



# Pyrford C of E School History Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Progression of Knowledge</b>								
<p><b>Significant historical events, people and places in their own locality</b></p> <p><b>A Local History Study</b></p>	To explore the locality with a focus on the origin of the word Pyrford – Pear tree by ford (the river crossing)	To explore the locality with a focus on The Pyrford Stone	To explore the locality with a focus on the History of Pyrford Primary School	<p>To explore the locality with a focus on the History of the Church of the Good Shepherd</p> <p><b>Summer 2</b> <b><u>Significant historical events and places in the locality</u></b></p> <p>To learn a brief history of the Newark Priory.,</p> <p>To learn a brief history of the St Nicholas Church.</p> <p>To learn a brief history of the Church of the Good Shepherd.</p> <p>To learn a brief history of the Rowley Bristow Hospital.</p> <p>To learn a brief history of Pyrford Primary School.</p> <p>To consider how the locality has changed over the years.</p>	<p>To explore the locality with a focus on evidence of the Romans in Pyrford.</p> <p><b>Summer 1</b> <b><u>The Arrival of the Railways</u></b></p> <p>To learn about the invention of the Steam Train and the impact of its spread across the UK (with a focus on the Stockton to Darlington line).</p> <p>To learn about early trains including Mine Carts and Passenger Trains.</p> <p>To learn about important inventors of early trains including Thomas Savery.</p> <p>To learn about Railway Fever and the impact of the arrival of the railways on people’s lives with a focus on holidays and work.</p> <p>To complete a locality study with a focus on the arrival of the railway in West Byfleet and how it changed the town.</p>	To explore the locality with a focus on Pyrford’s entry in The Domesday Book.	<p>To explore the locality with a focus on the History of St Nicholas Church.</p> <p><b>Summer 2</b> <b><u>A significant historical place in the locality – The Shah Jahan Mosque</u></b></p> <p>To learn a brief history of the Shah Jahan Mosque.</p> <p>To learn a brief history of the Woking Muslim Burial Ground Peace Garden.</p> <p>To explore the diversification of the population in Woking before and after the building of the mosque.</p>	To explore the locality with a focus on The History of Newark Priory.
<p><b>Changes within Britain from the Stone Age to the Iron Age/ Invaders and Settlers</b></p>					<p><b>Autumn 1</b> <b><u>The Roman Empire and its impact on Britain</u></b></p> <p>To learn about the Roman Army, including the Turtle Formation and the Wedge Formation.</p> <p>To understand the story of Romulus and Remus.</p>	<p><b>Autumn 1</b> <b><u>Britain’s settlement by Anglo-Saxons and Scots</u></b></p> <p>To learn about why the Romans needed to leave Britain and the consequence of that for Britain’s security.</p> <p>To learn about the invasion of The Scots and the Picts.</p>	<p><b>Spring 2</b> <b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p> <p>To learn about the invasion of the Vikings.</p> <p>To learn about Danelaw.</p> <p>To learn about</p>	<p><b>Autumn 1</b> <b><u>What were the most significant changes in Britain from the Stone Age to the Iron Age?</u></b></p> <p>To learn about life in Stone Age times through an enquiry focus on Skara Brae.</p> <p>To understand the significance of</p>

					<p>To learn key facts about the Roman Empire.</p> <p>To learn about life in Britain at the time of the Celts with a focus on Celtic roundhouses.</p> <p>To learn key facts about life in Rome at the times of the Romans including the Colosseum and Circus Maximus.</p> <p>To learn about the impact of the Roman invasion on life in Britain including Roman Baths, Hadrian's wall, Hillforts, Mosaics, numerals, sewers and roads.</p>	<p>To learn about the arrival of Hengest and Horsa from Jutland.</p> <p>To learn about the invasion of the Angles and the Saxons (The Anglo-Saxons).</p> <p>To understand how the Anglo-Saxons divided the UK into 7 Anglo-Saxon Kingdoms.</p> <p>To learn about the impact of the Anglo-Saxons on place names in the UK.</p> <p>To complete an enquiry focus on Anglo-Saxon life.</p>	<p>Danegeld.</p> <p>To learn how the houses in Britain changed after the arrival of the Vikings.</p> <p>To know how the Vikings made things from metal including jewellery.</p> <p>To understand the importance of religion to the Vikings (Christianity).</p> <p>To learn about Viking communication focusing on Runes.</p> <p>To complete an enquiry focus on Viking life, including food and clothes.</p> <p>To learn that Vikings told sagas to entertain themselves.</p>	<p>Stonehenge.</p> <p>To learn about the use of tools in the Stone Age.</p> <p>To learn about the Palaeolithic, Mesolithic and Neolithic periods and the changes within them.</p> <p>The developments within the Bronze Age.</p> <p>How people lived in the Iron Age with a focus on hill forts.</p>
<p><b>A study of an aspect or theme in history that extends pupils' chronological knowledge beyond 1066</b></p>	<p><b><u>Autumn 2</u></b></p> <p>To remember and talk about significant events in the children's own experiences.</p> <p>To be able to talk about members of their immediate family and community.</p> <p><b><u>Summer 2</u></b></p> <p>To look back at their year in nursery.</p> <p>To think about the changes that happen when people grow from a baby to child.</p>	<p><b><u>Autumn 1</u></b></p> <p>To learn about the life of Rosa Parks during Black History Month.</p> <p>To be able to talk about members of their immediate family and community.</p> <p><b><u>Autumn 2</u></b></p> <p>To know about different celebrations that occur in Autumn (Bonfire night, Remembrance Day, Christmas and black history month).</p> <p>To compare different celebrations with their own experiences.</p> <p><b><u>Spring 2</u></b></p> <p>To learn about people</p>	<p><b>Changes within Living Memory (aspects of change in national life)</b></p> <p><b><u>Spring 1</u></b></p> <p><b><u>The Reign of Queen Elizabeth II</u></b></p> <p>To learn about the Coronation of Queen Elizabeth II.</p> <p>To learn facts about Queen Elizabeth II's life.</p> <p>To learn about life in Britain in 1950s when she was first crowned.</p> <p>To learn about life in Britain during the Silver Jubilee year 1977.</p> <p>To learn about life in Britain in the Platinum Jubilee year.</p>	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Great Fire of London</u></b></p> <p>To learn how, when and where the fire started.</p> <p>To know why the fire spread so quickly.</p> <p>To know how the fire was put out.</p> <p>To understand how the buildings in London changed as a consequence of the fire.</p> <p>To learn how we know about the fire with a significant individual focus on Samuel Pepys.</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>The Arrival of the Railways</u></b></p> <p>To learn about the invention of the Steam Train and the impact of its spread across the UK (with a focus on the Stockton to Darlington line).</p> <p>To learn about early trains including Mine Carts and Passenger Trains.</p> <p>To learn about important inventors of early trains including Thomas Savery.</p> <p>To learn about Railway Fever and the impact of the arrival of the railways on people's lives with a focus on holidays and work.</p> <p>To complete a locality</p>	<p><b><u>Autumn 2</u></b></p> <p><b><u>The changing power of monarchs</u></b></p> <p><b><u>Riotous Royals</u></b></p> <p>To learn about William the Conqueror, The Battle of Hastings and The Domesday Book.</p> <p>To learn about the significance of King John and the signing of The Magna Carta.</p> <p>To learn about King Henry VIII, his 6 wives and the significance of his rule to religion in the UK.</p> <p>To learn about Queen Anne and the Act of Union.</p> <p>To learn about Queen Victoria and the significance of her rule.</p> <p>To learn about changes</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Changes in an aspect of social history - leisure and entertainment in the 20th Century</u></b></p> <p>To learn about the changes within society as a result of the introduction of Movies.</p> <p>To understand how and why football changed during the 20<sup>th</sup> century.</p> <p>To learn about the changes within society during the Swinging 60s – fashion, clothing and music.</p> <p>To understand the changing popularity of the British Seaside holiday.</p> <p>To learn about the changes within society with a focus on the</p>	

		<p>who help us in the NHS.</p> <p>To learn about people who help us in the Fire Service.</p> <p><b>Summer 1</b></p> <p>To explore changes over time in farming and farming equipment.</p> <p><b>Summer 2</b></p> <p>To explore changes over time in their own lives and how they have changed.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p> <p>To explore the human life cycle by thinking about how they have changed and the milestones they have reached in their past.</p>	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p><b>Summer 1</b> <b>The Moon Landing</b></p> <p>To learn facts about the Moon Landing.</p> <p>To learn about the people who first landed on the moon (Significant person focus: Neil Armstrong).</p> <p>To learn about the significance of the Moon Landing for the rest of the world and its screening on TV.</p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p><b>Summer 2</b> <b>Christopher Columbus and Neil Armstrong</b></p> <p>To learn key facts about Christopher Columbus.</p> <p>To learn about the achievements of Christopher Columbus.</p> <p>To consider the controversial legacy of Christopher Columbus and how interpretations of history can change.</p> <p>To compare the achievements of Christopher Columbus to the achievements of Neil Armstrong.</p>	<p>To learn that King Charles II was the king at the time of the fire.</p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p><b>Spring 1</b> <b>The legacy of Significant Nurses</b></p> <p>To learn key facts about Florence Nightingale.</p> <p>To learn key facts about Mary Seacole.</p> <p>To learn key facts about Edith Cavell.</p> <p>To compare the achievements of the three significant nurses.</p> <p>To learn about the changes to nursing achieved by the 3 significant nurses and their impact on nursing today.</p>	<p>study with a focus on the arrival of the railway in West Byfleet and how it changed the town.</p>	<p>to life in Victorian times.</p> <p>To experience a Victorian Christmas.</p>		<p>advent of Children's TV.</p>
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<p><b>The achievements of the earliest civilizations</b></p>					<p><b>Summer 2</b> <b><u>Ancient Egypt</u></b> To learn how the Ancient Egyptians Farmed.</p> <p>To consider the significance of the River Nile to life in Ancient Egypt.</p> <p>To learn about the Mummification process, including a focus on the use of Canopic Jars.</p> <p>To understand the importance of religion to the Egyptians.</p> <p>To learn about Ancient Egyptian communication focusing on Hieroglyphs.</p>	<p><b>Summer 2</b> <b><u>The Shang Dynasty of Ancient China</u></b> To learn how the Shang Dynasty used Oracle Bones to communicate with Gods.</p> <p>To learn the crafts used by the Shang Dynasty - Jade, Bronze and Pottery.</p> <p>To learn the Social Hierarchy within Shang Dynasty society and how life was different for different social classes.</p>	<p><b>Spring 1</b> <b><u>How was life in the Maya times similar and different to life in modern day Britain?</u></b></p> <p>To learn about the Creation story within the Maya culture.</p> <p>To understand the importance of religion to the Maya.</p> <p>To learn about the Maya Number system.</p> <p>To learn about Mayan communication focusing on Writing.</p> <p>To complete an enquiry focus on Mayan life including food.</p> <p><b>Summer 2</b> <b><u>Early Islamic civilization</u></b></p>	<p><b>Spring 1</b> <b><u>What was the legacy of The Ancient Greeks?</u></b></p> <p>To learn about democracy within Ancient Greece.</p> <p>To learn about the Olympics and to compare and contrast it to the modern-day event.</p> <p>To learn about the causes and consequences of the Battle of Marathon.</p> <p>To learn about the causes and consequences of the Battle of Salamis.</p> <p>To understand the importance of mythology to Ancient Greeks with a focus on the Trojan War</p>
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## Historical Skills Progression

<p><b>Chronology</b></p>	<p>To talk about past and present events in their own lives and in lives of family members.</p> <p>To use everyday language related to time (Before, After, A long time ago, A very long time ago).</p> <p>To order and sequence familiar events.</p> <p>To describe main story settings, events and principal characters.</p>	<p>To talk about past and present events in their own lives and in lives of family members.</p> <p>To use everyday language related to time (Before, After, A long time ago, A very long time ago).</p> <p>To order and sequence familiar events.</p> <p>To describe main story settings, events and principal characters.</p>	<p>To begin to use time lines in teaching and learning activities.</p> <p>To start to be aware of the past, using common words &amp; phrases relating to time.</p> <p>To fit people/events into chronological framework.</p> <p>To begin to identify similarities / differences between periods.</p> <p>To know where the reign of Queen Elizabeth II fits into a historical timeline.</p> <p>To know where the Moon Landing fits into a historical timeline.</p>	<p>To use time lines consistently in teaching and learning activities.</p> <p>To develop an awareness of the past.</p> <p>To use common words and phrases relating to the passing of time.</p> <p>To know where people/events studied fit into a chronological framework.</p> <p>To identify similarities / differences between periods.</p> <p>To know where the Great Fire of London fits into a historical timeline.</p>	<p>To continue to develop chronologically secure knowledge of history.</p> <p>To understand and use descriptive vocabulary - Ancient, Old, New, Decade, Century, Millennium, Modern.</p> <p>To know where the Romans fits into a historical timeline.</p> <p>To know where the Industrial Revolution fits into a historical timeline.</p> <p>To know where the Ancient Egyptians fits into a historical timeline.</p>	<p>To establish clear narratives within and across periods studied.</p> <p>To note connections, contrasts and trends over time.</p> <p>To use technical vocabulary - AD, BC, the use of the 'nineteenth century' for 1845.</p> <p>To develop an awareness of chronology, be able to employ dates and terms to describe the past, and realise that the past can be divided into periods.</p> <p>To know where the Anglo-Saxons period fits into a historical</p>	<p>To make appropriate use of dates and terms such as ancient, modern, AD, BC, century and decade.</p> <p>To learn to use conceptual vocabulary - Change, Continuity, Sequence, Duration, Period, Chronology.</p> <p>To link chronological understanding into historical enquiries.</p> <p>To know where the Maya period fits into a historical timeline.</p> <p>To know where the Vikings fits into a historical timeline.</p> <p>To know where the</p>	<p>To establish clear narratives within and across periods studied.</p> <p>To note connections, contrasts and trends over time.</p> <p>To extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning.</p> <p>To identify significant events, make connections, draw contrasts and analyse trends within periods and over long times.</p> <p>To know where the Stone Age, Bronze Age and Iron Age periods fits</p>
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			To know where Christopher Columbus fits into a historical timeline.	To know when Florence Nightingale, Mary Seacole and Edith Cavell fit into a historical timeline.  To know where the construction of key local buildings fits into a historical timeline.		timeline.  To know where the reign of several monarchs fits into a historical timeline.  To know where the Shang Dynasty period fits into a historical timeline.	construction of the Shah Jahan Mosque fits into a historical timeline.	into a historical timeline.  To know where the Ancient Greeks fits into a historical timeline.  To know where 20 <sup>th</sup> century entertainment developments fits into a historical timeline.
<b>Historical terms</b>	To learn the meaning of new words.  To learn time related vocabulary: after, before, soon, a long time ago, in the past.	To extend vocabulary, especially by grouping and naming -exploring meaning and sounds of new words.	To use an increasing vocabulary of everyday historical terms.	To use a wide vocabulary of everyday historical terms.	To begin to develop the appropriate use of historical terms.	To develop the appropriate use of historical terms.	To begin to use historical terms and concepts in increasingly sophisticated ways.	To use historical terms and concepts in increasingly sophisticated ways.
<b>Historical Enquiry/ Using Evidence/ Communicating Ideas</b>	To be curious about people and show interest in stories.  To answer 'how' and 'why' questions in response to stories or events.	To know that information can be retrieved from books and computers.  To record, using marks they can interpret and explain.  To explain own knowledge and understanding, and ask appropriate questions.	To ask and answer questions.  To understand some ways we find out about the past.  To find out how life in Britain changed during the reign of Queen Elizabeth II?  To find out how life in Britain differed during the reign of Queen Elizabeth I and II?  To find out why the Moon Landing was significant.  To find out what achievements we remember Christopher Columbus for.	To choose and use parts of stories and other sources to show understanding.  To find out what changes were made as a result of the Great Fire of London.  To find out what the legacies of Florence Nightingale, Mary Seacole and Edith Cavell were.  To find out about the history of local places.	To begin to address and sometimes devise historically valid questions.  To start to understand how knowledge of the past is constructed from a range of sources.  To begin to construct informed responses by selecting and organising relevant historical information.	To regularly address and sometimes devise historically valid questions.  To understand how knowledge of the past is constructed from a range of sources.  To construct informed responses by selecting and organising relevant historical information.	To regularly address and sometimes devise historically valid questions.  To understand how knowledge of the past is constructed from a range of sources.  To construct informed responses by selecting and organising relevant historical information.	To regularly address and devise historically valid questions.  To understand how knowledge of the past is constructed from a range of sources.  To construct informed responses by selecting and organising relevant historical information.
<b>Interpretations of History</b>	To know that people talk about the past.	To know that people talk about the past and stories can change over time.	To know that we learn about the past through stories and books and these can change over time.	To identify different ways in which the past is represented.  To learn that historians used to only study Florence Nightingale as a significant nurse but that has now changed so that we recognise the achievements of different people.  To understand that in the past some people were under-represented	To begin to understand that different versions of the past may exist, giving some reasons for this.  To understand that in the past some people were under-represented in historical accounts so our version of history might not be accurate.  To understand the importance of learning about the history of	To understand that different versions of the past may exist, giving some reasons for this.  To learn that there are differences in opinion about the different monarchs studied.  To understand that in the past some people were under-represented in historical accounts so our version of history might not be accurate.	To begin to discern how and why contrasting arguments and interpretations of the past have been constructed.  To understand that in the past some people were under-represented in historical accounts so our version of history might not be accurate.  To understand the importance of learning	To discern how and why contrasting arguments and interpretations of the past have been constructed.  To understand that in the past some people were under-represented in historical accounts so our version of history might not be accurate.  To understand the importance of learning about the history of

				<p>in historical accounts so our version of history might not be accurate.</p> <p>To understand the importance of learning about the history of people from all ethnic backgrounds.</p>	<p>people from all ethnic backgrounds.</p>	<p>To understand the importance of learning about the history of people from all ethnic backgrounds.</p>	<p>about the history of people from all ethnic backgrounds.</p>	<p>people from all ethnic backgrounds.</p>
<b>Continuity and Change</b>	<p>To begin to develop an understanding of changes over time.</p>	<p>To look closely at similarities, differences, patterns and change.</p> <p>To develop an understanding of changes over time.</p>	<p>To start to identify similarities / differences between ways of life at different times.</p>	<p>To identify similarities / differences between ways of life at different times.</p>	<p>To begin to describe / make links between main events, situations and changes within and across different periods.</p>	<p>To describe / make links between main events, situations and changes within and across different periods.</p>	<p>To identify and explain change and continuity within and across periods.</p>	<p>To confidently identify and explain change and continuity within and across periods.</p>
<b>Cause and Consequence</b>	<p>To know that sometimes things change and sometimes things stay the same.</p>	<p>To identify and explain when things have changed and when things have stayed the same.</p>	<p>To begin to recognise why people did things, why events happened and what happened as a result.</p> <p>To learn that Russia and USA had a race to be first man on the moon which led to the Moon Landing. To know that the Moon landing resulted in further space exploration which has had many consequences for daily life today (technology).</p>	<p>To recognise why people did things, why events happened and what happened as a result.</p> <p>To learn the cause of the Great Fire of London and the consequence for buildings and people.</p> <p>To learn that the start of the Crimea war caused Florence Nightingale to travel to help and the consequence was improvements to nursing in the UK.</p> <p>To learn about the changes to nursing achieved by the 3 significant nurses and the consequence was improvements to nursing in the UK.</p>	<p>To begin to identify and give reasons for, results of, historical events, situations, changes.</p> <p>To know the arrival of the railways changed people's lives, jobs and holidays.</p> <p>To know that the arrival of the Romans resulted in changes to life in Britain: the use of Roman numerals, straight roads, mosaics and Roman baths.</p>	<p>To begin to identify and give reasons for, results of, historical events, situations, changes.</p> <p>To know that Edward the Confessor's promise to William the Conqueror that he would be king after he died was the cause of the Battle of Hastings.</p> <p>To know that King John's desire to be king of more countries led to him raising taxes and the consequence was the signing of the Magna Carta.</p> <p>To know that King Henry the VIII's desire for a male heir led to him wanting to divorce Catherine of Aragon causing him to establish the Church of England.</p> <p>To know that Queen Victoria marrying Prince Albert caused Britain to adopt foreign traditions especially at Christmas.</p>	<p>To analyse / explain reasons for, and results of, historical events, situations and changes.</p> <p>To know that the arrival of the Vikings resulted in changes to life in Britain: farming, crafts and customs.</p> <p>To know the changes to the population of Woking as a consequence of the building of the Shah Jahan mosque.</p>	<p>To confidently analyse / explain reasons for, and results of, historical events, situations and changes.</p> <p>To know the happiness and freedom experienced after the end of WW2 led to changes in the way people dressed, listened to music and the entertainment they enjoyed.</p> <p>To learn about the causes and consequences of the Battle of Marathon.</p> <p>To learn about the causes and consequences of the Battle of Salamis.</p>
<b>Similarity and Difference within a period/ situation Diversity</b>	<p>To know about similarities and differences between themselves and others.</p>	<p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>To make simple observations about different types of people, events, beliefs within a society.</p>	<p>To make observations about different types of people, events, beliefs within a society.</p>	<p>To begin to show an awareness of the social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p>	<p>To show an awareness of the social, cultural, religious and ethnic diversity in Britain &amp; the wider world.</p>	<p>To begin to understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.</p>	<p>To understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.</p>

<p><b>Significance of Events and People</b></p>	<p>To recognise special times for family or friends.</p>	<p>To recognise and describe special times or events for family or friends.</p>	<p>To talk about who was important eg in a simple historical account.</p> <p>To learn about the significance of the Moon landing for further space exploration and developments in technology.</p>	<p>To talk about who was important and why eg in a simple historical account.</p> <p>To learn about the significance of Florence Nightingale and the improvements she made to nursing.</p> <p>To learn about the significance of Mary Seacole and the improvements she made to nursing.</p> <p>To learn about the significance of Edith Cavell and the improvements she made to nursing.</p> <p>To learn about the significance of Samuel Pepys' diary.</p>	<p>To identify historically significant people and events.</p> <p>To learn about the significance of the Romans and the improvements they made to life in the UK.</p> <p>To learn about the significance of the arrival of the railways and the improvements they made to life in the UK.</p> <p>To learn about the significance of the mummification process for historians to be able to find out about the ancient past.</p>	<p>To identify historically significant people and events.</p> <p>To discuss why the people and events were significant.</p> <p>To learn about the significance of the Anglo-Saxons and the improvements they made to life in the UK.</p> <p>To learn about the significance of several monarchs and the improvements they made to life in the UK.</p>	<p>To consider the significance of events, people and developments in their historical context and in the present.</p> <p>To learn about the significance of the Vikings and the improvements they made to life in the UK.</p> <p>To learn about the significance of the Shah Jahan Mosque and the changes made to Woking.</p>	<p>To consider/explain the significance of events, people and developments in their historical context and in the present.</p> <p>To learn about the significance of the Ancient Greeks and the improvements they made to life in the UK.</p> <p>To learn about the significance of the 1960s and the changes they brought about for life in the UK.</p> <p>To learn about the significance of the Stone Age, the Bronze Age and the Iron Age and the improvements they made to life in the UK.</p>
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