

## ASCEVA History Progression Map

ASCEVA History Progression Map							
EYFS	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Traditional tales Stories from other cultures		Space Growing		Superheroes Dinosaurs	
	ELG	Understanding the World Make sense of own family history. Talk about lives of people around them and role in society.		Understanding the World Comment on images of familiar situations in past.		Understanding the World Similarities and differences between present and past. Consider own experiences and understand past through settings, characters and events encountered in stories.	
	Skills	Similarity and difference Continuity and change Empathy		Similarity and difference Continuity and change Evidence and interpretation Empathy		Similarity and difference Continuity and change Evidence and interpretation Empathy	
	Vocabulary	<ul style="list-style-type: none"> <li>• A long time ago</li> <li>• past</li> <li>• yesterday</li> <li>• now</li> <li>• born</li> <li>• baby</li> <li>• child</li> <li>• adult</li> <li>• Remembrance</li> </ul>		<ul style="list-style-type: none"> <li>• At the weekend</li> <li>• Reception</li> <li>• generation</li> <li>• diary</li> <li>• time</li> <li>• year</li> <li>• calendar</li> </ul>		<ul style="list-style-type: none"> <li>• dig</li> <li>• bones</li> <li>• fossil</li> <li>• ammonite</li> <li>• dinosaur</li> <li>• excavation</li> <li>• Prehistoric</li> <li>• extinct</li> </ul>	
YEAR 1	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme		Castles		Great Fire of London		History of the Seaside
	NC		British History		Significant Events		British History
	Learning Objectives		Who built first castles? Features of castles Structure of castles		Compare London past and present 17 <sup>th</sup> Century life		Features of seaside holiday

			Inhabitants of castles Life of the poor Case study: Tower of London over time.		Order events of the Fire How do we know what happened? Consequences of the Fire		What were holidays like in the past? When and how did they become popular? Order seaside holidays into 100 years ago, 50 years ago and today Differences between past and present holidays
Skills			Similarity /difference Continuity/change Evidence/interpretation		Cause and effect Chronology Evidence/interpretation		Continuity/change Chronology Evidence/interpretation
Vocabulary			<ul style="list-style-type: none"> <li>• Bayeux Tapestry</li> <li>• Normans</li> <li>• Monarch</li> <li>• Motte and Bailey</li> <li>• Peasants</li> <li>• Siege</li> <li>• Soldiers</li> <li>• Stone</li> <li>• William the Conqueror</li> <li>• Wooden</li> </ul>		<ul style="list-style-type: none"> <li>• Bakery/Baker</li> <li>• Fire Brigade</li> <li>• London</li> <li>• Pudding Lane</li> <li>• River Thames</li> <li>• Samuel Pepys</li> <li>• Seventeenth Century</li> <li>• Spread</li> <li>• Thomas Farriner</li> </ul>		<ul style="list-style-type: none"> <li>• Bathing/bathing machine</li> <li>• Popular</li> <li>• Promenade</li> <li>• Pier</li> <li>• Poor</li> <li>• Rich</li> <li>• Steam engines</li> <li>• Transport</li> <li>• Victorian era</li> </ul>
<b>YEAR 2</b>	<b>Term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Explorers		All Saints School			Ancient China: Shang Dynasty
	NC	Significant Individuals		Local History/changes living memory			Ancient Civilisation

<p>Learning Objectives</p>	<p>Find out about William Kidd and judge hero or villain                  Find out about Francis Drake and his achievements                  Compare Kidd and Drake                  Find out about Tim Peake and exploring space                  Find out about a significant event in the past -                  Put events beyond living memory in chronological order – Space exploration First rocket, 1<sup>st</sup> dog, first man, first woman, first British, first British – International Space Station</p>	<p>Ask relevant questions about schools in the past.                  Know how All Saints school started                  Use school buildings as historical sources                  Identify similarities and differences within education                  Experience life in All Saints School in the past</p>		<p>Understanding Dynasty and What does an Emperor do?                  The development of writing and its use to Historians.                  How do we know about Ancient China (archaeology)?                  What we can we learn about people from archaeological finds (Fu Hao's tomb)</p>
<p>Skills</p>	<p>Similarity and difference                  Continuity and change                  Significance                  Chronology                  Evidence and Interpretation</p>	<p>Similarity and difference                  Continuity and change                  Chronology                  Evidence and Interpretation                  Empathy</p>		<p>Significance                  Evidence/Interpretation</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Pirate</li> <li>• Hero</li> <li>• Villain</li> <li>• Voyage</li> <li>• Expedition</li> <li>• Exploration</li> <li>• Significant</li> <li>• The Golden Hind</li> </ul>	<ul style="list-style-type: none"> <li>• Education</li> <li>• Charity</li> <li>• In service</li> <li>• Architecture</li> <li>• Apprenticeship</li> <li>• Laundry</li> <li>• Privy</li> <li>• Arithmetic</li> <li>• Beckett and Sargeant</li> <li>• Interview</li> </ul>		<ul style="list-style-type: none"> <li>• Ancient</li> <li>• Dynasty</li> <li>• Emperor/Empire</li> <li>• Artefact</li> <li>• Afterlife</li> <li>• Archaeology</li> <li>• Evidence</li> <li>• Ideogram</li> <li>• Military</li> <li>• Priest</li> </ul>

YEAR 3	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	The Legacy of Ancient Greece			Stone Age to Iron Age		
	NC	Ancient Civilisations			British History		
	Learning Objectives	Understand BC/AD Order events in Ancient Greek history chronologically How Greek pots can be used as sources Use evidence to make judgements (Theseus myth) Comparing Democracy Ancient Greece - UK Comparing theatre Ancient Greece - UK Impact of Greek language on English Research Greek legacies Identify range of Greek influences today Assess the legacy of Ancient Greece			When and what was Prehistory? How we know about prehistory? How to make bronze Explain impact of bronze Features of Iron Age hill fort Consider continuity and change in prehistoric England		
	Skills	Continuity and change Significance Chronology Evidence and interpretation			Continuity/ change Cause and effect Significance Chronology Evidence/ interpretation		
	Vocabulary	<ul style="list-style-type: none"> <li>AD/BC</li> <li>ancient</li> <li>Athens/Athenian</li> <li>architecture</li> <li>chronology/chronologically</li> <li>democracy</li> <li>debate</li> <li>legacy</li> <li>Parthenon</li> </ul>			<ul style="list-style-type: none"> <li>agriculture</li> <li>archaeology</li> <li>artefact</li> <li>hill fort</li> <li>hunter gatherers</li> <li>impact</li> <li>prehistoric</li> <li>smelting</li> </ul>		

<b>YEAR 4</b>	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Roman Britain	Anglos-Saxon and Vikings	India	India		
	NC	British History	British History		Ancient Civilisation		
	Learning Objectives	<p><i>(Building on Yr 3 Iron Age/Italy)</i>                      Who were the Romans                      Why did they invade Britain?                      Why was the Roman army successful?                      Was there resistance to the Roman army (Boudicca)?                      Roman settlement features.                      What was the Roman contribution to Britain?</p>	<p>Why did the Anglo-Saxons come to Britain?                      Anglo-Saxon daily life.                      Why did the Vikings attack?                      Similarities and differences between Vikings and Anglo-Saxons                      Why was Alfred Great?                      How had Britain changed Roman – 1066?</p>		<p><i>(Link to Stone Age to Iron Age in UK Yr 3)</i>                      Place the Indus Valley Civilisation on a timeline                      Compare with developments in UK                      Compare settlements with Bronze Age Britain                      Identify features of an Indus Valley settlement                      Find out about trade and craft industries.                      Find out about the mathematical achievements and their impact                      Make judgements about the decline of a civilisation</p>		
	Skills	Cause and effect Evidence/interpretation	Continuity and change Similarity/difference Evidence/interpretation Chronology		Similarity/difference Significance Evidence/interpretation		
	Vocabulary	<ul style="list-style-type: none"> <li>aqueduct</li> </ul>	<ul style="list-style-type: none"> <li>invade</li> </ul>		<ul style="list-style-type: none"> <li>Civilisation</li> </ul>		

		<ul style="list-style-type: none"> <li>• barbarian</li> <li>• Boudicca</li> <li>• Emperor</li> <li>• Centurion</li> <li>• conquer</li> <li>• Legion</li> <li>• invasion</li> <li>• Pantheon</li> <li>• Senate</li> <li>• rebellion</li> </ul>	<ul style="list-style-type: none"> <li>• settler</li> <li>• pillage</li> <li>• extortion</li> <li>• Danegeld</li> <li>• Danelaw</li> <li>• raid</li> <li>• longboat</li> <li>• Scandinavia</li> </ul>		<ul style="list-style-type: none"> <li>• Citadel</li> <li>• Caste</li> <li>• Decline</li> <li>• Founded</li> <li>• Nomadic</li> <li>• support</li> <li>• oppose</li> <li>• trade</li> <li>• industry</li> <li>• regulation</li> </ul>		
<b>YEAR 5</b>	<b>Term</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Ancient Egypt			The Netherlands		The Space Race
	NC	Ancient Civilisations			Significant Events and Individuals		World History
	Learning Objectives	<p>Plot events from world history on a timeline</p> <p>Egyptian leadership</p> <p>Reasons for settlement and success</p> <p>Egyptian society and way of life</p> <p>Death rituals</p> <p>Recreate engineering techniques to build an Egyptian pyramid</p>			<p>Understand how the Netherlands was formed</p> <p>Investigate the origins of King's Day</p> <p>Explain the significance of Anne Frank.</p> <p>Look at the impact of Dutch artists.</p> <p>Explore Dutch identity and life style through art</p>		<p>Developed from basic Yr2 knowledge</p> <p>Reasons for Space Race</p> <p>Research significant individuals in Space Race</p> <p>Interpret evidence to make judgements</p> <p>Détente and end of conflict</p> <p>Who won the Space Race?</p>
	Skills	<p>Continuity and change</p> <p>Evidence/interpretation</p> <p>Similarities/ differences</p>			Significance		<p>Cause and effect</p> <p>Significance</p> <p>Evidence/interpretation</p>

	Vocabulary	<ul style="list-style-type: none"> <li>• hieroglyphics</li> <li>• sarcophagus</li> <li>• mummification</li> <li>• pharaoh</li> <li>• River Nile</li> <li>• Fertile</li> <li>• ritual</li> <li>• social class</li> <li>• engineering</li> </ul>			<ul style="list-style-type: none"> <li>• Monarch</li> <li>• House of Orange</li> <li>• States</li> <li>• Impressionism</li> <li>• Holocaust</li> <li>• Post-Renaissance</li> <li>• King's Day</li> <li>• Van Gogh</li> <li>• Vermeer</li> </ul>		<ul style="list-style-type: none"> <li>• Détente</li> <li>• Politics</li> <li>• astronaut</li> <li>• Cold War</li> <li>• Super power</li> <li>• Alliance</li> <li>• NASA</li> <li>• President</li> </ul>
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YEAR 6	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Mayans		World War II		Victorian Northampton	Yr 7 Ready
	NC	Ancient Civilisation		British History/World History		Local History	British History
	Learning Objectives	<p>Place the Ancient Aztecs on a world timeline.</p> <p>Investigate artefacts to find out about daily life</p> <p>Experience how Mayans traded</p> <p>Investigate the impact of Aztec customs on daily life</p>		<p>Order significant events in and around WWII</p> <p>Explain how WWII began</p> <p>Explain how Britain prepared for war</p> <p>Use of propaganda to support the war effort</p> <p>Childhood in WWII</p> <p>Know about the blitz</p> <p>Impact of rationing</p> <p>Impact of Dunkirk</p> <p>Life for Jewish people in Nazi Germany (<i>with recap on life of Anne Frank</i>)</p> <p>Impact of WWII on our life today</p>	<p>To identify the Victorian era in British History</p> <p>To identify how Northampton expanded in 1800s.</p> <p>Growth of Boot and Shoe industry</p> <p>Industrialisation and factory system.</p> <p>To describe what life was like for a working-class child</p> <p>Who helped improve children's lives?</p>	<p>Recap Yr 4</p> <p>The mystery of Sutton Hoo – what does it tell us about the people of Anglo-Saxon England?</p> <p>What was Britain like in 1066?</p>	

					<p><i>(Reference can be made to our school – link with Yr 2)</i></p> <p>To describe characteristics of Victorian buildings in the town</p> <p>Pros and cons of the railway.</p>	
Skills	<p>Evidence/interpretation</p> <p>Empathy</p>		<p>Similarity and difference</p> <p>Significance</p> <p>Cause and effect</p> <p>Evidence and interpretation</p> <p>Empathy</p>	<p>Continuity and change</p> <p>Cause and Effect</p> <p>Similarity/difference</p> <p>Evidence/Interpretation</p> <p>Empathy</p>	<p>Evidence/Interpretation</p> <p>Chronology</p>	
Vocabulary	<ul style="list-style-type: none"> <li>• Astrology</li> <li>• Baktun</li> <li>• cocoa</li> <li>• codex</li> <li>• maize</li> <li>• scribe</li> <li>• states</li> <li>• politics</li> <li>• ritual</li> </ul>		<ul style="list-style-type: none"> <li>• Allies</li> <li>• Axis</li> <li>• Air raid</li> <li>• Evacuation</li> <li>• Blitzkreig</li> <li>• Genocide</li> <li>• Holocaust</li> <li>• Kristalnacht</li> <li>• Propaganda</li> <li>• Treaty</li> <li>• Rationing</li> </ul>	<ul style="list-style-type: none"> <li>• Cobblers</li> <li>• Empire</li> <li>• Industrial Revolution</li> <li>• Charles Dickens</li> <li>• Chimney Sweep</li> <li>• Service</li> <li>• Mining</li> <li>• Poverty</li> <li>• Workhouse</li> <li>• Queen Victoria</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo-Saxon</li> <li>• Norman</li> <li>• Freeman</li> <li>• Earl</li> <li>• Feudalism</li> <li>• Hierarchy</li> <li>• Christianity</li> </ul>	





Key Historical Skills and Concepts
Chronology
Continuity and Change
Similarity and Difference
Cause and Effect
Significance
Evidence and Interpretation
Empathy

National curriculum objectives
Changes in living memory
Significant events
Significant individuals
Local History
British History
World History
Ancient Civilisations