

# History Curriculum Path of Progression



In Y5, pupils will build upon their knowledge of empires and 'Ages' in Britain, as they explore Post-Roman Britain, learning about Anglo-Saxons and how they took over in Post-Roman Britain. Pupils will study the Anglo-Saxon justice system, the conversion to Christianity, as well as a study on the Anglo-Saxon Chronicle. Following this, pupils will continue to study Post-Roman Britain, looking at the Saxon and Viking fight for dominance in Britain. Pupils will learn about Viking raids, the impact of the raids on Anglo-Saxon communities, the leadership of Alfred the Great, as well as a study on Dagenham as a Saxon settlement. Finally, pupils will learn about the Early Islamic Civilisation, studying aspects such as: Baghdad as a Centre of learning, the House of Wisdom, significant discoveries and studies, as well as the significance of Muhammad.



In Y3, pupils will begin by exploring Early Civilisations, discovering ancient civilisations and when and where they are developed. They will then transfer these skills, when studying Ancient Egypt. Pupils will explore the life and times of the Ancient Egyptians, looking at 'the gift of the Nile', Pyramids and mummification. Pupils will continue their study of Ancient Egypt, by studying hieroglyphics, as well as Tutankhamun and Cleopatra. Finally, pupils will continue their study of the ancient world, by exploring Ancient Greece, looking at key aspects, such as: Athens, Sparta and Alexander the Great. They will also further their knowledge by learning about Ancient Greek gods and the Olympics!

Y6



Y5



Y4



In Y6, pupils will begin to learn about Victorian Britain, using historical sources to find out about the Victorian period, investigating the life of Queen Victoria, as well as the purpose and impact of the workhouses in society. Following this, pupils will continue to explore the Victorian era, looking closely at the technological progress and advances and the positive and negative impact this had on the British Empire. As well as this, pupils will make comparisons between the beginning and end of the Victorian era. Following this pupils will begin to study the history of their local area (Dagenham), learning about the origins of the settlement in Dagenham, the life of William Ford, the suffragettes and the roles and responsibilities of women during World War 1. Finally they will continue their local study of 'Made in Dagenham', by digging deeper into the history and impacts of the local area of Dagenham. Pupils will learn about the impact of World War 1 and World War 2, on Dagenham, as well as exploring the origins and industrial action of the Ford factory in Dagenham.

In Y4, pupils will begin by investigating prehistoric ages, namely: The Stone Age and the Bronze Age. Pupils will investigate what impact prehistoric people had on the early development of civilisation, looking at aspects such as: hunter-gatherers, how Stone Age people lived and survived, as well as Stone Age art and Skara Brae. Pupils will then look at the transition to the Bronze Age, including daily life and Stonehenge. Pupils will then further their knowledge of 'the Ages', by studying the Iron Age, understanding how society changed and developed in the Iron Age and how and why iron is superior to bronze! They will also do a study on what life might have been like in an Iron Age hillfort. Finally, pupils will learn about the Romans, looking at aspects such as: the origins of the Roman Empire, the Roman army, an evaluation of why the Romans wanted to invade Britain, as well as Boudica and the impact the Romans had on the British landscape.





## Autumn Term 1 – Early Civilisations

National Curriculum  
Coverage

- 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

## Coverage

**To understand what is meant by ancient.**  
**To understand what a civilisation is.**  
**To be introduced to several Ancient Civilisations.**  
**To be able to order a selection of civilisations chronologically.**

During this unit, pupils will begin by exploring Early Civilisations, discovering ancient civilisations and when and where they are developed. They will then transfer these skills, when studying Ancient Egypt.

## Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils were introduced to past monarchs and key events of British History.

They build upon those skills this half term by exploring Early Civilisations, discovering ancient civilisations and when and where they are developed.

This will lead on to exploring the different Ages throughout history, such as: The Stone Age, Bronze Age and the Iron Age, in Year 4.

## Autumn Term 2 – Ancient Egypt

National Curriculum  
Coverage

- 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

## Coverage

**To understand the importance of the River Nile in Ancient Egypt.**  
**To find out about some of the most famous Egyptian pharaohs.**  
**To discover why and how the Ancient Egyptians built the pyramids.**  
**To find out why the Ancient Egyptians mummified people.**  
**To compare different Ancient Egyptian gods and goddesses.**  
**To discover what Egyptian hieroglyphs looked like.**

Throughout this unit, pupils will explore the life and times of the Ancient Egyptians, looking at 'the gift of the Nile', Pyramids and mummification. Pupils will continue their study of Ancient Egypt, by studying hieroglyphics, as well as Tutankhamun and Cleopatra.

## Progression pathway

This unit builds upon prior knowledge gained in previous units, in which pupils are introduced Early Civilisations.

They build upon those skills this half term by exploring the life and times of the Ancient Egyptians, looking at 'the gift of the Nile', Pyramids and mummification.

This will lead on to a deeper understanding in future year groups, when pupils will learn about other civilisations, such as the Romans.



## Summer Term 1 – Ancient Greece

National Curriculum  
Coverage

- the study of Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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 Greece

## Coverage

**To find out when and where the Ancient Greeks lived.**

**To find out why Alexander the Great was a significant figure.**

**To find out what happened at the Battle of Marathon.**

**To identify key Ancient Greek gods and goddesses from historical sources.**

**To explain the importance of the Olympic Games in Ancient Greek culture.**

During this unit, pupils will continue their study of the ancient world, by exploring Ancient Greece, looking at key aspects, such as: Athens, Sparta and Alexander the Great. They will also further their knowledge by learning about Ancient Greek gods and the Olympics!

## Progression pathway

This unit builds upon prior knowledge gained in previous units, in which pupils are introduced Early Civilisations.

They build upon those skills this half term by pupils will continuing their study of the ancient world, by exploring Ancient Greece, looking at key aspects, such as: Athens, Sparta and Alexander the Great.

This will lead on to a deeper understanding in future year groups, when pupils will learn about other civilisations, such as the Romans.



## Autumn Term 2 – The Stone Age and Bronze Age.

National Curriculum  
Coverage

- changes in Britain from the Stone Age to the Iron Age. This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

## Coverage

**To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history.**

**To find out about how hunter-gatherers lived in Stone Age Britain.**

**To explore the style of Stone Age cave art.**

**To research the history of Skara Brae.**

**To know how the Bronze Age was different to the Stone Age.**

**To understand what Stonehenge is and where it is found.**

During this unit, pupils will learn about the Stone Age and the Bronze Age. Pupils will investigate what impact prehistoric people had on the early development of civilisation, looking at aspects such as: hunter-gatherers, how Stone Age people lived and survived, as well as Stone Age art and Skara Brae. Pupils will then look at the transition to the Bronze Age, including daily life and Stonehenge

## Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils are introduced to the early civilisations: Ancient Egypt and Greece.

They build upon those skills this half term by exploring the impact prehistoric people had on the early development of civilisation, looking at hunter-gatherers, Stone Age art and Skara Brae.

This will lead on to a deeper understanding in future year groups, when pupils will learn about post-Roman Britain and Early Islamic civilisations.

## Spring Term 2 – The Iron Age

National Curriculum  
Coverage

- changes in Britain from the Stone Age to the Iron Age. This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

## Coverage

**To understand how goods can give us information about the past.**

**To think about what type of objects survive over time.**

**To understand how society changed and developed in the Iron Age.**

**To understand how and why iron is superior to bronze.**

**To research what life might have been like in an Iron Age hillfort.**

Throughout this unit, pupils will further their knowledge of 'the Ages', by studying the Iron Age, understanding how society changed and developed in the Iron Age and how and why iron is superior to bronze! They will also do a study on what life might have been like in an Iron Age hillfort.

## Progression pathway

This unit builds upon prior knowledge gained in the beginning of Year 4, in which pupils learn about the Stone Age and Bronze Age.

They build upon those skills this half term by exploring how society changed and developed in the Iron Age and how and why iron is superior to bronze!

This will lead on to a deeper understanding of the impact of the Ages in Britain, as pupils learn about the Saxons and Viking eras.



## Summer Term 2 – Romans in Britain

### National Curriculum Coverage

- the Roman Empire and its impact on Britain. This could include:
- the Roman Empire by AD 42 and the power of its army
- British resistance, for example, Boudica
- 'Romanisation' of Britain.
- culture and beliefs, including early Christianity

### Coverage

**To find out where the Roman Empire originated.**  
**To evaluate how the Roman army contributed to the expansion of the empire.**  
**To evaluate why the Romans wanted to invade Britain.**  
**To explore the story of Boudica's rebellion against the Romans.**  
**To compare different Roman gods and goddesses.**  
**To explain how the landscape of Britain was changed by what the Romans built**  
**To evaluate the impact of the Roman Empire on modern Britain.**

During this unit, pupils will learn about Romans in Britain, looking at aspects such as: the origins of the Roman Empire, the Roman army, an evaluation of why the Romans wanted to invade Britain, as well as Boudica and the impact the Romans had on the British landscape.

### Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils explored the impact of the Ancient Egyptian empire.

They build upon those skills this half term by exploring the origins of the Roman Empire, the Roman army, an evaluation of why the Romans wanted to invade Britain, as well as Boudica and the impact the Romans had on the British landscape.

This will lead on to exploring and making comparisons between differing civilisations, as well as Post-Roman Britain, in Year 5.





## Autumn Term 2 – Post-Roman Britain

National Curriculum  
Coverage

- Britain's settlement by Anglo-Saxons and Scots. This could include:
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

## Coverage

**To understand where the Anglo-Saxons came from.**

**To understand how the Anglo-Saxon justice system is different from the modern justice system.**

**To understand that over time, these groups converted to Christianity and stopped believing in many gods.**

**To understand that the Anglo-Saxon Chronicle was written by Anglo-Saxon monks.**

During this unit, pupils learn about Anglo-Saxons and how they took over in Post-Roman Britain. Pupils will study the Anglo-Saxon justice system, the conversion to Christianity, as well as a study on the Anglo-Saxon Chronicle.

## Progression pathway

This unit builds upon prior knowledge gained in Year 4, in which pupils explored the reign of the Roman empire.

They build upon those skills this half term by exploring the Anglo-Saxons and how they took over in Post-Roman Britain. Pupils will study the Anglo-Saxon justice system, the conversion to Christianity, as well as a study on the Anglo-Saxon Chronicle.

This will lead on to the development of Britain and the ever-changing empires, when pupils study Victorian Britain in Year 6.

## Spring Term 1 – Saxons and Vikings

National Curriculum  
Coverage

- the Viking and Anglo-Saxon struggle for the Kingdom of England. This could include:
- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice

## Coverage

**To learn about Viking raids and invasion.**

**To understand the impact of the Viking raids on settled Anglo-Saxon communities.**

**To further develop the children's understanding of the relationship between the Anglo-Saxons and the Vikings.**

**To explore the life and leadership of Alfred the Great.**

**To understand that Dagenham was originally a Saxon settlement.**

Throughout this unit, pupils will continue to study Post-Roman Britain, looking at the Saxon and Viking fight for dominance in Britain. Pupils will learn about Viking raids, the impact of the raids on Anglo-Saxon communities, the leadership of Alfred the Great, as well as a study on Dagenham as a Saxon settlement.

## Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored India, as well as the Rainforest.

They build upon those skills this half term by learning about the Saxon and Viking fight for dominance in Britain. Pupils will learn about Viking raids, the leadership of Alfred the Great, as well as a study on Dagenham as a Saxon settlement.

This will lead on to exploring and making comparisons between Dagenham in the past and Dagenham today, in Year 6.



## Summer Term 2 – Early Islamic Civilisation

### National Curriculum

#### Coverage

- 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.

### Coverage

**To identify similarities and differences between life in Baghdad and in London c.900AD.**

**To understand that Baghdad was a great centre of learning over 750 years ago.**

**To investigate the House of Wisdom and how it became a centre for learning drawn from a large area.**

**To investigate and explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.**

**To understand the significance of Muhammad**

During this unit, pupils will learn about the Early Islamic Civilisation, studying aspects such as: Baghdad as a Centre of learning, the House of Wisdom, significant discoveries and studies, as well as the significance of Muhammad.

### Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored and compared different 'Ages' and cultures that, analysing the impact of these on the world.

Pupils will extend their learning as they study the Early Islamic Civilisation, studying aspects such as: Baghdad as a Centre of learning, the House of Wisdom, significant discoveries and studies, as well as the significance of Muhammad.

This will lead on to a deeper understanding of civilisations and differing cultures and ways of life, as pupils study Victorian Britain, in Year 6.



## Autumn Term 1 – Victorian Britain

### National Curriculum Coverage

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria
- a significant turning point in British history

### Coverage

**To use historical sources to find out about the Victorian period.**  
**To use research to investigate the life of Queen Victoria.**  
**To investigate the purpose of the workhouse and their role in society.**  
**To understand that individuals can have a significant impact on history.**  
**To understand that there are many differences between the early Victorian era and the later Victorian era.**

During this unit, pupils will begin to learn about Victorian Britain, using historical sources to find out about the Victorian period, investigating the life of Queen Victoria, as well as the purpose and impact of the workhouses in society.

### Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils explored the development of Post-Roman Britain, looking at the Saxons and Vikings,

They build upon those skills this half term by gaining a deeper understanding of Victorian Britain, using historical sources to find out about the Victorian period, investigating the life of Queen Victoria, as well as the purpose and impact of the workhouses in society.

This will lead on to a deeper understanding of technological advances of the Victorian era, as well as a comparison of the changes and impacts the Victorian era has had on Britain.

## Autumn Term 2 – Victorian Britain

### National Curriculum Coverage

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria
- a significant turning point in British history

### Coverage

**To understand that the Victorian era was a time of great technological progress.**  
**To develop understanding that the Victorian era was a time of great technological progress.**  
**To understand the positive and negative impacts of the British Empire.**  
**To consider the concept of empire building and whether it is acceptable / unacceptable.**  
**To understand that the Victorian era saw many changes and that life at the beginning of the era was hugely different to life at the end.**

Throughout this unit, pupils will continue to explore the Victorian era, looking closely at the technological progress and advances and the positive and negative impact this had on the British Empire. As well as this, pupils will make comparisons between the beginning and end of the Victorian era.

### Progression pathway

This unit builds upon prior knowledge gained in Autumn 1, as pupils began to explore the Victorian era, looking at the impact of Queen Victoria and the workhouse.

They build upon those skills this half term by gaining a deeper understanding of the Victorian era, looking closely at the technological progress and advances and the positive and negative impact this had on the British Empire.

This will lead on to a deeper understanding of technological advances of the Victorian era, as well as a comparison of the changes and impacts the Victorian era has had on Britain.





### Summer Term 1 – Made in Dagenham (Local History)

#### National Curriculum Coverage

- a local history study. Examples (non-statutory):
- a depth study linked to a British area of study
- a study over time tracing how several aspects of national history are reflected in
- the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

#### Coverage

**To understand why Dagenham was chosen as a place to settle in.**

**To understand the origins of the settlement in Dagenham.**

**To understand what Dagenham was like during William Ford's lifetime.**

**To explore the suffragettes.**

**To explore how women's roles changed during World War 1.**

During this unit, pupils will begin to study the history of their local area (Dagenham), learning about the origins of the settlement in Dagenham, the life of William Ford, the suffragettes and the roles and responsibilities of women during World War 1.

#### Progression pathway

This unit builds upon prior knowledge gained in previous year groups, where pupils learnt about civilisations and the impact on the community.

They build upon those skills this half term by gaining a deeper understanding the history of their local area (Dagenham), learning about the origins of the settlement in Dagenham, the life of William Ford, the suffragettes and the roles and responsibilities of women during World War 1.

This will lead on to a deeper understanding of the local area that pupils live in and its history as well as the impact this has had on the wider community.

### Summer Term 1 – Made in Dagenham (Local History)

#### National Curriculum Coverage

- a local history study. Examples (non-statutory):
- a depth study linked to a British area of study
- a study over time tracing how several aspects of national history are reflected in
- the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

#### Coverage

**To understand the impact that World War 1 had on Dagenham.**

**To explore the origins of Ford's factory in Dagenham.**

**To understand what life was like in Dagenham during World War 2.**

**To investigate the impact of individual Londoners during the World Wars.**

**To explore the industrial action at the Ford Factory and its impact.**

Throughout this unit, pupils will continue their study of local history, by digging deeper into the history and impacts of the local area of Dagenham. Pupils will learn about the impact of World War 1 and World War 2, on Dagenham, as well as exploring the origins and industrial action of the Ford factory in Dagenham.

#### Progression pathway

This unit builds upon prior knowledge gained in previous year groups, where pupils learnt about civilisations and the impact on the community.

They build upon those skills this half term by digging deeper into the history and impacts of the local area of Dagenham. Pupils will learn about the impact of World War 1 and World War 2, on Dagenham, as well as exploring the origins and industrial action of the Ford factory in Dagenham.

This will lead on to a deeper understanding of the local area that pupils live in and its history as well as the impact this has had on the wider community.