

Ampney Crucis CofE Primary Progression Map

Subject: History

Intent:

Here at Ampney Crucis Primary school, it is our aim to instil a love of History in all our children. We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of study. We aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities. From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today. We will, where possible, link History to other subject areas. We will monitor progress regularly through learning walks, lesson visits, book scrutiny and pupil voice.

	Autumn – History Focus		Spring – Geography Focus	Summer – Both
Maple	<p><i>A1 – I wonder what is special to you?</i> <i>A2 – I wonder who can help me?</i></p> <p><i>Talk about the lives of the people around them and their roles in society;</i> <i>- Know some similarities and differences between things in the past and now, drawing on their experiences -</i></p> <p>Talk about the lives of people around them. Talk about the roles of people in society Understand the past through stories (Bonfire Night)</p>			<p><i>S1 – I wonder how things grow?</i> <i>S2 – I wonder where we could explore?</i></p> <p><i>Talk about the lives of the people around them and their roles in society;</i> <i>- Know some similarities and differences between things in the past and now, drawing on their experiences -</i></p> <p>Talk about lives of people around them (favourite foods) Understand the past through settings & characters (moon)</p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i> Look at life in other countries</p> <p>Create maps & imaginary worlds</p>
Willow A (Year 1 Content)	<p>The Great Fire How can we work out why the Great Fire started? What actually happened during the Great Fire and how can we know for sure 350 years later? Why did the Great Fire burn down so many buildings? Could more have been done to stop the fire? How did people manage to live through the Great Fire? How shall we rebuild London?</p>	<p>Florence Nightingale Why is Florence Nightinglae remembered today and what did she do in her life? Why do you think Florence took the brave step to go to the Crimea and who influenced her? What did Florence do to help the soldiers and did everyone have the same opinion of her? What were the most important achievements of Florence’s life? How do we know so much about Florence’s life when she lived so long ago? Should the statue to Mary Seacole in St Thomas hospital be replaced by one to Florence Nightingale?</p>		<p>Toys through time What are toys like today? What are other people’s toys like? How can we tell these toys are old? What were our grandparents toys like and how do we know? Who played with these toys a long time ago? Setting up a toy museum</p>

Willow B (Year 2 Content)	Grace Darling What did Grace do that made her famous? Why did Grace do what she did and what made her actions so special? Did Grace really carry out this brave rescue on her own? How do we know about Grace's actions which happened so long ago? How did sea rescue improve after her heroic act? How should we remember Grace Darling today?	Gunpowder Plot What do we know about Bonfire Night? What did Guy Fawkes do that makes us burn a guy on bonfire night? What went wrong with the Plot and how do we know? How well did the TV programme explain the Gunpowder Plot? Is it right to burn guys on Bonfire Night?		Going to the seaside – how has it changed over 100 years? What was going to the seaside like 100 years ago? What kind of things did people do at the seaside 100 years ago? How do we know what holidays were like 100 years ago? Do we go to the seaside for the same reasons that people went 100 years ago? How have seaside holidays changed over the past 100 years? Do all children like seaside holidays 100 years ago or would some prefer today's seaside holidays? What does the picture tell us about the seaside 100 years ago?
Chestnut A (Y3 Content)	Romans in Britain <ul style="list-style-type: none"> Who did the Romans leave Italy and invade this island on the edge of the empire? Did Claudius invade for the same reasons as Caesar? Why did Boudica stand up to the Romans and what images do we have today of her? How were the Romans able to keep control over such a vast empire? How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? 		<i>Chronology timebox sessions</i>	Stone Age to Iron Age <ul style="list-style-type: none"> Was stone age man simply a hunter and gatherer, concerned only with survival? How different was life in the Stone Age when man started to farm? What can we learn about life in the stone age from a study of Skara Brae? Why is it so difficult to work out why Stonehenge was built? How much did life really change during the Iron Age and how can we possibly know? Source based history mystery – Maiden Castle Skeletons
Chestnut B (Y4 Content)	Ancient Egypt <ul style="list-style-type: none"> What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5,000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilisations from that time? Home study: The Pyramids 		<i>Chronology timebox sessions</i>	Anglo Saxons <ul style="list-style-type: none"> Why did the Anglo-Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? How were the Saxons able to see off the Viking threat? Just how great was King Alfred, really? Just how effective was Saxon Justice? So how dark were the dark ages, really?
Oak A (Y5 Content)	Vikings <ul style="list-style-type: none"> What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? 		<i>Chronology timebox sessions</i>	Ancient Greece <ul style="list-style-type: none"> How can we possibly know so much about the Ancient Greeks who lives over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?

	<ul style="list-style-type: none">• How have recent excavations changed our view of the Vikings? (focus on Jorvik)• What can we learn about Viking settlements from a study of place-name endings• Raiders or settlers: how should we remember the Vikings		<ul style="list-style-type: none">• Why was Athens able to be so strong at this time?• What was so special about life in 5th Century BC Athens that makes us study it?• What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics• In what ways have the Ancient Greeks influenced our lives today?
Oak B (Y6 Content)	Mayan Civilisations <ul style="list-style-type: none">• Why do you think we study the Mayan empire in school?• When the area they lived in was mainly jungle, how on earth were the Maya able to grow so strong?• What was life like at the height of the Mayan Civilisation?• How can we possibly know what it was like there 1,000 years ago• If the Maya were so civilized, why then did they believe in human sacrifice?• How can we solve the riddle of why the Mayan Empire ended so quickly?	<i>Chronology timebox sessions</i>	Britain at War: The Home Front <ul style="list-style-type: none">• Why did Britain have to go to war in 1939?• Why was it necessary for children to be evacuated and what was evacuation really like?• How was Britain able to stand firm against the German threat?• How did people manage to carry on normal life during the war and how do we know?• Why is it so difficult to be sure what life on the Home Front was really like?• What was VE day really like?