

History Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Talk about the lives of the people around them and their roles in society. Recognise some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe the past through settings, characters and events encountered in books read in class and storytelling.					
Year 1				Journeys – Changes within living memory to local area - Interview a local person about changes to the local area. - List changes to the local area.	Castles – significant individuals (King and Queen) - Label a castle. - Know about the Royal family. - Learn about the history of Skipton Castle.	
Year 2	World explorers - Create a timeline for explorers - Know some ways we learn about the past - List contribution of individuals both positive and negative – Sir Francis Drake	Great Fire of London - Know how and when the Great Fire of London started. - Know about Samuel Pepys and how we know about the event.	Me and my city - Compare images of landmarks in Bradford past and present. - Describe changes over time. - Create a David Hockney fact file.			

	- List contribution of individuals - Matthew Henson - Interview a modern day explorer. - Compare explorers past and present	- Describe Tudor houses. - Sequence events of the Great Fire of London. - List the events of fires in recent history (Bradford Stadium and Grenfell). - Sort fire equipment then and now.				
Year 3			Stone Age to Iron Age - Be in role during Stone Age woodland experience - Explore and create cave paintings - Explain how Stone Age people live. - Label images of hunters and gatherers. - Describe changes and farming in the Stone Age. - Describe findings from Skara Brae.		Ancient Civilisation Egypt - Create a timeline from BCE to CE. - Find out ways we know about the past (hieroglyphics) - Know that Ancient Egyptians worshipped - many Gods and believed - in the afterlife. - Sequence the process of mummification and how it links to the afterlife.	

			• Order events on a Stone Age to Iron Age timeline • Describe features of an Iron Age hillfort.		• Draw Tutankhamun's death mask. • Learn about archaeologists and historians and the story of Howard Carter. • Label findings in a tomb. • Debate the actions of Howard Carter and Lord Carnavon.	
Year 4	Local study of Victorian period • Describe what a mill is. • Ask questions about the past. • Respond to historical sources about Titus Salt. • Compare trains past and present. • Create a Victorian period timeline • Describe Saltaire in the past • Notice changes in Bradford before and after the	People who brought about change • Describe what the British empire was. • Explain what discrimination is • Sequence events of Bristol Bus Boycott. • Describe changes from the boycott • Sequence events of the Sari strikers • Describe changes brought about by the strikes.				The Romans invade • Explain when the Romans were in Britain. • Explain how we know about the Romans. • Label a map to show the Roman Empire. • Order events on a timeline. • Identify features and draw a Roman soldier. • Identify features and draw a Celtic soldier.

	industrial revolution. • Know facts from the story of Samuel Lister and Titus Salt • Describe differences between rich and poor in the past					• Recall facts about Boudica. • Compare Roman and Celtic soldiers using a Venn diagram. • Explain why the Romans wanted to invade. • Describe what the Romans left behind.
Year 5		Struggle for England • Find settlement periods on a timeline • The tribes and why they came • Learning from artefacts • Resistance against the Vikings • Timeline of events	Early Islamic civilisation • Introduce key elements of the Early Islamic Civilisation • Draw a timeline and order key dates • Mark locations of the Early Islamic Civilisation on a map. • Find out and write about the importance of trade and the Silk Road • Compare life in Anglo Saxon Britain to Baghdad in the	Space exploration • List reasons for space exploration • Create space exploration timeline • Know the story of Katherine Johnson • Know the story of Neil Armstrong • Know the story of Mae Jemison • Know the story of Tim Peake	Voices with impact • Identify key events in Marcus Rashford's life. • Express views on food poverty. • Identify key events in Malala Yousafzai's life. • Express views on advocacy for girls' education. • Identify key events in Rob Burrow's life. • Express views on community support. • Identify key events in Wangari Maathai's life.	

			Early Islamic Civilisation - Research about key figures from the Early Islamic Civilisation - End of the Early Islamic Civilisation		Express views on environmental activism.	
Year 6	Captain Cook and the British Empire - Create a Captain Cook fact file - Know the story of HMB Endeavor's voyage - Create a voyage timeline - Explore different versions of the story. - Debate whether Australia was discovered by Cook.	WW1 - Causes of WW1 - How Britain fought. - How we remember the war, - Condition on the western front - Trench reenactment - Which countries became involved in WW1 and why - Why and how Indian soldiers supported British war effort. - Debating whether it was right to join the war	WW2 - Explain why the Blitz took place - London landmarks during the Blitz - Compare the advances of technology from WW1 to WW2 - Explain what the Battle of Britain was and when it took place. - Sketch WW2 planes - Build Anderson shelters in forest experience - Describe women's roles during WW2 - Create Hitler fact file	Ancient Greeks - Create a timeline of the ancient Greek period - Compare map of ancient and modern day Greece - Identify key facts about ancient Olympics. - Compare modern day and ancient Olympics - Know the role of a Greek warrior. - Retrieve information about what the Greeks left us. - Debate to reach an informed conclusion about whether democracy from		

			• Record events surrounding the Holocaust • Record events surrounding Windrush • Create Sam B King fact file • Debate evacuation	Ancient Greece has been a positive influence on British society.		
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