

History curriculum progression

Our history key concepts are:

- *Similarities and differences*
- *Diversity*
- *Relationships*
- *Cause and consequence*

These concepts have been chosen with the National Curriculum in mind and based on the needs of our pupils. Our key concepts will be revisited each year so that pupils are able to rehearse the meanings of these in different contexts to deepen their understanding. The three year program has been written in a cyclical format, to allow pupils to revisit learning. For example, pupils will learn about Sir Francis Drake and the Spanish Armada in year one; this will then be revisited in year two when pupils focus on learning about Elizabeth I and the Tudors.

Pre Scheme A coverage			
Key concept	Cause and consequence	Chronology	Similarities and differences
Knowledge	• Notices that an action can cause an outcome through exploratory play with toys	• Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past.	• Compare and contrast characters from stories, including figures from the past • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through

			settings, characters and events encountered in books read in class and storytelling.
Key vocabulary	Core vocab: first then gone what	Core vocab: first then finished now time today day month	Core vocab: same different old new what
Example activities	Stories: The Queen's hat Old Red - an old tractor gets a new life! A Day to Remember The Pirate Adventures of Young Francis Drake Paddington at the Palace The Queen's Knickers The Big Book of Boats Songs: Royal family song https://www.youtube.com/watch?v=TCGbuQUYPO8 London's burning https://www.youtube.com/watch?v=9RkX8WG6HS0 I am the dream https://www.youtube.com/watch?v=fCXiqLgf-qk		

	<p>Mary Mary quite contrary https://www.youtube.com/watch?v=08YioFKgpuE</p> <p>Other activities: Sequencing activities they have completed (ie a walk) Sequencing themselves as a baby and now Exploring cause and effect toys Sorting same/ different (colours/ toys/ numbers) Storytime activities</p>
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Year 1

	History		
Term 2	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Cause and consequence/ Relationships	Cause and consequence/ Relationships	Cause and consequence/ Relationships
Topic	Remembrance Day (events celebrated through anniversaries)	World War 1 (post 1066)	World War 1 (post 1066)
Enquiry Question	How do we remember?	What was the cause of WWI?	Could the war have been avoided?
Composite skill	Knows why and how Remembrance Day is commemorated	Knows that a breakdown in relationships caused led to World War 1	Knows how the war impacted future relationships between countries

Component skills	<ul style="list-style-type: none"> ➤ Knows that Remembrance Day is a commemorative event ➤ Knows that Remembrance Day is used to remember those who died in the war ➤ Knows ways in which people show respect to those who lost their lives in war ➤ Knows that the war had negative consequences 	<ul style="list-style-type: none"> ➤ Knows that World War 1 happened before their lifetime ➤ Knows what war means ➤ Knows that the war was caused because of disagreements ➤ Knows some of the negative consequences of WW1 	<ul style="list-style-type: none"> ➤ Knows the two causes of the war ➤ Can identify consequences of the war ➤ Knows how world war 1 ended ➤ Knows that relationships between countries were impacted
Term 4	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Cause and consequence/ Relationships	Cause and consequence/ Relationships	Cause and consequence/ Relationships
Topic	Sir Francis Drake (significant historical events, people and places in their own locality)	Spanish Armada (events beyond living memory/ a local history study)	Spanish Armada (events beyond living memory/ a local history study)
Enquiry Question	Who was Sir Francis Drake?	What were the consequences of the Spanish Armada?	Should the Spanish have attacked England?
Composite skill	Knows that some Plymouth landmarks represent historical events in our locality	Knows that conflict between has consequences	Knows way in which people benefited from or were disadvantaged by The Spanish Armada
Component skills	<ul style="list-style-type: none"> ➤ To know Sir Francis Drake lived before their lifetime ➤ To know that Sir Francis Drake lived during Tudor times ➤ To know that Sir Francis Drake became important and is 	<ul style="list-style-type: none"> ➤ To know that the Spanish Armada was a fleet of ships that Sir Francis Drake helped to defeat ➤ To know vocab: empire ➤ To learn that some less familiar events happened before others 	<ul style="list-style-type: none"> ➤ To know why defeating the Spanish Armada was important for Queen Elizabeth I ➤ To understand the contrasting opinions of King Phillip II and Queen Elizabeth I ➤ To know how England benefited from the

	<p>remembered because of his role in the Spanish Armada</p> <ul style="list-style-type: none"> ➤ To know that Sir Francis Drake has local connections to Plymouth ➤ To know that conflict caused the Spanish Armada 	<ul style="list-style-type: none"> ➤ Can sequence events within a historical event ➤ Can retell some details of a historical event ➤ To know that conflict caused the Spanish Armada ➤ To know that there were consequences from the Spanish Armada 	<p>Spanish Armada</p> <ul style="list-style-type: none"> ➤ To identify how Sir Francis Drake could be interpreted as both a hero and a villain
Term 6	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Similarities and differences	Similarities and differences/ Diversity	Similarities and differences/ Diversity
Topic	Transport (changes within living memory)	Plymouth Mayflower (significant historical events, people and places in their own locality)	Plymouth Mayflower (significant historical events, people and places in their own locality)
Enquiry Question	Has transport changed?	Why did the Pilgrims leave Plymouth?	Should the Pilgrims have left Plymouth?
Composite skill	Knows that transport has changed over time	Knows that diversity has caused problems in the past	Recognises that diversity has caused conflict in the past and still does today
Component skills	<ul style="list-style-type: none"> ➤ Can identify old and new transport (boats and trains) ➤ Knows that Plymouth is a port ➤ Identifies the purpose of train transport in Plymouth in the past and today ➤ Can identify how trains and boats have changed over time 	<ul style="list-style-type: none"> ➤ To know that the Plymouth Mayflower has a local connection to Plymouth ➤ To learn that some less familiar events happened before others ➤ To know that the Plymouth Mayflower was a boat that sailed from Plymouth to America 	<ul style="list-style-type: none"> ➤ To know the struggles that people on the Plymouth Mayflower encountered ➤ To retell some details of a historical event ➤ To know that lack of diversity impacted the pilgrims

		<ul style="list-style-type: none"> ➤ To know why people sailed on the Plymouth Mayflower ➤ To identify how life has changed over time 	<ul style="list-style-type: none"> ➤ To compare struggles the pilgrims experienced to struggles people experience today
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Year 2

	History		
Term 2	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Cause and consequence/ Relationships	Cause and consequence/ Relationships	Cause and consequence/ Relationships
Topic	World War 1	World War 2	World War 2
Links to previous topics	Year 1 - Remembrance Day	Year 1 - World War 1	Year 1 - World War 1
Enquiry question	Why do we remember soldiers who fought in WW1?	Did Hitler value his relationships with other countries?	How was Britain and Germany's relationship impacted after WW2?

Composite skill	Knows that the war had negative consequences which we still remember now	Can identify that Hitler's actions caused conflict between countries	Knows that relationships between countries impact individuals
Component skills	<ul style="list-style-type: none"> ➤ Knows that Remembrance Day is used to remember those who died in the war ➤ Knows that World War 1 happened before their lifetime ➤ Knows what war means ➤ Knows that the war had negative consequences 	<ul style="list-style-type: none"> ➤ Can identify the causes of WW2 ➤ Can identify that Britain and France went to war to protect their countries ➤ Knows why Hitler attempted to invade other countries ➤ Identifies similarities and differences between the causes of WW1 and WW2 	<ul style="list-style-type: none"> ➤ Can identify the consequences of the war for Britain ➤ Can identify the consequences of the war for Germany ➤ Can identify the negative impact the war had on the relationship between Britain and Germany ➤ Identifies similarities and differences between the consequences of WW1 and WW2
Term 4	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Relationships/ Similarities and differences	Relationships/ Similarities and differences	Relationships/ Similarities and differences
Topic	Elizabeth I	Tudors	Tudors
Links to previous topics	Year 1 - Sir Francis Drake	Year 1 - Spanish Armada	Year 1 - Spanish Armada
Enquiry question	Was Queen Elizabeth II a better Queen?	How was life different in Tudor times?	How would it have felt to be Catholic during Tudor times?
Composite skill	Identifies similarities and differences between Elizabeth I and Elizabeth II	To identify the changes that have taken place in the way we live since Tudor times	To understand that certain religions were discriminated against during Tudor times
Component skills	<ul style="list-style-type: none"> ➤ Knows that Queen Elizabeth I and Queen Elizabeth II are different 	<ul style="list-style-type: none"> ➤ Identifies similarities and differences between the way people lived during Tudor times and now (houses) 	<ul style="list-style-type: none"> ➤ To know there were two main religions during Tudor times in England

	<p>Queens who lived at different times</p> <ul style="list-style-type: none"> ➤ Knows Queen Elizabeth I lived during Tudor times and when Sir Francis Drake defeated the Spanish Armada ➤ Identifies similarities between Elizabeth I and Elizabeth II (appearance) ➤ Identifies differences between Elizabeth I and Elizabeth II (appearance) ➤ Identifies similarities between Elizabeth I (qualities) ➤ Identifies differences between Elizabeth I and Elizabeth II (qualities) 	<ul style="list-style-type: none"> ➤ Identifies similarities and differences between the way people lived during Tudor times and now (travel) ➤ Identifies similarities and differences between the way people lived during Tudor times and now (work) ➤ Identifies similarities and differences between the way people lived during Tudor times and now (schools) ➤ Identifies that Tudor times were different to now ➤ Can identify three ways in which Tudor times were different to now 	<ul style="list-style-type: none"> ➤ To know that religion caused conflict ➤ Knows how Catholics were treated under the reign of Elizabeth I ➤ To know that during Tudor times the majority of England converted from Catholic to Protestant ➤ To know that the religious conflict had an impact on international affairs (Spanish Armada)
Term 6	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Similarities and differences	Similarities and differences	Similarities and differences
Topic	Journeys from Plymouth	Journeys from Plymouth	Journeys from Plymouth
Links to previous topics	Year 1 - Transport	Year 1 - Plymouth Mayflower	Year 1 - Mayflower
Enquiry question	How was travelling to America different in 1620 to now?	Is discrimination dealt with in the same way today as in 1620?	Was the Peace Accord (treaty) fair?
Composite skill	Can identify the challenges that people faced when travelling by boat during the time of the Plymouth Mayflower	<p>To know how life for the pilgrims was different to life now</p> <p>To know that discrimination led to the journey to America</p>	<p>Knows the impact of Pilgrim settlement on the people of Wampanoag</p> <p>To understand that the Pilgrims also discriminated against/</p>

			exploited the Wampanoag people
Component skills	<ul style="list-style-type: none"> ➤ To know that the Plymouth Mayflower was a boat that sailed from Plymouth ➤ To notice the differences between boats then and now ➤ To know that the Plymouth Mayflower sailed to America ➤ To know the struggles that people on the Plymouth Mayflower encountered on the boat 	<ul style="list-style-type: none"> ➤ To understand that discrimination was not dealt with in 1620 the same way it is today ➤ To know that religion can cause conflict and discrimination ➤ To identify that religion was the reason the Pilgrims sailed to America ➤ To know that people may seek freedom elsewhere when they are marginalised 	<ul style="list-style-type: none"> ➤ Knows that the Wampanoag people lived differently to the Pilgrims ➤ Knows that life for the Wampanoag people was impacted by the settlement of the Pilgrims ➤ Knows ways in which the Wampanoag people were discriminated against/ exploited by the Pilgrims

Year 3

	History		
Term 2	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Similarities and differences	Similarities and differences	Similarities and differences
Topic	Port of Plymouth	Port of Plymouth	Port of Plymouth
Links to previous topics	Year 1 - Transport Year 2 - Journeys from Plymouth	Year 1 - Mayflower/ WW1 Year 2 - WW2 Year 2 - Journeys from Plymouth	Year 1 - Mayflower/ WW1 Year 2 - WW2 Year 2 - Journeys from Plymouth
Enquiry question	Has transport changed since 1620?	How has Plymouth's port changed?	How is the port beneficial to Plymouth?

Composite skill	Can identify that Plymouth's port has changed over time	Knows how and why Plymouth's port and its purpose has changed over time	Knows the benefits that the expansion of Plymouth's port has brought to the locality
Component skills	<ul style="list-style-type: none"> ➤ Knows what a port is ➤ Knows that Plymouth has had a port for a long time ➤ Can identify similarities and differences between Plymouth's port in 1620 and now (pictures) ➤ Can identify similarities and differences between the purpose of Plymouth's port in the past and now 	<ul style="list-style-type: none"> ➤ Identifies how Plymouth's port has changed over time ➤ Can sequence changes to Plymouth's port ➤ Identifies why Plymouth's port has changed over time ➤ Identifies why the port is important to Plymouth 	<ul style="list-style-type: none"> ➤ Identifies discovery as a key outcome of Plymouth's port in the past (including knowing that James Cook discovered the Hawaiian Islands and that Charles Darwin's Galapagos Islands trip where he formulated his theories of natural selection both originated in Plymouth) ➤ Identifies trade and defence as key features of Plymouth's port in the past and present
Term 4	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Relationships	Relationships	Relationships
Topic	Queen Elizabeth II	Royal Family	Royal Family
Links to previous topics	Year 2 - Queen Elizabeth I	Year 2 - Tudors	Year 2 - Tudors
Enquiry question	Why do many people in the UK love the Queen?	Should we have a royal family?	How have the royal family changed over time?
Composite skill	Understands the role of the Queen in the UK	Understand the role of the wider royal family in the UK	Recognises ways in which the royal family have changed over time
Component skills	<ul style="list-style-type: none"> ➤ Knows that Queen Elizabeth II's reign is within their living memory 	<ul style="list-style-type: none"> ➤ Knows what a royal family is ➤ Knows how the royal family began 	<ul style="list-style-type: none"> ➤ Can compare the way in which Queen Elizabeth I and Queen

	<ul style="list-style-type: none"> ➤ Knows when Queen Elizabeth II reigned ➤ Knows Queen Elizabeth II died in 2022 and King Charles is now king ➤ Can sequence events within Queen Elizabeth II's reign ➤ Knows that items in everyday life have symbols/pictures of the Queen/ king ➤ Understands some of the roles of Queen had 	<ul style="list-style-type: none"> ➤ Knows why the UK has a royal family now ➤ Knows the role of the royal family within the UK ➤ Knows key members of the current royal family ➤ Knows different perspectives on the royal family ➤ Knows that the royal family generate income for the UK 	<p>Elizabeth II ruled</p> <ul style="list-style-type: none"> ➤ Knows what 'british values' are ➤ Can identify how the royal family have changed over time, in line with british values/ laws changing (considering racism, discrimination, collaboration)
Term 6	Scheme A	Scheme B	Scheme C
Key Concept (NC)	Diversity	Diversity	Diversity
Topic	Martin Luther King	Rosa Parks	Black History
Links to previous topics	Year 2 - Journeys from Plymouth	Year 2 - Journeys from Plymouth	Year 2 - Journeys from Plymouth
Enquiry question	How did Martin Luther King fight against racism?	Can one person impact a whole community?	How do we combat discrimination now?
Composite Skill	Knows that Martin Luther King's action led to important change	Understands how individuals can have an impact	<p>Knows of and compares significant events whereby racism has been a driver</p> <p>Knows of legislation that has</p>

			<p>been put in place to combat discrimination</p> <p>Knows how to fight against discrimination</p>
Component skills	<ul style="list-style-type: none"> ➤ Knows what discrimination is ➤ Knows what racism is ➤ Knows that Martin Luther King made a speech to stand up against racism ➤ Knows that Martin Luther King's actions had a positive outcome ➤ Knows that Martin Luther King is remembered today as a hero 	<ul style="list-style-type: none"> ➤ Knows that racism has been present throughout history ➤ Can identify more than one example of racism in the past (different time periods that they have studied - ie Sir Francis Drake and the slave trade) ➤ Knows that Rosa Park took risks in fighting against racism ➤ Knows how Rosa Park's actions positively impacted others ➤ Know that we now have legislation in place to address racism 	<ul style="list-style-type: none"> ➤ Knows of events in their living memory whereby racism has caused crime ➤ Knows ways in which people fight against racism today ➤ Knows ways to manage racism