



Harlington and Sundon Academy Trust

School: Sundon Lower School

Curriculum Progression for: History

Intent	What we want to achieve: Resilient pupils who are tolerant, empathetic and have a strong sense of their own identity. Pupils who are able to manage their own emotions and know where to seek help if they need to. We want pupils to learn the skills needed to lead healthy, safe and balanced lives where they can be responsible members of society and reflect on their own choices. We want pupils to have a sound understanding of what constitutes positive, healthy relationships, be able to manage risk and cope with transition and change.		
EYFS	Children should come to Year 1 with the following skills and knowledge. <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
	Autumn 1	Spring 1	Summer 1
KS1 (A)	Toys	Transport	Kings and Queens
Vocabulary	Victorian 20 th Century 21 st Century Wooden toys Paper toys Metal toys Plastic toys	Longships Carriage Travel Transport Steam engine Electric cars Petrol Railway Motor	Monarch Parliament Succession William I Edward I Henry VIII Richard III Elizabeth I Elizabeth II
Skills	- Understand how toys and books have changed over time. - Sequence toys in chronological order - Sort toys and books (their own and those of parents and grandparents) into old and new, and create a time line - Understand how toys and books we use currently are similar to and different from those used by our parents, grandparents and great-grandparents.	- Find out and describe the different ways in which travel and transport has changed from past to present e.g. cars. - Sequence different types of transport on a timeline. - Recognise similarities and differences between ways of life in different periods. - Analyse and identify different ways to represent the past e.g. photos. - Ask and answer questions to find out about an early form of travel: the Viking longboat.	- Understand what a monarch is and the qualities needed to be a good monarch. - Know the chronology of some kings and queens - Use a timeline. - Find out how the title of king or queen is inherited. - Find out about how family history, such as Queen Victoria's and own family, can be represented in a family tree. - Find out about some important British monarchs.

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	<ul style="list-style-type: none"> - Use a wide vocabulary of everyday historical terms - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Analyse and identify different ways to represent the past e.g. photos. - Understand that the materials used for making toys have changed and diversified over time. - Explore illustrations from children's books over time, looking at themes and trends. - Create a class display/museum of toys/books – old and new. - Use drama/role play - Use ICT to record sentences/drawing 	<ul style="list-style-type: none"> - Use a variety of sources to find out about George Stephenson's life and inventions. - Use a variety of sources to find out about the Wright brothers' development of the aeroplane and different ways that humans have tried to fly throughout history - Understand how trains changed people's lives in the 19th century. - Use drama/role-play - Identify significant inventions and the fact that early man invented the wheel - Use ICT to record sentences/drawing 	<ul style="list-style-type: none"> - Find out and compare the lives of Elizabeth I and Queen Victoria. - Understand how we know about the life and death of Richard III. - Find out some key facts about the life of Richard III. - Find out about what kings and queens ate during medieval banquets. - Use a wide vocabulary of everyday historical terms - Identify similarities and differences between ways of life in different time periods. - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Use drama/role-play – why people did things in the past - Use ICT to record sentences/drawing
Knowledge	<p>Toys have existed for thousands of years.</p> <p>Toys were mainly made of wood, paper and metal during the Victorian Age.</p> <p>Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Poorer children played with homemade toys such as peg dolls and wooden boats.</p> <p>Modern toys are mainly made of plastic because it is usually safer and easier to make things with.</p> <p>Many modern toys use electricity to work.</p>	<p>The Vikings travelled in longships. They travelled to explore other countries and to trade.</p> <p>The first trains had steam engines. Smoke could be seen coming out of the chimney at the front.</p> <p>In 1830, people could travel on trains for the first time.</p> <p>In 1903, the Wright brothers were the first people to successfully fly in an aeroplane. They built it themselves.</p>	<p>William I came from France. He killed King Harold in 1066 and took over England, becoming known as 'William the Conqueror'.</p> <p>King Edward I was given the nickname 'Longshanks' because he was very tall.</p> <p>Henry VIII had six wives. He divorced two and beheaded two.</p> <p>In 2015, Queen Elizabeth II became the longest reigning monarch. Before this, Queen Victoria had been the longest reigning monarch.</p>

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		<p>In 1908, Henry Ford made a car called the Model T. It was the first car to be built in a factory and lots of these cars were made.</p>	<p>Richard III is often remembered for being a cruel and unkind king. Nobody knew where he was buried until his skeleton was discovered in a car park in 2012.</p> <p>Elizabeth I was the daughter of Henry VIII. She never married.</p>
Visit/Special Occasions	Visit from Grandparents		

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KS1 (B)	The Gunpowder Plot Remembrance	The Great Fire of London	Nurturing Nurses
Vocabulary	<p>London</p> <p>Plot</p> <p>Gunpowder</p> <p>Catholic</p> <p>Protestant</p> <p>Guy Fawkes</p> <p>James I</p>	<p>Bakery</p> <p>Diary</p> <p>Fire Engine</p> <p>Firefighter</p> <p>St. Paul's Cathedral</p> <p>Rebuilt</p> <p>River Thames</p> <p>17th Century</p>	<p>Crimean War</p> <p>Battlefield</p> <p>First World War</p> <p>Hospital</p> <p>Nurse</p> <p>Patients</p> <p>Soldier</p>
Skills	<ul style="list-style-type: none"> - Sequence the main events of the Gunpowder Plot - Find out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. - Imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role-play activities and their writing. Discuss the effectiveness of sources. - Show an awareness of the differences in ways of living in 1605 compared to the present. - Use a wide vocabulary of everyday historical terms - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. - Perform parts of the Gunpowder Plot - Create questions for their own further enquiry into the significance and impact of the Gunpowder Plot. - Use ICT to communicate knowledge. 	<ul style="list-style-type: none"> - Use a variety of sources to find out some of the ways London has changed. - Explain how people live now is different to how people lived in 1666. - Know about Samuel Pepys and his diary. - Know when the Great Fire of London started. - Order the events of the Great Fire of London on a timeline. - Imagine and write about the experiences of people in different historical periods based on factual evidence. - Explain how we know about the Great Fire of London from a variety of primary sources. - Find some ways in which how we live now is different and similar to how people live in 1666. - Use a wide vocabulary of everyday historical terms. - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events of the Great Fire of London. - Start questioning the reliability of some historical evidence. 	<ul style="list-style-type: none"> - Provide criteria about what makes a person significant in history. - Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell. - Show an understanding of the chronology of the historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived – use a timeline. - Imagine and write about the experiences of the nurses studied in different historical periods based on factual evidence. - Discuss the effectiveness of sources. - Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell and how they have influenced nursing today. - Use a wide vocabulary of everyday historical terms. - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events in the lives of Florence Nightingale, Mary Seacole and Edith Cavell,

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			<ul style="list-style-type: none"> - Think of questions for their own enquiries into nurses. - Research the questions using ICT.
Knowledge	<p>The plot happened in 1605.</p> <p>The plotters were Catholic and felt they were being treated unfairly by the King, who was Protestant.</p> <p>King James I was the King of England.</p> <p>The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605.</p> <p>The plot failed. Guy Fawkes was found in the cellar of the Houses of Parliament on 5th November 1605.</p> <p>The failure of the Gunpowder Plot is remembered every year on November 5th. People light bonfires and set off fireworks.</p>	<p>The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666.</p> <p>The fire started in a bakery on Pudding Lane.</p> <p>Samuel Pepys wrote a diary about the fire.</p> <p>In 1666, the building in London were very close together and were made of wood and had straw roofs, meaning that the fire spread quickly.</p> <p>After the fire, many buildings were rebuilt. King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.</p> <p>Sir Christopher Wren created a new design for St. Paul's Cathedral which was then rebuilt.</p>	<p>Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856)</p> <p>She set up the Nightingale Training School for nurses in 1860.</p> <p>Mary Seacole was a nurse. Her mother was Jamaican and her father was Scottish. She travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. She set up a hospital called the British Hotel to look after soldiers.</p> <p>Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She helped soldiers from both sides during the First World War. Edith helped over 200 soldiers escape from the German army.</p>
Visit/Special Occasions			

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KS2 (A)	Stone Age, Bronze Age, Iron Age	Invaders and Settlers Vikings	Rome and its Empire Roman Britain
Vocabulary	Hunter-gatherer Agriculture Settlement Tribe Monument Migration Technology Prehistoric BC (Before Christ) AD (Anno Domini) Archaeologist	Danegeld Exile Invade Kingdom Longship Outlawed Pagons Pillaged Raid Wergild Sagas	Caledonia Celts Emperor Ocen Legion Picts Roman Empire Tributes
Skills	<ul style="list-style-type: none"> - Create simple timelines. - Locate different periods of the Stone Age on a timeline - Show relationships between Stone, Bronze and Iron Age. - Identify key features of Stone Age life and know what people needed to survive as hunter-gatherers. - Identify how life changed for people during the Stone Age. - Learn about the lives of the Celtic tribes in Iron Age Britain. - Investigate the past through exploring evidence from Skara Brae. - Describe the development of early farming. - Explore what archaeology has told us about Britain's prehistoric tombs and monuments. - Explore how we know about life in the Stone Age. - Describe the main changes in Britain from the Stone Age to the Bronze Age. 	<ul style="list-style-type: none"> - Explain when and where the Vikings came from and why they raided Britain. - Compare the significance of Anglo-Saxon kings during the Viking period. - Explain why King Ethelred II was and say when and why Danegald was introduced. - Identify and explain key aspects of Viking life. - Explain how the legal system worked in Anglo-Saxon Britain. - Explain how the last Anglo-Saxon kings shaped Britain. 	<ul style="list-style-type: none"> - Know where the Romans came from and how the city of Rome became the centre of a huge empire. - Understand and use more complex terms, e.g. BC, AD. - Order a number of significant events from the Romano-British era on a timeline. - Identify reasons why the Romans invaded Britain and to recall key facts about the invasions. - Understand why and how the Romans built new roads and new towns in Britain. - Understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event. - Recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there. - Examine Roman villa complexes in Britain and the way of life in a countryside villa.

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	<ul style="list-style-type: none"> - Discover why people built hillforts in Iron Age Britain and what we know about them. - Use the terms BC and AD. - Use the library for research. - Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama. 		<ul style="list-style-type: none"> - Understand the lasting impact of the Roman Empire on Britain. - Understand how our knowledge of the past is constructed from a range of sources. - Use primary and secondary sources to gain a clearer understanding of the Romano-British era. - Use the library, e-learning for research. - Ask questions about historical artefacts and answer some key questions by finding evidence from primary sources.
Knowledge	<p>The Stone Age was a very long period of time when early humans made tools and weapons from stone.</p> <p>The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</p> <p>The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.</p> <p>People migrated around Europe during this period of history. From the later Stone Age, onwards, they brought farming and craft techniques with them.</p> <p>During the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</p>	<p>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade.</p> <p>The Vikings also wanted to claim land and tried to take over much of Britain. By AD 878 the Vikings had settled permanently in Britain.</p> <p>The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. There were seven kingdoms when they first settled in Britain, but by AD 878 there was just one kingdom left as the others had been overrun by the Vikings. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.</p> <p>Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.</p>	<p>55 BC: The First Raid Julius Caesar wanted to extend his Roman Empire so he attempted to invade Britain but the Celts fought back and the Romans returned to Gallia (modern-day France).</p> <p>54 BC: The Second Raid Julius Caesar tried to take over Britain again. This time, he took bigger and stronger legions and had some success. Some British tribes were forced to pay tributes in order to carry on living how they were.</p> <p>AD 43: Invasion The new emperor, Claudius, was determined to make more of his Roman Empire part of his Roman Empire and started a successful invasion.</p> <p>AD 60: Boudica's Rebellion The Romans decided that the Iceni tribe needed to start paying taxes, but Queen Boudicca, the</p>

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	<p>There was a lot of migration to Britain during this time.</p> <p>During the Iron Age, technology developed further across many aspects of life. People began to make tools and weapons from iron. People who lived at this time are now often called 'Celts'.</p> <p>Hillforts developed during the Iron Age. Communities lived on hills for protection from when other tribes attacked.</p> <p>Archaeologists have been able to work out lots about what life was like in the Stone Age, Bronze Age and Iron Age using evidence from artwork, artefacts, monuments and also from animal and human remains.</p>	<p>Vikings arrived are pagans but eventually converted to Christianity.</p> <p>Vikings used rhyme to tell stories about adventures and battles against monsters.</p> <p>The Anglo-Saxon laws were very similar to some we have today, although punishments were very different. Stoning, whipping and exile were common punishments; as well as paying a fine (wergild), or receiving reparations in the form of hot or cold water ordeals.</p> <p>AD 1042 – Edward the Confessor became king. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.</p> <p>AD 1066 – Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.</p> <p>William, the Duke of Normandy, thought he should be king so came to fight Harald in the Battle of Hastings (AD 1066). William became King and was known as William the Conqueror, bringing the Viking and Anglo-Saxon age to an end.</p>	<p>ruler of the tribe, refused to let this happen and formed an army to fight the Romans.</p> <p>AD 122: Hadrian's Wall The Caledonian tribes fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the Picts so the Roman emperor, Hadrian, ordered a wall to be built to protect the Roman's land.</p> <p>The Romans built elaborately designed baths where people would go to relax and socialise.</p> <p>The Romans were famous for building long, straight roads to transport legions, supplies, trading goods and messages from the emperor/ You can still see some Roman roads today, 2000 years after they were built.</p> <p>Early in Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives, such as time, love and the seas.</p>
Visit/Special Occasions			

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KS2 (B)	World War 2	Local History	Ancient History - The Egyptians
Vocabulary	Adolf Hitler Allies Axis Battle of Britain Battle of France Conscripted Dogfight Commemorate Evacuation Home front Invade Nazi Neville Chamberlain Occupy Rationing The Blitz VE Day		Ancient Civilisation Egypt Hieroglyphics Scribes Papyrus Rosetta Stone Irrigation The Nile Pyramids Pharaoh Tomb Tutankhamun Mummification BC and AD
Skills	<ul style="list-style-type: none"> - Explain why World War II began, know the main countries involved and order key events on a timeline. - Describe how people on the home front contributed to the war effort during World War II. - Describe the roles and responsibilities of the armed forces during World War II. - Describe events of the Battle of Britain and explain why it was a turning point in the war. - Describe what people did for entertainment during wartime Britain. - Describe how and why World War II events are commemorated and plan a commemorative event. 		<ul style="list-style-type: none"> - Find out about ancient Egyptian life by looking at artefacts. - Understand where and when the ancient Egyptians lived. - Understand more complex terms, e.g. BC, AD - Understand what was important to people during ancient Egyptian times. - Understand and explain the ancient Egyptian ritual of mummification. - Understand how evidence can give us different answers about the past by learning about the discovery of the tomb of Tutankhamun. - Compare and contrast the Egyptian writing with my own by exploring ancient Egyptian writing systems.

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	<ul style="list-style-type: none"> - Develop use of historical terms - Devise historically valid questions about change, cause, similarity and differences, and significance 		<ul style="list-style-type: none"> - Compare and contrast the powers of different Egyptian gods. - Develop use of historical terms. - Devise historically valid questions about change, cause, similarity and differences, and significance. - Use the library, e-learning for research.
Knowledge	<p>Men and women had to register for National Service. This conscription meant that they could be 'called up' into the armed forces or into other jobs to help the war effort.</p> <p>In July 1940, Germany planned a secret mission to invade Britain. They began by sending in Luftwaffe's to bomb British ships, airfields and other targets.</p> <p>15th September is commemorated every year as the end of the battle of Britain.</p> <p>In order to make food and other supplies last as long as possible and ensure they were shared fairly, many items were rationed.</p> <p>The Government's 'Dig for Victory' campaign encouraged people to grow their own food.</p> <p>Over 3.5 million people, mostly children, were evacuated from the cities to the countryside, where it was believed they would be safer from the bombing.</p>		<p>In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.</p> <p>Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.</p> <p>The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.</p> <p>Most people lived along the Nile. This is still true in Egypt today.</p> <p>The ancient Egyptians built the pyramids as resting places for the pharaohs. When a pharaoh died, priests would prepare their bodies with a process called mummification.</p> <p>The ancient Egyptians worshipped many gods and goddesses who were responsible for different aspects of life and death.</p>

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			<p>In ancient Egypt, scribes wrote on papyrus. They wrote using hieroglyphs. Hieroglyphs were used for texts and inscriptions on statues and tombs.</p> <p>The Rosetta Stone was discovered in 1799. It was written in hieroglyphs and two other languages, including ancient Greek. It took 20 years to translate into modern language.</p> <p>Tutankhamun was a pharaoh known more recently as the 'boy king' because he became pharaoh when he was 9 years old. His tomb was discovered by Howard Carter and his team in the Valley of the Kings in 1922.</p>
Visit/Special Occasions			Egyptian Day