballer. ● To find out facts about Khudadad Khan. <p><i>Key vocabulary: World War, Great, Remembrance, remember, poppies, racism, modern, soldiers, timeline, Walter Tull, Armistice</i></p>	<p>Autumn 2 – Black and Ethnic Minority History Month & Changes Over Time</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To find out about toys used in the present ● To find out about toys used in the past ● To compare similar toys from different periods of time ● To explore toys from other cultures and kite flying in Afghanistan. ● To research and recall facts about Lonnie Johnson (Super Soaker inventor). ● To compare modern toys to Victorian toys ● To recognise how toys changed over time <p><i>Key vocabulary: Old, new, past, present, difference, similar, same, living memory, building, long time ago, decade, museum</i></p>



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Year 3 History Lesson Progression Overview	Year 4 History Lesson Progression Overview
<p>Autumn 1 – BHM focused research and writing tasks & Stone Age to Iron Age</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To introduce the definition of prehistory and the timeline of prehistoric events. ● To find out how hunter-gatherers survived in the Stone Age ● To examine a range of sources to predict and draw what they think life would be like. ● To look at different homes from the Palaeolithic, Mesolithic and Neolithic times ● To learn about and create a fact file about the ‘Cheddar Man’, looking at remains and the findings of scientists that the first modern Britons were of darker skin complexion. https://www.theguardian.com/science/2018/feb/07/first-modern-britons-dark-black-skin-cheddar-man-dna-analysis-reveals ● To understand and describe the changes when the Bronze Age replaced the Stone Age. ● To understand and describe how people lived in the Iron Age. <p>Key vocabulary: Prehistory, prehistoric, era, archaeologist, cavemen, Palaeolithic, Mesolithic, Neolithic, hunter-gatherers, agriculture, farming, technology, monument settlement domesticate,</p>	<p>Autumn 1 – BHM focused research and writing tasks & Roman Empire</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To create a timeline on Roman Britain. ● To explain who the Celts were after using a range of sources to research Celtic life. ● To describe what the Roman army and life for Roman soldiers was like ● To look at the events of Boudicca and effects of her revolt. ● To research about the life of Septimius Severus, and his life as a Roman soldier. ● To learn about the role of African people in Roman times (e.g. soldiers and generals) and their impact in the Roman empire (e.g. African soldiers in the Hadrian’s wall, ‘Ivory Bangle lady’ remains). ● To explain the impact that the Romans had on Britain today. <p>Key vocabulary: Invade, settle, timeline, soldier, army, century, Celts, clans, tribes, Iceni, tyrannical, barbarian, revolt, century, Roman numerals, inventions, chariot, empire, Coliseum, centurion, amphitheatre</p>
<p>Autumn 2 – Black and Ethnic Minority History Month and Ancient Egypt</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To place ancient civilisations into chronological order and comment on their position in history. ● To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. ● To be able to reach conclusions to explain why the River Nile was so important to the Egyptians. ● To understand why the Ancient Egyptians wrote in hieroglyphics. ● To investigate the role of religion in Egyptian society. ● To understand how different groups of people contributed to Ancient Egyptian achievements’ understanding that it was a hierarchical society. ● To understand the many achievements of the Ancient Egyptians and their impact on today <p>Key vocabulary: Civilisation, beliefs, Religion, achievements, status, sacrifice, hierarchy, society, system, archaeologist, artefact, kingdom</p>	<p>Autumn 2 – Black and Ethnic Minority History Month and Early Islamic Civilisation</p> <p>Children should learn–</p> <ul style="list-style-type: none"> ● To understand the impact of Baghdad’s role in the early Islamic Civilisation ● To find out about the House of Wisdom and how it became a centre for learning ● To explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world. ● To describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph ● To identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques. ● To identify reasons why the early Islamic civilisation became a major power ● To know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume <p>Key vocabulary: Islam, caliph, dynasty, scholar, calligraphy, architecture, textiles, vegetal, geometric, Silk Road, BC, AD</p>

Year 5 History Lesson Progression Overview	Year 6 History Lesson Progression Overview
<p>Autumn 1 – BHM focused research and writing tasks & Crime and Punishment</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To look at a timeline of Britain from the Romans to today and explore the kind of crimes that are common today and how they are punished. ● To explore which crimes were common in Roman Britain, and how and why the Roman justice system still has an influence on law and order today. ● To explore how crime and punishment changed when the Romans left Britain, and how the Anglo-Saxons and Vikings dealt with criminals. ● To explore new crimes that were being committed in the medieval period and the reasons for these new crimes and the punishments that came with them, such as mutilations and fines ● To explore crime and punishment in the early modern period, and the cause of the changes (i.e. gunpowder plot and a Civil War, rise in highwayman, poachers and smuggling) ● To explore crime and punishment in the Victorian period and the changes in law (i.e. creation of the police force, the use of prisons as punishments and how prisoners were now being transported to Australia). ● To create a crime and punishment timeline from the Roman period to today, identifying the different crimes and punishment particular to each era <p><i>Key vocabulary: crime, jury, judge, trial, lawyer, magistrate, transportation, pillory, deterrence, DNA profiling, gallows, justice</i></p>	<p>Autumn 1 – Black and Ethnic Minority History Month/ The Blitz and the Battle of Britain</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To explain why World War II began and order events from early World War II on a timeline. ● To identify ways in which Britain was affected on the outbreak of war and by the Blitz ● To describe events of the Battle of Britain and explain why it was a turning point in the war ● To write about ways in which British life had been affected by the end of the war and identify ways in which Britain needed rebuilding. ● Write about some of the ways in which the Commonwealth countries were affected by war ● Explore and discuss immigration from the Commonwealth. ● Study sources to find reasons as to why people migrated from the Caribbean after the war <p><i>Key vocabulary: WW2, Axis power, allies, Blitzkrieg, bombing, Luftwaffe, evacuee, evacuation, rationing, refugee, invasion, chancellor, troops, shelter, Windrush, Nazi Germany, Commonwealth</i></p>
<p>Autumn 2 – Black and Ethnic Minority History Month and Ancient Greece</p> <p>Children should learn –</p> <ul style="list-style-type: none"> ● To explore some of the key events during the ancient Greek period. ● To examine how Alexander the Great’s Empire grew and the effects of this. ● To research aspects of daily life and society in ancient Greece. ● To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta. ● To explore the Olympics in ancient Greek times through examining primary sources. ● To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. ● To explore the beliefs of the ancient Greeks. ● To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs. <p><i>Key vocabulary: ancient, civilisation, city states, empire, legacies, democracy, myth, Olympics, BC, AD</i></p>	<p>Autumn 2 – Black and Ethnic Minority History Month and Benin</p> <p>Children should learn–</p> <ul style="list-style-type: none"> ● To find out how the kingdom of Benin developed. ● To describe what the people of Benin believed in ● To understand why Benin’s sculptures surprised the people who discovered them. ● To find out how Benin’s past is recorded through a range of sources and how the story of how Eweka came to be the Oba of the Benin Kingdom. ● To examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture. ● To explain how and why the kingdom of Benin became powerful and successful and how and why the empire came to an end <p><i>Key vocabulary: Kingdom, Nigeria, Oba, Edo, Yuroba, animists, ohen, brass, BC, AD</i></p>