



MAPLE HAVEN SCHOOL

PATHWAY 2-4

HISTORY



History Curriculum Tree Map

GROWTH IN CHRONOLOGICAL KNOWLEDGE ENQUIRY AND INTERPRETATION

Read the tree from its Foundation roots upwards. Each year develops pupils' understanding of chronology, evidence, similarity and differences, cause and consequence, significance and historical interpretation. Teaching is adapted to each pupil's communication, sensory profile and EHCP outcomes.

Stage	Autumn	Trunk	Spring	Summer
Year 6	What can the census tell us about local areas?	↑	What was the impact of World War 2 on the people of Britain?	What was the Sikh Empire?
Year 5	Were the Vikings raiders traders or something else?	↑	What was lifelike in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 4	How have children's lives changed?	↑	What changed in Britain after the Anglo-Saxon invasion?	How did the achievements of ancient Maya impact their society and beyond?
Year 3	Would you prefer to have lived in the Stone Age Bronze Age or Iron Age?	↑	Why did the Romans invade and settled in Britain?	What was important to ancient Egyptians?
Year 2	How was school different in the past?	↑	How did we learn to fly?	What is a monarch?
Year 1	How am I making history?	↑	How have toys changed?	How have explorers changed the world?
Foundation	Peek into the past	ROOTS	Adventures through time	Stories objects photographs and family memories

Pathway access: pupils encounter the historical concepts at their developmental level through objects, photographs, sensory stories, role play, visits, community experiences, timelines, artefacts and accessible enquiry. NOCN represents applied and increasingly independent historical learning rather than a named History qualification specification.

History progression and curriculum purpose

The sequence moves from personal memory and familiar change towards national, global and local historical enquiry. Units are organised in the attached Kapow long-term-plan order.

Stage	Curriculum content	Knowledge and disciplinary progression
Foundation	Peek into the past; Adventures through time	Notice change in familiar life; talk about past and present; sequence simple events; explore stories, photographs, objects and memories.
Year 1	How am I making history?; How have toys changed?; How have explorers changed the world?	Build personal chronology; use living-memory evidence; compare objects over time; place significant people and events on simple timelines.
Year 2	How was school different in the past?; How did we learn to fly?; What is a monarch?	Compare past and present schooling; order events beyond living memory; study significant individuals; understand monarchy, castles and change over time.
Year 3	Stone Age to Iron Age; Roman invasion and settlement; Ancient Egypt	Develop longer chronological frameworks; use archaeological evidence; explain invasion, settlement and change; investigate beliefs, society and legacy.
Year 4	Children's lives through time; Anglo-Saxon Britain; Ancient Maya	Explain change in childhood, health and work; assess reasons for invasion and settlement; compare civilisations and evaluate achievements and impact.
Year 5	Vikings; Tudor England; Ancient Greece	Evaluate interpretations of raiders and traders; examine power and evidence in Tudor society; compare Athens and Sparta and assess Greek legacy.
Year 6	Local census enquiry; World War 2 in Britain; Sikh Empire	Plan an independent local enquiry; evaluate census and oral-history sources; explain causes and consequences; explore empire, leadership and historical legacy.

Implementation and assessment

Teachers preserve the historical enquiry while adapting vocabulary, text complexity, recording method, sensory demand and expected response. Progress may be shown through anticipation, recognition, sequencing, comparison, questioning, explanation, source evaluation, independent research and communication of a supported judgement.

FOUNDATION

History Detailed Lesson Breakdown Personal history, memory and change



Progression focus: Encounter > explore > connect > question > explain > apply

Core vocabulary: past, present, before, after, old, new, memory, change, family, object

AUTUMN

Peek into the Past

1 Spot the difference: past and present

Learning intention: identify and explain similarity, difference and change.

2 My life timeline: put events in order

Learning intention: sequence events and use chronological language accurately.

3 Can you guess who? Changes over time

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Toy box: identify toys from the past

Learning intention: observe, describe and classify historical objects or places.

5 Remembrance: what it means to remember

Learning intention: describe the key features of the topic and support an answer with historical evidence.

6 Sort photographs from past and present

Learning intention: identify and explain similarity, difference and change.

SPRING

Adventures Through Time

1 Picture detective: notice environmental change

Learning intention: describe the key features of the topic and support an answer with historical evidence.

2 Kings and queens: powerful people

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 My achievements: special events

Learning intention: explain why a person, event or development is historically significant.

4 Family tree: understand generations

Learning intention: connect personal or local experience with evidence about the past.

5 Transport through time: compare then and now

Learning intention: identify and explain similarity, difference and change.

SUMMER

Stories, Objects and Memories

1 Explore family and community stories

Learning intention: connect personal or local experience with evidence about the past.

2 Handle and describe historical objects

Learning intention: observe, describe and classify historical objects or places.

3 Use photographs to ask simple questions

Learning intention: use historical evidence to ask questions and make supported inferences.

4 Sequence familiar events

Learning intention: sequence events and use chronological language accurately.

5 Create a class memory display

Learning intention: select and communicate relevant historical findings for an audience.

YEAR 1

History Detailed Lesson Breakdown Chronology within living memory



Progression focus Encounter > explore > connect > question > explain > apply

Core vocabulary: chronology, timeline, living memory, similarity, difference, evidence, significant, explorer

AUTUMN

How Am I Making History?

1 Develop personal chronology

Learning intention: sequence events and use chronological language accurately.

2 Identify change and continuity

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Explore childhood now and in the past

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Compare parents' and grandparents' childhoods

Learning intention: identify and explain similarity, difference and change.

5 Understand how special events are remembered

Learning intention: explain why a person, event or development is historically significant.

6 Explore remembrance

Learning intention: describe the key features of the topic and support an answer with historical evidence.

SPRING

How Have Toys Changed?

1 Describe a favourite toy

Learning intention: observe, describe and classify historical objects or places.

2 Investigate family members' toys

Learning intention: connect personal or local experience with evidence about the past.

3 Explore how teddy bears changed

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Investigate toys from 100 years ago

Learning intention: observe, describe and classify historical objects or places.

5 Compare old and modern toys

Learning intention: identify and explain similarity, difference and change.

6 Explain change over time

Learning intention: describe the key features of the topic and support an answer with historical evidence.

SUMMER

How Have Explorers Changed the World?

1 Understand what an explorer does

Learning intention: describe the key features of the topic and support an answer with historical evidence.

2 Order explorers on a timeline

Learning intention: sequence events and use chronological language accurately.

3 Study Christopher Columbus

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Study Matthew Henson

Learning intention: describe the key features of the topic and support an answer with historical evidence.

5 Compare exploration past and present

Learning intention: identify and explain similarity, difference and change.

6 Explain why people are remembered

Learning intention: explain causes and consequences using relevant evidence.

YEAR 2

History Detailed Lesson Breakdown Significant people, institutions and monarchy



Progression focus Encounter > explore > connect > question > explain > apply

Core vocabulary source, significance, sequence, institution, monarch, coronation, flight, interpretation

AUTUMN	SPRING	SUMMER
How Was School Different in the Past? 1 Explore school within living memory Learning intention: describe the key features of the topic and support an answer with historical evidence. 2 Investigate schools in the 1900s Learning intention: describe the key features of the topic and support an answer with historical evidence. 3 Compare classrooms then and now Learning intention: identify and explain similarity, difference and change. 4 Compare school across three periods Learning intention: identify and explain similarity, difference and change. 5 Use sources to test ideas Learning intention: use historical evidence to ask questions and make supported inferences. 6 Reach and justify a conclusion Learning intention: describe the key features of the topic and support an answer with historical evidence.	How Did We Learn to Fly? 1 Recount the first powered flight Learning intention: describe the key features of the topic and support an answer with historical evidence. 2 Study the Wright brothers Learning intention: describe the key features of the topic and support an answer with historical evidence. 3 Explain Bessie Coleman's significance Learning intention: explain why a person, event or development is historically significant. 4 Explain Amelia Earhart's significance Learning intention: explain why a person, event or development is historically significant. 5 Create a flight timeline Learning intention: sequence events and use chronological language accurately. 6 Explore the moon landing Learning intention: describe the key features of the topic and support an answer with historical evidence.	What Is a Monarch? 1 Explore King Charles III and monarchy Learning intention: describe the key features of the topic and support an answer with historical evidence. 2 Understand a coronation Learning intention: describe the key features of the topic and support an answer with historical evidence. 3 Study William the Conqueror Learning intention: describe the key features of the topic and support an answer with historical evidence. 4 Explore rule through castles Learning intention: describe the key features of the topic and support an answer with historical evidence. 5 Explain how castles changed Learning intention: describe the key features of the topic and support an answer with historical evidence. 6 Explain how monarchy changed Learning intention: describe the key features of the topic and support an answer with historical evidence.

History Detailed Lesson Breakdown

Britain from prehistory to Rome; an ancient civilisation

YEAR 3

Progression focus Encounter > explore > connect > question > explain > apply

Core vocabulary prehistory, archaeology, invasion, settlement, empire, civilisation, belief, legacy

AUTUMN	SPRING	SUMMER
Stone Age to Iron Age	Roman Invasion and Settlement	Ancient Egypt
1 Place prehistoric periods in order Learning intention: sequence events and use chronological language accurately.	1 Explain why Romans invaded Britain Learning intention: explain causes and consequences using relevant evidence.	1 Locate Egypt and the Nile Learning intention: describe the key features of the topic and support an answer with historical evidence.
2 Explore life in the Stone Age Learning intention: describe the key features of the topic and support an answer with historical evidence.	2 Explore the Roman army Learning intention: describe the key features of the topic and support an answer with historical evidence.	2 Explain the Nile's importance Learning intention: describe the key features of the topic and support an answer with historical evidence.
3 Investigate Bronze Age change Learning intention: describe the key features of the topic and support an answer with historical evidence.	3 Study Boudicca and resistance Learning intention: describe the key features of the topic and support an answer with historical evidence.	3 Explore gods and beliefs Learning intention: describe beliefs and explain how they influenced people and society.
4 Explore Iron Age settlements and trade Learning intention: describe the key features of the topic and support an answer with historical evidence.	4 Investigate Roman settlement and daily life Learning intention: describe the key features of the topic and support an answer with historical evidence.	4 Investigate pharaohs and society Learning intention: describe the key features of the topic and support an answer with historical evidence.
5 Use archaeology as evidence Learning intention: use historical evidence to ask questions and make supported inferences.	5 Assess changes brought by Rome Learning intention: describe the key features of the topic and support an answer with historical evidence.	5 Explore death and the afterlife Learning intention: describe beliefs and explain how they influenced people and society.
6 Compare life across the three periods Learning intention: identify and explain similarity, difference and change.	6 Identify the Roman legacy Learning intention: explain why a person, event or development is historically significant.	6 Evaluate achievements using evidence Learning intention: use historical evidence to ask questions and make supported inferences.

YEAR 4

History Detailed Lesson Breakdown Social change, settlement and comparison



Progression focus Encounter > explore > connect > question > explain > apply

Core vocabulary continuity, social change, migration, kingdom, conversion, achievement, decline, reliability

AUTUMN

How Have Children's Lives Changed?

1 Explore Tudor children's work

Learning intention: describe the key features of the topic and support an answer with historical evidence.

2 Investigate industrial childhood

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Study Lord Shaftesbury

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Compare leisure over time

Learning intention: identify and explain similarity, difference and change.

5 Explore health and disease

Learning intention: describe the key features of the topic and support an answer with historical evidence.

6 Explain how childhood changed

Learning intention: describe the key features of the topic and support an answer with historical evidence.

SPRING

Anglo-Saxon Britain

Explain who invaded and why

Learning intention: explain causes and consequences using relevant evidence.

Explore settlements and kingdoms

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Investigate daily life

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Explore beliefs and conversion

Learning intention: describe beliefs and explain how they influenced people and society.

5 Study Alfred the Great

Learning intention: describe the key features of the topic and support an answer with historical evidence.

6 Assess Anglo-Saxon legacy

Learning intention: explain why a person, event or development is historically significant.

SUMMER

Ancient Maya

1 Locate Maya civilisation

Learning intention: describe the key features of the topic and support an answer with historical evidence.

2 Explore rainforest settlement

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Investigate beliefs

Learning intention: describe beliefs and explain how they influenced people and society.

4 Explore chocolate and trade

Learning intention: describe the key features of the topic and support an answer with historical evidence.

5 Evaluate inventions and achievements

Learning intention: explain why a person, event or development is historically significant.

6 Consider reasons for decline

Learning intention: explain causes and consequences using relevant evidence.

YEAR 5

History Detailed Lesson Breakdown Interpretation, power and legacy



Progression focus Encounter > explore > connect > question > explain > apply

Core vocabulary trade, raid, settlement, propaganda, inventory, democracy, interpretation, legacy

AUTUMN

Vikings: Raiders, Traders or Settlers?

1 Explain when and why Vikings came

Learning intention: explain causes and consequences using relevant evidence.

2 Trace routes and trading networks

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Explore raids and settlement

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Evaluate achievements and impact

Learning intention: explain why a person, event or development is historically significant.

5 Use sagas and archaeological sources

Learning intention: use historical evidence to ask questions and make supported inferences.

6 Compare historical interpretations

Learning intention: identify and explain similarity, difference and change.

SPRING

Tudor England

1 Build an inventory from evidence

Learning intention: use historical evidence to ask questions and make supported inferences.

2 Explore Henry VIII and power

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Investigate the royal marriages

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Study Anne Boleyn through sources

Learning intention: use historical evidence to ask questions and make supported inferences.

5 Explore royal progress and Elizabeth I

Learning intention: describe the key features of the topic and support an answer with historical evidence.

6 Interpret portraits, law and punishment

Learning intention: compare accounts and recognise that the past can be interpreted differently.

SUMMER

Ancient Greece

1 Locate the civilisation in time and place

Learning intention: describe the key features of the topic and support an answer with historical evidence.

2 Explore gods and beliefs

Learning intention: describe beliefs and explain how they influenced people and society.

3 Compare Athens and Sparta

Learning intention: identify and explain similarity, difference and change.

4 Investigate democracy

Learning intention: describe the key features of the topic and support an answer with historical evidence.

5 Study philosophers and ideas

Learning intention: describe the key features of the topic and support an answer with historical evidence.

6 Evaluate the Greek legacy

Learning intention: explain why a person, event or development is historically significant.

YEAR 6

History Detailed Lesson Breakdown

Independent enquiry, evidence and contested histories



Progression focus: Encounter > explore > connect > question > explain > apply

Core vocabulary census, inference, oral history, migration, empire, significance, reliability, interpretation

AUTUMN

What Can a Census Tell Us?

1 Understand the purpose of a census

Learning intention: use historical evidence to ask questions and make supported inferences.

2 Explore jobs in 1800

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Investigate Victorian childhood

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Study suffragettes and the 1911 census

Learning intention: use historical evidence to ask questions and make supported inferences.

5 Explore Evelyn Dove and the 1921 census

Learning intention: use historical evidence to ask questions and make supported inferences.

6 Conduct a local census enquiry

Learning intention: use historical evidence to ask questions and make supported inferences.

SPRING

World War II in Britain

1 Build a causes-and-events timeline

Learning intention: sequence events and use chronological language accurately.

2 Explore the Battle of Britain

Learning intention: describe the key features of the topic and support an answer with historical evidence.

3 Use RAF oral histories

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Investigate the Blitz through photographs

Learning intention: use historical evidence to ask questions and make supported inferences.

5 Study evacuation records

Learning intention: use historical evidence to ask questions and make supported inferences.

6 Explore women's roles and post-war migration

Learning intention: describe the key features of the topic and support an answer with historical evidence.

SUMMER

The Sikh Empire

1 Map how the empire was established

Learning intention: describe the key features of the topic and support an answer with historical evidence.

2 Explore beliefs and society

Learning intention: describe beliefs and explain how they influenced people and society.

3 Investigate Lahore

Learning intention: describe the key features of the topic and support an answer with historical evidence.

4 Evaluate Ranjit Singh's significance

Learning intention: explain why a person, event or development is historically significant.

5 Compare Ranjit Singh and Sophia Duleep Singh

Learning intention: identify and explain similarity, difference and change.

6 Analyse differing interpretations

Learning intention: compare accounts and recognise that the past can be interpreted differently.



History

Vocabulary progression

Standard

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Overview - Vocabulary progression

Chronological awareness

Year 1	Year 2	Lower Key stage 2	Upper Key stage 2
event future memory past present Timeline	(beyond) living memory (3) history lifetime period	AD age BC chronological date prehistory sequence ancient era modern	century decade

**Words on this page are classified as Tier 2 words unless stated otherwise.*

Historical enquiry

Year 1	Year 2	Lower Key stage 2	Upper Key stage 2
artefact change clues different similar	N/A	archaeology claim conclusion evidence historian impact primary source reconstruction secondary source source cause compare consequence continuity deduction historically significant interpret point of view	bias effect perspective propaganda historical enquiry legacy reliable

**Words on this page are classified as Tier 2 words unless stated otherwise.*

Disciplinary concepts

Year 1	Year 2	Lower Key stage 2	Upper Key stage 2
artefact change (1) clues different similar	N/A	archaeology claim conclusion evidence historian impact primary source reconstruction secondary source source cause compare consequence continuity deduction historically significant interpret point of view	bias effect perspective propaganda historical enquiry legacy reliable

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Substantive (abstract) concepts

	Year 1	Year 2	Lower Key stage 2	Upper Key stage 2
Power (monarchy, government and Empire)	N/A	king monarchy power	emperor empire government law kingdom sovereign	heir democracy parliament state tyrant legislation politics suffrage
Achievements and follies of mankind	explorer	discovery inventor	legacy achievement technology	advancement
Invasion, settlement and migration	war	N/A	border conquer expand invasion settlement decline occupation/occupy territory	raid alliance conflict emigration evacuation immigration migration refugee

Civilisation (social and cultural)	—	—	civilisation hygiene leisure apprentice childhood class master poorer poverty servant wealthier working conditions	citizen enslaved enslaver ethics cultural exchange culture hierarchy noble occupation peasant society
Trade	—	—	goods trade export import barter currency	exchange merchant trade route tax

Beliefs	—	—	beliefs ceremony myth religion afterlife convert creation gods/goddesses missionary monastery pope ritual sacred	N/A
	—	queen ruler	—	—

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