Wooden Hill Primary School

History Curriculum Map and Progression of Skills

	A1	A2	Sp1	Sp2	Su1	Su2
	Marvellous Me!	Out of this world	Time Tr	avellers	Roaming through the Rainforest	Animal Kingdom
Year 1	Understand how to put people, events and objects in order of when they happened, using a given scale. Family tree Time line of life	Travel through the ages - Space Travel Neil Armstrong First airplane flight - Wright Brothers Understand the difference between things that happened in the past and the present. Know some things that happened to other people in the past Sequence some events or related artefacts, in order, on a timeline Place events of moon landing on a timeline Use simple historical vocabulary e.g. recently, before, after, now, later, past, present Recount parts of stories and memories about the past Wright Brothers first flight First moon landing	Kings, Queens and the Victorian children Queen Victoria, Queen Elizabeth 2, King Charles Know some things that happened to other people in the past Victorian children – life in a workhouse Victorian schools Sequence some events or related artefacts, in order, on a timeline Place key events in Queen Victoria's life on a timeline Use simple historical vocabulary e.g. recently, before, after, now, later, past, present Compare past and present Recount changes that have occurred in own lifetime Change in monarch	Old and new toys How toys have changed Sequence some events or related objects in order Sort toys into old and new Use simple historical vocabulary e.g. recently, before, after, older, newer, past, present and use them to label timelines. Recount changes that have occurred in own lifetime Explore which toys have stayed the same and changed over time. Discuss reasons for toys changing Compare toys from the past and present Compare present day and Victorian toys		

	Recall some facts about	Look at books, video,	
Recall some facts about	people/events before	photographs, pictures	
people/events before	living memory.	and artefacts to find out	
living memory.	Who was Queen	about the past.	
Who were the Wright	Victoria?		
Brothers?	Why is she	Explore events, look at	
Why are they famous?	remembered?	pictures and ask/answer	
What did they achieve?	Life for Victorian children	simple questions e.g.	
Who was Neil		Which things are old?	
Armstrong?	Say why people may	Which are new? What	
Why is he famous?	have acted the way they	were the people doing?	
	did.		
What did he achieve?	British Empire	Look at objects from the	
Courseland	Brush Empire	past and ask/answer	
Say why people may		questions	
have acted the way they	Look at books, video,	Toys - What were they	
did.	photographs, pictures	used for? What are they	
Look at books wides	and artefacts to find out	made from?	
Look at books, video,	about the past.		
photographs, pictures and artefacts to find out		Sort events or objects	
about the past.	Identify different ways in	into groups e.g. then and	
about the past.	which the past is	now	
Identify different ways in	represented e.g. pictures		
which the past is		Use time lines to order	
represented e.g. pictures	Show knowledge and	events or <mark>objects</mark> .	
represented e.g. pictures	understanding about the	Timeline of toys	
Explore events, look at	past in different ways	intenne or toys	
pictures and ask/answer	(eg. role play, drawing,	Show knowledge and	
simple questions e.g.	writing, talking).	understanding about the	
Which things are old?		past in different ways	
Which are new? What	Tell stories about the	(eg. role play, drawing,	
were the people doing?	past.	writing, talking).	
Look at objects from the	Talk, write and draw	Talk, write and draw	
past and ask/answer	pictures about things I	pictures about things I	
questions e.g. What	have found out about	have found out about	
were they used for?	the past.	the past.	
Forms of transport,		the public	
spacecraft/rockets			

		Sort events or objects into groups e.g. then and now Sort forms of transport into old and new Use time lines to order events or objects. Order rockets/spacecraft from oldest to newest Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Tell stories about the past. Wright Brothers first filght First moon landing Talk, write and draw pictures about things I have found out about the past.				
	London's Burning	Healthy Bodies	Spice of Life	Imagination Island	The Secret Garden	Beside the Seaside
Year 2	Great Fire of London – how it changed London Understand how to put people, events and objects in order of when they happened, using a given scale. Events of the fire	Florence Nightingale/Mary Seacole/Edith Cavell – how they helped to improve hospitals and save lives Understand how to put people, events and		Famous explorers and their discoveries: Matthew Henson, Christopher Columbus Understand how to put people, events and objects in order of when		History of the British seaside Identify similarities and differences between people and time periods Seaside's in the past and now

Use a timeline to place important events. Use some dates where appropriate. Events of the fire

Use simple historical vocabulary

Use information to describe the past. What was London like in 1666?

Describe the difference between then and now -How was London rebuilt after the Great Fire of London?

Look at evidence to give and explain reasons why people in the past may have acted the way they did. How the fire spread?

Understand why some people in the past did things. Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, historic buildings and visits, internet) to find out about the past -

Causes and

consequences of great

Fire of Londor

objects in order of when they happened, using a given scale.

Use a timeline to place important events. Use some dates where appropriate.

Use simple historical vocabulary

Identify similarities and differences between people and time periods Compare Florence

Nightingale/Mary Seacole/Edith Cavell

Use information to describe the past.

Look at evidence to give and explain reasons why people in the past may have acted the way they did.

Who were Florence Nightingale/Mary Seacole/Edith Cavell; what did they do and why are they famous?

Understand why some people in the past did things. Who were Florence Nightingale/Mary Seacole/Edith Cavell; what did they do and why are they famous? they happened, using a given scale.

Use a timeline to place important events. Use some dates where appropriate. Events of expeditions

Use simple historical vocabulary

Identify similarities and differences between explorations

Use information to find out about the past.

Describe the difference between then and now How we explore now

Look at evidence to give and explain reasons why people in the past may have acted the way they did - causes of exploring and what we found out from exploring

Understand why some people in the past did things – causes of exploring and what we ound out from exploring

Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, Compare Brighton Beach then and now

Use information to describe the past.

Describe the difference between then and now Seaside's in the past and now Compare Brighton Beach then and now

Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, historic buildings and visits, internet) to find out about the past.

Identify different ways in which the past is represented e.g. pictures, stories Identify different ways in which the past is represented e.g. pictures, stories –

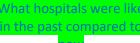
Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Use a range of information to answer questions.

Describe objects, people and events in history

Use timelines to order events or objects or place significant people – Timeline of events of the fire

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT Look at and use books and pictures, stories, eye-witness accounts, photos, artefacts, historic buildings and visits, internet) to find out about the past.



Identify different ways in which the past is represented e.g. pictures, stories

Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Use a range of information to answer questions.

Describe objects, people and events in history

Use timelines to order events or objects or place significant people

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT historic buildings and visits, internet) to find out about the past.

Identify different ways in which the past is represented e.g. pictures, stories

Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'

Use a range of information to answer questions.

Describe objects, people and events (explorations) in history

Use timelines to order events or objects or place significant people – place explorative events on a timeline

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

	A1	A2	Sp1	Sp2	Su1	Su2
	Rock of Ages	The Auroras	Gladiators	Moving to thrive	Work like an Egyptian	Jurassic World
	How daily life changed in Britain from the Stone Age to the Iron Age		The Roman empire and its impact on Britain	Migration and The Windrush Generation	Ancient Egypt – achievements of the earliest civilisation	
	Understand that timeline can be divided into BC		Understand that timeline can be divided into BC and AD.	To describe where people and events fit within a timeline	Understand that timeline can be divided into BC and AD.	
	and AD.		Use timelines to place historical events, figures and artefacts in chronological order.	Use evidence to		
Year 3	Use timelines to place historical ages in chronological order.			describe the clothes, way of life and actions of people in the past.	Use timelines to place historical events, artefacts and historical	
	Place events of Stone Age, Bronze Age in chronological order		Describe dates of and order significant events from the period studied.	Who were the Windrush Generation? Why did they migrate	figures in chronological order.	
	Place historical artefacts within the correct ages		Use dates and time periods with increasing accuracy.	to Britain? Caribbean history and culture	Describe dates of and order significant events from the period studied.	
	Describe dates of and order significant events from the period studied.		Use evidence to describe some of the changes over time when the Romans	To use a range of sources of information to find answers to	Use dates and terms with increasing accuracy.	
	Use dates and terms with increasing accuracy.		invaded Britain Who were the Romans?	questions about the past, selecting relevant information to support	Use evidence to describe some of the achievements of the	
	Use evidence to describe the culture and leisure activities from the past.		Use evidence to describe Roman life	my findings. Windrush pioneers Life on board the	earliest civilisations Use evidence to describe	
	activities from the past.		Use evidence to describe some of the causes and	Windrush	some of the causes and consequences of some of	

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	 ? To find out about the past. How do we know that he Stone Age existed What is Stonehenge and why was it builts Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Use subject specific vocabulary 				Recount the main events from a significant event in history. Explore the idea that there are different accounts of history Parantes Believe acculate of the cuandamun's toma Use documents, printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Collect information about the past. Submittee as 'how did people? What did people do for ? To find out about the past. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using	
Year 4	Invaders and Settlers	Extreme Earth	The Marvellous Mayans	Planet Protectors	The Groovy Greeks	Legendary London

Anglo-Saxons and Vikings including Scots

Order significant events and dates on a timeline. Where the Anglo -Saxons fit on a timeline and who was living in Britain when they first invaded

Use historical vocabulary e.g. century, decade, BC, AD, after, before, during

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Describe the main changes in a period of history. How England changed during the settlement of the Anglo-Saxons and Vikings including Scots To explain how, when and why the Anglo-Saxons, Vikings and Scots invaded Britain Alfred the Great

Use evidence to describe what was important to people from the past.

Use evidence to show how the lives of rich and

The Ancient Maya

Order significant events and dates on a timeline.

Use historical vocabulary e.g. century, decade, BC, AD, after, before, during

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Describe the main changes in a period of history.

Use evidence to describe what was important to people from the past. Mayan inventions Mayan beliefs – Gods

Use evidence to describe some of the achievements of the earliest civilisations Maya writing How did the Maya tell the time? Mayan number system

Use evidence to show how the lives of rich and poor people from the past differed Different social groups,

beginning to identify slaves, farmers and noble people to children and taking a brief look at each

The Ancient Greeks

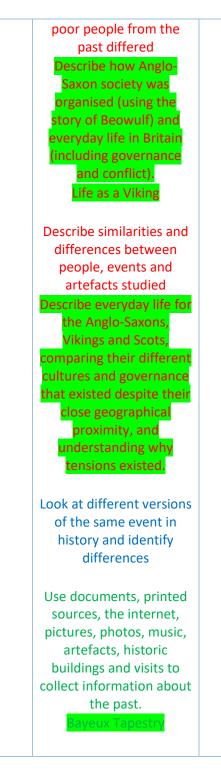
Order significant events and dates on a timeline. Know where and when the Ancient Greek civilisation existed and order events on a timeline

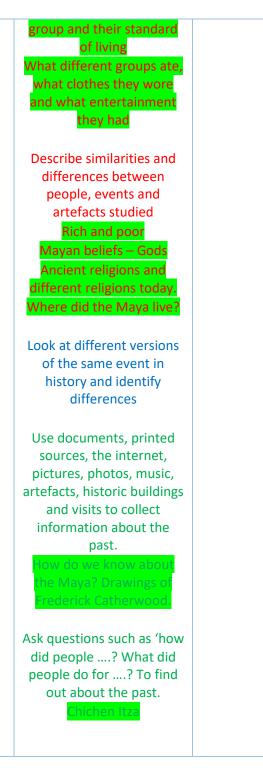
Use historical vocabulary e.g. century, decade, BC, AD, after, before, during

Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.

Describe the main changes in a period of history. Significant events from the history of Ancient Greece How the Greek Empire was established and maintained and the impact on wider world

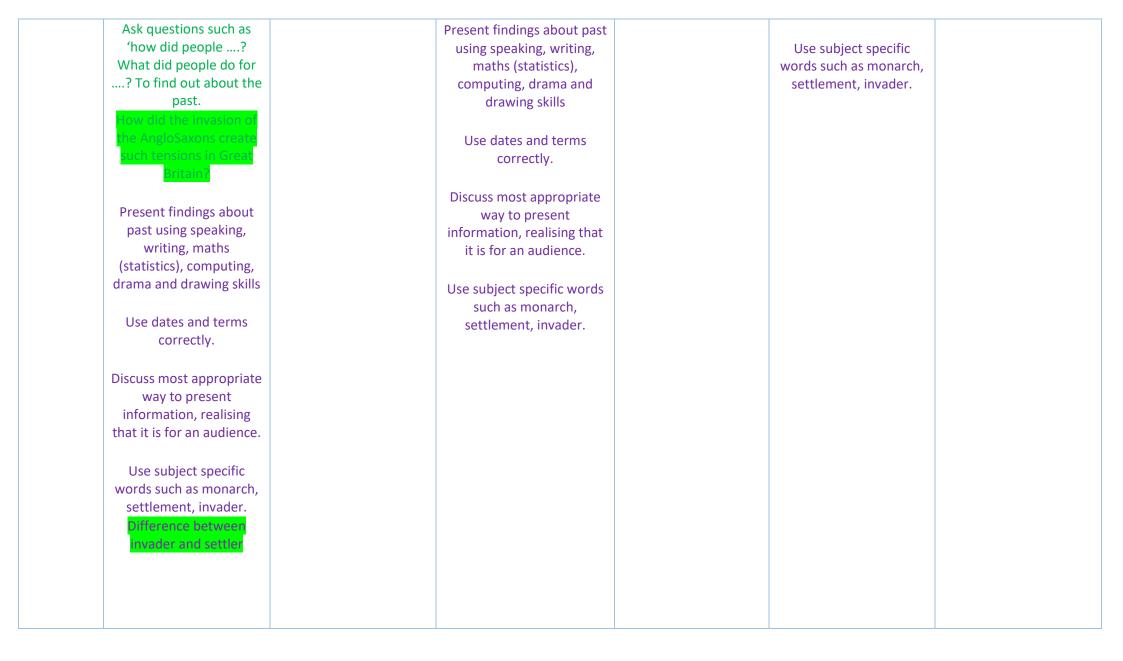
Use evidence to describe what was important to people from the past. Religious beliefs and gods they worshipped Writing system Olympic Games



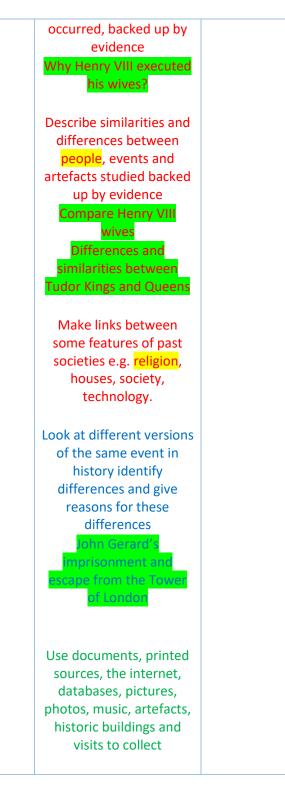


differences between people, events and artefacts studied Athenian and Spartan civilisations Look at different versions of the same event in history and identify differences Greeks myth: Use documents, printed sources, the internet, pictures, photos, music, artefacts. historic buildings and visits to collect information about the past. Ask questions such as 'how did people? What did people do for? To find out about the past. Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience.

Describe similarities and



	A1	A2	Sp1	Sp2	Su1	Su2
	Terrible Tudors	Neighbours – Near and Far	Natural Disasters	Life in the Trenches	Crime and Punishment through the ages	Africa - Benin
′ear 5	The Tudors Use timelines to order significant events, movements and dates on a timeline. Tudor family tree Sequence historical periods. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.			World War 1 Local link Use timelines to order significant events, movements and dates on a timeline. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'. Choose reliable sources of information to find out about the past. Explore causes of WW1 Understand what life was like on the Western Front/in the trenches People's roles in WW1	History of crime and punishment How has crime and punishment changed over time in Britain Highwaymen/Dick Turpin Use timelines to order significant events, movements and dates on a timeline. Sequence historical periods. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods. What crime and punishment was like in Roman Britain, the Anglo-Saxon period, Tudor period, Victorian period, 20 th century. Choose reliable sources of information to find out about the past.	BeninUse timelines to order significant events, movements and dates on a timeline.Timeline of the ancient Benin civilisation and find out the main facts and dates about the Benin kingdom.Sequence historical periods.Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.Identifies changes within and across historical periods.Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'.
	changes may have					



Give own reason why changes may have occurred, backed up by evidence. Explore causes of WW1

Describe how some of the past events/people affect life today Remembrance

Make links between some features of past societies e.g. religion, houses, society, technology.

Look at different versions of the same event in history identify differences and give reasons for these differences

Know that people in the past represent events or ideas in a way that persuades others.



Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect Give own reason why changes may have occurred, backed up by evidence.

Describe similarities and differences between people, events and artefacts studied backed up by evidence. Compare historical to modern day crime and punishment

Describe how some of the past events/people affect life today

Make links between some features of past societies e.g. religion, houses, society, technology.

Look at different versions of the same event in history identify differences and give reasons for these differences

Dick Turpin – Hero or

Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Choose reliable sources of information to find out about the past. 5 warrior kings

Give own reason why changes may have occurred, backed up by evidence.

How the British put an end to the Benin Empire and made Benin part of the British Empire.

Describe similarities and differences between people, events and artefacts studied backed up by evidence. Compare historical to modern day crime and punishment – link to Crime and Punishment topic

Kings and gods of Benin/how they are represented in artefacts

Describe how some of the past events/people affect life today Benin objects in British museums and the call for repatriation. Slave trade

Make links between some features of past societies e.g. religion, houses, society, technology.

past.past.Ask a range of questions subout the pastAsk a range of questions about the pastAsk a range of question about the pastAsk a range of questions about the pastChoose reliable sources of evidence to answer questions.Ask a range of question succes about what life was like at the Western Front/Home Front.Choose reliable sources of evidence to answer questions.Choose reliable sources of evidence to answer questions.Ask a range of question about the pastUnderstand the difference between primary and secondary sources of evidenceChoose reliable sources of evidence to answer questions.Understand the difference between primary and secondary sources of evidenceUnderstand the difference between primary and secondary sources of evidenceUnderstand the difference between primary and secondary sources of evidencePresent structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.Choose most appropriate way to present information to an audienceUse dates and terms accuratelyUse dates and terms accurately	Benin How the Obas created the first cities in Benin Look at different versions of the same event in history identify
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accurately information to an audience	Benin Kings
audience	
	Use documents, printed
	sources, the internet,
	databases, pictures,
Use dates and terms	photos, music, artefacts,
accurately	historic buildings and visits to collect
	information about the
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	past.

					Choose reliable sources of evidence to answer questions. Understand the difference between primary and secondary sources of evidence Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills. Choose most appropriate way to present information to an audience Use dates and terms accurately
	Sail away with me	Bombs, Battles and Bravery	Evolutionary Tail	Down Under	Moving on up!
Year 6	The Titanic's maiden voyage Use timelines to order significant events, movements and dates on a timeline. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during,	World War 2 Local History study Use timelines to order significant events, movements and dates on a timeline. Describe events using historical vocabulary e.g. century, decade, BC, AD, after, before, during,	<mark>Who was Charles Darwin?</mark> Journey to Galapagos on The Beagle – links with <mark>Titanic</mark>	The plight of the Aboriginal people – The Stolen Generation Identifies changes within and across historical periods. Describe the main changes in a period in history using historical vocabulary such as	

Tudors, Stuarts, Victorians, era, period.

Recall the date of any significant event studied from past and place it correctly on a timeline

Choose reliable sources of information to find out about the past – Learn about life in the 1900s from the Titanic

Describe similarities and differences between people, events and artefacts studied backed up by evidence. Investigate artefacts from the Titanic and compare 1st, 2nd, 3rd class passengers

Make links between some features of past societies e.g. religion, houses, society, technology. Construction of the Titanic and the different classes of passengers

Look at different versions of the same event in history identify differences and give reasons for these differences.

Who's to blame for the

inking of the Titanic

Tudors, Stuarts, Victorians, era, period.

Recall the date of any significant event studied from past and place it correctly on a timeline

Identifies changes within and across historical periods. Evacuation, role of

women, The Blitz

Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural' Evacuation, role of women, The Blitz

Choose reliable sources of information to find out about the past

Give reason why changes may have occurred, backed up by evidence

Evacuation, role of women, The Blitz

Describe similarities and differences between people, events and artefacts studied backed up by evidence 'Social', 'religious', 'political', 'technological' and 'cultural'

Recall the date of any significant event studied from past and place it correctly on a timeline

Choose reliable sources of information to find out about the past

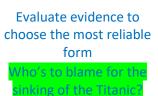
Give reason why changes may have occurred, backed up by evidence

Describe similarities and differences between people, events and artefacts studied backed up by evidence Compare to Windrush Generation

Describe how some of the past events/people affect life today – the apology; life for the Aboriginal people now

Make links between some features of past societies e.g. religion, houses, society, technology Racism

Look at different versions of the same event in history identify



Give clear reasons why there might be different accounts of history,

Should the Titanic be

linking to factual understanding of the



Who's to blame for the sinking of the Titanic?

Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.

Evaluate the usefulness and accurateness of different sources of evidence.

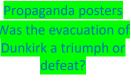
Select the most appropriate source of evidence for particular tasks.

Form own opinion about historical events from a range of sources Describe how some of the past events/people affect life today

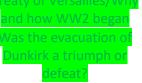
Make links between some features of past societies e.g. religion, houses, society, technology.

Evaluate evidence to choose the most reliable form

Know that people in the past represent events or ideas in a way that persuades others.



Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.



Evaluate the usefulness and accurateness of different sources of evidence. differences and give reasons for these differences.



Evaluate evidence to choose the most reliable form

Give clear reasons why there might be different accounts of history, linking to factual understanding of the past.

Know that people in the past represent events or ideas in a way that persuades others.

Stolen Generation

Identify and use different sources of information and artefacts to collect information and make draw conclusions about the past.

Evaluate the usefulness and accurateness of different sources of evidence

Select the most appropriate source of evidence for particular tasks.



Chronological Understanding

Knowledge and understanding of past events, people and changes in the past Historical Interpretation Historical Enquiry Organisation and Communication