



Curriculum Scope	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My History and Local History	<p>I can learn new vocabulary to do with topics.</p> <p>I can understand the past through settings and events e.g., Remembrance Day and Bonfire Night.</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people such e.g., Saint Leonard.</p> <p>I can comment on images from the past e.g., photos of Loftus.</p> <p>I can make simple comments about historical figures.</p>	<p>Changes within Living Memory</p> <p>I can explain how I have changed since I was born.</p> <p>I can use phrases like 'old', 'new', and 'a long time ago' to describe toys.</p> <p>I can look at photographs and say whether they are 'old' or 'new' toys.</p> <p>I can talk about things that happened when I was younger.</p> <p>I can ask questions about old and new toys.</p> <p>I can sort pictures and objects to identify differences between old and new toys and explain why they are different.</p> <p>I can create a simple timeline of events that happened in my life including: -When I was born -An early memory -When I started school -An activity in school</p> <p>Key Vocabulary</p> <p>Old, new, a long time ago, past, present, baby, child, timeline.</p>	<p>Captain Cook</p> <p>I can ask questions about Captain Cook to learn about his past using a mind map.</p> <p>I can create a timeline of events in his life including: -When he was born -His childhood -His first voyage -His discovery -His death</p> <p>I can name the countries that he discovered -Hawaii -Australia -New Zealand</p> <p>I can describe what life was like on Captain Cook's ship using pictures and video evidence to create a poster.</p> <p>I can plan five things Captain Cook will need for a journey to discover a new country.</p> <p>Key Vocabulary</p> <p>Captain James Cook, Endeavour, explorer, voyage, discover, crew.</p>	<p>Victorian Saltburn</p> <p>I can use sources of evidence to find out about Henry Pease, the Victorian entrepreneur, including: -When and where he was born -When he founded Saltburn -His influence on Saltburn -His death</p> <p>I can create a fact file about the Saltburn Cliff Lift including: -When it was constructed -How it works -How it has changed over time</p> <p>I can compare the Victorian era to now.</p> <p>I can create a postcard describing a seaside holiday to Saltburn during Victorian times including at least two period-specific features: -Clothing worn -Bathing machines</p> <p>I can create a timeline to include at least six key structures in Saltburn's history during Victorian times.</p> <p>I can compare the railways then and now.</p> <p>I can use a range of sources to find out about the railways and explain when Britain started to use trains.</p> <p>Key Vocabulary</p>	<p>Fishing Industry on the North East Coast</p> <p>I can research when and how the fishing industry began in Whitby.</p> <p>I can use sources of evidence to find out how the fishing industry changed Whitby including: -Achievements -Housing -Society -Beliefs</p> <p>I can create a timeline of Whitby's fishing industry.</p> <p>I can name four local fishing villages other than Whitby -Robin Hood's Bay -Staithes -Runswick Bay -Sandsend</p> <p>I can talk about how the fishing industry developed in this locality.</p> <p>I can explain how fish was transported to other parts of the country.</p> <p>I can compare similarities and differences between fishing in the 19th century and the fishing industry now.</p> <p>I can use sources of evidence to explain what life was like for fishermen and their families.</p> <p>Key Vocabulary</p>	<p>Ironstone Mining in East Cleveland</p> <p>I can use sources of evidence to explain what mining is and what iron stone is used for.</p> <p>I can describe how mining changed East Cleveland including: -Achievements -Housing (link to Loftus) -Society -Beliefs</p> <p>I can research facts about Bolckow and Vaughan including: -Where and when they were born -Their early childhood -Their achievements -When they discovered iron stone -Four things their discovery changed in the local area -Their impact on Middlesbrough</p> <p>I can create a timeline using dates and centuries to show events in the mining industry including: -Discovery of iron ore in the Cleveland Hills -Beginning of settlements around the Cleveland Hills -Development of the railway to transport iron ore.</p> <p>I can create a newspaper report to describe four things their discovery changed in the local area.</p> <p>Key Vocabulary</p>	<p>World War II</p> <p>I can use sources of evidence to research: -When World War II started and ended -How and why World War II started -Key events</p> <p>I can explain the significance of the Battle of Britain.</p> <p>I can create a timeline of some of the main events during World War II including dates and centuries -When World War II started -The Battle of Britain -The Blitz -D-Day: The Normandy Landings -When World War II ended</p> <p>I can create a diary entry as to what life might have been like in Loftus during World War II.</p> <p>I can explain the purpose of an air-raid shelter.</p> <p>I can talk about how life has changed after World War II.</p> <p>Key Vocabulary</p> <p>Declaration, Spitfire, air raid, evacuation, propaganda, rationing.</p>



Hummersea Primary School
History Curriculum Progression Map



Victorian, source, evidence,
tramway, pier.

Industry, North Sea, fishing
trawler, fishermen, coastal.
Harbour.

Henry Bolckow, John
Vaughan, drift, midge, tally,
powder house, tubs,
ventilation.



	The Great Fire of London	Kings and Queens	Stone Age to Iron Age	The Romans	Anglo-Saxons	Vikings	
British History	<p>I can make simple comments about historical figures from the past.</p> <p>I can contrast characters from stories, including figures from the past.</p> <p>I can understand the past through settings and events such as transport changes over time e.g., horse and cart/cars.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and talk about selected non-fiction books and develop familiarity with new vocabulary and knowledge.</p> <p>I can discuss some places that are special to members of the community.</p> <p>I can recognise people have beliefs and celebrations.</p> <p>Big dreams books – Florence Nightingale linked to People Who Help Us topic and Mary Anning linked to Dinosaur Adventure topic.</p>	<p>I can sequence events on a timeline including:</p> <ul style="list-style-type: none"> -When and where the fire started -Firefighters try to tackle the fire -St Paul’s Cathedral is destroyed -The fire is put out <p>I can use pictures to sort and compare what life was like in London then and now.</p> <p>I can use evidence from a diary entry to find out about the Great Fire of London.</p> <p>I can explain how and when The Great Fire of London started using my own diary entry.</p> <p>I can name two things that changed because of The Great Fire of London:</p> <ul style="list-style-type: none"> -Materials used to build houses - St. Paul’s Cathedral <p>The Lives of Significant Individuals</p> <p>I can explore the life of Samuel Pepys.</p> <p>Key Vocabulary</p> <p>Past, a long time ago, London, bakery, thatch, Samuel Pepys, gunpowder, diary.</p>	<p>I can identify and sort English/British monarchs on a timeline including:</p> <ul style="list-style-type: none"> -Queen Elizabeth I -Queen Victoria -Queen Elizabeth II -King Charles III <p>I can identify the key roles of a monarch as a job description.</p> <p>I can build an overview of the past by inferring using pictures as a stimulus.</p> <p>I can use pictures to compare the lives of Queen Elizabeth I and King Charles III and what life was like.</p> <p>I can use sources of evidence to find out what type of queen Elizabeth I was, and her legacy.</p> <p>I can use a range of sources to create a fact file about King Charles III including:</p> <ul style="list-style-type: none"> -When and where he was born -His Coronation -Significant events in his life as the current King <p>The Lives of Significant Individuals</p> <p>I can explore the life of Elizabeth I and King Charles III</p> <p>Key Vocabulary</p> <p>Queen Elizabeth I, King Charles III, monarch, reign, throne, rule, majesty, Coronation.</p>	<p>I can explain how we know about early civilisations.</p> <p>I can describe events and periods of time using BC and AD.</p> <p>I can formulate relevant questions about a particular period of time using appropriate vocabulary.</p> <p>I can use various sources of evidence to find out about different periods of history.</p> <p>I can use these questions to find out what life was like from Stone Age to the Iron Age.</p> <p>I can name four differences in lifestyle between Stone Age, Bronze Age and Iron Age.</p> <p>I can give the dates of when the Stone Age and Iron Age happened.</p> <p>I can place Stone Age, Bronze Age and Iron Age on a timeline.</p> <p>Key Vocabulary</p> <p>Chronology, BC, AD, hunter-gatherers, shelter, civilisation, settlement, ancient, remains.</p>	<p>I can place periods of history on a timeline including some that I have learned from previous years.</p> <p>I understand how archaeology can tell us about Roman life.</p> <p>I can use a range of sources to describe the lives of Romans including:</p> <ul style="list-style-type: none"> -Settlements -Food -Clothing -Jobs <p>I know when Britain was invaded by the Romans.</p> <p>I can talk about four things that the Romans improved/changed in Britain that are still being used today including:</p> <ul style="list-style-type: none"> -Language -Roads -Religion -Roman numerals <p>I know where Hadrian’s wall is and why it was built.</p> <p>The Lives of Significant Individuals</p> <p>I know who Boudica, Caesar and Claudius were.</p> <p>Key Vocabulary</p> <p>Archaeologist, artefact, invade, tribe, weaponry, armour, Roman Empire, Boudica, Julius Caesar, Claudius.</p>	<p>I know when the Anglo-Saxons invaded Britain.</p> <p>I understand where the Anglo-Saxons sit in relation to other British invasions and communities.</p> <p>I can use a range of sources to investigate and demonstrate the Anglo-Saxon way of life including:</p> <ul style="list-style-type: none"> -Settlements -Food -Clothing -Jobs <p>I can name some things the Anglo-Saxons brought to Britain that we still use today.</p> <p>I can work in role as a member of Anglo-Saxon society and write about daily life.</p> <p>I understand the importance of archaeology when learning about history.</p> <p>I can create a timeline including significant events and dates.</p> <p>Key Vocabulary</p> <p>Saxons, invasion, missionary, Pagan, thane, churl, artefact, excavate, legacy, invaders, settlers.</p>	<p>I can debate historical events, giving reasons for and against and understanding that there are two sides to an argument.</p> <p>I can summarise the main events from a specific period in history that I have studied, explaining the order in which key events happened.</p> <p>I can use a range of different sources to study an event or period of time from the curriculum.</p> <p>I can explain the significance of Alfred the Great and use a timeline to explain the relationship between him, the Vikings and Anglo-Saxons.</p> <p>I can name four places in Britain that the Vikings invaded and raided including:</p> <ul style="list-style-type: none"> -Lindisfarne -York -Dublin -Whitby <p>I can explain what the Vikings introduced into Britain that are still in use today.</p> <p>Key Vocabulary</p> <p>Alfred the Great, Scandinavia, exile, outlawed, monastery, Danelaw, runes, chieftain.</p>



Wider World
History

	Smugglers and Pirates	Moon Landings	Ancient Egypt	The Shang Dynasty	Ancient Greece	Mayan Civilisation
<p>I can make simple comments and comparisons about historical figures and times.</p> <p>I can understand the past through settings and events.</p> <p>Big dreams books – Amelia Earhart and Neil Armstrong linked to Space and Travel topic.</p>	<p>I can explore sea shanties including: -Soon may the Wellerman come -Blow the Man Down</p> <p>I can use sources of evidence to find out why Saltburn was a good place for smuggling to create a poster.</p> <p>I can talk about smugglers and what they did.</p> <p>I can research facts about Captain Blackbeard to create a fact file.</p> <p>I can use sources of evidence to describe what life was like on a pirate ship including: -Food -Jobs and roles -Sleeping -Experience of life at sea</p> <p>I can create a simple timeline of ships to show how they have changed over time.</p> <p>The Lives of Significant Individuals</p> <p>Famous pirates e.g., Captain Blackbeard</p> <p>Key Vocabulary</p> <p>Captain Blackbeard, smuggler, pirate, pirate ship, sea shanty, treasure, piracy.</p>	<p>I can learn key facts about the Apollo 11 mission to land on the moon including: -When and where it launched -Who was onboard -Famous quotes -What was the aim of the Apollo 11 mission -Problems landing on the Moon</p> <p>I can ask questions about Neil Armstrong’s life using vocabulary related to the passing of time to create a mind map of what I want to know.</p> <p>I can research Neil Armstrong and his life to create an information sheet including: -When and where he was born -His childhood -How he became an astronaut -His achievements</p> <p>I can use pictures to identify and compare some differences between life in 1969 and life today.</p> <p>I can compare Neil Armstrong to Mae Jemison including: -Background -Their achievements</p> <p>I can create a simple timeline that includes the people I have been studying.</p> <p>The Lives of Significant Individuals</p> <p>Neil Armstrong and Mae Jemison.</p> <p>Key Vocabulary</p>	<p>I can formulate relevant questions about a particular period of time using the appropriate vocabulary.</p> <p>I can explain how we know about early civilisations.</p> <p>I can add the Ancient Egyptian civilisation to a simple timeline with other early civilisations.</p> <p>I can understand that we are still using some things that the Ancient Egyptians invented including: -Paper and ink -Cosmetics -The calendar</p> <p>I can give five interesting facts about Ancient Egypt including: -Inventions -Hieroglyphics -Pyramids -Pharaohs -Gods</p> <p>I know where the Ancient Egyptian civilisation was in the world.</p> <p>I can research using a range of sources to create a biography about Tutankhamun including: -When he was born -Early life -Length of reign -Achievements -His death</p> <p>Key Vocabulary</p> <p>Ancient, artefact, hieroglyphics, mummification, pharaoh, preserve, pyramid, society, tomb, Tutankhamun.</p>	<p>I can list some early civilisations and know where in the world they lived.</p> <p>I know that China was an early civilisation.</p> <p>I can research to create an information sheet comparing different aspects including: -Housing -Food -Transport -Clothing</p> <p>I can find out three achievements of the Shang Dynasty including: -The writing system -Chariots -Bronze work</p> <p>I can research what life was like for different groups of people during the Shang Dynasty and create a diary entry as a lower-class citizen during that time.</p> <p>I can add the Shang Dynasty to a timeline showing an understanding of time spans and sequences.</p> <p>Key Vocabulary</p> <p>Population, pagoda, port, dynasty, pictographs, oracle bones, jade, chariots, Emperor.</p>	<p>I can name four influences that the Ancient Greeks have had on the western world.</p> <p>I can compare the differences between the Spartans and the Athenians.</p> <p>I understand the importance of democracy and its origins.</p> <p>I can create a report detailing key aspects including: -Trade -Clothing -Education -Buildings</p> <p>I can add Ancient Greeks to a timeline showing an understanding of time spans and sequences.</p> <p>I can research what the Ancient Greek Olympics was like and who visited to gain an understanding of its importance.</p> <p>Key Vocabulary</p> <p>Citizens, acropolis, democracy, dictatorship, Olympics, Titans, myth, philosophy, Spartans, Athens.</p>	<p>I understand when and where the Mayans lived.</p> <p>I can research some aspects of the Mayan way of life including: -Farming practices -Culture -Clothing -Buildings</p> <p>I can research Mayan jobs and write about why I would be best suited for a particular job/role.</p> <p>I can name some Mayan inventions that are still used around the world including: -Chocolate -Rubber</p> <p>I can discuss the similarities and differences between British society and the Mayan Civilisation.</p> <p>I can order some events including years that took place during the Mayan Civilisation on a timeline including: -The Maya first settle in Copan -The Maya begin to farm The city-state of Teotihuacan is established -Pyramids are first built -The city-state of Caracol becomes a major force in the land -Teotihuacan is abandoned</p> <p>Key Vocabulary</p> <p>Maya, Mayan, maize, rituals, sacrifice, chronological, hierarchy, temple.</p>



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Neil Armstrong, Mae
Jemison, astronaut, crater,
satellite, mission, lunar.