



ESW History Curriculum
Lesson Progression Document

EYFS	Lesson	Autumn All about me	Spring Old and new	Summer I think, you think
	Across the term	How have I changed since I was a baby? What is a timeline? What did our parents/carers look like when they were babies? Why do we wear different clothes at different times of the year? What did we do last term/week/year?		I can tell the story in the right order. How do each of the characters interpret the dark? Why do the different characters have different interpretations of the dark? Which interpretation would you choose and why? Different people can feel differently about the same thing for different reasons.

	Lesson	Autumn My family	Spring Toys and games	Summer Church/local history
Year 1	1	What is the past, present and future?	How is my favourite teddy different from the very first teddy bear?	What did the tree see?
	2	What is my personal timeline?	What toys and games did my parents and grandparents used to play with?	How has our settlement changed over time?
	3	What happens to stories when you tell them in the wrong order?	How have toys and games changed?	What evidence is there if the past in our settlement?
	4	Can I order 3 members of my family in age order?	What can we learn from an old painting of children playing?	What does our local church tell us about the past?
	5	What significant events have my family lived through?	How have games changed?	What do post boxes tell us about the past?
	6		Create a class museum	Why do we have memorials?

	Lesson	Autumn Significant individuals	Spring Monarchy	Summer Great Fire of London
Year 2	1	Who was Isambard Kingdom Brunel and why is he famous?	What is a monarch and who is our current monarch?	What was it like in London in the 1600's?
	2	What did Brunel achieve in his life, what structures did he design and build?	How can we use sources to find out about Queen Elizabeth II's life?	What was the Great Fire of London and how did it start and spread so quickly?
	3	Why and how were these important at the time and why are they still talked about?	What significant events and people were in Queen Elizabeth II's life?	How do we know what happened during the Great Fire of London?
	4	What aspects of Brunel's character made him successful and a significant historical character for study?	How do monarchs celebrate significant events?	How did the Great Fire of London end?
	5	I can design a memorial to a famous person's achievements	What was the Queen's role as head of state?	What did people learn from the fire? How do we keep ourselves safe from fire today?

	6		What is the future of monarchy?	Great Fire of London experience day or assessment
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	Lesson	Autumn Stone Age to Iron Age	Spring Egyptians	Summer Romans
Year 3	1	What is prehistory? How can we find out about it?	When was Ancient Egypt?	Invaders and settlers activity
	2	What can we learn from a prehistoric hand axe? What does it tell us about the Stone Age?	Why do the pyramids matter?	Why did the Romans invade Iron Age Britain?
	3	Being an archaeologist: who are our Stone Age ancestors? How do we know?	Why does the discovery of King Tutankhamun's tomb matter?	Why was the Roman army so successful?
	4	Being an archaeologist: the Bronze Age – artefact study	Why does the Rosetta Stone matter?	What was life like for children in Roman Britain?
	5	Being an archaeologist: the Iron Age – artefact study	Why did the Nile matter?	What did the Romans believe?
	6	When and how did prehistory become history? How do the Romans fit into this?	Why do the Egyptians matter?	How did the Romans change Britain?

	Lesson	Autumn Saxons	Spring Vikings	Summer Ancient Greece
Year 4	1	Where did the Anglo Saxons come from?	What happened at Lindisfarne in 793 CE?	Who were the Ancient Greeks?
	2	Why did the Anglo Saxons come to Britain?	Why did the Vikings leave their homes and come to Britain?	What does a vase tell us about the Ancient Greeks?
	3	What kind of people were the Anglo Saxons? How do we know?	What did the Vikings believe?	What did the Ancient Greeks believe?
	4	What were the Anglo Saxons chronicles? Why are they important?	What can we learn from a Viking grave?	Did Greeks, Romans and Egyptians believe the same things?
	5	What was it like living in Saxon times?	What should we remember about the Vikings?	How do Greek beliefs compare to other peoples'?
	6	Beowulf: an Anglo Saxon epic	What happened to the Vikings?	Why do we remember the Ancient Greeks?

	Lesson	Autumn Elizabethans	Spring Victorians	Summer Benin
Year 5	1	Who was monarch before Elizabeth? What changes did he make?	Who were the Victorians and why was it an important time?	What was the Kingdom of Benin and how did it develop?
	2	Who was Elizabeth Tudor?	What can a painting tell us about the Industrial Revolution?	What made Benin a powerful and sophisticated civilisation?
	3	What part did propaganda play during Elizabethan times?	What did the Industrial Revolution mean for some children?	How similar were the kingdoms of Benin and Elizabethan England?

	4	What does the Armada portrait tell us about Tudor propaganda?	What did the Industrial Revolution mean for people's health?	If objects could speak, what would they tell us? The story of Benin's bronzes.
	5	What do John Hawkins and John Blanke tell us about Tudor times?	What was the British Empire?	What next for the bronzes of Benin?
	6	Francis Drake – a hero?	What does the Industrial Revolution mean to us?	How do you see Africa after learning about the Kingdom of Benin?

Year 6	Lesson	Autumn World War II	Spring Know your place	Summer Memorials
	1	What was World War II? Why do we still talk about it?	How has the local area changed over time?	What is a memorial? What memorials have you made?
	2	How significant was the Blitz? How did it affect people?	What are commemorative plaques and are there any in our locality?	What is memorialised in your locality? How is it memorialised?
	3	What part did propaganda play during the war? How is it different today?	What are historical records?	Who was Edward Colston? What happened to the statue of him?
	4	What was the impact of the war on people in our locality?	How can I research my locality?	Why was the statue of Edward Colston controversial?
	5	What was it like to be an evacuee? How do we know?	What shall my historical leaflet be about?	What should be done about controversial memorials?
	6	How should we remember World War II?	How will I present my leaflet?	Who and what should we remember? What sort of statues, memorials or art would you like to see?

Cause and Consequence	Interpretation	Continuity and Change	Similarity and Difference	Significance		
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