

HISTORY - Yearly Progression Map: Long Term Plan.

This document highlights the objectives to be taught each half term. This document is to be followed carefully to ensure coverage and progression across the year groups. It is the responsibility of the subject coordinator to ensure these objective are being taught each half term and that the year group teachers have detailed effectively how the objectives should be taught in their medium term plans.

Diversity focus

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	‘Marvellous me’ All about family linking to the past and present ‘Twinkl Sparkle’ Bonfire night, linking to a historical event.	‘Real Life Superheroes’ (Florence Nightingale, Neil Armstrong, Mary Seacole) 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.	‘Strong Women’ (Rosa Parks and Emily Davison) (Look at charities that support education for girls such as CAMFED) 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.	Stone Age Rocks! (changes in Britain from the Stone Age to the Iron Age.) This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	‘The Ruthless Romans!’ (the Roman Empire and its impact on Britain) This could include: - Julius Caesar’s attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian’s Wall - British resistance, for example, Boudica - Roman life	‘Guilty or Not Guilty!’ (Crime and Punishment) Laws and justice through the ages	‘Who Turned Out the Lights?’ (World War II) - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 What was it like for soldiers around the Empire who wanted to fight? What did women do?
3	‘Reach for the stars’ Looking at the historical event of the moon landing.	‘Beyond the Clouds’ (Travel and Transport) (The Wright Bros: the first aeroplane flight and Christopher Columbus) 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. The Wright Brothers, Amelia Earhart and Bessie Coleman	‘London’s Burning’ (The Great Fire of London) events beyond living memory that are significant nationally or globally	Disembark the Windrush: - a local history study - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 The Windrush	‘Montezuma’s Mexico’ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	‘The Shang Dynasty of Ancient China!’ - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared Charity?	‘Invade like a Viking’ (the Viking and Anglo-Saxon struggle for the Kingdom of England to Edward the Confessor) This could include: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066
5	‘Once upon a time’ Looking at stories told in the past ‘Our wonderful world’ House & Home	‘Digging through time’ events beyond living memory that are significant nationally or globally including Mary Anning	‘Street Detectives’ (local community, looking at houses old and new and finding out how our streets have changed since the children’s mums and dads were young)	(Term 6) Excavating Ancient Egypt the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	‘Settlers, Saxons and Scots’ (Britain’s settlement by Anglo-Saxons and Scots) This could include: Roman withdrawal from Britain and the fall of the western Roman Empire	‘Victorians’ - Understand the significance of the Victorian period. - Compare everyday Victorian life to modern British life	‘How the Ancient Greeks Changed the World!’ Ancient Greece – a study of Greek life and achievements and their influence on the western world

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	Linking with whole school of comparison of homes throughout history.		Changes within living memory	reference to life for women and children in the 1920s and also British-Egyptian relationships post-Independence (in Secrets of a Sun King)	- Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms	with a focus on diverse groups - Consider continuity and change across the period – Industrial Revolution, railways - Significant people – Queen Victoria, Lord Shaftesbury	
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