

History Curriculum Progression  
Curriculum Drivers; Daily life, chronology, historical landmarks, significant people.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery 2's	Looking at family photographs.					Nursery 3. Look at photographs and talk about memories.
Nursery 3's	Memories – Memory Box			Mother's day – special moments/times		Have you ever been to the seaside? What did you do? What have you enjoyed during your time in nursery? What are you looking forward to?
Reception	<b>Ourselves and our families</b>	<b>Bonfire Night</b> Concept of the past (tie in with Guy Fawkes)	Comment on images of familiar situations in the past (moon landings)	<b>Castles</b>	<b>Transport</b> (old and new)	<b>Looking at your past/present/future</b>
Year 1	<b>My timeline</b> (Changes within living memory) <i>Drivers: Chronology, Daily life</i> <b>Change and continuity</b>		<b>Victorians including Queen Victoria</b> (Lives of significant individuals/Events beyond living memory) <i>Drivers: Daily life, Significant people</i> <b>Similarities and differences</b>		<b>Samuel Crompton</b> (Significant historical people in own locality) <i>Drivers: Significant people, Daily life, Historical significance</i>	
Year 2		<b>Great Fire of London</b> (Events beyond living memory) <i>Drivers: Chronology, Significant people, Cause and consequence</i>		<b>Local History Study – Tudor buildings</b> (significant historical places in locality) <i>Drivers: Daily life, Significant landmarks</i> <b>Change and continuity</b>		<b>Women in History</b> <b>Florence Nightingale and Mary Seacole</b> (Lives of significant individuals) <i>Drivers: Significant people, Daily life</i> <b>Similarities and differences</b>
Year 3	<b>Stone Age to Iron Age</b> <i>Drivers: Daily life, Landmarks</i> <b>Similarities and differences</b>		<b>Roman Empire and the impact on Britain</b> <i>Drivers: Significant people, Daily life, Historical significance</i>		<b>Local History</b> <i>Drivers: Daily life, Chronology, sources</i>	
Year 4		<b>Ancient Egypt</b> (Achievements of earlier civilisations) <i>Drivers: Daily life, Significant people, sources</i>		<b>Settlements by Anglo Saxons</b> <i>Drivers: Daily life, Chronology</i> <b>Similarities and differences</b>		<b>Anglo Saxons and Vikings</b> <b>Struggle</b> <i>Drivers: Daily life, Significant people, Historical significance</i>
Year 5		Ancient Greece <b>(Achievements and influence)</b> <i>Drivers: Significant people, Daily life, Historical significance</i>	Mayans <b>(Non European society)</b> <i>Drivers: Chronology, Daily life, Similarities and differences</i>		The Tudors <b>(British history beyond 1066)</b> <i>Drivers: Significant people, Daily life, Sources</i>	
Year 6		The Industrial Revolution		WWII <b>(British history beyond 1066 – significant turning point)</b>		Changing Britain <b>(British history beyond 1066 – changes in social history)</b>

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(Local history/British history beyond 1066 – significant turning point)  
*Drivers: Significant people, Daily life, Cause and consequence*

*Drivers: Chronology, Daily life, Historical significance*

*Drivers: Daily life, Chronology Change and continuity*

**EYFS**

**EYFS Statutory Educational Programme**

**Understanding the World** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**Understanding the World ELG: Past and Present** Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities** Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World** Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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KS1				
<i>Curriculum</i>	Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality</li> </ul>			
	Year 1		Year 2	
<i>Units</i>	My timeline - Changes within living memory Victorians including Queen Victoria Famous Local Person - Samuel Crompton		Great Fire of London Local History Study – Tudor buildings Women in History	
	Knowledge	Skills	Knowledge	Skills
<i>Local History</i>	<p><b><u>My timeline, changes within living memory</u></b>            K1a) Key vocabulary: past, present, chronology, timeline, yesterday, before, in the past, order, timeline, old, older, new, different, similar, tomorrow, future, long ago, modern, new artefacts, <i>recently, when my parents/carers were children, years, decades and century.</i></p> <p>K1b) I know some events and changes that have occurred in my lifetime.</p> <p>K1 c) I know if a toy is old or new and can identify the main differences.</p> <p>K1d) I can identify objects from the past.</p>	<p><i>S1a) I can recount changes that have occurred in my lifetime using some historical vocabulary.</i></p> <p><i>S1b) I can place events from my lifetime on a timeline.</i></p> <p><i>S1c) I can ask questions about my past.</i></p> <p><i>S1d) I can recount changes that have occurred to describe the passing of time.</i></p> <p><i>S1e) I can make simple comparisons between my past and present using some appropriate words and phrases.</i></p>	<p><b><u>Local History Tudor buildings</u></b>            K2a) Key vocabulary: past, present, yesterday, before, in the past, order, timeline, old, older, different, similar, tomorrow, future, long ago, modern, new, artefacts, decade, century, Monarch, Modern, Wattle and Daub, Thatched roof, Jetty Casement Windows</p> <p>K2b) I know if a building is old or new and can identify the main differences.</p> <p>K2c) I know how buildings have changed over time.</p>	<p><i>S2a) I can use appropriate historical vocabulary to talk about Tudor buildings.</i></p> <p><i>S2b) I can place buildings on a timeline using dates and pictures of buildings and explain if they were built recently or during the Tudor period.</i></p> <p><i>S2c) I can ask questions about Tudor buildings built in the past.</i></p> <p><i>S2d) I can use photographs, books, videos and artefacts to learn about buildings from the past.</i></p> <p><i>S2e) I can sort old and new buildings and make simple comparisons.</i></p>

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	<p><b>Famous Local Person – Samuel Crompton</b> K1e) Key vocabulary: cotton, spinning mule, yarn, machine, factory, past, present, yesterday, before, in the past, order, timeline, old, older, different, similar, tomorrow, future, long ago, modern, decade and century.</p> <p>K1f) I know facts about the life of Samuel Crompton</p> <p>K1g) I know simple reasons why people in the past acted as they did.</p>	<p><i>S1f) I can sort old and new toys and make simple comparisons.</i></p> <p><i>S1g) I can give a plausible explanation about what an object was used for in the past.</i></p> <p><i>S1h) I can use some appropriate historical vocabulary to talk about the life of Samuel Crompton.</i></p> <p><i>S1i) I can place Samuel Crompton and simple events about his life on a timeline.</i></p> <p><i>S1j) I can ask questions about Samuel Crompton, a local famous person from the past.</i></p> <p><i>S1k) I can use photographs, books, videos, online sources and artefacts to learn about a local famous person the past.</i></p>		
<p><i>British History</i></p> <p><i>Talk about the lives of Victorian children</i></p>	<p><b>Victorians including Queen Victoria</b> K1h) Key vocabulary: a long time ago, recently, past, present, yesterday, before, in the past, order, timeline, old, new, artefacts, period, era, older, different, similarities, years, decades and centuries to describe the passing of time.</p> <p>K1i) I know where the Victorian period fits on a timeline.</p> <p>K1j) I know that we have a King who rules us and that Britain has had a king or queen for many years.</p> <p>K1k) I know facts about the lives of Victorian children, schools, toys and homes.</p>	<p><i>S1l) I can use some appropriate historical vocabulary to talk about the Victorian children and Queen Victoria.</i></p> <p><i>S1m) I can ask my own questions about the Victorians.</i></p> <p><i>S1m) I can use photographs, books, videos, artefacts and online sources to find out about the Victorians and Queen Victoria.</i></p> <p><i>S1o) I can make simple comparisons between Victorian and modern children, schools, toys and homes.</i></p>	<p><b>The Great Fire of London</b> K2d) Key vocabulary: a long time ago, recently, years ago, decades and centuries to describe the passing of time including dates, monarch, timeline, past, cause, flammable, Sameul Pepys diary, escape, spread, bakery and consequence.</p> <p>K2e) I know when Great Fire of London occurred and can place it on a timeline.</p> <p>K2f) I know some differences between buildings built before the fire and buildings built after the fire and explain the main differences.</p> <p>K2g) I know key events that occurred during the Great Fire of London and the consequence of these events.</p>	<p><i>S2f) I can use appropriate historical vocabulary to talk about The Great Fire of London.</i></p> <p><i>S2g) I can place historical figures and significant events that occurred during The Great Fire of London on a timeline in chronological order.</i></p> <p><i>S2h) I can ask and answer questions about The Great Fire of London.</i></p> <p><i>S2i) I can use photographs, books, videos, artefacts, eyewitness accounts/diaries, online sources, historical buildings and museums to find out about The Great Fire of London.</i></p> <p><i>S2j) I can evaluate historical sources of information and consider whether they are reliable.</i></p>

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			<p>K2h) I am beginning to know that there can be different historical representations of the Great Fire of London.</p> <p>K2i) I am beginning to understand what 'historical bias' means in relation to the Great Fire of London.</p>	<p>S2k) I can make comparisons between building from before the fire and buildings after the fire.</p> <p>S2l) I can explain what happened during the Great Fire of London using the words cause and consequence.</p>																																					
<p><i>Significant People</i></p>	<p><b>Queen Victoria (Victorians including Queen Victoria)</b> K1n) Key vocabulary: a long time ago, recently, past, present, yesterday, before, in the past, order, timeline, old, older, different, similarities, years, decades and centuries to describe the passing of time.</p> <p>K1o) I know that Queen Victoria ruled during the Victorian period.</p> <p>K1p) I know facts about the life of Queen Victoria.</p>	<p>S1r) I can explain when Queen Victoria ruled during the Victorian period.</p> <p>S1s) I can use photographs, books, videos, artefacts and online sources to find out about the Victorians and Queen Victoria.</p>	<p><b>Women in History</b> K2j) Key vocabulary: Significant, infection, disease, treatment, conditions, injured, chronological, rights, influenced, fought, consequence, change, cause, inspirational, past, present, old, new, equality.</p> <p>K2k) I know where Florence Nightingale fits on a timeline.</p> <p>K2l) I know facts about the lives of Mary Seacole and Florence Nightingale.</p> <p>K2m) I know simple reasons why people in the past acted as they did.</p>	<p>S2m) I can use appropriate historical vocabulary to talk about significant women in history.</p> <p>S2n) I can use dates to place significant events and historical figures on a timeline in chronological order.</p> <p>S2o) I can ask questions to find out about significant women who lived in the past.</p> <p>S2p) I can find out about a famous person from the past using historical sources of information and consider whether they are reliable.</p> <p>S2q) I can make simple inferences about the lives of famous people and begin to discuss reasons why they acted as they did.</p> <p>S2r) I can make comparisons between hospitals during and after the Crimean war.</p>																																					
<p><i>Vocabulary</i></p>	<p>By the end of year 1 children should have been explicitly taught the following vocabulary:</p> <table border="1" data-bbox="318 1145 1196 1378"> <tr> <td><b>The past</b></td> <td>Past</td> <td>Present</td> <td>Modern</td> <td>Chronology</td> <td>Timeline</td> </tr> <tr> <td><b>Victorians</b></td> <td>Old</td> <td>New</td> <td>Artefacts</td> <td>Era</td> <td>Period</td> </tr> <tr> <td><b>Samuel Crompton</b></td> <td>Cotton</td> <td>Spinning mule</td> <td>Yarn</td> <td>Factories</td> <td>Machine</td> </tr> </table>		<b>The past</b>	Past	Present	Modern	Chronology	Timeline	<b>Victorians</b>	Old	New	Artefacts	Era	Period	<b>Samuel Crompton</b>	Cotton	Spinning mule	Yarn	Factories	Machine	<p>By the end of year 2 children should have been explicitly taught the following vocabulary:</p> <table border="1" data-bbox="1227 1117 2123 1414"> <tr> <td><b>The Great Fire of London</b></td> <td>Flammable</td> <td>Samuel Pepys diary</td> <td>Escape</td> <td>Spread</td> <td>Bakery</td> </tr> <tr> <td><b>Tudor buildings</b></td> <td>Monarch</td> <td>Modern</td> <td>Wattle and Daub</td> <td>Thatched roof</td> <td>Jetty Casement Windows</td> </tr> <tr> <td><b>Women in History</b></td> <td>Significant</td> <td>Infection/disease</td> <td>Treatment</td> <td>Conditions</td> <td>Injured</td> </tr> </table>			<b>The Great Fire of London</b>	Flammable	Samuel Pepys diary	Escape	Spread	Bakery	<b>Tudor buildings</b>	Monarch	Modern	Wattle and Daub	Thatched roof	Jetty Casement Windows	<b>Women in History</b>	Significant	Infection/disease	Treatment	Conditions	Injured
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<p><i>End Points</i></p>	<p>By the end of year 1 children should be able to:</p> <ul style="list-style-type: none"> <li>• Use historical vocabulary to give facts about Samuel Crompton, The Victorians and Queen Victoria and give simple reasons for why they acted as they did.</li> <li>• Explain what a timeline is.</li> <li>• Ask questions to find out about my past, Samuel Crompton and The Victorians.</li> <li>• Use artefacts, photographs, books and videos to learn about Samuel Crompton and The Victorians including Queen Victoria.</li> <li>• Identify, recount and order key events in their life and compare the past to the present.</li> <li>• Identify, describe and compare objects and toys from the past and the present.</li> <li>• Make simple comparisons between Victorian and modern children, schools, toys and homes.</li> </ul>	<p>By the end of year 2 children should be able to:</p> <ul style="list-style-type: none"> <li>• Use historical vocabulary to give facts about Tudor Buildings, The Great Fire of London and Women in History and give simple reasons for why they acted as they did.</li> <li>• Place people or events studied onto a scaffolded timeline.</li> <li>• Ask questions to find out about Tudor Buildings, The Great Fire of London and Women in History.</li> <li>• Use artefacts, photographs, books, videos, eyewitness accounts/diaries, online sources, historical buildings and museums to learn about Tudor Buildings, The Great Fire of London and Women in History.</li> <li>• Describe key events from The Great Fire of London and explain some of the consequences of the events.</li> <li>• Know that there are different historical records of The Great Fire of London and consider whether sources are reliable.</li> <li>• Identify, describe and compare buildings from the Tudor period and before and after The Great Fire of London.</li> <li>• Share facts about the lives of Mary Seacole and Florence Nightingale and give simple reasons for why they acted as they did.</li> <li>• Make comparisons between hospitals during and after the Crimean war.</li> </ul>
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		KS2	
<i>Curriculum</i>	Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• 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, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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</li> </ul>		
		Year 3	Year 4
<i>Unit</i>	Local History - Changes over time Stone Age to Iron Age Roman Empire and the impact on Britain		Ancient Egypt Anglo Saxons Vikings
		Knowledge	Skills
<i>Local History</i>	<p><b>Local Area – Changes over time</b> K3a) Know appropriate historical vocabulary: evidence, source, local area, events, artefacts, chronology, Memorial, Civilian, Archives, Enemies, Allies, chronological order, different, date, time, questions, memories, change, investigate.</p> <p>K3b) I know facts about our local area and Sunning Hill school in the past and can place these on a timeline.</p> <p>K3c) I know facts about how the local area and Sunning Hill has change over time.</p>	<p><i>S3a) I can communicate what I have learned about our local area and Sunning Hill in the past using appropriate vocabulary.</i></p> <p><i>S3b) I can place significant events and historical figures, from our local area and Sunning Hill School on a timeline in chronological order using dates.</i></p> <p><i>S3c) I can create questions about our local area and Sunning Hill school and suggest possible sources of information to find the answers.</i></p> <p><i>S3d) I can find out about our local and school history using historical sources of information, including war memorials, visitors, artefacts (museum trip) and consider whether they are reliable.</i></p>	

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		<p>S3e) I can compare our local area and Sunning Hill school now to what it was like in the past.</p>		
<p><b>British History</b></p>	<p><b>Stone Age to Iron Age</b> K3d) Know appropriate historical vocabulary: prehistory, age, period, era, past, chronologically, discuss and order 'ages', Prehistoric, Hunter/Gatherer, Skara Brea, Stonehenge, Ages – Stone / Bronze / Iron</p> <p>K3e) I know where the Stone Age period fits on a timeline.</p> <p>K3f) I know facts about life in the Stone Age period.</p> <p>K3g) I know facts about how Britain changed during the Stone Age period. <b>(Also taught in Romans)</b></p> <p><b>Roman Empire and the impact on Britain</b> K3h) Know appropriate historical vocabulary: BC, AD, chronological, time, century, period, era, empire, countries, invade, invasion, settle, settlement, Romans, Celts, past, leisure, Invasion, Rebellion, Bias, Settlement, Boudicca</p>	<p>S3f) I can use appropriate historical vocabulary to talk about the Stone Age to Iron Age period.</p> <p>S3g) I can place significant events and historical figures from the Stone Age period on a timeline in chronological order using dates.</p> <p>S3h) I can create questions about the Stone Age and suggest possible sources of information to find the answers.</p> <p>S3i) I can find out about the Stone Age period using a variety of sources of information, including books, the internet, artefacts, visitors (History Alive) and information about archaeological sites such as Stonehenge, Skara Brae and cave paintings and consider whether they are reliable.</p> <p>S3j) I can examine sources of information to find out about life in the Stone Age and the Iron Age.</p> <p>S3k) I can make simple comparisons between the Stone Age and the Iron Age.</p> <p>S3l) I can use appropriate historical vocabulary to talk about the Roman Empire.</p> <p>S3m) I can place significant events and historical figures from the Roman period on a timeline in chronological order using dates.</p>	<p><b>Settlements by Anglo Saxons</b> K4a) Know appropriate historical vocabulary: AD, BC, period, history, ancient, before Christ, after Christ, era, century, decade, millennia, invade, settle, raid, craftsmen, longboats, long houses, monastery, monks, primary/ secondary sources, reliable, relevant, clothes, trade, skills, Danelaw, Thorpe, Settlement, Pagan, Sutton Hoo, Fertile, Edward the Confessor</p> <p>K4b) I know where the Anglo Saxon period fits on a timeline.</p> <p>K4c) I know where the Anglo Saxons came from, why they came to Britain and how their empire expanded.</p> <p>K4d) I know facts about life in the Anglo Saxons period including daily life, religious beliefs and jobs and homes.</p> <p><b>Anglo Saxons and Viking Struggle</b> K4e) Know appropriate historical vocabulary: AD, BC, period, history, ancient, before Christ, after Christ, era, century, decade, invade, settle, raid, craftsmen, longboats, long houses, monastery, monks, primary/ secondary sources, reliable, relevant, clothes, trade, skills, Alfred the Great, Danelaw, Thorpe, Invasion, Danelaw, Monastery, Monks, Norsemen, Alfred The Great</p> <p>K4f) I know where the Anglo Saxons and Viking struggle fits on a timeline.</p>	<p>S4a) I can present information about the Anglo Saxons using appropriate historical vocabulary.</p> <p>S4b) I can place significant events and historical figures from the Anglo Saxon period on a timeline in chronological order using dates.</p> <p>S4c) I can create questions about the Anglo Saxons and suggest possible sources of information to find the answers.</p> <p>S4d) I can research the Anglo Saxons using primary and secondary historical sources of information, including books, the internet, artefacts, visit to Tatton Park and begin to discuss which is more useful and why.</p> <p>S4e) I can make comparisons between the religious beliefs of Anglo Saxons and Romans.</p> <p>S4f) I can present information about the Vikings using appropriate historical vocabulary.</p> <p>S4g) I can place significant events and historical figures from the Viking period on a timeline in chronological order using dates.</p> <p>S4h) I can create questions about the Viking Struggle and suggest possible sources of information to find the answers.</p> <p>S4i) I am beginning to understand what 'historical bias' means and give simple reasons for different views about the Viking invasion.</p> <p>S4j) I can make comparisons between the Anglo Saxons and the Vikings.</p>



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	<p>K3i) I know where the Roman civilisation fits on a timeline.</p> <p>K3j) I know where the Romans came from, why they came to Britain and how their empire expanded.</p> <p>K3k) I know what life for a Roman soldier was like. (Visit to Chester and museum/ History Alive).</p> <p>K3l) I know about Boudicca and the rebellion.</p> <p>K3m) I know facts about life in the Roman period including daily life, religious beliefs and jobs and homes.</p> <p>K3n) I know that there can be different historical representations of Boudicca and can give simple reasons for these.</p>	<p><i>S3n) I can create questions about the Romans and suggest possible sources of information to find the answers.</i></p> <p><i>S3o) I can research the Romans using primary and secondary historical sources of information, including books, the internet, artefacts and a possible visit/visitor (History Alive/ Chester) and consider whether they are reliable.</i></p> <p><i>S3p) I am beginning to understand what 'historical bias' means and give simple reasons for different views about Boudicca.</i></p> <p><i>S3q) I can compare the Roman period with other periods previously studied.</i></p> <p><i>S3r) I can discuss and evaluate the impact the Romans had on Britain.</i></p>	<p>K4g) I know facts about the Viking Struggle.</p> <p>K4h) I know that there can be different historical representations of the Vikings and can give simple reasons for these.</p>	<p><i>S4k) I can discuss how people's lives would have been influenced by the Viking invasions.</i></p>
<p><i>Significant People</i></p>	<p>Boudicca</p>		<p>Howard Carter, Tutankhamun, Alfred the Great</p>	
<p><i>World History</i></p>			<p><b><u>Ancient Egypt</u></b></p> <p>K4i) Know appropriate historical vocabulary: AD, BC, period, history, ancient, before Christ, after Christ, era, century, decade, millennia, primary/ secondary sources, reliable, relevant, clothes, trade, skills, pharaoh, River Nile, polytheistic, Pharaoh, Mummification, Sarcophagism, River Nile /irrigation, Social hierarchy, Tutankhamun/ Howard Carter</p> <p>K4j) I know where the Ancient Egyptian civilisation fits on a timeline.</p> <p>K4k) I know the importance of the River Nile to the Ancient Egyptian civilisation.</p> <p>K4l) I know facts about life in the Ancient Egyptian period including daily life, religious</p>	<p><i>S4l) I can present information about the Ancient Egyptian period using appropriate historical vocabulary.</i></p> <p><i>S4m) I can place significant events and historical figures from the Ancient Egyptian period on a timeline in chronological order using dates.</i></p> <p><i>S4n) I can create questions about the Ancient Egyptians and suggest possible sources of information to find the answers.</i></p> <p><i>S4o) I can research the Ancient Egyptian period using primary and secondary historical sources of information, including books, the internet, artefacts and a possible visit and begin to discuss which is more useful and why. (Bolton museum and History Alive).</i></p> <p><i>S4p) I can compare the Ancient Egyptian period with other periods previously studied.</i></p>

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			beliefs, gods and pharaohs, jobs and homes.	<i>S4q) I can discuss how people's lives would have been influenced by the Ancient Egyptians.</i>									
<b>Vocabulary</b>	<i>By the end of year 3 children should have been explicitly taught the following vocabulary:</i>						<i>By the end of year 4 children should have been explicitly taught the following vocabulary:</i>						
	Stone age	Prehistoric	Hunter / Gatherer	Skara Brea	Stonehenge	Ages – Stone / Bronze / Iron	Ancient Egypt	Pharaoh	Mummification	Sarcophagus	River Nile /irrigation	Social hierarchy	Tutankhan Howard Ca
	Local Area	Memorial	Civilian	Archives	Enemies	Allies	Settlement by Anglo Saxons	Settlement	Pagan	Sutton Hoo	Fertile	Edward the Confessor	
	Romans	Invasion	Rebellion	Bias	Settlement	Boudicca	Anglo Saxons Vikings Struggle	Invasion	Danelaw	Monastery	Monks	Norsemen	Alfred The
<b>End Points</b>	<p>By the end of year 3 children should be able to:</p> <ul style="list-style-type: none"> <li>Use historical vocabulary to give facts about the local area, the Stone Age to Iron Age and The Roman Empire</li> <li>Place significant events and historical figures from periods studied on a timeline in chronological order using dates given.</li> <li>Create questions about the periods studied and suggest possible sources of information to find the answers.</li> <li>Use and examine primary and secondary historical sources of information including artefacts, internet, photographs, books, videos, online sources, historical buildings, museums, visitors and war memorials to find out about and research the periods given and consider whether they are reliable.</li> <li>Begin to explain what 'historical bias' means using different views about Boudicca.</li> <li>Know facts about how Sunning Hill, the local area and the Stone Age period changed over time and make comparisons.</li> <li>Know facts about life in the Roman period and can compare it to periods previously studied.</li> <li>Discuss the impact the Romans had on Britain.</li> </ul>						<p>By the end of year 4 children should be able to:</p> <ul style="list-style-type: none"> <li>Present information about Ancient Egypt, The Anglo Saxons and The Vikings using appropriate historical vocabulary.</li> <li>Place significant events and historical figures from periods studied on a timeline in chronological order using dates given.</li> <li>Create questions about the periods studied and suggest possible sources of information to find the answers.</li> <li>Use and examine primary and secondary historical sources of information including artefacts, internet, photographs, books, videos, online sources, historical buildings, museums, visitors and war memorials to find out about and research the periods given and begin to discuss which is more useful and why.</li> <li>Begin to explain what 'historical bias' means and give simple reasons for the different views about the Viking invasion.</li> <li>Know facts about the periods studied and can make comparisons between them.</li> <li>Discuss how peoples lives would have been influenced by the Viking invasion and The Ancient Egyptians.</li> </ul>						

History Curriculum Progression  
Curriculum Drivers; Daily life, chronology, historical landmarks, significant people.

KS2			
<i>Curriculum</i>	Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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</li> </ul>		
	Year 5	Year 6	
<i>Units</i>	Mayans Ancient Greece Tudors	Industrial Revolution WW2 Changing Britain	
	Knowledge	Skills	
<i>Local History</i>			<p><b><u>Industrial Revolution</u></b></p> <p>K6a) Know appropriate historical vocabulary: dates, time, period, era, chronology, continuity, change, century, decade and legacy. Factories / Mills ,Rural/ Industrial, Revolution, Living and working conditions ,Inventions/ Inventors</p> <p>K6b) I know where the industrial revolution fits on a timeline.</p> <p>K6c) I know characteristic features about life during the industrial revolution including beliefs, attitudes and experiences of men, women and children.</p> <p>K6d) I know the main historical events that occurred during this period of history and how they have influenced Britain.</p>
			<p><i>S6a) I can present information about the industrial revolution using appropriate historical vocabulary.</i></p> <p><i>S6b) I can create a chronological timeline of significant events and historical figures from the industrial revolution using key dates, evidence, and discuss changes over time.</i></p> <p><i>S6c) I can create my own questions about the industrial revolution, suggest possible primary and secondary historical sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</i></p> <p><i>S6d) I can compare primary and secondary sources of evidence to deduce information</i></p>

History Curriculum Progression  
Curriculum Drivers; Daily life, chronology, historical landmarks, significant people.

				<p><i>about the past and I understand that there can be different interpretations of the same source and that no single source gives the full answer.</i></p> <p><i>S6e) I can make comparisons about life before and after the industrial revolution.</i></p> <p><i>S6f) I can discuss the impact of the industrial revolution on people's lives.</i></p>
<p><i>British History</i></p>	<p><b>Tudors</b> K5a) Know appropriate historical vocabulary: dates, time, era, chronology, continuity, change, century, decade, and legacy, monarchy, Catholicism, Church of England, banquet, Smithill's Hall, Monarch, Succession, Execute, Catholic, Protestant</p> <p>K5b) I know where the Tudor period fits on a timeline.</p> <p>K5c) I know the main changes that occurred during the Tudor period.</p> <p>K5d) I know facts about life in the Tudor period including daily life, religion, clothing and food.</p> <p>K5e) I know facts about the reformation and its impact on Britain.</p> <p>K5f) I know there are different historical representations of Henry VIII and can evaluate different sources of information about him.</p>	<p><i>S5a) I can present information about the Tudor period using appropriate historical vocabulary.</i></p> <p><i>S5b) I can create a chronological timeline of significant events and historical figures from the Tudor period using key dates, evidence, and discuss changes over time.</i></p> <p><i>S5c) I can create questions about the Tudors, suggest possible sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</i></p> <p><i>S5d) I can research the Tudors using primary and secondary historical sources of information, including books, the internet, and artefacts. (Smithill's Hall and History Alive).</i></p> <p><i>S5e) I can understand what 'historical bias' means and can use it to evaluate historical sources of information about Henry VIII.</i></p> <p><i>S5f) I can make comparisons between the Tudor period and other periods of history studied.</i></p> <p><i>S5g) I can discuss how people's lives have been influenced by the Tudor period.</i></p>	<p><b>Changing Britain</b> K6e) Know appropriate historical vocabulary: dates, time, era, chronology, continuity, change, century, decade, monarchy, and legacy, Chronological, Historical bias, Historical enquiry, Equality Suffragettes/ Suffragists</p> <p>K6f) I know some aspects of life have changed over the last 100 years (women's rights, toys, transport, homes, jobs, fashion).</p> <p>K6g) I know facts about how women's rights changed over the last 100 years.</p> <p>K6h) I know the main historical events that occurred in Britain during this period of history and how they have influenced Britain.</p> <p>K6i) I know the difference between fact and opinion and I understand what propaganda means.</p> <p>K6j) I know there are different historical representations of Britain in the last 100 years and can evaluate different sources of information.</p>	<p><i>S6g) I can present information about how Britain has change during the last 100 years using appropriate historical vocabulary.</i></p> <p><i>S6h) I can create a chronological timeline of significant events and historical figures from the last century using key dates, evidence, and discuss changes over time.</i></p> <p><i>S6i) I can create questions to find out how Britain has changed during the last 100 years, suggest possible sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</i></p> <p><i>S6j) I can compare primary and secondary sources of evidence to deduce information about the past and I understand that there can be different interpretations of the same source and that no single source gives the full answer.</i></p> <p><i>S6k) I can discuss the differences between fact/opinion and am beginning to understand propaganda.</i></p> <p><i>S6l) I can understand what 'historical bias' means and can use it to evaluate historical sources of information about Britain in the last 100 years.</i></p>

History Curriculum Progression  
Curriculum Drivers; Daily life, chronology, historical landmarks, significant people.

Significant People	Henry VIII		Samuel Crompton	
<p><i>World History</i></p>	<p><b>Ancient Greece</b> K5g) Know appropriate historical vocabulary: modern, ancient, AD/BC, dates, time, period, era, chronology, continuity, change, century, decade, legacy, oligarchy, monarchy, tyranny and democracy, Democracy, Hoplite, Navy, Warfare, Civilisation</p> <p>K5h) I know where the Ancient Greek civilisation fits on a timeline.</p> <p>K5i) I know the main changes that occurred during the Ancient Greek period.</p> <p>K5j) I know facts about life in the Ancient Greece period including daily life, religion, housing and buildings, clothing, food, the Olympics, philosophy and learning, the Greek army and navy.</p> <p>K5k) I know facts about the Ancient Greece city-states of Athens and Sparta and can make simple comparisons.</p> <p>K5l) I know about the governments of Athens and Sparta and can use key vocabulary such as oligarchy, monarchy, tyranny and democracy.</p> <p><b>Mayans</b> K5m) Know appropriate historical vocabulary: Maya, Mayans, civilisation, Mesoamerica, artefacts, ruins, underworld, El Castillo, Politics, empire, sacrifice, nobles, Chechen Itza, astronomy, modern and ancient and AD/BC., Sacrifice, Dynasty, Empire, Conquistadors, Tribute</p> <p>K5n) I know where the Mayan civilisation fits on a timeline.</p>	<p><i>S5h) I can present information about Ancient Greece using appropriate historical vocabulary.</i></p> <p><i>I can create a chronological timeline of significant events and historical figures from Ancient Greece using key dates, evidence, and discuss changes over time.</i></p> <p><i>S5i) I can create questions about Ancient Greece, suggest possible sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</i></p> <p><i>S5j) I can research Ancient Greece using primary and secondary historical sources of information, including books, the internet, and artefacts. (Bolton museum and History Alive).</i></p> <p><i>S5k) I can make comparisons between the city-states and present simple arguments to persuade.</i></p> <p><i>S5l) I can discuss how people's lives have been influenced by the Ancient Greeks.</i></p> <p><i>S5m) I can present information about the Mayan civilisation using appropriate historical vocabulary.</i></p> <p><i>S5n) I can create a chronological timeline of significant events and historical figures from the Mayan period using key dates, evidence, and discuss changes over time.</i></p> <p><i>S5o) I can create questions about the Mayan civilisation, suggest possible sources of information to find the answers and</i></p>	<p><b>WWII</b> K6k) Know appropriate historical vocabulary: holocaust, concentration camp, government, Winston Churchill, Nazi, Adolf Hitler, blitz, evacuation, monarchy, rationing, Nicholas Winston, Anne Frank, Evacuation, Invasion, Surrender, Allies/ Axis, Propaganda</p> <p>K6l) I know where WWII fits on a timeline.</p> <p>K6m) I know how WWII influenced lives in Britain.</p> <p>K6n) I know how the government supported the war effort.</p> <p>K6o) I know methods of historical inquiry and understand how these are used to make historical claims.</p> <p>K6p) I know there are different historical representations of WWII and can evaluate different sources of information.</p>	<p><i>S6m) I can present information about WWII using appropriate historical vocabulary.</i></p> <p><i>S6n) I can create a chronological timeline of significant events and historical figures from WWII using key dates, evidence, and discuss changes over time.</i></p> <p><i>S6o) I can create questions about WWII, suggest possible sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</i></p> <p><i>S6p) I can compare different historical representations of WWII and can evaluate different sources of information.</i></p> <p><i>S6q) I can explain the effects of WWII on Britain and how it influenced lives.</i></p> <p>S6r) I can discuss the differences between fact/opinion and am beginning to understand propaganda.</p>

History Curriculum Progression  
Curriculum Drivers; Daily life, chronology, historical landmarks, significant people.

	<p>K5o) I know facts about the Mayan civilisation, including daily life, food, gods, religious beliefs, roles of men and women, housing and important places, art and language.</p>	<p><i>begin to evaluate the reliability of these sources by discussing which is more useful and why.</i></p> <p><i>S5p) I can research the Mayan civilisation using primary and secondary historical sources of information, including books, the internet, and artefacts.</i></p> <p><i>S5q) I can make comparisons between the Ancient Greek and Mayan civilizations.</i></p>																																							
<p><i>Vocabulary</i></p>	<p><i>By the end of year 5 children should have been explicitly taught the following vocabulary</i></p> <table border="1" data-bbox="315 595 1198 703"> <tr> <td><b>Ancient Greeks</b></td> <td>Democracy</td> <td>Hoplite</td> <td>Navy</td> <td>Warfare</td> <td>Civilisation</td> </tr> <tr> <td><b>Mayans</b></td> <td>Sacrifice</td> <td>Dynasty</td> <td>Empire</td> <td>Conquistadors</td> <td>Tribute</td> </tr> <tr> <td><b>Tudors</b></td> <td>Monarch</td> <td>Succession</td> <td>Execute</td> <td>Catholic</td> <td>Protestant</td> </tr> </table>		<b>Ancient Greeks</b>	Democracy	Hoplite	Navy	Warfare	Civilisation	<b>Mayans</b>	Sacrifice	Dynasty	Empire	Conquistadors	Tribute	<b>Tudors</b>	Monarch	Succession	Execute	Catholic	Protestant	<p><i>By the end of year 6 children should have been explicitly taught the following vocabulary:</i></p> <table border="1" data-bbox="1225 595 2110 783"> <tr> <td><b>WW2</b></td> <td>Evacuation</td> <td>Invasion</td> <td>Surrender</td> <td>Allies/ Axis</td> <td>Propaganda</td> </tr> <tr> <td><b>Changing Britain</b></td> <td>Chronological</td> <td>Historical bias</td> <td>Historical enquiry</td> <td>Equality</td> <td>Suffragettes/ Suffragists</td> </tr> <tr> <td><b>Industrial Revolution</b></td> <td>Factories / Mills</td> <td>Rural/ Industrial</td> <td>Revolution</td> <td>Living and working conditions</td> <td>Inventions/ Inventors</td> </tr> </table>			<b>WW2</b>	Evacuation	Invasion	Surrender	Allies/ Axis	Propaganda	<b>Changing Britain</b>	Chronological	Historical bias	Historical enquiry	Equality	Suffragettes/ Suffragists	<b>Industrial Revolution</b>	Factories / Mills	Rural/ Industrial	Revolution	Living and working conditions	Inventions/ Inventors
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<p><i>End Points</i></p>	<p>By the end of year 5 children should be able to:</p> <ul style="list-style-type: none"> <li>• Present information about The Tudors, Ancient Greece and The Mayans using appropriate historical vocabulary.</li> <li>• Create a chronological timeline of significant events and historical figures from periods studied using key dates.</li> <li>• Create questions about the periods studied and suggest possible sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</li> <li>• Research using primary and secondary historical sources of information including artefacts, internet, photographs, books, videos, online sources, historical buildings, museums.</li> <li>• Understand what ‘historical bias’ means and use it to evaluate historical sources of information about Henry VIII.</li> <li>• Know and explain facts about the periods studied and make comparisons between them whilst making simple arguments to persuade.</li> <li>• Discuss how peoples lives would have been influenced by The Tudor Period and The Ancient Greeks.</li> </ul>		<p>By the end of year 6 children should be able to:</p> <ul style="list-style-type: none"> <li>• Present information about The Industrial Revolution, Changing Britain and WW2 using appropriate historical vocabulary.</li> <li>• Create a chronological timeline of significant events and historical figures from periods studied using key dates, evidence and discuss changes over time.</li> <li>• Create questions and an historical enquiry about the periods studied and suggest possible sources of information to find the answers and begin to evaluate the reliability of these sources by discussing which is more useful and why.</li> <li>• Compare primary and secondary historical sources to deduce information about the past and understand their can be different interpretations from the same source and that no single source gives the single answer.</li> <li>• Understand what ‘historical bias’ means and use it to evaluate historical sources of information about Britain in the last 100 years.</li> <li>• Discuss the differences between fact and opinion and understand propogranda.</li> <li>• Know and explain facts about the periods studied and make comparisons between them.</li> <li>• Discuss how peoples lives would have been influenced by periods studied.</li> </ul>																																						