

## History Progression Mapping

### EYFS - Nursery

| History Project   | Disciplinary Knowledge   | Substantive Knowledge   | Vocabulary  |
|---|--|---|---|
| Nursery: Autumn 1<br>People - Me and my family  | Putting events in one's life on a simple timeline.<br>Being able to say what came 'first' and 'next'<br>Compare and contrast characters from stories including figures from the past | Name and describe people who are familiar to them<br>Talk about members of their immediate family and community                                       | First<br>Next   |
| EYFS: Nursery A1: Me and my family – EY Framework Coverage<br>Understanding the World – ELG: Begin to make sense of their own life story and family's history   |  |   |   |
| Nursery: Autumn 2<br>Places – our community<br><br><i>Field work:</i><br><i>Walk around Eddington</i>   | Being able to say what has changed.  | Understand the jobs that people in the local community do and how they impact others.<br><br>Know how Eddington has been built and changed over time. | Before<br>Today<br>Community<br>Eddington                                       |
| EYFS: Nursery A2: Our community – EY Framework Coverage<br>Understanding the world - Talk about the lives of the people around them and their roles in society;   |  |   |   |
| Nursery: Spring 1<br>What happened before me?   | Sorting objects into 'now' and 'past'  | Be able to talk about what was different before I was born<br><br>Be able to compare some everyday objects from the past to modern ones.              | Past<br>Now<br>Same<br>Different<br>Before I was born...<br>After I was born... |
| EYFS: Nursery Sp2: Creatures – EY Framework Coverage<br>Understanding the world - ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; |  |   |   |

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|---|-------------------------------------|--|--|--|
| Nursery:<br>Summer<br>2   | Traditional and untraditional tales | Be able to say what is similar and different between the past and now.<br>Comment on images of familiar situations in the past | Understand that stories are told all over the world. | King<br>Queen<br>Prince/ss<br>Royal<br>Kingdom |
| EYFS: Nursery Su2: Building the world – EY Framework Coverage<br>Understanding the world - ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling; 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. |                                     |  |  |  |

## EYFS – Reception

| History Project   | Disciplinary Knowledge   | Substantive Knowledge   | Vocabulary   |
|---|--|---|--|
| Reception: Autumn 1<br>People - Me and my family  | Understand simple family trees<br><br>Compare and contrast characters from stories including figures from the past | Name and describe people who are familiar to them<br>Talk about members of their immediate family and community<br>Recognise some similarities and differences between life in this country and life in other countries | Father<br>Mother<br>Brother<br>Sister<br>Sibling<br>Parent           |
| EYFS: Nursery A1: Me and my family – EY Framework Coverage<br>Understanding the World – ELG: Begin to make sense of their own life story and family's history   |  |   |  |
| Reception: Autumn 2<br>Places – our community<br><br><i>Field work:<br/>Eddington local area</i>  | Talk about changes over time.  | Understand the jobs that people in the local community do and how they impact others.<br><br>Know how Eddington has been built and changed over time.<br><br>Describe some of the ways Eddington has changed.           | Before<br>Today<br>Community<br>Eddington<br>Then<br>Now<br>Change/d |
| EYFS: Nursery A2: Our community – EY Framework Coverage<br>Understanding the world - Talk about the lives of the people around them and their roles in society; |  |   |  |

## History Progression Mapping

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|--|--|---|---|
| Reception: Spring 1<br>What happened before me?  | Place objects on a simple timeline.<br><br>Be able to say what is the same and different about things from the past and things now.  | Be able to talk about what was different before I was born<br><br>Be able to compare some everyday objects from the past to modern ones.                | Past<br>Present<br>Same<br>Different<br>Before I was born...<br>After I was born... |
| EYFS: Nursery Sp2: Creatures – EY Framework Coverage<br>Understanding the world - <b>ELG:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;   |  |   |   |
| Reception: Summer 2<br>Traditional and untraditional tales   | Be able to say what is similar and different between the past and now.<br><br>Compare and contrast characters from stories including figures from the past<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling. | Understand the difference between stories that are real and stories that are made up.<br><br>Understand that different cultures have different stories. | King<br>Queen<br>Prince/ss<br>Royal<br>Kingdom<br>Real<br>Made-up                   |
| EYFS: Nursery Su2: Building the world – EY Framework Coverage<br>Understanding the world - <b>ELG:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling; 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. |  |   |   |

## History Progression Mapping

### Year 1

| History Project   | Second order concepts   | Disciplinary focus  | Substantive knowledge   | Vocabulary   Tier 2 and 3   | Interdisciplinary connections  |
|---|---|---|---|---|--|
| Year 1: Autumn 2<br><br>What was life like as a Victorian child compared to today?  | <b>Substantive concept:</b> Similarity and difference<br><br><b>Substantive convention:</b> Learning from historical sources. | <b>Compare</b> life as a child in the Victorian times to now.<br><br>Know about the lives of significant individuals in the past – Queen Victoria | <ul style="list-style-type: none"> <li>Know that Victoria was queen during the Victorian era.</li> <li>Know some of the jobs that children did.</li> <li>Know that in 1880 a new rule meant that children had to go to school. Understand what school was like in Victorian times.</li> <li>To know what Victorian children did for recreation</li> <li></li> </ul> Substantive concepts: <ul style="list-style-type: none"> <li>Monarchy</li> <li>Children in workplace</li> </ul> | similar, different, compare, cane, dunce, Queen, school, chalk and slate, workhouse, poverty, raggedy schools                                     | Geography- seaside<br><br>Technology – industrial revolution (jobs in factories)                                     |
| NC KS1: <i>significant historical events, people and places in their own locality</i>   |   |   |   |   |  |
| EYFS Sp1- Place objects on a simple timeline.<br>Be able to say what is the same and different about things from the past and things now. |   |   |   |   |  |
| Year 1: Spring 1<br><i>Great Fire of London</i><br><br>Why did the Great Fire of London get out of control?                               | <b>Substantive concept:</b> Cause and consequence<br><br><b>Substantive convention:</b>                                       | Know the <b>causes and consequences</b> of the Great Fire of London<br><br>Compare London before and after the fire.                              | <ul style="list-style-type: none"> <li>Be able to compare London in 1666 to London now</li> <li>Know why the fire spread so quickly.</li> <li>Know how firefighters fought against the fire and compare to modern fire engines</li> <li>Understand how historians know about the fire</li> </ul>  | fire, bakery, blaze, causes, diaries, monument, trading, River Thames, London Bridge, St Paul's Cathedral, Pudding Lane, fire hooks, architecture | Geography – settlement, capital cities, location of London<br><br>PRE – places of worship<br><br>Science - Materials |

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|---|--|--|--|--|--|
|   |  |  | <ul style="list-style-type: none"> <li>• Know the consequences of the fire</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Disaster</li> <li>• Rebuilding/reconstruction</li> <li>• Building materials</li> <li>• Fire safety</li> <li>• Religion/religious places</li> <li>• Conspiracy</li> </ul> |  |  |
| <p><i>NC KS1: events beyond living memory that are significant nationally or globally</i></p>                                     |  |  |  |  |  |
| <p>EYFS A2: Know how (Eddington) has been built and changed over time.<br/>Describe some of the ways (Eddington) has changed.</p> |  |  |  |  |  |

## Year 2

| History Project                            | Second order concepts  | Disciplinary focus   | Substantive knowledge  | Vocabulary   Tier 2 and 3   | Interdisciplinary connections            |
|--|--|--|--|---|--|
| Year 2:<br>Autumn 1<br><i>Trailblazers</i> | <p><b>Substantive concept:</b><br/>Continuity and change</p> <p><b>Substantive conventions:</b><br/><br/>Historical interpretation</p> | <p><b>Historical Interpretation</b></p> <p>Understanding how significant people have paved the way for change.</p> <p>Understanding that the past can be understood and interpreted differently by different people.</p> | <ul style="list-style-type: none"> <li>• Know about the lives of significant people and what they did [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison</li> <li>• Compare aspects of life in different periods</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Commemoration</li> </ul> | <p>trailblazer, activist, artist, explorer, scientist, monarch, monument, statue, plaque, commemorate, source, chronological, memorial, suffragette, paleontologist, fossil</p> | <p>PSHCE</p> <p>Geography - Americas</p> |

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|--|---|---|--|--|--|
|  |   |   | <ul style="list-style-type: none"> <li>• Timelines</li> <li>• Chronology</li> <li>• Technology</li> <li>• Equality</li> <li>• Women's rights</li> </ul>  |  |  |
| <i>NC KS1: 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</i> |   |   |  |  |  |
| Y1 A2 - Know about the lives of significant individuals in the past  |   |   |  |  |  |
| <p>Year 2: Spring<br/>1 <i>Monarchy</i></p> <p>What makes a monarch magnificent?</p>   | <p><b>Substantive concept:</b></p> <p>Continuity and change</p> <p><b>Substantive convention:</b></p> <p>Examining and interpreting historical sources to learn about the past.</p> | <p><b>Continuity and change</b></p> <p>Understand that the idea of 'monarchy' has changed throughout history. Understand how monarchy has changed in Britain. Compare to some other monarchs or rulers in other parts of the world.</p> | <ul style="list-style-type: none"> <li>• Know how different monarchs have been portrayed</li> <li>• Compare the coronation of Elizabeth II vs Henry VIII with other historical monarchs – esp. Charles III</li> <li>• Know what power a monarch has and how this has changed over time</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Religion</li> <li>• Ceremony</li> <li>• Buildings</li> <li>• Dynasty</li> <li>• Monarchy</li> <li>• Parliament</li> </ul> | <p>absolute power, AD- anno Domini, government, head of state, hierarchy, monarch, parliament, reign, sovereign, ceremonial, display, power, dynasty, courts, head of state, divine right of kings, tyrannical, law, coinage, regal, coat of arms, majesty</p> |  |
| <i>NC KS1: events beyond living memory that are significant nationally or globally</i>   |   |   |  |  |  |
| EYFS Su 1 – Traditional and untraditional tales – kings, queens, palaces.  |   |   |  |  |  |
| Y1 A2 - Know about the lives of significant individuals in the past  |   |   |  |  |  |

## History Progression Mapping

### Year 3

| History Project  | Second order concepts   | Disciplinary focus   | Substantive knowledge  | Vocabulary   Tier 2 and 3  | Interdisciplinary connections  |
|--|---|--|--|--|--|
| Year 3: Autumn 1<br><i>Ancient Egypt</i><br><br>Why was Ancient Egypt so successful as a civilization?   | <b>Substantive concept:</b><br>Cause and consequence<br><br><b>Substantive convention:</b><br>Understanding how historians <b>interpret the past using evidence</b> from <b>primary sources</b> . | Understanding how historians <b>interpret the past using evidence</b> from <b>primary sources</b> .<br><br>Understand the success and longevity of the Ancient Egyptian period | <ul style="list-style-type: none"> <li>Know that Ancient Egypt was one of the world's oldest civilisations and that it was located along the River Nile</li> <li>Know that Egypt had a strict social hierarchy</li> <li>Know that after their death, some people in ancient Egypt were mummified</li> <li>Know that the ancient Egyptians believed in many gods and that this is called polytheism.</li> </ul> Substantive concepts: <ul style="list-style-type: none"> <li>Civilisation</li> <li>Hierarchy</li> <li>Dynasty</li> <li>Burial customs</li> <li>Afterlife</li> <li>Polytheism</li> </ul> | archaeologist<br>mummification<br>Pharaoh<br>significance<br>Rosetta stone<br>amulet<br>tomb<br>irrigation<br>century<br>pyramid<br>artefact<br>excavate | Geography – rivers, Africa, Egypt maps (continents and countries)<br><br>PRE – beliefs/afterlife |
| <i>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</i> |   |  |  |  |  |
| Geography Y2 (Sp2) – Fenlands and Kenyan Grasslands (including world maps)<br>Yr2 Sp1 - Monarchy   |   |  |  |  |  |

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|--|---|---|---|---|--|
| <p>Year 3: Spring 1<br/><i>Stone Age to Iron Age</i></p> <p>What changed in Britain from the Stone Age to the Iron Age?</p> <p><i>Field Work:</i></p> <p><i>Wandlebury Iron Age fort</i><br/><a href="https://www.cambridgeppf.org/iron-age-schools">https://www.cambridgeppf.org/iron-age-schools</a></p> | <p><b>Substantive concept:</b></p> <p>Continuity and change.</p> <p><b>Substantive convention:</b></p> <p>Using sources to interpret and reconstruct the past</p> | <p>Know the significant changes from the stone age to the iron age.</p> <p>Understand the importance of archaeology in understanding this period.</p> | <ul style="list-style-type: none"> <li>• Know the overall chronology of the Stone Age, Bronze Age and Iron Age and begin to represent on a timeline</li> <li>• Understand how life changed between the stone age and iron age especially farming, houses and tools used.</li> <li>• Compare and contrast two settlements of Skara Brae and Wandlebury.</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Civilization</li> <li>• Adaptation</li> <li>• Survival</li> </ul> | <p>civilization<br/>adaptation<br/>survival<br/>archaeologist</p> | <p>Science- rocks</p> <p>PSHE- Coping with change</p> <p>Y6 – Charles Darwin and evolution</p> |
| <p><i>KS2: changes in Britain from the Stone Age to the Iron Age</i><br/><i>KS2: a local history study</i></p>   |   |   |   |   |  |
| <p>Yr 3 A1 – Ancient Egypt (Bronze Age)<br/>Yr 1 Sp2 – Geography of the UK</p>   |   |   |   |   |  |

## Year 4

| History Project  | Second order concepts   | Disciplinary focus  | Substantive knowledge   | Vocabulary   Tier 2 and 3   | Interdisciplinary connections                     |
|--|---|---|---|---|---|
| <p>Year 4: Autumn 1</p> <p><i>Ancient Greece</i></p> <p>Why is Ancient Greece considered to be so influential to the modern world?</p> | <p><b>Substantive concept:</b></p> <p>Cause and consequence</p> | <p>Understand the causes of the Peloponnesian war.</p> <p>Discuss the significance of Greek philosophy and politics and its</p> | <ul style="list-style-type: none"> <li>• Know that Athenians valued art and architecture</li> <li>• Know that the period between 500 BCE and 400 BCE is called the Classical Golden Age; this is a time of ideas and inventions in</li> </ul> | <p>immortal<br/>mortal<br/>Mount Olympus<br/>Spartans<br/>Trojans<br/>mythology</p> | <p>Geography - Europe</p> <p>PRE – philosophy</p> |





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|--|--|--|---|--|--|
|  | <p><b>Substantive convention:</b></p> <p>Historical significance</p>                                     | <p>influence on the modern Western world, including the roots of democracy.</p>  | <p>Athens that have massively influenced the modern world</p> <ul style="list-style-type: none"> <li>• Know that Athenian democracy - while extremely limited - was the starting point for the democracies that exist around the world today, including the one that exists in the United Kingdom</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Trade</li> <li>• Democracy</li> <li>• Civilization</li> <li>• Polytheism</li> <li>• City-state</li> <li>• Citizen</li> <li>• Legacy</li> </ul> | <p>philosophy<br/>aesthetics<br/>architecture</p>  |  |
| <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>             |  |  |   |  |  |
| <p>Y3 A1 – Ancient Egypt<br/>Y2 A1 – Trailblazers – significant individuals and their achievements</p>                     |  |  |   |  |  |
| <p>Year 4: Spring 1</p> <p><i>Ancient Rome</i></p> <p>Julius Caesar or Caesar Augustus: who created the better empire?</p> | <p><b>Substantive convention:</b></p> <p>Cause and consequence</p> <p><b>Substantive convention:</b></p> | <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> <li>▪ Discuss the significance of Julius Caesar and Caesar Augustus</li> <li>▪ Compare Caesar and Augustus –</li> </ul> | <ul style="list-style-type: none"> <li>• Understand how the Roman Empire begun and spread to Britain</li> <li>• Know how the Roman Empire was ruled</li> <li>• Know the impact on a locality in Britain (case study)</li> </ul>   | <p>centurion<br/>Emperor<br/>empire<br/>gladiator<br/>conquer<br/>Colosseum<br/>Amphitheater<br/>Aqueduct<br/>Bath House</p> | <p>Geography –<br/>Europe<br/>PRE –<br/>Christianity</p> |



## History Progression Mapping

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|--|---------------------|--|---|--|--|
| <p><i>Field work:</i><br/><i>Museum of Classical Archaeology</i></p> <p><i>Dream field trip:</i><br/><a href="https://www.english-heritage.org.uk/visit/places/wrest-park/school-visits/discovery-visits/">https://www.english-heritage.org.uk/visit/places/wrest-park/school-visits/discovery-visits/</a></p> | <p>Significance</p> | <p>their impact and their legacy</p> <ul style="list-style-type: none"> <li>▪ Understand the reasons why the Roman's invaded Britain</li> </ul> <p>Identify the changes the Romans made in Britain</p> | <ul style="list-style-type: none"> <li>• Know why Julius Caesar was murdered.</li> <li>• Know the Romans first arrived in Britain in AD43</li> <li>• Know the social, architectural, geographical and technological changes that the Roman Empire had on Britain</li> <li>• Know The Roman Empire lasted for nearly 400 years in Britain.</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Dictators</li> <li>• Empire</li> <li>• Conquest</li> <li>• Leisure</li> <li>• Democracy vs Games</li> <li>• Architecture</li> <li>• Spread of Christianity (Religion)</li> <li>• Legacy</li> </ul> | <p>mosaic<br/>temple<br/>villa<br/>chariots<br/>barbarian<br/>Forum<br/>Senate</p> |  |
| <p><i>NC: the Roman Empire and its impact on Britain</i></p>   |                     |  |   |  |  |
| <p>Yr 1 Sp2 – Geography of the UK<br/>Y4 A1 – Ancient Greece</p>   |                     |  |   |  |  |

## History Progression Mapping

### Year 5

| Project  | Second order concepts   | Disciplinary focus   | Substantive knowledge  | Vocabulary   Tier 2 and 3  | Interdisciplinary connections                                |
|--|---|--|--|--|--|
| <p>Year 5:<br/>Autumn 1</p> <p><i>Anglo-Saxons and Vikings</i></p> <p>Who were the Anglo Saxons and Vikings and how did they change Britain?</p> <p><i>Field work:<br/>West Stow<br/>Anglo-Saxon village</i></p> | <p><b>Substantive concept:</b><br/>Continuity and change</p> <p><b>Substantive convention:</b><br/>Examining historical sources and understanding how historians use them to reconstruct the past</p> | <p>To know why settlers such as the Anglo-Saxons came to Britain.</p> <p>To understand how Britain <b>changed</b> under the Anglo-Saxons.</p> <p>To understand how we can learn about the past through examining grave artefacts and burial sites.</p> | <ul style="list-style-type: none"> <li>Where the settling Anglo-Saxon tribes came from and why they arrived in Britain</li> <li>Changes to culture: language moving to Old English, architecture and social hierarchy               <ul style="list-style-type: none"> <li>Serfs, freemen, thegns, earls and royalty</li> </ul> </li> <li>Belief: many people in Roman Britain had been Christians, but the Anglo-Saxons that arrived were polytheists. In 597, the Pope sent a monk called Augustine to convert King Aethelbert (the king of Kent) to Christianity; Augustine became the first Archbishop of Canterbury; over the next century churches and monasteries were built as many Anglo-Saxons converted to Christianity</li> <li>Vikings - invaders from further north of the continent that we now call Europe began raiding Britain in 793; these invaders came via longships from Scandinavia</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>Migration</li> <li>Nobility</li> <li>Struggle for power</li> <li>Claim to the throne</li> <li>Invaders</li> </ul> | <p>cathedral, chronicle, descendent, exile, inhabitants, migrate, monastery, nobility, provocation, supremacy, synecdoche, dominate, kingdom, settlement, Picts and Scots, polytheism, heptarchy, serf, freemen, thane, earl, archeologist</p> | <p>Geography – Britain and Europe<br/>PRE – Christianity</p> |



## History Progression Mapping

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|---|--|---|--|--|--|
|   |  |   | <ul style="list-style-type: none"> <li>• Paganism/polytheism</li> <li>• Conversion to Christianity</li> </ul>  |  |  |
| <p><i>NC KS2: Britain's settlement by Anglo-Saxons and Scots</i><br/> <i>NC KS2: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> |  |   |  |  |  |
| <p>Yr 1 Sp2 – Geography of the UK<br/>         Yr 4 A2 – The Roman Empire and its impact on Britain.</p>  |  |   |  |  |  |
| <p>Year 5:<br/>Spring 1</p> <p><i>The Maya</i></p> <p>How unique were the Maya?</p>   | <p><b>Substantive concept:</b><br/>Similarity and difference</p> <p><b>Substantive convention:</b><br/>Examining historical sources and understanding how historians use them to reconstruct the past.</p> | <p>Compare how Maya life today is similar and different to what we have studied in the Anglo-Saxon period.</p> <p>Find out about life in Maya civilisation and why it was so successful.</p> <p>Examine evidence for what happened to the Maya in AD 900.</p> | <ul style="list-style-type: none"> <li>• Know when the Maya civilisation was at its greatest</li> <li>• Know how the geographical location had an impact on lifestyle and farming</li> <li>• Know the contributions of the Maya to language, mathematics and astronomy</li> <li>• Know the reasons for the decline of the Maya</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>• Primogeniture</li> <li>• Nepotism</li> <li>• Biome</li> <li>• Indigenous people</li> </ul> | <p>climate, terrain, architecture, ancestor cult, civilisation, conquer/ed, imperial, predecessor, Inca, fortress, terracing, manuscript, excavate</p> | <p>Geography -<br/>Topography, Maps, climate, altitude, equatorial, coastline</p> <p>Art and textiles-<br/>mask making</p> |
| <p><i>NC: a non-European society that provides contrasts with British history</i></p>   |  |   |  |  |  |
| <p>Yr 4 A2 Geography – Compare biomes in the Uk and Brazil<br/>         Yr 3 A1 Ancient Egypt</p>   |  |   |  |  |  |

## History Progression Mapping

### Year 6

| Project   | Second order concepts  | Disciplinary focus   | Substantive knowledge   | Vocabulary   Tier 2 and 3  | Interdisciplinary connections   |
|---|--|--|---|--|---|
| Year 6:<br>Autumn 1<br><i>British Empire</i><br><br>What is the legacy of the British Empire?   | <p><b>Substantive concept:</b><br/>Cause and consequence</p> <p><b>Substantive convention:</b><br/><b>Evidence and interpretation –</b><br/>understanding that how sources are presented can impact how they are understood as much as how they are interpreted.</p> | <p>Understanding how Britain gained their empire<br/><b>(cause)</b></p> <p>Understanding the impact that the British Empire had on the colonies through a case study of one colony<br/><b>(consequence)</b></p> <p><b>Evidence and interpretation –</b><br/>understanding that how sources are presented (or in our museum’s case, curated), can impact how they are understood as much as how they are interpreted.</p> <p><b>Consequences of empire for colonies? For today?</b></p> | <ul style="list-style-type: none"> <li>Identify key events within this time period e.g. Indian Mutiny</li> <li>Know about the Transatlantic Slave Trade and Britain’s involvement</li> <li>Study a colonized country (India)</li> <li>Understanding primary and secondary sources</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>Colonialisation</li> <li>Slavery</li> <li>Empire</li> <li>Justice</li> <li>Industrialisation</li> <li>Trade</li> </ul> | industrialisation, empire, diversity, colony, slavery, East India Company, The British Raj, mutiny, pre-colonial, The Middle Passage, civilise, imperial, abolition, emancipation, indigenous people | PRE<br><br>PSHCE – slavery and freedom<br><br>Geography – Great Britain and wider world |
| NC coverage<br><i>NC KS2: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i> |  |  |   |  |   |
| Yr 1 Sp2 – Geography of the UK<br>Yr 5 A1 – Anglo Saxons and Vikings in Britain<br>Yr 4 Sp1 – Roman Empire in Britain                   |  |  |   |  |   |

## History Progression Mapping

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| <p>Spring 1<br/><i>World War I</i></p> <p>How did warfare evolve throughout WWI?</p> <p><i>Field work:<br/>Duxford<br/>Imperial War<br/>Museum</i></p> | <p><b>Substantive concept:</b><br/>Continuity and change</p> <p><b>Substantive convention:</b><br/>Evidence and interpretation<br/>Interpretation of primary and secondary sources</p> | <p>Understanding how propaganda can be used to influence opinion</p> <p>Understanding how warfare was fought in WWI and how this changed and evolved over time.</p> | <ul style="list-style-type: none"> <li>To know how soldiers in WWI initially fought in trenches</li> <li>To understand how technological developments impacted the outcomes of various battles e.g. the Battle of the Somme</li> <li>Know the legacy of this new technology for the modern world</li> </ul> <p>Substantive concepts:</p> <ul style="list-style-type: none"> <li>Propaganda</li> <li>Trench warfare</li> <li>Major international powers</li> <li>Alliances</li> <li>Treaties</li> <li>Conscription</li> <li>Rationing</li> <li>stalemate</li> <li>Women's Rights</li> <li>Air warfare</li> </ul> | <p>Battle of the Somme<br/>propaganda<br/>Kitchener's Army<br/>conscription<br/>trenches<br/>Christmas Truce<br/>Home Front<br/>Suffrage<br/>Treaty<br/>Allies<br/>Central Powers</p> | <p>Geography<br/>PSHCE</p> |
| <p><i>NC KS2: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>                        |  |   |   |   |                            |
| <p>Y1 A2 - Know about the lives of significant individuals in the past<br/>Y1 A1 – Alan Turing (WWII)<br/>Yr 6 A1 – British Empire</p>                 |  |   |   |   |                            |