

Stone School History Progression Map of Knowledge and Skills

Our curriculum below is mapped under the following key areas. Skills for Life are woven through the curriculum. :

For EYFS, we have linked our curriculum to the most relevant statements from Development Matters.

Year /Topic	National Curriculum	Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Knowledge and understanding of events, people and changes	Sticky Knowledge	Vocabulary
EYFS	All About Me <i>Skills for Life</i> Reflectiveness - children will reflect on their lives so far to draw conclusions about change.	To recognise that there is a past and present	To find out about people who help us.		To talk about experiences that are familiar to them but different in the past e.g. homes, school, transport.	To know about the emergency services and who they are, what they do.	Remember: Families are all different and everyone is unique and special.	Unique,, special, family, emergency services, jobs, homes,
EYFS	Fireworks and Fairylights <i>Skills for Life</i> Reflectiveness – Children will reflect on the significance of a figure from history.	To know that WWI happened in the past.	To be able to research a country involved in WW1. To find out about their national anthem, flag, food, clothes.	To know that the poppy is a symbol of remembrance for WW1.		To know about bonfire night and why it is celebrated. To know which countries fought in WW1 and locate them on a map.	Remember: Guy Fawkes tried to blow up the houses of parliament. The poppy helps us remember the soldiers that died in war.	Guy Fawkes, parliament, government, gunpowder, poppies, World War 1, soldiers, remembrance,
EYFS	Slither, splash and stomp <i>Skills for Life</i> Readiness – Children will be ready to learn about and	To reflect on the era in which dinosaurs were on the earth i.e. prehistoric	To consider how dinosaurs began their lives i.e. from an egg. To discuss fossils and how they tell us about the past.	To know the features of a castle and why they were good in battle. To explore a knight's armour		To know that dinosaurs are extinct and what this means.	Remember: Dinosaurs are extinct- this means they are no longer living. Dinosaurs walked the earth a long time ago.	herbivore, omnivore, carnivore, fossil, extinct, prehistoric, dinosaur name, battle,

	compare different ancient creatures.			and why it was used to protect them in battle.			Castles were designed to protect people inside.	battlements, turrets, armour, moat, drawbridge,
EYFS	Pirates/Under the Sea Skills for Life		To explore the past by learning about some famous pirates.		To know that pirates wrote messages in a bottle as a means of communication.	To know that pirates used a compass and maps to navigate.	Remember: Pirates used telescopes, maps and compasses to find their way. Pirates still exist today.	pirates, telescope, compass, map, cannon, ocean, mast, treasure, shanty,
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1 Magnificent Me	Changes within living memory – toys and games Skills for Life Readiness - children will be ready to compare their own experiences to those of others	To recognise how toys have changed over time and place them in order (then and now)	To compare toys (sources) from different times – asking and answering questions	Observe and use pictures, photographs and artefacts to find out about toys from the past	To discuss toys from today and what they are made from To talk, draw or write about aspects of the past	To know who Lonnie Johnson, African American inventor and former Nasa scientist is and that he invented the super soaker. (African/American background and the impact e.g. segregation)	Remember: we can compare how things were in the past to how things are today.	New/er/est , old//er/est, Victorian, 21 st Century, today, before, after Past, present, future, recent, yesterday, today, tomorrow, long ago, years, decade, century, Changes segregation
1 Explorers	Significant People from the past: Neil Armstrong and	To explain what individuals achieved and how that changed the world	To find out about A significant person from the past (Neil Armstrong)	Start to use stories or accounts to distinguish between fact and fiction to interpret	To describe how exploration and technology has changed over time	To understand what makes a significant person from the past.	Remember: Who was the first person on the moon How we find out information about people from the past.	Brave, impact, important NASA Catherine Johnson, opinion Neil Armstrong, moon landing Important, impact

	Kataharine Johnson Skills for Life Resilience – Children will see how significant individuals had to over come hurdles to achieve their goals			information about an explorer who lived a long time ago.				
1 Explorer	Significant individuals from the past: Grace O'Malley, Christopher Columbus Resourcefulness – Children will understand where some resources come from and how Columbus and O'Malley were intent on increasing the resources of their nations.	To understand how explorations of the past has influenced our lives	To research the different type of 'sailors' who explored the world (Grace O'Malley and Christopher Columbus)	To understand how we have learned about these people using different types of evidence and using sources.	To discuss what we know about different explorers and what they achieved using historical vocabulary	To know about the life of Christopher Columbus and his ships and what we and his fellow sailors brought to England. To understand how he is different to Grace O'Malley.	Remember: Name Christopher Columbus Ships. The year he sailed To identify different parts of the ships	explorers Columbus, travel, encounter Travel, atlantic ocean Artefacts, pioneer, long ago timeline Different, simlilar
1 Where we live – Changes within living memory - Transport	Changes withing living memory: Travel and Transport Skills for Life	To understand how transport has changed and developed over time.	To research using videos, pictures and painting ho transport has changed over time.	Observe and use picture, photographs and artefacts to find out about how different modes of transport have allowed people	To be able to discuss how modes of transport have changed over years using historical vocabulary	To understand the explorations of the Vikings and how trains changed Britain.	Remember: We can compare how things were in the past to how things are today.	Foreign, domestic Transport, port, harbour Africa, Antarctica, Asia, Australia, Europe, North America and South America

	Readiness - children will be ready to compare their own experiences to those of others			to travel and how it changed our understanding of the world.				
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2 People of the Past Wow Day - Doctor/Nurse for a Day (Doctor or nurse visit)	Significant people in the past – Florence Nightingale and Mary Seacole Skills for Life Readiness – Children will be ready to compare the lives of these women and see the dual importance of their contribution to medicine.	To know how nursing/medicine (doctors) /hygiene changed over time. To place the Crimean war on a timeline	To be able to compare the lives of different nurses using evidence to explain key features of events.	Start to use stories or accounts to find out about Florence Nightingale, Mary Seacole and Edith Cavell.	To use historical vocabulary to retell how Edith Cavell helped soldiers during the 1 st World War.	To know why there was a Crimean war? To know how each of the following people improved nursing: Florence Nightingale Mary Seacole Edith Cavell	Remember: Florence Nightingale and Mary Seacole were nurses in the Crimean War.	Years ago, decade, century Chronological order, era/period, Germs, hygiene, Crimean War, prejudice
2 Roald Dahl Trip to Roald Dahl Museum	Significant historical events, people and places in their own locality	To be able to place WW11 on an historical timeline	To explore Roald Dahl's his job in WW11	Look at different versions of the same event and write a letter to a friend telling them what life was like in	To be able to complete a fact file about the life of Roald Dahl	To understand the significance of Roald Dahl, a famous person in our locality.	Remember: The key facts about Roald Dahl's life:	Roald Dahl Timeline World War 11 RAF Squadron Fighter Pilot Aircraft Author

	<p>Historical figures- (including inventors)</p> <p>Skills for Life Reflectiveness – Children will reflect on the significance of a great local figure to our local history</p> <p>Reflectiveness – Children will reflect on the significance of a great local figure to our local history</p>	To organise events in Roald Dahl's from earliest to latest on a simple timeline		WW11 using Roald Dahl's experiences		To understand the impact of Roald Dahl as an author and to be able to write a review of one of his books.	<ul style="list-style-type: none"> ● He was a fighter pilot in WW11 ● He was a children's author <p>Some facts about WW11:</p>	<p>Illustrator</p> <p>Buckinghamshire</p> <p>Childhood</p> <p>Family life</p>
<p>2 London's Burning! Fire, Fire!</p> <p>Fire Engine Visit</p>	<p>National Curriculum</p> <p>Events beyond living memory that are significant nationally– Great Fire of London</p> <p>Skills for Life Responsibility – Children will learn lessons from the Great Fire of London about our own responsibility</p>	<p>To be able to place 1666 on an historical timeline and understand that this is the 17th Century</p> <p>To be able to create a timeline of the events of the Great Fire of London.</p>	<p>To be able to interpret sources to find out some of the ways in which London has changed since 1666 comparing houses and buildings, people and transport</p> <p>To find out what is similar and what is different in how we live now and how people lived in 1666.</p>	Evaluate historical sources to explain if they are helpful or not helpful in finding out about the Great Fire of London	Write a newspaper report to include the main events of the Great Fire of London: how it started, why it spread and how it affected London using historical vocabulary	<p>To know London and life in London has changed since the 17th Century</p> <p>To understand how we know about the Great Fire of London</p> <p>To know how London was rebuilt after the Great Fire of London</p>	<p>REMEMBER</p> <p>The main features of the great fire of london - how the fire started, why it spread and how it affected London</p>	<p>Timeline</p> <p>Samuel Pepys Diary, 17th Century</p> <p>Sources - maps, painting, photos</p> <p>Present day similarities differences</p> <p>rich</p> <p>poor</p> <p>jobs/employment</p> <p>firefighters</p> <p>apothecary</p> <p>Blacksmith</p> <p>Spinster</p> <p>Chandler</p> <p>Scullery Maid</p> <p>Great Fire of London</p> <p>Pudding Lane</p> <p>Bakers shop</p> <p>Thomas Farriner</p> <p>St Paul's Cathedral</p> <p>Eye witness</p>

	towards fire safety.		<p>To find out how the Great Fire started and spread across London</p> <p>To find out how London was rebuilt after the Great Fire of London</p>					Homeless King Charles 11 Christopher Wren Monument
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3 The Flintstones	<p>Changes in Britain from Stone Age to Iron Age</p> <p>Skills for Life Resilience – Children will see how resilient the ancient people of this country had to be to survive.</p>	To describe some ways in which life changed from the Stone Age to the Bronze Age.	<p>To explore how we know about life in the Stone Age.</p> <p>To explore what archaeology has told us about Britain's prehistoric tombs and monuments.</p>	To identify how life changed for people during the Stone Age.	To explain how people survived during the Stone Age.	To know how people survived during the Stone Age.	Remember: Nomadic Mesolithic hunter gatherers began to settle and by the end of the Neolithic period they lived in small farming communities.	<p>Hunter gatherer weapon Prehistoric, archaeologist, Palaeolithic, Mesolithic, Neolithic, nomadic, hunter-gatherer, settlement, technology, agriculture, source. migration, migrate, consequence, evidence, monument, tomb, henge, tribe, agriculture, evidence, artefact, Celt, hillfort, roundhouse.</p>
3	Ancient Egypt - the	To be able to use an	To find out about Ancient Egyptian	To understand how evidence	To be able to explain who	To understand and explain the ancient	Remember: Egyptian life and beliefs can be	<p>Ancient, Egypt, Egyptian, source, pharaoh, tomb,</p>

Tomb Raiders - Ancient Egyptians	<p>achievements of the earliest civilizations</p> <p>Skills for Life Readiness – Children will be ready to learn about and compare different ancient peoples and their practices to those others in the ancient world and to our lives today</p>	<p>increasing range of common words and phrases relating to the passing of time</p> <p>To be able to place the period on a timeline</p>	life by looking at artefacts.	can give us different answers about the past.	<p>Howard Carter is and his relevance in our understanding of Ancient Egypt</p> <p>To compare and contrast the powers of different Egyptian gods. To compare and contrast writing from Ancient Egyptian times with my own.</p>	Egyptian ritual of mummification.	<p>seen in their drawings and writing called Hieroglyphs.</p> <p>Pyramids are tombs built to help a Pharaoh on the journey to the afterlife.</p>	<p>treasures, sarcophagus, crown and sceptre, archaeologist, hieroglyphs, pharaoh, hieroglyphics, decode, translate, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead</p>
3 Greece Lightning - Ancient Greeks	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Skills for Life Reflectiveness – Children will reflect on the way the ancient Greeks still influence our lives today, from language to thinking, theatre to politics with a particular focus</p>	To know where and when the Ancient Greek civilisation existed and order events on a timeline.	To use sources to describe an important Ancient Greek artefact: Vases.	Understand some ways that historians investigate the past when studying the Greek Empire, how it was established and maintained and the impact on the wider world.	To compare and understand some Ancient Greek Myths.	<p>To know some significant events from the history of Ancient Greece</p> <p>To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped.</p> <p>To understand the Ancient Greek writing system and know some well-known Greek writers and stories.</p>	<p>Remember: Ancient Greece was made up of small city states.</p> <p>In Sparta Women had rights but in Athens Women were seen as property and had no rights.</p> <p>Ancient Greeks believed that the Greek Gods held power over every part of their life (work, love, battle etc.).</p>	<p>primary sources, secondary source, myths and legends, oral history, invention, archaeologist, archaeology, sources, Athens, Sparta, trade, culture, theatre, education, gods/goddesses, importance, significance, legacy, impact, effects,</p>

	on the birth of democracy							
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4 Eureka! Roman Empire and its impact on Britain	Roman Empire and its impact on Britain Skills for Life Readiness – Children to understand the struggle for these isles and the readiness of others to fight over them.	To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and place the Roman period on it.	To understand how our knowledge of the past is constructed from a range of primary and secondary sources e.g. pictures, maps, photographs and artefacts to find out about the past; To examine Roman To understand what life was like in a Roman villa.	To construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To write about different experiences of the past e.g. rich / poor in Roman times.	To understand why the Romans invaded Britain. To understand the lasting impact of the Roman Empire on Britain e.g. roads, town names	The Romans built a large empire in Europe. They built new roads and towns in Britain. Some of these roads and towns survive today.	Roman empire emperor chronology monarchy republic citizen legend trade conquered evidence source historian

4 <u>We are inventors</u>	Britain's settlement by Anglo-Saxons and Scots Skills for Life Readiness – Children to understand the struggle for these isles and the readiness of others to fight over them.	To be able to place the Anglo-Saxon period on a timeline and use historical terms related to the Anglo-Saxons and Scots	Artefacts and Culture: To be able to analysis and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture	The Invaders: Analyse evidence to describe why, where and when the Scots and Anglo-Saxons invaded Britain Village Life: Analyse evidence to describe a typical Anglo-Saxon village and explain what jobs the people did	Anglo-Saxon Gods: To be able to explain the religious beliefs and practices of the early Anglo-Saxon people and know and describe some of the gods they worshipped.	Lesson 2 Place Names: To understand how the the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meaning Lesson 6 Conversion to Christianity: To know how the Anglo-Saxons were converted to Christianity and some of the important Christian buildings which they founded.	Remember: The importance of archaeology in remembering and understanding the past Why the Scots and Anglo-Saxons invaded Britain and that the Anglo-Saxons created 7 Kingdoms	AD, Scots, Invasion, Angels, Saxons, Seven Kingdoms, colonising, Kingdoms,, root meaning, town county, village settlement, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof artefact, excavation archaeology, historian, sources evidence interpretation pagan, superstitious ritual, sacrifice Paganism, missionary, Lindisfarne Canterbury Cathedral
4 <u>Invasion</u>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Skills for Life	Viking Raiders and Invaders: To be able to explain when and where the Vikings came from and why they invaded Britain.	Danegeld: To find out who King Ethelred II was and say when Danegeld was introduced	Viking Life: Start to understand the difference between primary and secondary sources	Anglo-Saxon Kings: To be able to compare the significance of the Anglo-Saxon kings during the Viking period	Law and Justice: To know how the legal system worked in Anglo-Saxon and Viking Britain The Last Anglo-Saxon Kings: Understand how the last Anglo-	REMEMBER Where the vikings came from and when they invaded Britain Some key aspects of everyday Viking life and know some typical Anglo-Saxon punishments	Lesson 1 Viking, raid, invade, Denmark, Norway, Sweden, Norse Lesson 2 King, kingdom, Alfred the Great, Edward the Elder, Aethelred, King Athelstan

	Readiness – Children to understand the struggle for these isles and the readiness of others to fight over them.	Plot when the Vikings invaded Britain on an historical timeline and order events from the time of the Vikings				Saxon kings shaped Britain To know key aspects of Viking Life		Lesson 3: Danegeld, King EthelredII The Unready Lesson 4: saga, runes, Odin, Frigg, Longhouse Lesson 5: Outlaw, criminal, justice, defendant, court, ordeal, wergild Lesson 6: Edward the Confessor, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings
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5 'Mayan's to Martians' From Earth to SPace	<u>Non-European society that provides contrasts with British history – Mayans</u> Skills for Life Responsibility – Children to understand they have a responsibility to look beyond our own shores and understand	To be able to place the Mayan civilisation on a timeline	To be able to use artefacts and pictures to understand who the Mayan's were and what life was like during the Mayan period To be able to place the Maya Civilisation on a world map	Continue to develop their understanding of how historians and others investigate the past.	To be able to communicate that Mayans were polytheistic (worshiped more than one god) as opposed to monotheistic (worshiped one god)(Britain during the same period)	To understand the context of the Maya Civilisation To understand the influence of Maya gods To know that Maya traded internally To know about the Mayan number and writing system	Remember: To know the differences aspects of life for Mayan's and Britain i.e. number of gods worshiped, number system	Sources, primary, secondary, Archaeology, discoveries, materials, craft, research, ritual, belief, numbers, ancient civilisation, Mesoamerica Drought, scribes, codices, maize, cacao beans

			sources showing impacts of Walter Raleigh Be exposed to a variety of Shakespeare plays and read passages from Othello (children's version)	attempted colonisation of new worlds Analyse a range of evidence to explain the influence Shakespeare had on the uneducated and poor	Shakespeare's impact on the literary world Discover an influential person in the Elizabethan Era			
5	<u>Local Study - English Civil War</u> Children to reflect on the birth of the Church of England and the impact changes to religion had on normal people's lives.	To be able to place the English Civil War on a time line	To find out about major battles in the English Civil War and investigate why the Battle of Aylesbury in 1642 was important. To be able to interpret sources to understand life and events during the Civil War (e.g. the painting 'And when did you last see your father').	Consider different ways of checking the accuracy of information in relation to the causes of the English Civil War Investigate and interpret the motives of Oliver Cromwell To explain how people chose which side to be on.	To research and present information about the Roundheads and the Cavaliers	To know what a civil war is. To know why there was a Civil War in England To understand how the Civil War came to an end	Remember: Cavaliers (Royalists) fought the Roundheads (Parliamentarians)	Roundhead, Caralier, parliament, Oliver Cromwell, King Charles, Stuarts, to weigh up both sides, on one hand...
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<p>6</p> <p>We are inventors</p> <p>Experience : Visit Windsor Castle</p>	<p><u>British history beyond 1066 – Victorian Britain and Industrial Revolution</u></p> <p>Skills for Life Resourcefulness – Children to understand the major impact on the development of the modern world from this era of British resourcefulness</p>	<p>To be able to place the Victorian period on a time-line</p>	<p>To use a variety of sources to find out about Queen Victoria and her life.</p> <p>To be able to compare Victorian and modern school</p>	<p>Find and analyse a wide range of evidence to explain why an Empire was so important to Britain</p>	<p>To research and produce a fact-file about Queen Victoria and her life</p>	<p>To understand the main factors in the creation of industrial Britain</p> <p>To understand the significance of the Industrial Revolution and the inventions that took place</p> <p>To understand the significance of Queen Victoria</p> <p>To understand the origins of the British Empire</p>	<p>Remember: To remember some of the changes made during the industrial revolution</p>	<p>this source suggests that...this source doesn't show that... reliable, could have been...might have been... may be, impact, effects, consequences could have been... effects, consequences, legacy extent of continuity extent of change influenza,</p>
<p>6</p> <p>What Happened Here?</p>	<p>Local Study WW1 and Stone</p> <p>Skills for Life Responsibility – Children to understand the responsibility of each generation to honour the impact of local heroes.</p>	<p>To be able to place WW1 on a timeline</p>	<p>To investigate the causes of WW1, why alliances were made and why Britain entered the war.</p> <p>To find out about local war heroes, memorials and graves in Stone</p> <p>To explore what life was like in Britain during WW1</p>	<p>Use arrange of evidence to identify the key features of the Battle of the Somme</p>	<p>Debate/Communicate if they think Britain was right to enter the war.</p>	<p>To know when WW1 began</p> <p>To know what life was like for soldiers in the trenches</p> <p>To understand the purpose of propaganda</p>	<p>Remember: To know when WW1 began</p> <p>To know what life was like for soldiers in the trenches</p>	<p>Causes Trench Trench foot Trench rats Parapet Sandbags Dugout Barbed wire</p> <p>My conclusion is that...</p> <p>Conscription, remembrance, memorial</p>