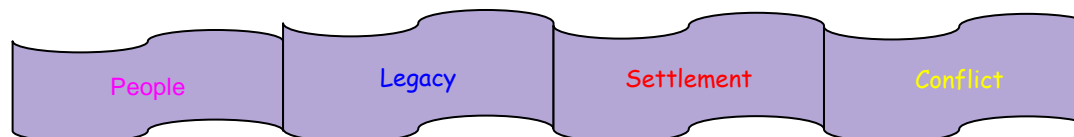
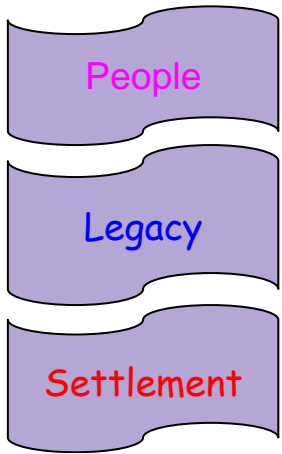


## 2023-24 History Curriculum Progression



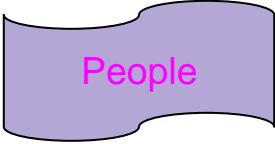




| Year           | Autumn 1 | Autumn 2  | Spring 1   | Spring 2 | Summer 1  | Summer 2  |
|----------------|----------|---|--|----------|---|---|
| EYFS           |          |   | <b>Castle and Knights</b><br> |          |   |   |
| Key Vocabulary |          |   |  |          |   |   |
| 1              |          | <b>Our School and Local Area Project</b><br>Key enquiry: How has our school building changed over time? | <b>Toys</b><br>Key enquiry: How have toys changed over time?<br>Can I explain how toys have changed overtime?    |          | <b>Great Fire of London</b><br>Key enquiry: What was life like for a child during this period of time?<br>Lesson Questions: | <b>Grace Darling</b><br>Key enquiry: What was special about Grace Darling?<br>Lesson Questions: |

|                |  |   |   |  |  |   |
|----------------|--|---|---|--|--|---|
|                |  | <p>Lesson Questions:<br/>How do we know about our local area?</p> <p>Settlement</p> | <p>Can I investigate different toys and place them in chronological order?<br/>Can I identify similarities and differences in toys?</p> <p>People</p> <p>Legacy</p> |  | <p>Can I explain what London was like in the 1600s?<br/>Can I explain what life was like for children? How does that contrast to now?</p> <p>People</p> <p>Key enquiry: What was the impact of the Great Fire on London?<br/>Lesson Questions:<br/>Can I explain how did the Fire of London started?<br/>Can I explain what impact the fire on London had at the time?<br/>Can I explain what was created as a result of the fire?</p> <p>Settlement</p> | <p>Who is Grace Darling?<br/>What was the impact of her actions?</p> <p>Legacy</p>                          |
| Key Vocabulary |  |   |   |  | bakery<br>diary<br>extinguish<br>spread<br>wooden<br>fuel  |   |
| 2              |  |   | <p><b>Florence Nightingale</b><br/>Key enquiry: How did Florence Nightingale influence the nursing</p>  |  | <p><b>Titanic</b><br/>Key enquiry: What was life like on the Titanic for the different classes?</p>  | <p><b>The Sixties and the First Moon Landing</b><br/>Key enquiry: What was life like for a child in the</p> |

|                |  |  |   |  |   |  |
|----------------|--|--|---|--|---|--|
|                |  |  | <p>world?</p> <p>Lesson Questions:</p> <p>Can I describe Florence's early life?</p> <p>Can I explain the impact Florence had on nursing?</p> <p>Can I explain how Florence remembered today?</p> <p>Can I explain Florence's achievements?</p> <p>Can I make links between Florence and modern day?</p> |  | <p>Lesson Questions:</p> <p>What was life like for a first-class passenger?</p> <p>What was life like for a third-class passenger?</p> <p>What was the impact of the Titanic event on the passengers?</p> | <p>sixties?</p> <p>Lesson Questions:</p> <p>What was school life like for children in the sixties?</p> <p>How does that contrast to now?</p>   |
|                |  |  | <p>Legacy</p>   |  | <p>People</p> <p>Key enquiry: How did the Titanic event influence the future of maritime voyages?</p> <p>Legacy</p>   | <p>People</p> <p>Key enquiry: How did the sixties influence life today?</p> <p>Lesson Questions:</p> <p>How has popular music changed since the Sixties?</p> <p>How has food changed since the sixties?</p> <p>How has improved transport made the world more connected?</p> <p>How have the ways in which we communicate changed over time?</p> <p>What was the significance of the moon landing?</p> <p>Legacy</p> |
| Key Vocabulary |  |  | <p>hospital</p> <p>Turkey</p> <p>sanitation/clean medicine</p>  |  | <p>unsinkable</p> <p>passenger</p> <p>lifeboat</p> <p>iceberg</p>   | <p>NASA</p> <p>space programme</p> <p>record/record player</p> <p>vinyl</p>  |

|           |  |  |  |  |   |  |
|-----------|--|--|--|--|---|--|
|           |  |  | <b>treatment<br/>diseases<br/>lamp</b>   |  | <b>ocean<br/>captain</b>  |  |
| 3         |  |  | <p><b>Stone Age to Iron Age</b><br/> Key enquiry: What was life like for a child in the Stone Age/Bronze Age/Iron Age?<br/> Lesson Questions:<br/> What were the key changes through these periods?</p> <div>People</div> <p>Key enquiry: How did homes change from the Stone Age through to the Iron Age?<br/> Lesson Questions:<br/> What were the similarities and differences through these periods?<br/> How did these periods of history change how humans live?</p> <div>Settlement</div> |  | <p><b>Ancient Egypt</b><br/> Key enquiry: What was life like for an Egyptian child?</p> <p>Why were the pyramids so important to the Egyptians?</p> <p>Lesson Questions:<br/> What was Ancient Egyptian society like?<br/> Why did the Ancient Egyptians build the pyramids?<br/> What did the Ancient Egyptians believe in?<br/> What was the significance of the River Nile then and now?</p> <div>People</div> |  |
| Key Vocab |  |  |  |  | Pyramid<br>Hieroglyphics/ hieroglyphs   |  |

|       |  |   |  |  |  |  |
|-------|--|---|--|--|--|--|
| ulary |  |   |  |  | Tomb<br>Afterlife<br>God/ goddess<br>Pharaoh<br>Farming<br>Papyrus<br>Trade<br>Drought |  |
| 4     |  | <p><b>The Greeks</b></p> <p>Key enquiry: How did the Greeks influence the Western World?</p> <p>Lesson Questions:</p> <p>How was Ancient Greece organised?</p> <p>What were the great achievements of the Ancient Greeks? (culture, conquest, governance, philosophy)</p> <div>Legacy</div> <p>Key enquiry: What was life like for a child in Ancient Greece?</p> <p>Lesson Questions:</p> <p>What was school life like for children based on where they live? How does that contrast to now?</p> |  |  |  | <p><b>The Romans</b></p> <p>Key enquiry: How did the Roman Empire become so powerful?</p> <p>Lesson Questions:</p> <p>Who were the Romans? (including, Julius Caesar)</p> <p>How did the Romans conquer Britain?</p> <div>Conflict</div> <p>Key enquiry: How did Romans change Britain?</p> <p>Lesson Questions:</p> <p>What was life like in Britain before and after the Romans invaded?</p> <p>How were Roman beliefs similar to those of the Ancient Greeks?</p> |

|                |  |  |  |  |  |   |
|----------------|--|--|--|--|--|---|
|                |  |   |  |  |  |  |
| Key Vocabulary |  | Democracy<br>Architecture<br>Invasion<br>Council<br>Vote<br>Philosophy<br>Philosopher<br>Geometry<br>Legacy  |  |  |  | Empire<br>Emperor<br>Invade<br>Conquer<br>Baths<br>Aqueduct                         |
| 5              |  | <b>Anglo-Saxon and Vikings</b><br>Key enquiry: How did the Anglo-Saxon and Viking struggle lead to a unified Britain?<br>Lesson Questions:<br>Who were the Vikings?<br>What were the Viking raids?<br>What was the Danelaw?<br>How did Britain become unified?<br><br><br><br> | <b>Victorians</b><br>Key enquiry: What was life like for a child in the Victorian time?<br>Lesson Questions:<br>When was the Victorian era and who were the Victorians?<br>What was school life like for Victorian children?<br>How does that contrast to now?<br><br><br><br>Key enquiry:<br>What was the impact of the industrial revolution on Britain?<br>Lesson question: What was the industrial |  |  |   |

|                |  |  |   |  |   |  |
|----------------|--|--|---|--|---|--|
|                |  | <div>Conflict</div> <p>Key enquiry: What was life like for a child who was an Anglo-Saxon/Viking?<br/>Lesson question: What was life like in viking Britain?</p> <div>People</div> | <p>revolution?</p> <div>Legacy</div>  |  |   |  |
| Key Vocabulary |  | Scandinavia<br>Danes<br>Longship<br>Valhalla<br>invade<br>raid<br>berserkers<br>religious institutions<br>conquer<br>fort<br>treaty<br>territory<br>reign<br>fortification         | Industry<br>Industrial revolution<br>Factory<br>Mines<br>Workhouse<br>Social reform<br>City<br>British Empire<br>Upper class<br>Middle class<br>Lower class |  |   |  |
| 6              |  |  |   | <b>WW2</b><br>Key enquiry: What was life like for an evacuee?<br>Lesson Questions:<br>Why were children evacuated? What happened when they were evacuated? | <b>Mayan civilization</b><br>Key enquiry: How did the Mayan civilisation influence modern day life?<br>Lesson Questions:<br>Why do we need to study an ancient civilisation? What |  |

|                |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|
|                |  |  |  | <p>What caused the beginning of rationing?</p> <p>People</p> <p>Key enquiry: What was the impact of and in Southampton in WW2?</p> <p>Lesson Questions:<br/>Why did WW2 begin? What happened in and around Southampton? Which countries were involved? What happened in Dunkirk? What happened on D-Day?</p> <p>Conflict</p> | <p>can we learn from the Maya people?</p> <p>Where was the Maya civilisation based?</p> <p>What was it like to live at this time in History?</p> <p>What do the roles and responsibilities of the civilisation mean?</p> <p>What did the Maya invent?</p> <p>What was the legacy of the Maya civilisation?</p> <p>Legacy</p> |  |
| Key Vocabulary |  |  |  | <p>Southampton</p> <p>Blitz</p> <p>Luftwaffe</p> <p>Spitfire</p> <p>RAF</p> <p>Battle of Britain</p> <p>Rationing</p> <p>Cause</p> <p>Impact</p>   | <p>Ancient</p> <p>Civilisation</p> <p>Temple</p> <p>Tomb</p> <p>Mesoamerica</p>  |  |