

Our Lady of Lourdes Catholic Primary School
Curriculum Progression Map for **HISTORY** (September 2024)

HISTORY INTENT	At Our Lady of Lourdes we aim to promote a love of learning about history through more active, hands-on and engaging lessons. Children will use the language of sequencing and higher level, age-appropriate vocabulary to order events and make links between the periods and people they study throughout school. Pupils will be equipped with knowledge of the past and understand how it has impacted their lives today. They will learn how this can help support their future. Children will explore different sources, interrogating them which will support them in realising there are different interpretations of the past. Opportunities to build on children's cultural capital are embedded in all aspects of the history curriculum. History is enhanced through cross-curricular links in many other subjects; children record their learning in a variety of ways. Diversity is taught and, in line with our mission statement, children will learn how religion has changed throughout the past and how people from a variety of cultures have influenced society today.			
EARLY YEARS FOUNDATION STAGE				
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension				
3-4 YEARS		RECEPTION		
• use all their senses in hands-on exploration of natural materials • explore collections of materials with similar or different properties • talk about what they see, using a wide vocabulary • use all their senses in hands-on exploration of natural materials • explore collections of materials with similar or different properties • explore how things work • continue developing positive attitudes about the differences between people • know that there are different countries in the world and talk about the differences they have experienced or seen in photos		• talk about members of their immediate family and community • name and describe people who are familiar to them • comment on images of familiar situations in the past • compare and contrast characters from stories, including figures from the past • understand that some places are special to members of their community • recognise that people have different beliefs and celebrate special times in different ways • recognise some similarities and differences between life in this country and life in other countries • understand that some places are special to members of their community • recognise that people have different beliefs and celebrate special times in different ways • recognise some similarities and differences between life in this country and life in other countries		
Area of Study	Year 1 & 2	Year 3 & 4		Year 5 & 6

National Curriculum	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content	
	Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	• changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	• Britain's settlement by Anglo-Saxons and Scots • a local history study • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

	significant historical events, people and places in their own locality.		
Enquiry, Interpretation & Using Sources	- Use sources to answer simple questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. - Identify some of the basic ways the past can be represented. - To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).	- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. - Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. - Understand some of the methods of historical enquiry, how evidence is used to make historical claims. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. - Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Chronology	Compare toys from past and present Order toys from past to present To order and sequence special events in their own family life. To be able to order the current monarchy, previous monarch and future heirs.	Previous years dates plus: 43 AD – 410 AD – Romans in Britain 55BC — Julius Caesar 1st Invasion of Britain 54BC – Julius Caesar 2nd Invasion Britain 43AD – Claudius successfully invaded Britain 1042 – 1485 – Edward the Confessor to Henry VII	Previous years dates plus: 1100BC – 1502 – Mayans 1100BC First hunter gatherers in the Pacific Coast 638 AD - Pakal the Great dies 1502 AD – First contact with Europeans 1485 – 1603 – The Tudors 1455 – The War of the Roses

	To know the coronation date of the current monarch. 1837 – 1901 – The Victorians Identify similarities and differences between holidays in the past and present	1066 – Battle of Hastings 1215 - Magna Carta 7500BC – 30AD – Ancient Egypt 7500BC – First settlers in the Nile Valley	1483 – Battle of Bosworth The order of Henry VIII's six wives 1600 – 1046 BC Shang Dynasty 1450 – 1375 BC – Tai Wu
Invasion & Empire	To talk about the people around them and their roles in society. To know the concepts king, queen and kingdom. To understand the concept of a family tree and relate this to both themselves and the royal family. To understand the role of the Prime Minister and parliament. To know who Queen Victoria and her relation to our monarchy today.	To know Britain was once part of the Roman Empire and to know the extent of the Roman Empire over the world. To know the significant invasions that led to the Roman's in Britain. To know the impact the Romans had on Britain. To know some settlements in Britain that were formed during the Roman reign including London, Manchester, York, Chester. To know King Harold was defeated by William Conqueror which brought the end to Anglo-Saxons. To know Oliver Cromwell was the Lord Protector rather than a King and was involved in the Civil war with the roundheads and the cavaliers. To know the Battle of Hastings was fought for the English crown. Kingdoms became one – explore kingdoms and how the kings ruled. To know the first settlers arrived in the Nile Valley to farm the land. To know some of the significant Pharaohs of Ancient Egypt including Tutankhamun and Cleopatra. To know the links between Ancient Egypt and Ancient Rome.	To know the first hunter gatherers settled along specific coast and then expanded into Central Highlands To understand that in Mayan culture the Mayans had kings as rulers and understand social structure. To know that farming and trade links were established in the Mayan region. To understand the significance of The Battle of Bosworth and the War of the Roses – and the impact on the British Monarchy – York / Lancaster. To recall some significant figures of the Tudor Monarchy To know the significance of Xia Dynasty (40 kingdoms) To know about King Wu Din was the earliest figure in Chinese history that is mentioned in records. To know Fu Hao was the most powerful woman in the Shang Dynasty. To know about Di Xin was the last king of the Shang Dynasty.

		To know the housing and class system for Ancient Egypt. To know that Ancient civilisations settled near water.	
Crime & Punishment	To know and understand the school rules. To know that laws are rules set out by government or a king or queen. To know that in the past people could be punished if they disobeyed a king or queen. To understand that the laws have changed over time and they have not always been the same as today.	To know Romans used courts and juries. To know criminals took part in fights in Colosseum. To know the Magna Carta was created at the time of John to ensure that everyone had equal rights and that no one was above the law. The kingdoms were ruled by different rulers and therefore had different rules. To know that those who had committed crimes in Ancient Egypt were not allowed an after-life.	To recall some aspects of the Mayan, Tudor and Shang Dynasty legal systems and some punishments that occurred in comparison to our system today and those of previous periods studied. To recognise the changing law Catholic / Protestant and how it was illegal to be Catholic. To understand slavery in the Shang Dynasty.
Exploration, Communication & Invention	To know how toys have changed over time including the types of material used and how the invention of electricity had an impact on this. To understand how entertainment at home has changed over time. Eg. Tv, computers, etc. To understand how watching a coronation has changed throughout. To understand how transport has changed over time, which has changed the way in which people holiday.	To know the Romans built a network of extensive roads, the modern calendar, sewage systems and other inventions that had a significant impact of Britain. To understand the development of Roman numerals. To understand the development of the Roman army including structure, armour and weaponry. To know the Bayeux Tapestry was created to depict the Norman conquest of England. To understand the process of mummification.	To know how the Mayans developed pyramids, the solar calendar and pyramids. To recognise some of the inventions created by the Tudors including telescope, flushing toilet and a flat drawn map. To recognise the development of Chinese writing in the Shang Dynasty – oracle bone script.

	To know how entertainment on the beach has changed including Punch and Judy.	To know the Ancient Egyptians used hieroglyphics.	
Religion, Community & Culture	To understand that everybody's family has similarities and differences. To know that we live in a community and that we also have Church community. To know the major Catholic celebrations and holy days. To know some celebrations celebrated throughout the world eg. Chinese New Year. To know the roles of our current monarch. To understand how family life has changed with the relation to the toys and games that are played at home. eg. The use of board games, computer games.	To know the Romans believed in many Gods. To know the importance of the River Nile as a way of life. To know the religion, beliefs and Gods of Ancient Egypt.	To know the Mayans believed in many Gods and recall some of these including: Itzamna, K'inich Ahau, four Chaacs, Kukulcan To know the Mayans were one of the most dominant civilisations. To understand how Mayan civilisation changed when the Spanish arrived. To know the relationship between Henry VIII, Catholicism and Church of England. To know people in the Shang Dynasty worshipped many Gods. To know people in the Shang Dynasty worshipped their ancestors when they died. To understand the hierarchy and class systems for Shang Dynasty, Mayans, and the Tudors.
Historical periods/significant persons/events studied	CYCLE A - Toys- Then and Now - Kings and Queens - Victorian Seaside CYCLE B - Great Fire of London - Local History Study – Carnforth - Significant People in History – Arthur Warton / Pele	CYCLE A - Roman Impact on Britain - Changing Power of the Monarchy - Ancient Egypt CYCLE B - Stone Age – Iron Age - Local History Study – Industrial Revolution - Vikings and Anglo-Saxons	CYCLE A - The Mayans - Tudors - The Shang Dynasty CYCLE B - Anglo-Saxons and Scots - Local History Study – Slavery - Ancient Greece