



Guilden Sutton Church of England Primary School

Love and Justice for All

History Whole School Curriculum Progression Map

Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none">• Share the story of the Gunpowder Plot and talk about the historical characters King James and Guy Fawkes. Why do we have fireworks?• Share images of homes and schools in the past – How were they different?• Talk about our families and experiences when they were younger.		<ul style="list-style-type: none">• Discuss the building of the Great Wall of China and the history of pagodas.• Look at the historical traditions of Chinese New Year including the Great Race.		<ul style="list-style-type: none">• Use small world figures, puppets, masks and props to retell the story of St George and the Dragon.• 23rd April - Learn about St George and the Dragon. Why was he a saint?	
	<p><u>Key Vocabulary</u></p> <p>Today, yesterday, tomorrow, present, past future, day, week, month, old, new/recent, long ago, parent, grandparent, great grandparent, lifetime, clue.</p>					
1	<p>Toys past and present</p> <ul style="list-style-type: none">• Develop an awareness of the past, using common words and phrases relating to the passing of time• Explain how we can find out about the past• Describe and recognise features of different toys old and new within living memory• Compare toys from different time periods, identifying similarities and differences and begin to suggest reasons for this		<p>Kings and Queens</p> <ul style="list-style-type: none">• Introduce the concept of monarchy• Compare the differences and similarities between our current monarch Charles III with Queen Elizabeth II• Develop an understanding of chronology and an awareness of change• Understand how people’s lives have shaped this nation and how Britain has been influenced by the wider world		<p>Nurses</p> <ul style="list-style-type: none">• Explain the role of a nurse now, within living memory and beyond living memory• Compare the differences and similarities between nurses now and nurses of the past and how this has changed in national life• Understand the lives of significant individuals in the past who have contributed to national and international achievements: Florence Nightingale and Mary Seacole	

	<ul style="list-style-type: none"> Understand the lives of significant individuals in the past who have contributed to national and international achievements: Neil Armstrong and Tim Peak comparison (as part of the English unit, space) 	<ul style="list-style-type: none"> Recognise why events happened and why people acted as they did Know and understand how significant events have impacted the wider world, make connections between now and previous events Understand the lives of significant individuals in the past who have contributed to national and international achievements: Queen Elizabeth II and Charles III 	<ul style="list-style-type: none"> Compare the differences and similarities between the two nurses and how their circumstances differed
	<p><u>Key Vocabulary</u></p> <p>Specific-toys, timeline, past, present, era, material, mechanical, handmade, similarities, differences, monarch, reign, chronological, coronation, Queen Victoria, Queen Elizabeth II, King Charles III, jubilee.</p> <p>General-present, past, future, year, decade, century, modern, long ago, timeline, different, similar, living memory, source.</p>		
2	<p>Events beyond living memory</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> Key events of the Great Fire of London Key people involved in the Great Fire of London How things changed after the fire Who was really to blame for the Great Fire of London? Use common words and phrases relating to time Observe and use pictures to find out about the past Explain that there are different types of evidence and sources that can be used to represent the past Ask and answer questions to show that they know and understand key features of events Sequence events that are close in time Order dates from earliest to latest on timelines 	<p>Significant places in own locality-Chester</p> <ul style="list-style-type: none"> Visit to Chester to see a selection of buildings built between 31Bc and 2011 Place buildings on timeline and record key information (including Roman Walls, Norman Castle, Tudor and Victorian buildings). Use aerial photographs to recognise historical landmarks in own locality Observe and use pictures to find out about the past. Use artefacts to tell us about Chester's history Sequence pictures from different periods Use common words and phrases relating to time Describe how Chester has changed over time <p>Visit to Chester to identify how the city of Chester has changed over time</p>	

- The role of Christopher Wren in rebuilding London after the Great Fire of London
- Recognise some similarities and differences between past and present and different ways of life
- Describe significant individuals from the past
- Recognise some similarities and differences between past and present and different ways of life
- Describe the effects and aftermath of the GFOL (how it changed London)



Wooden houses/street scene and GFOL drama to show understanding of the sequence of events


Visit Nantwich Museum to understand the Great Fire of Nantwich and identify what is the same and different about it to the GFOL



Visit from Cheshire Fire Brigade

Key Vocabulary

Specific-bakery, oven, fire breaks, leather bucket, fire hooks, King Charles II, Samuel Pepys, St Pauls Cathedral, River Thames, Tower of London, architect, architecture, structure, limestone, monument, knighted, Paris, London, Mona Lisa, Romans, Normans, Middle Ages, Victorians

General-past, present, future, source, artefact, historical diary, evidence, chronological order, era/period.

3	<p>Changes in Britain: Stone Age, Bronze Age and Iron Age</p> <ul style="list-style-type: none"> • Understand Prehistoric Britain-hunters and gatherers and their roles in daily life • Analyse the artefact Bronze Age-Amesbury Archer and comparing his way of life to early Stone Age people • Discuss the relevance of Stonehenge and ask questions about it • Compare Iron Age-Celtic life, developments of tools and farming to Stone Age life • Order artefacts chronologically • Evaluate and use historical knowledge to identify historical artefacts • explain the use of artefacts and sources and what they tell us about life in the past • Use historical timelines • explain which of the Ages they would prefer to live in and why <p>Year 2-Significant places in locality</p> <p>Helsby Hill visit to understand settlements and forts within the local area.</p> 	<p>Continued links to 'Changes in Britain'</p> <ul style="list-style-type: none"> • How land use has changed over time • Identification of historical cities and landmarks • Histories and culture of the UK countries. 	<p>Ancient Civilizations: Focus on Ancient Egypt</p> <ul style="list-style-type: none"> • Overview and comparison of ancient civilizations and their achievements (Ancient Egypt, Shang Dynasty, Ancient Sumer, Indus Valley) • Understand trends through time of civilisations settling near bodies of water • In depth focus on Ancient Egypt • Focus on the achievements of the ancient Egyptians • Daily life, culture and experiences of Ancient Egypt • Comparisons of Ancient Egyptian life and concurrent British history • Use historical sources and artefacts to gather and present information <p>Liverpool World Museum to look at artefacts and sources, explore their uses and to further improve their knowledge of Ancient Egypt</p>
<p><u>Key Vocabulary</u></p> <p>Specific-Stone Age, Palaeolithic, Mesolithic, Neolithic, Ice Age, flint, hunter gatherer, prehistory, settlement, hill fort, roundhouse, Stonehenge, agriculture, ancient, civilisation, irrigation, pyramids, pharaoh, emperor, dynasty, jade, gods and goddesses, hieroglyphs, ziggurat, seal.</p> <p>General-chronological order, era/period, BCE, CE, AD, millennium, centuries, archaeologist, archaeology, sources, artefacts, legacy, invention, significance, impact, change, comparisons, concurrent, global history, British history.</p>			

4	<p>Greeks</p> <ul style="list-style-type: none"> • Use atlas skills and digital mapping to answer: Where is Greece today? What did Ancient Greece look like? • Why did Ancient Greece become so important? • What is democracy? (then and now) • Understand the differences between Athens and Sparta • Investigate how and why the Olympics were invented and compare the ancient Olympic games and modern-day Olympic games • Compete in some Olympic-based events  <ul style="list-style-type: none"> • Examining different pieces of Greek architecture • Research Greek gods and goddesses and compare them to Ancient Egyptian gods and goddesses • Evaluate the Greeks achievements and their influence on the Western world 		<p>Romans – a local study of Chester</p> <ul style="list-style-type: none"> • Recall facts about the Roman invasion of Britain • Why did the Romans settle in Chester (in the North West of England)? • Why were Roman roads built in Britain? • Identify primary sources showing evidence of the Romans in Chester • Understand the lasting impact that the Romans had on Chester • Understand the cause of the Roman decline and the effect it had on Britain • Using maps of Chester to identify where we visited • Creating a map of our visit using a key <p>Visit to Chester Walls and Museum. Cross curricular link to the features of the River Dee</p> 
	<p><u>Key Vocabulary</u></p> <p>Specific-The Romans, Julius Caesar, Roman baths, empire, emperor, invasion, settlement, migration, resistance, settlers, impact, effects, democracy, culture, withdrawal, conquer, revolt, outpost, Christianity, The Ancient Greeks, architecture, Spartan, Olympics, Athens, Parthenon, Athenian.</p> <p>General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons.</p>		
5	<p>Anglo Saxons & Vikings – Invaders & Settlers</p> <ul style="list-style-type: none"> • Who were the Anglo Saxons & Vikings and why did they invade and settle in Great Britain? Where did they settle? Why? • Jutes, Angles, Saxons, Britons, Picts and Scots and their struggle for land 	<p>The Ancient Maya Civilization</p> <ul style="list-style-type: none"> • Who were the Maya and what did they discover/invent that we still use in Great Britain today? • Comparisons of Ancient Maya life and concurrent British history 	<p>Slave Trade & black history</p> <ul style="list-style-type: none"> • How/where did it begin? • Who were Rosa Parks, Martin Luther King (Jnr) and how did they influence change in the world so that we have human and civil rights today?

	<ul style="list-style-type: none"> • What did the Anglo Saxons bring to Great Britain that we still use today? • Use a range of sources to decide if Alfred the Great was really great? • Analyse artefacts from Sutton Hoo • What is Sutton Hoo and who discovered this historical site? What can we learn from/about the archaeological dig? • What is the importance of historical artefacts? • Understand the ongoing Anglo-Saxon and Viking struggle for power in England. <p>Y4/Y3-Ancient Civilisations</p>	<ul style="list-style-type: none"> • Number, writing, calendar, astronomy/stargazing/observatories, chocolate • To research into the importance of Chichen Itza: this historical site to the Maya and how/why it was used for worship • Who invaded Mexico and why? • Are the Maya still alive today? • Discuss the validity of primary sources like the San Bartolo mural • Describe the history of chocolate <p>Y4/Y3-Ancient Civilisations</p>	<ul style="list-style-type: none"> • Independent learning to create their own information book on the history/journey of the Civil Rights movement <p>International Museum of Slavery visit to gain further insight and to use a wide range of sources to consolidate their learning</p>
	<p>Key Vocabulary</p> <p>Specific-settlement, invade, Sutton Hoo, Anglo Saxons, excavation, The Jutes, Britons, Picts, Scots, fertile, monastery, Maya, Mayan, empire, civilisation, pyramid, dynasty, codex, hieroglyphics, rituals, sacrifice, monarchy, society, astronomy, indigenous, Hun Hunahpu.</p> <p>General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, significance, biased.</p>		
6	<p>Britain at War.</p> <ul style="list-style-type: none"> • To identify themes and trends of war through time • To discuss the validity of The Battle of Hastings as a reliable source • To understand the causes of The English Civil War and its lasting effects • To compare and contrast The Suffragette Movement with other wars and identify the common themes (equality and wanting a voice) • The causes and aftermath of WW1 		

	<ul style="list-style-type: none">• Identifying trends and themes through these battles and wars listed above• Causes – why did WW2 begin and when?• To research into the Allies v Axis and their leaders• Complete and use time lines of the major events and their impact• Why did the Blitz occur and where/ why were other cities targeted?• Identify themes and trends of how life British life changed at home for women and children• What is propaganda and give some examples that were used <p>Lead Remembrance Service based on independent research about a family member & Visit to Imperial War Museum to study sources and artefacts.</p>		
	<p><u>Key Vocabulary</u></p> <p>Specific-treaty, tyrant, violated, seize, invasion, abort, conflict, fatality, holocaust, rationing, blitz, evacuate, allied forces, the blitz, propaganda, rationing, Bayeux Tapestry, Edward the Confessor, Normandy, Cavaliers, Roundheads, gunpowder, galleons, suffrage, Suffragist, Suffragette</p> <p>General-BCE, CE, AD, timeline, century, millennium, era, chronological, archaeologist, historian, source, artefact, evidence, reliability, achievements, concurrent, global history, British history, comparisons, first hand evidence, second hand evidence, biased, significance.</p>		