



# Highfield Primary School

## Highfield History Progression Map

	Unit 1	Unit 2	Unit 3
Nursery		<p>Past &amp; Present</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> <li>• Celebrate and value cultural, religious and community events and experiences.</li> </ul> <p><i>Multiculturalism: Celebrate diversity of children in class and at Highfield.</i>  <i>BV-Mutual respect &amp; individual liberty.</i></p>	
Reception		<p>Past &amp; Present</p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them. Children can talk about lives of people around them and their role in society.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</li> <li>• Hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</li> <li>• Opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><i>Multiculturalism: Celebrate diversity of children in class and at Highfield.</i>  <i>BV-Mutual respect &amp; individual liberty.</i></p>	

<p><b>Year 1</b></p>	<p>Develop chronological understanding:</p> <ul style="list-style-type: none"> <li>Place objects/events in order and explain that some objects belonged to the past.</li> <li>Changes within living memory – personal timelines Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Explain how they have changed since they were born.</li> <li>Sequence a set of events in chronological order and give reasons for the order</li> <li>Compare how things in their life are different to when their parents and their grandparents were their age.</li> <li>Develop questionnaire (c.f. English) for someone their own age &amp; older – parent/grandparent</li> </ul> <p>BV- Mutual respect and tolerance</p>	<p>Change over time – local area</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in the past and today in the local area.</li> <li>How has Winchmore Hill/Enfield changed over time? e.g. Link with invention of railways <i>Stevenson's Rocket &amp; opening of Winchmore Hill train station/history of transport in local area/history of Highfield school and what school was like in the past.</i></li> </ul> <p>Multiculturalism:</p> <ul style="list-style-type: none"> <li>Celebrate multi-culturalism of the U.K., London and our school. Migration to London/U.K. – share local &amp; family stories and histories.</li> </ul>	<p>What can explorers teach us?</p> <ul style="list-style-type: none"> <li>Link to Geography – Begin to learn about the continents and exploration of the polar regions:</li> </ul> <p>Focus on:</p> <p>Neil Armstrong (Space Exploration) Earnest Shackleton (Polar Exploration) Jacques Cousteau (Ocean Exploration)</p> <ul style="list-style-type: none"> <li>Significant Figure: Polar Preet BV – Individual Liberty</li> </ul>
<p><b>Year 2</b></p>	<p>Develop chronological understanding:</p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally and globally: Remembrance Day and how this anniversary is commemorated.</li> <li>Contribution of BAME people from across the Commonwealth in WW1 and WW2.</li> <li>The Great Fire of London – How did this shape modern London?</li> </ul> <p>BV - British culture and festivals.</p>	<p>Significant individuals and international achievements.</p> <ul style="list-style-type: none"> <li>Research and explore the lives of significant individuals in the past who have contributed to national and international achievements to compare aspects of life in different periods.</li> <li>Explain how some people have helped us to have better lives: Florence Nightingale and Mary Seacole. BV – Individual Liberty and mutual respect &amp; tolerance.</li> <li>Discuss the founding of the NHS and compare and explore the contributions made by the Windrush generation and nurses to the health system of England post World War 2. Link to the NHS today.</li> </ul>	<p>Prehistoric Era</p> <ul style="list-style-type: none"> <li>Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century)</li> <li>Changes in Britain from the Stone Age to the Iron Age How did people find food and live together before farming?</li> </ul> <p>Stone Age <i>Hunter-gatherers</i> <i>Early Farmers</i> Bronze Age <i>Religion</i> <i>Technology</i> <i>Travel</i> Iron Age <i>Hill forts</i> <i>Tribal kingdoms</i> <i>Farming</i> <i>Art and Culture</i></p>
<p><b>Year 3</b></p>	<p>Achievements of the earliest civilisations</p> <ul style="list-style-type: none"> <li>Ancient Egypt – in- depth study.</li> <li>Archaeology – How do we find out about the past? Create an archaeological dig/explore the profession</li> </ul>	<p>Early settlements</p> <ul style="list-style-type: none"> <li>Use a timeline within a specific time in history to set out the order things may have happened Cradles of Civilisation.</li> <li>First big settlements and cities in the Middle East. Mesopotamia – the land between two</li> </ul>	<p>Ancient Greece</p> <ul style="list-style-type: none"> <li>Develop chronological understanding: timelines</li> <li>Draw a timeline with different time periods outlined showing different information (e.g. periods of history, when famous people lived etc).</li> <li>Briefly study Ancient Persia and its empire to set the scene.</li> </ul>

	<ul style="list-style-type: none"> <li>Review importance of rivers for early settlement and civilisations.</li> <li>Begin study of Ancient Egypt and the River Nile BV – Rule of Law</li> </ul>	<p>rivers. (+ Reference to the Shang Dynasty and Indus Valley).</p> <ul style="list-style-type: none"> <li>Multiculturalism: The cradle of civilisations in the Middle East – from where Jews, Christians and Muslims all emerge – points to our common ancestry, to how valued traditions emerge, to the bigger patterns of human interaction.</li> <li>Review importance of rivers for early settlement and civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>Greek city states inc. Sparta and Athens, Greco-Persian wars. Athenian democracy and empire.</li> <li>Ancient Greece – culture and learning, religion, language and thought. BV- Democracy and Rule of Law</li> </ul>
Year 4	<p>Ancient Rome/The Roman Republic</p> <ul style="list-style-type: none"> <li>Develop chronological understanding: timelines</li> <li>Plot recent history on a timeline using centuries</li> <li>Foundation myths, wars &amp; development Roman Republic, myths, legends &amp; religion.</li> <li>Roman politics &amp; government -The multicultural Roman Empire. Roman society &amp; culture</li> <li>End of Egyptian civilisation.</li> </ul> <p>BV- Democracy and Rule of Law</p>	<p>The Roman Empire/Roman Britain</p> <ul style="list-style-type: none"> <li>Ancient Britons, Claudius and invasion. Rebellions – Boudicca.</li> <li>Hadrian's Wall, Aquae Sulis. How Roman was Roman Britain?</li> <li>Collapse of Roman rule in Britain, impact on Britain incl. legacy – eg roads, sanitation, aqueducts.</li> </ul> <p>Roman London &amp; archaeological remains. The Ivory Bangle, the Aurelian Moors Britain's Settlement by Anglo-Saxons &amp; Scots</p> <ul style="list-style-type: none"> <li>Including Roman withdrawal from Britain &amp; fall of the Western Roman Empire.</li> <li>Anglo-Saxon migrants &amp; kingdoms. Arrival of Christianity. Archaeology – Sutton Hoo.</li> <li>Saxon art &amp; Culture - brooches</li> <li>Lady, the Aurelian Moors.</li> <li>History Day</li> </ul> <p>BV- Democracy and Rule of Law</p>	<p>Christianity In The Three Empires</p> <ul style="list-style-type: none"> <li>Focus on three cities: Rome, Constantinople and Adulis- representing the three types of Christianity (connected but different) influenced by and influencing local culture.</li> <li>Stories examine the role of rulers in the spread of Christianity in the empires.</li> <li>Make links between Christianity and how it became the official religion of the Roman Empire.</li> </ul> <p>BV- Democracy and Rule of Law</p>
Year 5	<p>Ancient Arabia and Early Islam</p> <ul style="list-style-type: none"> <li>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</li> <li>An oral culture and a land of poetry. Stories about the birth of Muhammad, Makkah, Medina and the birth of Islam.</li> <li>Multiculturalism: The House of Wisdom</li> </ul>	<p>Britain's Settlement by the Anglo-Saxons &amp; Scots</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain.</li> <li>Fall of the Western Roman Empire</li> <li>Anglo-Saxon migrants &amp; kingdoms.</li> <li>Arrival of Christianity</li> <li>Archaeology – Sutton Hoo</li> <li>Saxon art &amp; culture - Brooches</li> </ul>	<p>The Viking &amp; Anglo-Saxon struggle for England</p> <ul style="list-style-type: none"> <li>Viking raids and invasion.</li> <li>Resistance by Alfred the Great and Athelstan, first king of England.</li> <li>Viking navigation &amp; Scandinavian settlements.</li> <li>Further Viking invasions and Danegeld.</li> <li>Anglo-Saxon laws and justice.</li> <li>Edward the Confessor and his death in 1066.</li> <li>Viking-era slavery</li> <li>The Trans-Atlantic slave trade &amp; abolition, Ignatius Sancho, Olaudah Equiano.</li> </ul>

## Year 6

### Mayan Civilisation c.AD900

- Ancient civilisations in the Americas.
- Mayan civilisation.
- How did land and climate shape cultures? How did cultures shape the land?

### London through time

- Place features of historical events and people from the past in an appropriate chronological framework
- Tudor London, Shakespeare's globe 17<sup>th</sup> Century (re-visit Pepys, plague, fire and rebuilding London)
- Multicultural London & the world: How has London linked with civilisations throughout the world? (trade, culture, migration, language, religion)
- How did London change during this period?
- Eighteenth & nineteenth century London and connections with the rest of the world
- Black and British – John Blanke – Henry VIII's trumpeter – in the past were British people more respectful and progressive towards foreigners than they are today? Post WW1 and the 1919 race riots.
- BV-Individual Liberty

### London in World War II

- Including the Battle of Britain 1940 –sig, turning point in British history & effect on local area.
- Diverse communities involved in war.
- Rebuilding London and re-visit the Windrush generation, settlement in London, Race Relations Acts up to the present day, justice & rights, discrimination, David Pitt & Diane Abbott.  
BV-Individual Liberty and mutual respect & tolerance.