



The Limes Primary Academy – Learning Pathways Curriculum

History Progression Map



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p><i>Pupils should be taught:</i></p>		<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality. 		<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900/1300. 			
<p>By the end of the year, children should be able to...</p>							
<p>Chronological understanding</p>	<p>Understands and remembers significant events in my own life (3050)</p> <p>Remembers and talks about past and present events in my own life and the lives of a family member. (ELG)</p> <p>Develops an understanding of growth, decay and changes over time.</p>	<p>Sequences 3 events or related objects in order</p> <p>Recognise the difference between past and present.</p> <p>Remembers parts of stories and memories about the past</p> <p>Uses words and phrases: old, new, young, days, months, before, after</p>	<p>Recounts changes in own life over time</p> <p>Puts a set of people, events or objects in order using a given scale and give reason for choices</p> <p>Uses past and present when telling others about an event.</p> <p>Uses words and phrases such as recently, before, after, now, later.</p>	<p>Uses timelines to place events in order.</p> <p>Uses dates related to the passing of time</p> <p>Understands timeline can be divided into CE (current era) and BCE (Before current era)</p> <p>Uses words and phrases: century, decade.</p>	<p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Places events from period studied on a time line</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Uses words and phrases: century, decade, BCE, CE, after, before, during</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Places current study on time line in relation to other studies</p> <p>Identifies changes within and across historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BCE, CE, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BCE, CE Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>



History Progression Map

<p>Understanding of past events, people and changes in the past</p>	<p>Recognise and describe special times or events. (30- 50)</p> <p>Begins to talk about reasons why some people's lives were different in the past.</p>	<p>Tells the difference between past and present in own and other people's lives</p> <p>Makes simple historical comparisons (e.g. spot the difference between pictures)</p> <p>Uses information to describe the past.</p> <p>Explores significant historical figures/events and why they are important</p>	<p>Uses information to describe differences between then and now.</p> <p>Independently identify similarities and differences between people, places, events or ways of life (when the subjects are provided for them).</p> <p>Recounts main events/achievements from a significant period/person in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to describe past: (e.g. <i>Houses and settlements</i> <i>Culture and leisure activities</i> <i>Clothes, way of life and actions of people</i> <i>Buildings and their uses</i> <i>People's beliefs and attitudes</i> <i>Things of importance to people</i> <i>Differences between lives of rich and poor</i>)</p> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Studies change through the lives of significant individuals</p> <p>Describes similarities and differences between people, events and objects then and now</p> <p>Starts to comment on historical changes, including suggestions about cause and effect.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Note connections, contrasts and trends across time but also between places and cultures.</p> <p>Comments on continuity and change, cause and effect.</p> <p>Identifies themes within and between topics.</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Starts to suggest reasons for connections over time and across places and cultures.</p> <p>Identify changes and links within and across the time periods studied.</p> <p>Comment on impact and legacy.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p> <p>Compares and contrasts places, people and cultures, analysing their and others' comparison, extrapolating from them justifying their ideas with evidence</p>
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History Progression Map

<p>Historical interpretation and enquiry</p>	<p>Shows an interest in different occupations and ways of life</p> <p>Shows an interest in the lives of people who are familiar to me.</p> <p>Begin to understand why and how questions (30-50)</p> <p>To answer how and why questions in response to stories or events (ELG)</p> <p>Talk about past and present events in the lives of other family members. (ELG)</p>	<p>Begins to identify and recount some details from the past from sources (e.g. pictures, historical narratives)</p> <p>Asks questions about different sources and objects</p> <p>Finds answers to simple questions about the past using sources of information (e.g. pictures, narratives)</p>	<p>To explore and understand the different ways you can learn about the past (eyewitness accounts, books photos, artefacts, buildings and visits, internet).</p> <p>Understands why some people in the past did things.</p> <p>Uses a source – why, what, who, how, where as well as to ask questions and find answers</p> <p>Looks carefully at pictures or objects to find information about the past.</p>	<p>Explore two accounts of the same event and identify differences.</p> <p>Makes decision about which sources would be best to find specific information about a past event</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p>	<p>Explore a variety of contrasting versions of the same event and identifies differences in the accounts.</p> <p>Use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past</p> <p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests which sources of evidence to use to help answer questions.</p>	<p>Begin to understand why there a different account of a particular event</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others</p> <p>Begins to identify the difference between primary and secondary sources and use evidence to build up a picture of life in time studied</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Understands that the past has been represented in different ways and the specific reasons for this.</p> <p>Recognises and explains the differences between primary and secondary sources and evaluates the usefulness and accuracy</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>Identifies and uses different sources of information and artefacts.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
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Organisation and communication	<p>To answer how and why questions in response to stories or events (30-50)</p> <p>Uses past, present and future forms accurately when talking about events that have happened or that are to happen in the future (ELG)</p> <p>Talks about past and present events in the lives of other family members. (ELG)</p>	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p> <p>Recognise that events happen on specific dates</p>	<p>Describes objects, people and events.</p> <p>Writes simple narratives and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p> <p>Recognise that historical events happen on specific dates</p> <p>Writes own date of birth.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Discusses different ways of presenting information for different purposes.</p> <p>Uses dates and terms with increasing accuracy.</p>	<p>Presents findings about past in a variety of ways including: speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>Uses dates and terms correctly.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Independently chooses most appropriate way to present information to an audience</p> <p>Uses dates and terms accurately.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>
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AD (Anno Domini) and BC (before Christ) are sometimes changed to CE (current era) and BCE (before current era), to avoid reference to Christianity and, in particular, to avoid naming Christ as Lord.



Each unit has key and 'sticky' knowledge. These are the facts that children should know by the end of each unit. Those in **bold** are classed as the knowledge children HAVE TO acquire by the end of each unit. Those in italics refer to knowledge on children's subject map. Whilst these remain the same over each phase, they allow for the progression of skills as outlined above, in both cycles.

	Cycle A	Cycle B
Y1	<p>Why did the great fire of London start and how did it affect London? <u>Key and 'Sticky' Knowledge</u></p> <ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born, in this case the Great Fire of London. • Know what we use today instead of a number of older given artefacts, e.g. fire engines. • Know how different life was in a city, town or village many years ago. • Know who Samuel Pepys is. • Know that many children had to work in poor conditions from a very young age in those days. • Know that there were no schools in those days. • Know what life was like for a child in those days. • Know that the lives of rich people were very different to lives of poor people. • <i>Know that fire spread very quickly because the houses were built very close to each other and made of wood</i> • <i>Know that London was infested by rats and that they were responsible for the plague</i> • <i>Know that the type of fire appliances used in those days could not cope with the fire.</i> • <i>Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.</i> • <i>Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.</i> • <i>Know that the fire started in a bakery in Pudding Lane in London.</i> 	<p>What do we know about the Victorians and the way they lived? <u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born. • Know what we use today instead of a number of older given artefacts. • Know how the lives of Victorian children were different to their lives. • Know who Queen Victoria was. • Know that many Victorian children had to work in poor conditions from a very young age. • Know that Victorian schools were different to schools today. • Know what children did when they played. • Know that the lives of rich Victorians were very different to lives of poor Victorians. • <i>Workhouses were unpleasant places where orphaned children or abandoned children lived. It was also the home to mentally ill or very poor people.</i> • <i>There were no televisions or electronic games 100 years ago. There were very few books as well and very few poor children would know how to read.</i> • <i>About 100 years ago most children would have been working in a full-time job by the time they were 12 years old.</i> • <i>The most popular games played by children 100 years ago were marbles, hopscotch, blind man's bluff and blow football.</i> • <i>Over a 100 years ago there would not have been any take-away food places. However, fish and chip shops first opened about 150 years ago.</i>
	<p>Are iPads more fun than your grandparent's toys? <u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about the games and toys their grandparents played with • Know what toys their grandparents would have played with • Know about what life was like at the time their grandparents were young. • Know what schools were like when their grandparents attended primary school • Know what their grandparents watched on television • Know what their grandparents did after school • 	<p>Who was Florence Nightingale and why do we still talk about her today? <u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about a famous person from the past and explain why they are famous. • Emily Pankhurst was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote. • Florence Nightingale was known as 'the lady with the lamp'. She helped to ensure that hospitals were clean places and helped to reduce infections in hospitals. • Mary Seacole was known for her nursing and set up the 'British Hotel' behind enemy lines during the Crimean war.
	<p>What were the people who lived in Lowestoft like 100 years ago? <u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about a famous person locally and explain why they are famous. • Know how the local area is different to the way it used to be a long time ago. • Differentiate between things that were here 100 years ago and thing that were not (including buildings, tools, toys etc. • Know that photographs are a very useful source of evidence. • Know that artefacts can be very helpful in working out how people used to live. • Know why there are monuments in part of our cities, towns or villages. 	



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Cycle B		Cycle A	
Y2	<p align="center">What do we know about the Victorians and the way they lived? <u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born. • Know what we use today instead of a number of older given artefacts. • Know how the lives of Victorian children were different to their lives. • Know who Queen Victoria was. • Know that many Victorian children had to work in poor conditions from a very young age. • Know that Victorian schools were different to schools today. • Know what children did when they played. • Know that the lives of rich Victorians were very different to lives of poor Victorians. • <i>Workhouses were unpleasant places where orphaned children or abandoned children lived. It was also the home to mentally ill or very poor people.</i> • <i>There were no televisions or electronic games 100 years ago. There were very few books as well and very few poor children would know how to read.</i> • <i>About 100 years ago most children would have been working in a full-time job by the time they were 12 years old.</i> • <i>The most popular games played by children 100 years ago were marbles, hopscotch, blind man's bluff and blow football.</i> • <i>Over a 100 years ago there would not have been any take-away food places. However, fish and chip shops first opened about 150 years ago.</i> 	<p align="center">Why did the great fire of London start and how did it affect London? <u>Key and 'Sticky' Knowledge</u></p> <ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born, in this case the Great Fire of London. • Know what we use today instead of a number of older given artefacts, e.g. fire engines. • Know how different life was in a city, town or village many years ago. • Know who Samuel Pepys is. • Know that many children had to work in poor conditions from a very young age in those days. • Know that there were no schools in those days. • Know what life was like for a child in those days. • Know that the lives of rich people were very different to lives of poor people. • <i>Know that fire spread very quickly because the houses were built very close to each other and made of wood</i> • <i>Know that London was infested by rats and that they were responsible for the plague</i> • <i>Know that the type of fire appliances used in those days could not cope with the fire.</i> • <i>Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.</i> • <i>Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.</i> • <i>Know that the fire started in a bakery in Pudding Lane in London.</i> 	
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		<p align="center">What were the people who lived in Lowestoft like 100 years ago? <u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about a famous person locally and explain why they are famous. • Know how the local area is different to the way it used to be a long time ago. • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys etc. • Know that photographs are a very useful source of evidence. • Know that artefacts can be very helpful in working out how people used to live. • Know why there are monuments in part of our cities, towns or villages. 	



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Cycle A		Cycle B	
Y3	<p align="center">How can we recreate the wonder of Ancient Egypt? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know about, and name, some of the advances societies that were in the world around 3000 years ago • Know that the Ancient Egyptians were a very advanced civilization • Know where Egypt is • Know that the Ancient Egyptians were ruled by pharaohs • Know that the Ancient Egyptians built very sophisticated tombs for their pharaohs called pyramids • Know that we know a great deal about the lives of Ancient Egyptians because of what has been found in the pyramids • Know that the Ancient Egyptians used hieroglyphs and experts have been able to translate them • Know that the powerful Ancient Egyptians had many slaves 	<p align="center">Who were the Anglo-Saxons? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a timeline to show when the Anglo-Saxons were in England • Know about Anglo-Saxon settlements and the way they lived, including hierarchical features • Know about the link between Anglo-Saxons and Christianity • Know about Alfred the Great • Know about Anglo-Saxon's art and symbols • Know about the scots invasion from Ireland to the North of England 	
	<p align="center">Why were the Ancient Greeks ruled by their gods? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics • Know that Ancient Greeks believed in a number of gods • Know where Greece is and point to it on a map • Know that the Ancient Greeks were an advance civilization • Know that the Ancient Greeks were responsible for starting the Olympic movement • Know that Ancient Greeks have been associated with the birth of democracy • Know how the Ancient Greeks impacted on our lives today 	<p align="center">Were the Vikings always victorious and vicious? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons • Know why the Vikings came to Britain • Know where the Vikings came from • Know that the Vikings were formidable warriors • Know what life was like for Viking children • Know why the Viking long ships were ideal for invading other lands • Know about Viking food and weapons and about the misconceptions there are about the Vikings 	
		<p align="center">Who first lived in Britain? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the three periods: the stone, bronze and iron ages • Know what is meant by 'hunter-gathers.' • Know that the earliest people who lived in Britain were part of the stone age • Know that stone age people build shelters to keep them safe and warm • Know that most stone age people hunted for their food • Know that men, women and children had very different lives during the stone age • Know how we have found out about the past • Know that stone age people communicated in a different way to the way we do 	
		<p align="center">Why were the Romans so Powerful and what did we learn from them? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know how Britain changed from the end of the Iron Age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • Know that the Romans came to Britain 2000 years ago • Know that the Romans conquered Britain but left Britain with many important features, such as roads • Know that the Roman army was very powerful and had many weapons • Know that Roman gladiators would fight for entertainment 	



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		Cycle B	Cycle A
Y4	Who were the Anglo-Saxons? <u>'Sticky Knowledge'</u>	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a timeline to show when the Anglo-Saxons were in England • Know about Anglo-Saxon settlements and the way they lived, including hierarchical features • Know about the link between Anglo-Saxons and Christianity • Know about Alfred the Great • Know about Anglo-Saxon's art and symbols • Know about the scots invasion from Ireland to the North of England 	How can we recreate the wonder of Ancient Egypt? <u>'Sticky Knowledge'</u>
	Were the Vikings always victorious and vicious? <u>'Sticky Knowledge'</u>	<ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons • Know why the Vikings came to Britain • Know where the Vikings came from • Know that the Vikings were formidable warriors • Know what life was like for Viking children • Know why the Viking long ships were ideal for invading other lands • Know about Viking food and weapons and about the misconceptions there are about the Vikings 	Why were the Ancient Greeks ruled by their gods? <u>'Sticky Knowledge'</u>
	Who first lived in Britain? <u>'Sticky Knowledge'</u>	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the three periods: the stone, bronze and iron ages • Know what is meant by 'hunter-gathers.' • Know that the earliest people who lived in Britain were part of the stone age • Know that stone age people build shelters to keep them safe and warm • Know that most stone age people hunted for their food • Know that men, women and children had very different lives during the stone age • Know how we have found out about the past • Know that stone age people communicated in a different way to the way we do 	
	Why were the Romans so Powerful and what did we learn from them? <u>'Sticky Knowledge'</u>	<ul style="list-style-type: none"> • Know how Britain changed from the end of the Iron Age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • Know that the Romans came to Britain 2000 years ago • Know that the Romans conquered Britain but left Britain with many important features, such as roads • Know that the Roman army was very powerful and had many weapons • Know that Roman gladiators would fight for entertainment 	



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Cycle A		Cycle B	
Y5	<p align="center">How could Hitler have convinced a nation like Germany to follow him to war? What impact did World War 2 have on Lowestoft?</p> <p align="center"><u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan. • Know Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe and that, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun. • Know that during the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR. • Know that millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities. • Know that the group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society. • Know that the US didn't join the way until 1941, when Japan attacked the United States. • Know that some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side. • Know that the Germans surrendered on 8 May 1945. In 1944 an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended. • Know what it was like to live in Lowestoft during World War II • Know what the long- and short-term impacts of the war on the people of Lowestoft. 	<p align="center">What were the Historical implications of Henry VIII's break from the Catholic Church?</p> <p align="center"><u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know that Henry VIII broke away from the Catholic Church due to wanting a divorce but being denied by the Pope. • Know how to place historical events and people from the Tudor period in a chronological framework • Know how Britain, during the Tudor times, had a major influence on the world. • Know about the main events from the Tudor period, explain the order of events and what happened. • Know about Henry VIII's six wives. • Know who the Tudor monarchs were. • Know that life for the very rich was very different to life of the poor. • Know about famous explorers such as Francis Drake and Walter Raleigh. • Know about the importance of theatre in Tudor times and about playwrights such as William Shakespeare. 	
	<p align="center">Who were the Mayans and what can we learn from them?</p> <p align="center"><u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know about the impact that the Mayan civilization had on the world. • Know why they were considered an advanced society in relation to that period of time in Europe. • Know where Mexico is. • Know what the link is between the Mayans and chocolate. • Know that the Mayan civilization knew a great deal about sound technology. • Know that the Mayans knew a great deal about the sun and light. 	<p align="center">What was the Space Race and how has it affected life today?</p> <p align="center"><u>'Sticky Knowledge'</u></p> <ul style="list-style-type: none"> • Know that the Space Race was an informal 20th century competition between two Cold War rivals, the Soviet Union (USSR) and the United States (US) to achieve firsts in spaceflight capability. • Know that this led to launching artificial satellites, unscrewed space probes to the Moon, Venus and Mars and human spaceflight in low Earth orbit and to the Moon. • Know that the first human in space was a Soviet called Yuri Gagarin, called the first cosmonaut, roughly translated as 'sailor of the universe' • Know that the first man on the moon was Neil Armstrong on 20th July 1969. • Know that satellites continue to be developed and some of their main uses. 	



The Limes Primary Academy – Learning Pathways Curriculum
History Progression Map



Cycle B		Cycle A	
Y6	<p align="center">What were the Historical implications of Henry VIII's break from the Catholic Church? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know that Henry VIII broke away from the Catholic Church due to wanting a divorce but being denied by the Pope. • Know how to place historical events and people from the Tudor period in a chronological framework • Know how Britain, during the Tudor times, had a major influence on the world. • Know about the main events from the Tudor period, explain the order of events and what happened. • Know about Henry VIII's six wives. • Know who the Tudor monarchs were. • Know that life for the very rich was very different to life of the poor. • Know about famous explorers such as Francis Drake and Walter Raleigh. • Know about the importance of theatre in Tudor times and about playwrights such as William Shakespeare. 	<p align="center">How could Hitler have convinced a nation like Germany to follow him to war? What impact did World War 2 have on Lowestoft? '<u>Sticky Knowledge</u>'</p> <ul style="list-style-type: none"> • Know World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan. • Know Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe and that, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun. • Know that during the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR. • Know that millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities. • Know that the group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society. • Know that the US didn't join the way until 1941, when Japan attacked the United States. • Know that some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side. • Know that the Germans surrendered on 8 May 1945. In 1944 an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended. • Know what it was like to live in Lowestoft during World War II • Know what the long- and short-term impacts of the war on the people of Lowestoft. 	
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