



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 as 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><b>Changes within Living Memory</b></p> <p><b>How have toys changed?</b></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:</p> <ul style="list-style-type: none"> <li>-When I was born</li> <li>-An early memory</li> <li>-When I started school</li> <li>-An activity in school</li> </ul> <p><b>Key Vocabulary</b></p> <p>Old, new, a long time ago, past, present, timeline, living memory, memories, change, explain.</p>	<p><b>Captain Cook</b></p> <p><b>Why do we remember famous explorers?</b></p> <p>I can ask questions about Captain Cook to learn about his past using a mind map.</p> <p>I can learn about his life to create a timeline of events including:</p> <ul style="list-style-type: none"> <li>-When he was born</li> <li>-His childhood</li> <li>-His first voyage</li> <li>-His discovery</li> <li>-His death</li> </ul> <p>I can name the countries that he discovered</p> <ul style="list-style-type: none"> <li>-Hawaii</li> <li>-Australia</li> <li>-New Zealand</li> </ul> <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><b>Key Vocabulary</b></p> <p>Captain James Cook, Endeavour, explorer, voyage, discovery, crew, local, expedition, chronological order, events.</p>	<p><b>Victorian Saltburn</b></p> <p><b>What was it like to live in Saltburn during the Victorian era?</b></p> <p>I can use sources of evidence to find out about Henry Pease, the Victorian entrepreneur, including:</p> <ul style="list-style-type: none"> <li>-When and where he was born</li> <li>-When he founded Saltburn</li> <li>-His influence on Saltburn</li> <li>-His death</li> </ul> <p>I can learn about the Saltburn Cliff Lift to create a fact file including:</p> <ul style="list-style-type: none"> <li>-When it was constructed</li> <li>-How it works</li> <li>-How it has changed over time</li> </ul> <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:</p> <ul style="list-style-type: none"> <li>-Clothing worn</li> <li>-Bathing machines</li> </ul> <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><b>Fishing Industry on the North East Coast</b></p> <p><b>How has the fishing industry changed in Whitby over time?</b></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:</p> <ul style="list-style-type: none"> <li>-Achievements</li> <li>-Housing</li> <li>-Society</li> <li>-Beliefs</li> </ul> <p>I can create a timeline of Whitby's fishing industry.</p> <p>I can name four local fishing villages other than Whitby</p> <ul style="list-style-type: none"> <li>-Robin Hood's Bay</li> <li>-Staithes</li> <li>-Runswick Bay</li> <li>-Sandsend</li> </ul> <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><b>Key Vocabulary</b></p>	<p><b>Ironstone Mining in East Cleveland</b></p> <p><b>How did ironstone mining impact on East Cleveland?</b></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:</p> <ul style="list-style-type: none"> <li>-Achievements</li> <li>-Housing (link to Loftus)</li> <li>-Society</li> <li>-Beliefs</li> </ul> <p>I can research facts about Bolckow and Vaughan including:</p> <ul style="list-style-type: none"> <li>-Where and when they were born</li> <li>-Their early childhood</li> <li>-Their achievements</li> <li>-When they discovered iron stone</li> <li>-Four things their discovery changed in the local area</li> <li>-Their impact on Middlesbrough</li> </ul> <p>I can create a timeline using dates and centuries to show events in the mining industry including:</p> <ul style="list-style-type: none"> <li>-Discovery of iron ore in the Cleveland Hills</li> <li>-Beginning of settlements around the Cleveland Hills</li> <li>-Development of the railway to transport iron ore.</li> </ul> <p>I can create a newspaper report to describe four things their discovery changed in the local area.</p>	<p><b>World War II</b></p> <p><b>What was it like to live in Loftus during World War II?</b></p> <p>I can use sources of evidence to research:</p> <ul style="list-style-type: none"> <li>-When World War II started and ended</li> <li>-How and why World War II started</li> <li>-Key events</li> </ul> <p>I can explain the significance of the Battle of Britain.</p> <p>I can learn about World War II to create a timeline of some of the main events including dates and centuries:</p> <ul style="list-style-type: none"> <li>-When World War II started</li> <li>-The Battle of Britain</li> <li>-The Blitz</li> <li>-D-Day: The Normandy Landings</li> <li>-When World War II ended</li> </ul> <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><b>Key Vocabulary</b></p> <p>Declaration, Spitfire, air raid, evacuation, propaganda, rationing, primary sources, secondary sources, reliable, unreliable, extent of change, cause and effect.</p>



Hummersea Primary School  
History Curriculum Progression Map



				<p><b>Key Vocabulary</b></p> <p>Victorian, Henry Pease, source, evidence, tramway, pier, locomotive, innovation, upper class, working class, era, compare.</p>	<p>Industry, North Sea, fishing trawler, buoy, fishermen, coastal, harbour, transported, achievements, comparison, impact.</p>	<p><b>Key Vocabulary</b></p> <p>Henry Bolckow, John Vaughan, drift, midge, tally, powder house, tubs, ventilation, cause, effects, consequence, primary sources, secondary sources, reliable, unreliable.</p>	
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		<b>The Great Fire of London</b>	<b>Kings and Queens</b>	<b>Stone Age to Iron Age</b>	<b>The Romans</b>	<b>Anglo-Saxons</b>	<b>Vikings</b>
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><b>Why did the Great Fire of London destroy so much of London?</b></p> <p>I can sequence events on a timeline including: -When and where the fire started -Firefighters try to tackle the fire -St Paul’s Cathedral is destroyed -The fire is put out</p> <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: -Materials used to build houses - St. Paul’s Cathedral</p> <p><b>The Lives of Significant Individuals</b></p> <p>I can explore the life of Samuel Pepys.</p> <p><b>Key Vocabulary</b></p> <p>Past, a long time ago, London, bakery, thatch, Samuel Pepys, gunpowder, diary, sequence, similarities, differences.</p>	<p><b>How is our country ruled?</b></p> <p>I can identify and sort English/British monarchs on a timeline including: -Queen Elizabeth I -Queen Victoria -Queen Elizabeth II -King Charles III</p> <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 research what type of queen Elizabeth I was, and her legacy.</p> <p>I can learn about King Charles III using a range of sources to create a fact file including: -When and where he was born -His Coronation -Significant events in his life as the current King</p> <p><b>Key Vocabulary</b></p> <p>Queen Elizabeth I, King Charles III, monarch, reign, throne, rule, majesty, Coronation, past, present, research, national, observations.</p>	<p><b>What was life like in Prehistoric Britain?</b></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><b>Key Vocabulary</b></p> <p>Chronology, BC, AD, hunter-gatherers, shelter, settlement, ancient, remains, Palaeolithic, Mesolithic, Neolithic, prehistoric, period, continuity.</p>	<p><b>Who were the Romans and what was the Roman Empire’s impact upon Britain?</b></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: -Settlements -Food -Clothing -Jobs</p> <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: -Language -Roads -Religion -Roman numerals</p> <p>I know who Boudicca, Caesar and Claudius were.</p> <p>I know where Hadrian’s wall is and why it was built.</p> <p><b>Key Vocabulary</b></p> <p>Archaeologist, artefact, invade, tribe, weaponry, armour, Roman Empire, Boudicca, Julius Caesar, Claudius, evolution, legacy, significance.</p>	<p><b>Why did the Anglo-Saxons come to Britain?</b></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: -Settlements -Food -Clothing -Jobs</p> <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><b>Key Vocabulary</b></p> <p>Saxons, invasion, missionary, Pagan, thane, churl, artefact, excavate, legacy, invaders, settlers, adapt, conflict, historical sources, archaeological.</p>	<p><b>Who were the Vikings?</b></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: -Lindisfarne -York -Dublin -Whitby</p> <p>I can explain what the Vikings introduced into Britain that are still in use today.</p> <p><b>Key Vocabulary</b></p> <p>Alfred the Great, Scandinavia, exile, outlawed, monastery, Danelaw, runes, chieftain, conquer, bias, unbiased, reliability, cause, consequence, perspective.</p>



Wider World  
History

	<b>Smugglers and Pirates</b>	<b>Moon Landings</b>	<b>Ancient Egypt</b>	<b>The Shang Dynasty</b>	<b>Ancient Greece</b>	<b>Mayan Civilisation</b>
<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><b>Would I have chosen to be a pirate?</b></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 learn and describe what life was like on a pirate ship using sources of evidence 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><b>The Lives of Significant Individuals</b></p> <p>Famous pirates e.g., Captain Blackbeard</p> <p><b>Key Vocabulary</b></p> <p>Captain Blackbeard, smuggler, pirate, pirate ship, sea shanty, treasure, piracy, fact, opinion.</p>	<p><b>Who was Neil Armstrong and why is he so important still today?</b></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><b>The Lives of Significant Individuals</b></p> <p>Neil Armstrong and Mae Jemison.</p> <p><b>Key Vocabulary</b></p>	<p><b>Who were the Ancient Egyptians?</b></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><b>Key Vocabulary</b></p> <p>Ancient, artefact, hieroglyphics, mummification, pharaoh, preserve, pyramid, society, tomb, Tutankhamun, historian, interpret.</p>	<p><b>What was the Shang Dynasty?</b></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 and compare different aspects to create an information sheet 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><b>Key Vocabulary</b></p> <p>Population, pagoda, port, dynasty, pictographs, oracle bones, jade, chariots, Emperor, civilisation, society, power, hierarchy, effects, consequence.</p>	<p><b>Who were the Ancient Greeks and what is their legacy today?</b></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 learn about key aspects to create a report 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><b>Key Vocabulary</b></p> <p>Citizens, acropolis, democracy, dictatorship, Olympics, Titans, myth, philosophy, Spartans, Athens, democracy, influences, time span, legacy, significance.</p>	<p><b>How do the Maya compare with other early civilisations?</b></p> <p>I understand when and where the Mayans lived.</p> <p>I can research some aspects of the Mayan way of life to learn about: -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 learn about some key events including years that took place during the Mayan Civilisation and place 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><b>Key Vocabulary</b></p> <p>Maya, Mayan, maize, rituals, sacrifice, chronological, hierarchy, temple, ancestor, historical enquiry, evaluate, civilisation, Empire.</p>



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Neil Armstrong, Mae Jemison,  
astronaut, crater, satellite,  
mission, lunar, achievement,  
international, significant.