

Mousehole School Key Stage 1 (years 1 and 2) History Curriculum Progression

Time	1530 - 1603		1603 - 1714		1800 - 1910	
Historical area of study	Tudor Britain		The Stuarts		Industrial Britain and The British Empire / Victorian Britain	
<p>Historical knowledge acquired and skills used</p> <p>KPI for each project in bold</p> 	<p>Pirates Grace O'Malley (1530 - 1603) Lady Kiligrew (1558 - 1603)</p> <ul style="list-style-type: none"> Develop an awareness of the past Identify similarities / differences between periods Ask and answer questions Choose and use parts of stories and other sources to show understanding Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society 	<p>Monarchs Queen Elizabeth I (1533-1603)</p> <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Identify similarities / differences between ways of life at different times Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society Significance of events / people Talk about who was important eg in a simple historical account 	<p>Villains Guy Fawkes / James I and the Gunpowder Plot</p> <ul style="list-style-type: none"> Develop an awareness of the past Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society 	<p>Authors Samuel Pepys (1633-1703)</p> <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding Identify different ways in which the past is represented 	<p>Artefacts How Victorians changed the world for children Queen Victoria (1819-1901)</p> <ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Identify similarities / differences between ways of life at different times Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society Significance of events / people Talk about who was important eg in a simple historical account 	<p>Heroes Florence Nightingale (1820 - 1910) Henry Trengrouse (1772 - 1854)</p> <ul style="list-style-type: none"> Develop an awareness of the past Identify similarities / differences between periods Ask and answer questions Choose and use parts of stories and other sources to show understanding Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society
Key concepts and vocabulary	Armada Calendar Century Clan Decade Evidence Explorers Fleet Galleon Investigate Parle Past Queen Plunder Throne Treason	Armada Assassination Calendar Catholic Century Decade Evidence Execution Explorers Fleet Galleon Heir King Playwright Protestant Queen Smallpox Theatre Throne	Anonymous Assassination Calendar Catholic Century Conspiracy Decade Evidence Government Heir King Plot Parliament Protestant Religion Queen Throne Tortured Treason	Anglo Architect Bakery Calendar Cathedral Catholic Century Decade Diaries Evidence Government Looting King Parliament Plague Protestant Religion	Bicycle Carriage Calendar Century Crowned Evidence Exhibition Factory Government Invention Motor vehicle Postage stamp Publish Pillar box Railway Workhouse	Decade Century Devoted Crimean Heroism Hospital Lamp Profession Military Nurse Selfless Soldiers Statistics Victorian Wounded Inventor Safety Eyewitness
Key events and characters	Grace O'Malley born in Co Mayo 1530. Avenges husbands death in battle and leads clan. Moves back to Clare Island Co Mayo and becomes expert mariner. Ship attacked by pirates as she gives birth to son. Queen Elizabeth takes the throne and orders for Grace's capture. Locked up in Dublin. Plunders English ships upon her release. Rivalry with Richard Bingham Spanish Armada Meets with Queen Elizabeth	Henry VIII has her mother, Anne Boleyn executed because he wanted a boy. Henry VIII has a son with Jane Seymour which means Elizabeth is no longer a princess. She was very intelligent and spoke many languages. Her brother Edward become King but was sick and dies. Her half sister Mary, a Catholic becomes Queen and puts Mary in prison. Mary dies and Elizabeth becomes Queen. She worked hard to be a good Queen but many assassination attempts were made on her life, notably by her cousin, Mary Queen of Scots. Elizabeth had Mary Queen of Scots executed and because she was Catholic and friends with Spain, Spain went to war. Spanish Armada Sir Francis Drake Sir Walter Raleigh William Shakespeare	Guy Fawkes born 1570. Converts from Protestant to Catholic on Father's death and Mother's remarriage. Goes to Spain to fight on the side of the Spanish Catholics against the Netherlands. Calls himself Guido. Guido asked Phillip III of Spain to start a war with England as Catholics were being treated badly under James I. Guido recruits by Thomas Wintour and a group of Catholics to plot against the King. Hatch the plot to blow up the Houses of Parliament. Catholic Lord Monteagle receives an anonymous letter advising him not to be in the Houses of Parliament on 5th November but Lord Monteagle tells Government of the warning. Guido Fawkes was found with gunpowder and barrels in the cellars the plotters rented under parliament. He was captured and taken to the Tower of London, where he was tortured and gave the names of the other plotters.	Sunday 2nd September 1666, after a long, hot, 10 months a fire starts in Thomas Farriner's bakery on Pudding Lane, London, EC3. In 1666, England was at war with the Netherlands, (The Second Anglo-Dutch War) and France, (The Anglo-French War). Charles II was the Protestant King of England. Since 1644, the Great Plague had spread throughout Europe. Thomas Bloodworth, the Mayor of London. Samuel Pepys (1633 – 1703) diarist and essay writer, recorded the spread of the fire. Buildings pulled down for fire breaks. Looting Mass exodus Royal Exchange and St Paul's Cathedral, were burned down. French and Dutch blamed. Sir Christopher Wren Monument	1838 Queen Victoria crowned Charles Dickens publishes Oliver Twist Photography invented Huge growth in the railways 1940 Queen Victoria marries Prince Albert Factory act to protect children in the workplace The Great Exhibition Charles Darwin's Origin of the Species published Workhouses Children no longer allowed to work as chimney sweeps. Schools built for children 5-10. First FA cup final. Alexander Graham Bell invents the telephone. Education Act. Electric Lighting.	She was born in Florence, Italy, which is how she got her name. Florence helped to treat wounded soldiers during the Crimean War, and made sure the hospital was clean. In 1883 Florence met Queen Victoria, who awarded her the Royal Red Cross medal to thank her for all of her hard work as a military nurse. In 1860, she set up the Nightingale Training School at St. Thomas' Hospital in London. Florence was a talented mathematician who proved, using statistics, that keeping hospitals clean has a very beneficial effect on patients' recovery rates. She was the first woman to be elected to the Royal Statistical Society. Henry Trengrouse was a cabinet maker from Helston. He witnessed the wreck of the HMS Anson and was inspired to create life-saving equipment much of which was the forerunner of equipment still used today to save lives.
Real Project ideas and Essential questions	Is it a pirate's life for me?	Was Queen Elizabeth I married to England	Faith or Treason?	London's burning	Would you want to be a child in Victorian times?	Who was the Lady with the Lamp?
Geographical topic link	European / Explorers	Britain / Explorers	Britain	Britain	Britain	Britain/Europe
Historical text and English links	The Pirates are coming You're not a proper pirate Sidney Green Grace Darling Pirate Stew			Vlad and the Great Fire of London Raven Boy		

Please note: With a split year group structure it is not possible for all children to be taught this content in a chronological order.

Mousehole School Lower Key Stage 2 (years 3 and 4) History Curriculum Progression

Time	8000-43		43-400	400-1066	1066-1400	1700-1901
Historical area of study	Stone Age, Changes from the Stone Age to the Iron Age	Ancient Egypt 3100 - 30BC	Romano British	Anglo Saxons, Scots and Vikings	The Medieval Period	Industrial Britain and The British Empire
Historical knowledge acquired and skills used KPI for each project in bold	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Regularly address and sometimes devise historically valid questions Construct informed responses by selecting and organising relevant historical information Identify and give reasons for, results of, historical events, situations and changes 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Develop the appropriate use of historical terms Understand how knowledge of the past is constructed from a range of sources Understand that different versions of the past may exist, giving some reasons for this Identify and give reasons for, results of, historical events, situations and changes 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Construct informed responses by selecting and organising relevant historical information 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Develop the appropriate use of historical terms Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Identify historically significant people and events in situations
Key concepts and vocabulary	Agriculture Archaeology Artefact Bronze Age Century Chronology Hunter-gatherer Iron-Age Local Metal-working Neolithic Prehistory Stone Age Stone Henge	AD Africa Agriculture Ancient civilisation Archaeology Artefact BC Calendar Celt Chronology Conquest Decade Emigrant Emperor Empire Gods / Goddesses Hieroglyphic Invasion King/Queen Pharaoh Pyramid River Nile Scarab Beetle Trade	AD Ancient civilisation Artefact BC Calendar Celt Chronology Conquest Decade Emigrant Emperor Empire Gods / Goddesses Immigrant Invasion Parliament Republic Secondary evidence Source	AD Agriculture Archaeology Artefact BC Briton Calendar Celt Chronology Conquest Danegeld Decade Emigrant Gods / Goddesses Immigrant Invasion Longboat King/Queen Monastery Myths and Legends Peasant Pillage Revolt Settler Settlements and place names Tin Trade	AD Agriculture Archaeology Armour Artefact Bard BC Colony Decade Empire King/Queen Monarchy Mine Decade Parliament Secondary evidence Source Trade Tin Commonwealth Empire Transport Invention	AD Archaeology BC Bias Calendar Chronology Colony Decade Empire King/Queen Monarchy Mine Decade Parliament Secondary evidence Source Trade Tin Commonwealth Empire Transport Invention
Key events and characters	13,000 BC people make cave paintings. 4,500 - 3,500BC farming starts and begins to spread. First pottery made and used. 4,000 - 3000BC - people start to ride and use horses. 2,500BC metal starts to be used. 1,800BC The first copper mines are dug. 1,200 - 800BC - Tribal kingdoms and Celtic culture. Metal tools are made and used. 800-700BC - The first hill forts are made. 700-500BC - Iron starts being used a lot. 100BC - Coins are made and used for the first time. AD43 - The final Roman invasion of Britain Boudicca Julius Caesar Carn Euny, Caer Bran, Carn Brae, Chysauster, Men an Tol, Lanyon Quoit, Chun Castle	3,300BC hieroglyphs are used to keep trade records. 2,640BC - The first pyramids are built. 2,555BC - The Giza pyramids are built for the Kings. 2,520BC - The Great Sphinx is built. 2,200BC - The first plough are attached to oxen. 1,539BC - The Valley of the Kings starts to be built and the Pharaoh's are buried with their treasure. 1,332BC - the ten year rule of Tutankhamun begins. 51BC - The reign of Queen Cleopatra begins. This marks the end of the ancient Egyptian civilisation. Tutankhamun Howard Carter Lord Carnarvon Queen Cleopatra Luxor, Cairo, Valley of the Kings/Queens, Ethiopia, Mediterranean, White Nile, Blue Nile,	753BC The building of Rome begins 510BC - Rome becomes a Republic and officials are elected. 202BC - Rome conquers territories outside of Italy. 130BC - Rome conquers Greece and Spain. 55BC - Julius Caesar invades Britain but is forced to return home. AD43 - Romans invade England. AD61 - Queen Boudicca of the Iceni tribe rebel against the Romans. AD121 - Building of Hadrian's Wall. AD200 - Rome attacked by Barbarians. AD410 - Roman rule in Britain ends. Claudius Hadrian's Wall Boudicca	AD 793 - Vikings attack Lindisfarne and raid the monastery off the Norfolk Coast. AD866 - Vikings capture the city of York. AD871 - Alfred The Great becomes King of Wessex. AD878 - Vikings begin a permanent settlement in England. AD886 - Danelaw and treaty between Vikings and Alfred. AD900 - Vikings rule North Scotland. AD954 - The last Viking of Jorvik is forced out of the North. AD1013 King Canute and his Father sail up the Trent and Humber. AD1042 - Edward the Confessor of Normandy is invited to become King of England. AD1066 - William the Conqueror and The Battle of Hastings. Alfred the Great Edward the Confessor Lindisfarne	When Geoffrey Chaucer wrote his Canterbury Tales in the 1380s, he set them in the context of the time – he imagined a group of pilgrims going to the shrine of Thomas Becket at Canterbury. Medieval writers divided society into 'those who fight', 'those who pray' and 'those who work', and Chaucer included all three sorts of people in his book. These groups were ordered into a social hierarchy, known as the Feudal System. It had the king at the top with all of the control, and the peasants at the bottom doing all of the work. Most people lived in the countryside and were peasants. The manor was the lord's estate. The manor system was an economic arrangement between a lord and his serfs. The lord would provide serfs with housing, strips of farmland to grow their own food, and protection from bandits. In return, the serfs tended the lord's lands, cared for his animals and performed other tasks to maintain the estate. The manor was largely a self-sufficient community.	Queen Victoria: who was she and how does she relate to the current real family. The role of empire and the commonwealth in shaping the modern world. The growth of the British Empire under Queen Victoria's reign Mining in Cornwall Cousin Jacks and the Cornish diaspora The Great Age of Steam Isambard Kingdom Brunel
Real Project ideas and Essential questions	Hunters, Gatherers or Warriors?	Can you walk like an Ancient Egyptian?	What did the Romans do for us?	Vikings; invaders or traders?	Were the Dark Ages really dark?	Was it a great age of steam?
Geographical topic link	Britain	Explorers	European Explorers	Britain European Explorers	Britain European	Britain Explorers
Historical text and English links	UG Stone Age Boy	The Egyptian Cinderella Diaries of Howard Carter	Romulus and Remus The Wild Goose Chase	Beowulf	Prince Caspian Stories of King Arthur The Adventures of Robin Hood	Thomas and the Tinnars Vile Victorians

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Mousehole School Lower Key Stage (Years 3 and 4) 2 History Curriculum Progression

Time	43-400	1066-1600	1400-1666	1939-45	1960s
Historical area of study	Ancient Greece	Mayan Civilisation	Tudor Britain	WW2	Space exploration
Historical knowledge acquired and skills used KPI for each project in bold	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Note connections, contrasts and trends over time Construct informed responses by selecting and organising relevant historical information Describe, make links between the main events, situations and changes within and across different periods and societies Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Note connections, contrasts and trends over time Construct informed responses by selecting and organising relevant historical information Describe, make links between the main events, situations and changes within and across different periods and societies Identify historically significant people and events in situations 	<ul style="list-style-type: none"> continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this Identify and give reasons for, results of, historical events, situations and changes Describe social, cultural, religious and ethnic diversity in Britain and the wider world. Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this Identify and give reasons for, results of, historical events, situations and changes
Key concepts and vocabulary	AD Accropolis Ancient civilisation Artefact Astronomy BC Calendar Chronology Column Corinthian Decade Democracy Doric column Emperor Empire Fibulas Gladius Gods / Goddesses Hellenistic bowl Invasion Mathematician Olympics Parliament Parthenon Pillum Philosopher Pyxis Republic Ruin Secondary evidence Source Vase	AD Agriculture Aqueduct Ancient civilisation Archaeology Artefact Astronomy Astrology Atlal Birth chart Cacao Calendar Cenote Central America Chronology City State Codex Conquest Decade Gods / Goddesses Hieroglyphic Invasion Maize Priest Pyramid Sacrifice Trade Warrior	AD Agriculture Archaeology Artefact BC Beefeater Bias Calendar Chronology Conquest Corset Dark Ages Decade Feudal Galleon Gallows Gown Heir King/Queen Kirtle Monarchy Parliament Peasant Priest Rebellion Revolt Secondary evidence Slave trade Source Timbered Trade Treason Wattle and daub	Alliance Appeasement Bias Blitz Cause Chronology Consequence Decade Democracy Dictator Enigma code Evacuee Front (Home front) Jew Military Morale Nation Parliament Persecution Propaganda Primary evidence Rationing Recruit Reliable Scorched earth Secondary evidence Source Trenches U boat	Bias Astronaut Cause Cold War Consequence Cosmonaut Decade Missile NASA Orbit Primary evidence Probe Rover Satellite Secondary evidence Source Soviet Space race
Key events and characters	The Olympics Messenian Wars Wars between Sparta and Athens Alexander the Great conquers Perisa Alexander the Great conquers Egypt Rome defeats Greece at the Battle of Corinth Alexander the Great Pythagoras Homer Plato Hippocartes Euripides	Mayans move from the Pacific Coast to the Central Highlands Mayans farm maize Mayan calendars are carved in stone The Valley of Mexico is settled The City of Tikal is formed Development of Mayan writing developed Dominance of the city of Teotihuacan The formation and abandonment of Chicen Itzka Hernan Cortez and the arrival of the conquistadores Architecture and Religion	The War of the Roses Henry VIII forms the Church of England Henry VIII's six wives Sir Francis Drake British East India Company The Spanish Armada Mousehole and The Spanish Armada Henry VII Henry VIII Elizabeth I James I Thomas Cromwell William Shakespeare	Battle of Britain Dunkirk The Blitz Stalingrad Pearl Harbour Hiroshima Bletchley Park Evacuation to Mousehole / Jewish Free School Winston Churchill Clement Attlee Adolf Hitler Stalin Roosevelt Kitchener	The first rocket, called V2, is launched Fruit flies are sent to space Cuban missile Crisis / Bay of Pigs Albert the monkey is sent to space Laika the dog is sent to space First satellite, Sputnik, is sent to space Yuri Gagarin is the first man in space Valentina Tereshkova is the first woman in space Neil Armstrong and Buzz Aldrin land on the moon Russian probe sent to Mars Hubble telescope launched Helen Sharman is the first British astronaut Tim Peake first British astronaut to visit the International Space Station See above for key characters, plus John F Kennedy
Possible Real Project ideas and Essential questions	How Greek are we? Spartan Battle!	Why should we expect to connect with something so Ancient? Mayan Market Place		Is your journey necessary? (WW2 propaganda poster)	What makes an amazing Astronaut?
Geographical topic link	Explorers	Explorers	European / Explorers	Britain / European	Explorers
Historical text and English links	Who let the Gods out? Mark of the Cyclops Here comes Hercules Fleeced The Girl of Ink and Stars The Iliad and the Odyssey	The Hero Twins Mayan Myths: The Great Kaypok Tree The Chocolate Tree. Middleworld (Jaguar Stones) The History Detective Investigates: Mayan Civilisation.	Henry V Macbeth Tudor Rose My Friend Walter	Goodnight Mr Tom Carrie's War Letters from the Lighthouse War Boy Little Ships - Dunkirk	Here we are - Notes for living on Planet Earth Astronaut Handbook Cosmic The Jamie Drake Equation Curiosity, the story of a Mars Rover Where once we stood War of the Worlds

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