



History Flight Path - Progression Map

EYFS

Past & Present

- **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;

People, Culture & Communities




- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

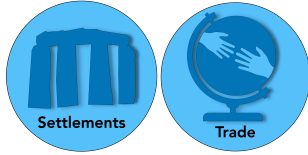
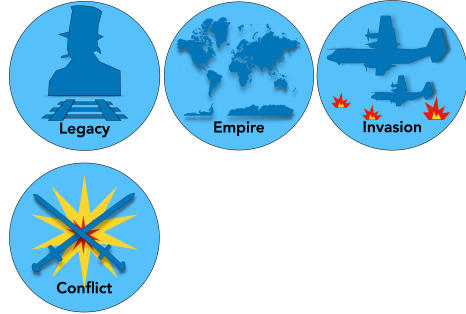
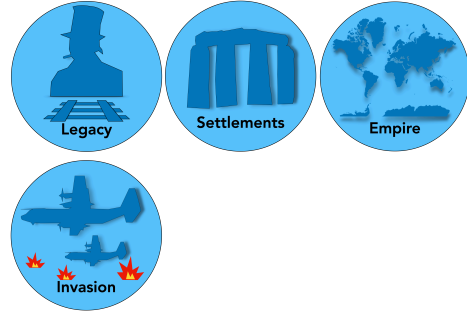
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	History 1	History 2	History 3
Year 1	<p>Me and You NC: Changes within living memory: Communication BQ: How has the way humans communicate changed throughout history?</p> 	<p>Panic of Pudding Lane! NC: Events beyond living memory: The Great Fire of London BQ: What did Samuel Pepys write about in his diary?</p>   	<p>Journeys NC: Significant historical events, people and places in their own locality: Brunel and The Great Western Railway BQ: How did Isambard Kingdom Brunel change the way people travel?</p>  



Vocabulary *etymological significance	past present history invent	communicate Internet *telephone sequence	*monarch diary diarist quill	water squirt bakery ink	engineer museum artefact travel	*railway tunnel bridge
Year 2	Remember Remember NC: Events beyond living memory: Guy Fawkes & Remembrance BQ: Why are people and events remembered in history? 		Changing Lives NC: Significant individuals of the past: Florence Nightingale & Christopher Columbus BQ: How have people of the past made our lives better? 		History Enquiry Unit Chronology? BQ: Why is history important? 	
Vocabulary *etymological significance	bonfire plot *conspired Houses of Parliament remembrance	war celebration *anniversary	past *chronological explorer nurse	event legacy modern		

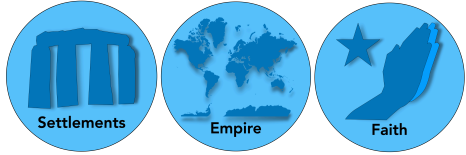


	History 1	History 2	History 3	
Year 3	Scavengers and Settlers NC: Changes in Britain from stone age to iron age BQ: Why do scavengers settle?	Romans NC: The Roman Empire and its impact on Britain BQ: What was the impact of the Roman invasion in Britain?	A Local Study: Cirencester (Romans) NC: An in-depth study of the Roman Empire and its impact on Britain: 'Romanisation of Britain' BQ: How have the Romans left their legacy on Cirencester and the surrounding area?	
				
Vocabulary *etymological significance	BCE CE *chronology *archaeology *prehistory	sources neolithic settlement artefacts	empire invasion conflict rebellion Claudius Romans (Rome)	army Britons Boudica inference Celtic

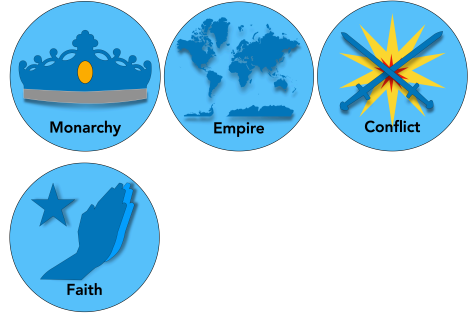


Year 4

Temples, Tombs & Treasures
 NC: The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one: Ancient Egypt
BQ: What did the Ancient Egyptians believe?



A Merry Monarch?
 NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the changing power of monarchs.
BQ: Was Henry VIII a good monarch?



History Enquiry Unit
BQ: How is where I live historically important?



**Vocabulary
 *etymological
 significance**

empire
 pharaoh
 pyramids
 faith

ancient
 tombs

monarch
 heir
 divorce
 inventory

tyrant primary
 source
 portrait
 authority

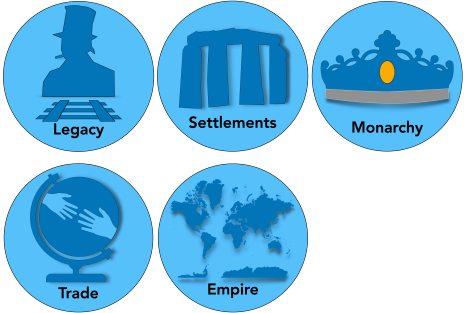


<p>Year 5</p>	<p>Anglo-Saxons and Scots NC: Britain's settlement by Anglo-Saxons and Scots BQ: Who were the Anglo-Saxon invaders?</p> 	<p>A Local Study: Malmesbury (King Athelstan) NC: An in-depth study of the Viking and Anglo-Saxon struggle for the Kingdom of England BQ: Were the Vikings the ultimate conquerors?</p> 	<p>Ancient Greece NC: A study of Greek life and achievements and their influence on the western world. BQ: What is considered to be the greatest legacy left by the Ancient Greeks?</p> 
<p>Vocabulary *etymological significance</p>	<p>*kingdom Anglo-Saxon county East Anglia Wessex</p> <p>Mercia Jutes Angles Saxons Hadrian's Wall</p>	<p>*monastery Scandinavia longboats settlements Danelaw</p> <p>Viking *conquer raids Edward the Confessor Bayeux Tapestry</p>	<p>*chronology empire *etymology ancient Olympics</p> <p>Olympians democracy *mythology *architecture</p>

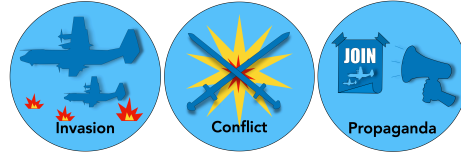


Year 6

Mayan Civilization
 NC: A non-European society that provides contrasts with British history: as study of Mayan Civilisation c. AD900
BQ: What are the Maya people remembered for?



WW2
 NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British History
BQ: What was the most significant turning point during World War II, which led to the victory of the Allies?



History Enquiry Unit (Legacy Curriculum)
BQ: Who wrote history?



Vocabulary
***etymological significance**

*hierarchy	secondary source
Chichén Itzá	empire
*civilisation	tradespeople
Mesoamerica	
primary source	

alliance	Conflict
Axis	rationing
Allies	The Blitz
invasion	evacuee
propaganda	liberate
	victory

