



## Progression Map History

	Community and Family	Quest for Knowledge	Power, Empire and Democracy
EYFS	<p><b>Me and My World</b> Talk about members of their immediate family and community</p> <p><b>My Heroes</b> Find out about real life heroes</p>	<p><b>Castles, Knights &amp; Dragons</b> Find out more about a historical figure who lived in a castle, and the people who worked in castles through books and online learning</p> <p><b>Where We Live</b> Look at historic pictures of their locality, e.g. important buildings, high street, the school. Invite parents / grandparents to talk about what they remember</p>	<p><b>Castles, Knights &amp; Dragons</b> Compare pictures of Queen Elizabeth II with those of historical queens (Queen Elizabeth I and Queen Victoria) We can choose to join in with a bully or to tell a teacher</p>
Y1	<p><b>What was life like for people in the past?</b> My local community was different for families at different times in history</p> <p><b>How did people travel in the past?</b> In the past, communities were smaller because people could not travel so far Name and describe people who are familiar to them</p>	<p><b>Where did people live in the past?</b> It took a long time for the knowledge that we have today to develop</p>	<p>Everyone – including pupils – has some level of power, and they can choose to use it in good or bad ways (e.g. pupils have the power to join in with a bully, or to tell a teacher)</p>
Y2	<p><b>Local History</b> How has my community changed over 4 different time periods? Exploring how our community has changed over time through lens of festivals, food and music</p> <p><b>Explorers</b> People in history that lived in communities that look different to ours today. The similarities and differences between the lives of Sacagawea and Michael Collins</p>	<p><b>Explorers</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge</p>	<p>Pupils' power will come through their personal power to make choices</p> <p><b>Great Fire Of London</b> The King or Queen in England has power to make new rules or laws</p>
Y3	<p><b>Prehistoric Britain</b> In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient and did everything (hunt, cook, clean, build, heal) themselves</p>	<p><b>Prehistoric Britain</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us' this does not mean that they are more 'stupid' than people today</p>	<p><b>European History: Ancient Egypt and Greece</b> Different places have different systems of government. Some can be autocratic Empires are large areas of land that are controlled by one person or group of people People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich / some are more technologically advanced.</p>



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<b>Y4</b>	<p><b>Early Islamic</b> Communities can be brought together by geographical location, or by a shared identity.</p> <p><b>Roman Britain</b> How Romans shaped the communities that we live in today – cities, towns, roads</p>	<p><b>Early Islamic</b> Knowledge was developed and shared across different civilisations across many continents Different civilisations place different values on knowledge and scientific development than others</p> <p><b>Ancient Maya</b> Different civilisations across the world developed similar knowledge independently</p>	<p><b>Roman Britain</b> Drivers of power can be categorised into:</p> <ol style="list-style-type: none"> <li>1. Institutional</li> <li>2. Economic</li> <li>3. Physical</li> <li>4. Intellectual</li> <li>5. Informal</li> </ol> <p><b>Empires</b> Form when one country or area exerts power over other areas</p>
<b>Y5</b>	<p><b>Anglo-Saxons</b> Sutton Hoo is an archaeological site in East Anglia that houses many artefacts that tell us about Anglo-Saxon life. There were distinct classes of people in Anglo-Saxon England. Slaves were at the bottom of the hierarchy, and women were not much more important</p> <p><b>Vikings</b> Slaves could be taken from different communities based on their race, ethnicity or gender</p>	<p><b>Anglo-Saxons</b> Like the Romans, Anglo-Saxons were gradually converted to Christianity from Paganism by Augustine, who became the first Archbishop of Canterbury The oral tradition is the method of remembering and passing on all the knowledge accumulated over thousands of generations by the spoken word</p> <p><b>Local History - Peterborough Cathedral/ Tudors</b> Study of the architecture, art and science from Tudor period to be found within Peterborough Cathedral (first hand sources/ evidence)</p>	<p><b>Local History - Peterborough Cathedral/ Tudors</b> Exploration of Henry VIII dissolution of monasteries and the power he moved from Roman Catholic Church and reasons why. Link to Katherine of Aragon burial in Peterborough Cathedral and the power of the church in the middle ages.</p>
<b>Y6</b>	<p><b>World War 2</b> War through a child's eyes. How war can devastate families by forced separation. How communities tried to adapt in Nazi occupied Europe in the face of oppression and adversity. (links to Kindertransport/ holocaust) Y6 children to develop sense of empathy.</p>	<p><b>Quest for Knowledge</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all the knowledge accumulated over thousands of generations by the spoken word Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (link to Darwin/ Evolution)</p>	<p><b>Power, Empire &amp; Democracy</b> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power Deciding what knowledge is taught in schools is a contentious decision and people have different opinions about it</p>
<b>KS3</b>	<p>Issues of modern slavery that remain in the world today</p>	<p>Recognising and debating issues around 'decolonising' the curriculum and western institutions</p>	<p>Understanding how power is legitimised and wielded in different context and how this changes over time</p>