

# History

Progression of conceptual knowledge, skills & vocabulary



Reception - Autumn 1 – All About Me

Children will learn:

- How to make sense of their life story
- What family trees are and how to make their own family tree.
- To create portraits of themselves and family members.
- About the homes that they live in.
- To make comparisons between their homes and that of others.
- To identify and discuss the different stages of human life (babies, toddlers, child, teenager, adult, elderly person etc).

### **Skills:**

- Begin to make sense of their own life story and family's history.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Explain why people in their family are important to them.
- Describe the difference between the present and the past in their own and other people's lives
- Answer questions about their family members and the homes that they live in.
- Developing an understanding that things were different in the past and know things happened before they were born.

<b>Vocabulary</b>		
Now	When grandma was a girl	Same
Then	When grandad was a boy	Different
Long ago	Before I was born	Changes
In the past		Objects

## Reception - Autumn 2 – Communities and Traditions

Children will learn:

- What a celebration is.
- The different types of celebrations that and relate this to their family e.g. Birthdays, Christmas, Diwali etc.
- Engage in 'Circle Time' discussions where they listen to others and share their own memories/experiences of celebrations.
- The story of the nativity.

### Skills:

- Comment on images of familiar situations in the past.

Engage in discussion about their and their families past experiences.

- Learn about significant people and events such as birthdays and Bonfire Night.
- Answer questions about celebrations and their experiences.
- Re-enact the Nativity through a performance.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

Vocabulary		
Now	When grandma was a girl	Same
Then	When grandad was a boy	Different
Long ago	Before I was born	Changes
In the past		Objects

## Reception - Spring 1 - Traditional Tales

Children will learn:

- A range of traditional stories
- To retell familiar stories
- To engage in role-play taking on characters in books they have read
- Comparing the clothes worn by characters (e.g. Little Red Riding Hood) to clothes worn by people today

### Skills:

- Compare and contrast characters from stories, including figures from the past.
- Develop chronological understanding by describing the main story settings, events and principal characters.
- Recognise some similarities and differences between their lives and the lives of others.
- Use stories to encourage children to distinguish between fact and fiction.

Vocabulary		
Now	When grandma was a girl	Same
Then	When grandad was a boy	Different
Long ago	Before I was born	Changes
In the past		Objects

## Reception - Spring 2 - Growing and Animals

Children will learn:

- Babies and other animals grow and change over time.
- How to make sense of their life story
- What family trees are and be able to talk about the lives of their parents and grandparents.
- To make comparisons between their lives and the lives of others e.g. the homes they live in.
- Visit an Elderly Nursing home and perform to residents

### Skills:

- Discuss the lives of people around them and their role in society.
- Sequence photographs from different parts of their life.
- Develop an understanding in changing needs over time, by matching objects to people of different ages.
- Make links and connections by matching people in different jobs to pictures of items they use.
- Use simple language that relates to the passing of time

Vocabulary		
Now	When grandma was a girl	Same
Then	When grandad was a boy	Different
Long ago	Before I was born	Changes
In the past		Objects

## Reception - Summer 1 - People Who Help Us

Children will learn:

- About different groups of people who help (doctors, nurses, police, teachers, firefighters etc)
- From different visits from 'people who help us' within the school community and beyond.
- About police officers today and police officers in the past.
- About jobs that no longer exist or are no longer required e.g. chimney sweeping.

### Skills:

- Show an interest in different occupations
- Comment on images of familiar situations in the past
- Identify some similarities and differences between the police force past and present (e.g. uniforms and police buildings).
- Answer 'how' and 'why' questions about their experiences and in response to events.
- Make links and connections by matching people in different jobs to pictures of items they use.
- Identify similarities and differences between various jobs

Vocabulary		
Now	When grandma was a girl	Same
Then	When grandad was a boy	Different
Long ago	Before I was born	Changes
In the past		Objects

## Reception - Summer 2 - Transport

Children will learn:

- About different modes of transport.
- Compare transport past and present
- What modern cars look like through images and a 'transport experience day'.
- About the development of transport from horse and cart to the emergence of engines.

### Skills:

- Comment on images of familiar situations in the past
- Understand the past through settings, characters and events which are discovered in books.
- Identify and explain some differences between different modes of transport.
- Develop an understanding of how transport was different in the past and recognise modes of transport that were around before they were born.

Vocabulary		
Now	When grandma was a girl	Same
Then	When grandad was a boy	Different
Long ago	Before I was born	Changes
In the past		Objects

## Year 1 - Autumn 1 – How have toys changed through time?

Children will learn that:

- Babies and children change over time.
- Children play with different toys at different life stages to match their level of development and interest levels.
- Toys from the past look different from those of today.
- Children from the past did not have as many toys as children today.
- Children from poorer families could not afford to buy toys and would have to make them.
- Children from the past might only have one toy.
- Children from wealthier families were able to buy toys but they were very expensive.
- Toys from the past were made from wood, metal, wax and fabric.
- Toys from the past were not made from plastic, or did not have electronic parts, as these had not been invented.
- Items from the past are called artefacts.

Children will learn to:

- Describe an object's appearance and function.
- Start to distinguish old and new
- Sort by colour, shape and material
- Generate questions starting, 'Is it...'
- Children of different ages play with different toys.
- Understand time within a familiar family setting.
- Describe how toys change as children grow older.
- Match toys to children of the right age.
- Sort items into old and new.
- Describe some features of old objects.
- Make sensible suggestions about what an artefact was used for in the past.
- Make reasoned decisions as to what constitute old and new items.
- Apply criteria to chosen objects.
- Create relevant captions which refer to criteria.
- Sequence items in approximate chronological order.

Key Vocabulary		
Same	Different	Favourite
Baby	Toddler	Child
Worn	Rusty	Metal
Plastic	Dull	Artefact
Past	Present	Museum
Curator		

## Year 1 – Autumn 2 – How do Victorian schools compare to today?

Children will learn:

- Wylde Green Primary School was first built in 1840.
- Wylde Green Primary School has been extended over time and now looks very different from how it looked in 1840, although some original features remain.
- Old photographs and pictures show us what schools looked like in the past.
- Up until 1891, children had to pay to go to school.
- Queen Victoria's reign, from 1837 to 1901, brought many improvements to the education of children, especially for the poor children.
- In Victorian times, children sat in rows, class sizes were much bigger and boys and girls used to sit separately.
- Teachers used to be very strict and children who did not follow the rules got the cane.
- Schools that were built a long time ago are still used by children today.

Children will learn to:

- Place objects/events in order and explain that some objects belonged to the past
- Explain how some famous people have helped our lives be better today
- Describe the difference between the present and the past in their own and other people's lives
- Answer questions about an artefact and give a plausible explanation about what it was used for in the past
- Find answers to some simple questions about the past from different sources of information

Key Vocabulary		
old	present	time-line
new	past	sequence
day	today	Victorian
now	yesterday	artefact
school	before	cane
teacher	chalk	slate
child/children	pupil	strict
table	desk	museum

## Year 1 – Summer 2 – What effect did the Wright Brothers’ invention have on our lives today?

Children will learn that:

- Hot air balloons were the first invention to enable a human to fly.
- The first manned hot air balloon flight was by the Montgolfier brothers in France in 1783.
- The Wright brothers invented and flew the first aeroplane in 1903 in USA.
- Sir Frank Whittle, an engineer from Coventry, developed the jet engine. The first test flight was made in 1941.
- Neil Armstrong was an American astronaut and aeronautical engineer who was the first person to walk on the Moon in 1969.
- Inventions are developed over time. They have to be tested and changed to make them better.

Children will learn to:

- Place objects/events in order and explain that some objects belonged to the past
- Explain how some famous people have helped our lives be better today
- Describe the difference between the present and the past in their own and other people’s lives
- Find answers to some simple questions about the past from different sources of information

Key vocabulary		
plane	flight	propeller
balloon	aeroplane	sequence
fly	hot air balloon	artefact
air	pilot	invent/invention
space	astronaut	events
wings	order	jet engine
a long time ago	past/present	chronological
new/old	time-line	evidence

## **Year 2 – Autumn 1 – How did the Great Fire of London start and how did it change London?**

Children will learn that:

- The Great Fire of London started in the summer of 1666.
- It broke out in Pudding Lane at a Bakery.
- The fire started in a bakery in Pudding Lane owned by Thomas Farriner.
- People tried to stop the fire using water and by pulling down houses.
- Many people had to leave their homes.
- The King, Charles II, ordered the Mayor to knock down houses to stop the spread.
- After 5 days, the fire had been put out.
- Reasons the fire burned so many buildings include:
  - the long hot summer
  - the nature of the wooden buildings with thatch roofs
  - the cramped nature of the buildings often overhanging
  - the strength and direction of the wind
- There was initial hesitation to tackle the fire and most citizens were more concerned about saving their belongings.
- The Mayor, Thomas Bludworth, was scapegoated.
- The Great Fire caused problems such as homelessness, food shortage, lost property, lost employment.
- People had to find their own solutions as the government did little to help.
- Many people set up camp outside the city and some lived there for years.
- If houses were built of brick and spaced further apart, the Great Fire would not have spread so easily.

Children will learn to:

- Raise valid questions relevant to the enquiry
- Extract information from sources
- Combine information
- Make deductions from maps (E) Sequence at least 5 main events in chronological order (T&C)
- Describe change over time using temporal connectives such as next, the day after, a few days later etc. (T&C)
- Distinguish between simple reasons and mere description (C)
- Compare contrasting accounts and discuss the similarities and differences (I) Make inferences about the past from art. (E)
- Sort solutions to historical problems by their importance. (S)
- Give an alternative way that events could have impacted on history. (C)

**Key Vocabulary**

Investigate	Thatched	Fire hook
Evidence	Timber	Fire squirt
Timeline	Pitched roof	Gunpowder
Witness	Explanation	Fire engine
Diary	Architecture	Scapegoat
Brick	Building	Homeless
	Employment	Shortage

## Year 2 - Spring 1 – Why do we remember certain adventurers from history?

Children will learn that:

- Ibn Battuta was a Moroccan explorer born in 1304 and spent nearly 30 years travelling the world.
- Christopher Columbus was an Italian explorer who discovered the Americas in 1492.
- Amelia Earhart was the first female to fly solo across the Atlantic in 1932.
- Neil Armstrong was an American astronaut and the first person to walk on the moon in 1969.

Children will learn to:

- Sequence a set of events in chronological order and give reasons for the order.
- Recount interesting facts from a historical event or the life of someone famous from Britain in the past and think of reasons why things happened that way.
- Compare how things in their life are different to when their parents and their grandparents were their age.
- Answer questions by using a specific source such as a non-fiction book or asking an older person
- Research a famous event that happened in Britain or the life of a famous person from the past; think why there might be differences in the way things are retold.

Vocabulary		
Past	Compare	Artefacts
Present	Contrast	Sources
Diary	Events	Chronological
Report	Similar	Decade
Now	Different	Century
Then	Significant	Eyewitness
Ago	Pioneer	Extract
Discover	Timeline	Statement



## Year 3 – Autumn 1 – Who were the Ancient Egyptians and how do we know?

Children will learn that:

- The Ancient Egyptians lived from 3000BC to 300BC.
  - The civilisation was in North-Eastern Africa, along the river Nile.
  - The Nile was important for many reasons including: irrigation, fertile soil, mud for bricks and pots, fishing, papyrus reeds and transport.
  - Water was stored in canals and ditches.
  - Pyramids and graveyards were sited on the desert's edge because this made transportation of materials by water easier.
  - Tutankhamun's tomb was discovered in 1922 by Howard Carter.
  - The tomb provided lots of evidence about Ancient Egypt.
  - There are different interpretations about who built the pyramids.
  - Ancient Egypt was a very hierarchical society.
  - Most men were farmers.
  - Women spent much time baking bread, collecting water etc.
  - Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.
  - Egyptians wanted the life they had led to continue after death
  - Wealthy and powerful Egyptians were mummified after death and their bodies preserved.
  - The process involved seven steps.
- The book of the dead is a series of written spells that Ancient Egyptians believed helped them in the afterlife.

Children will learn to:

- Identify artefacts which belong to a specific time period, and those which clearly don't. (E)
- Make an inference from an image about something that happened in the past. (E)
- Make deductions from map evidence. (E)The pyramids were large tombs and monuments of important people.
- Identify that historical evidence can be interpreted in different ways. (I)
- Understand that history can be rewritten in the light of new evidence. (E)
- Understand that there are different views about the significance of different pieces of evidence. (E)Reflect on the ethics of historical investigation. (S)Artefacts discovered can tell us a lot about life in Ancient Egypt.
- Know how historians draw conclusions. (E, I)

Key Vocabulary			
Ancient	Fertile	Irrigation	Worship
Anachronism	Papyrus	Hieroglyphics	Book of the Dead
Nile	Pyramid	Artefact	Spirit
Delta	Monument	Tomb	Scarab beetle
Slavery	Evidence	Pharaoh	Mummy
Hierarchy	Agriculture	Afterlife	Mummification

## Year 3 – Spring 1 – How did farming change life for Stone Age people?

Children will learn that:

- Prehistory is a time before written records existed.
- The Stone Age can be split into three time periods (Palaeolithic, Mesolithic, Neolithic).
- The Bronze Age and Iron Age followed the Stone Age.
- The Iron Age ended when the Romans conquered Ancient Britain.
- Early Stone Age people were hunter-gatherers.
- Farming began in the Stone Age.

Children will learn to:

- Sequence a set of events using a timeline with related dates and historical terms.
- Describe events from the past according to the different periods of time when they happened (BC, AD, decade, century and prehistory).
- Use their 'information finding' skills and various sources to answer historically valid questions.
- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.
- Find answers about the past using different sources of information (e.g. artefacts, pictures).
- Describe how wars have happened and how they are often associated with invasion, conquering or religious differences.

<b>Vocabulary</b>		
Stones	Cave Painting	Prehistory
Farming	Flint stone	Palaeolithic
Crops	Conquering	Mesolithic
Hunting	The Stone Age	Neolithic
Weapons	The Bronze Age	Hunter-gatherers
Ancient Britain	The Iron Age	Skara Brae
Woolly Mammoth	Invasion	Evolution
Cave	The Romans	Nomads



## Year 4 - Autumn 1 - What was life like in Elizabethan England?

Children will learn that:

- The Tudors were a royal family of England from 1485-1603
- We call the time they ruled the 'Tudor times'
- Items from the past can help us to work out information about how people lived
- The time Elizabeth I ruled was called the Elizabethan age
- Elizabethan society was very unequal
- Life was hard for the poorest
- The rich got richer during Elizabeth's reign
- Queen Elizabeth I was the last Tudor Queen of England and reigned from 1558 to 1603
- Elizabeth used portraits to control her image
- Elizabeth had lots of power to use art to portray herself
- The Spanish Armada was a Spanish fleet of ships which attempted to invade England in 1588, but was defeated
- There were many reasons for the failure of the Spanish Armada
- William Shakespeare was a famous English poet and playwright (1564-1616)
- Shakespeare was born and lived in Stratford-upon-Avon in Warwickshire
- He played an important role in moulding the English language we speak today
- A visit to the theatre was different for different levels of society
- Elizabethan people had pastimes that compared to today, although some were similar

Children will learn to:

- Use historic documents to make inferences about people in the past (E)
- Compare how life was different for different groups through history. (S/I)
- To consider the reliability of sources and how they can be used to control the narrative of history (E/I)
- Compare how different groups of people might view the events of history differently (I)
- Understand how factors out of human control can impact the course of history (C)
- Describe why particular people are remembered from history. (S)
- Test and substantiate evidence from history. (E/I)
- Choose relevant evidence to build a picture of the past. (E)

### Key Vocabulary

Key Vocabulary		
dynasty	stately home	Elizabethan
royal	cottage	Armada
inventory	inequality	fleet
rural	portrait	invasion
wealthy	propaganda	admiral
playwright	theatre	pastimes
power		

## Year 4 - Spring 1 – How did the Roman Empire impact Britain?

Children will learn that:

- Roman civilization began in 753 B.C. and ended in 450 A.D.
- The Romans ruled over nearly all of Europe and most of North Africa, including Egypt.
- The Romans had the best fighting army in the history of the ancient world.
- Britain had lots of raw materials that the Romans wanted. The Romans also wanted to show their power over Britain, so decided to invade the country.
- Wealthy Romans lived in villas.
- Many Roman citizens wore togas.

Children will learn to:

- Plot recent history on a timeline using centuries
- Give examples from the past of how the lives of wealthy people were very different from those of poor people
- Explain how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
- Explain how events from the past have helped shape our lives today

Vocabulary		
Army	Empire	Dictatorship
Invade	Emperor	Legionary
War	Reign	Auxiliary
Rule	Wealth	Centurion
Helmet	Poverty	Scutum
Sword	Slave	Ampitheatre
Soldier	Mosaic	Barbarian
Shield	Toga	Cohort







## Year 5 – Summer 2 – What was life like in the Mayan civilisation?

Children will learn that:

- The Maya civilisation began long ago in a place called 'Mesoamerica'
- The Mayans were experts at reading the stars and even built their cities as a map of the sky!
- Adult Mayans worked as farmers, warriors, hunters, builders, teachers and many other things.
- Farming was really important to the Mayas as most people grew their own crops in small fields.
- There are still over seven million Maya people today, most of whom live in Central America and southern Mexico.
- The Mayas believed in many gods, each representing a different aspect of life.

Children will learn to:

- Test out a hypothesis in order to answer a question
- Make comparisons between historical periods; explaining things that have changed and things that have stayed the same.
- Use a range of evidence from different sources to help them to describe a key event from Britain's past that has been represented and interpreted differently

Vocabulary		
Mayans	Civilisation	Mesoamerica
Reign	Hypothesis	Chichen Itza
Gods	Interpretation	Anux
Warrior	Cacao	Peninsula
Hunter	Huipil	Post – classic period
Crops	Pyramid	Pre – classic period
Sacrifice	City-state	Xibalba
Aztec	Maize	Hieroglyphic

## Year 6 – Autumn 2 – Who was involved in the space race and what were its effects?

Children will learn that:

- The Space Race occurred in the time period between 1955 to 1975
- The main countries involved in the Space Race were the U.S.A. and U.S.S.R.
- Key people: President Kennedy (U.S. President), President Nikita Khrushchev (U.S.S.R. President), Yuri Gagarin (cosmonaut), Neil Armstrong (astronaut), Buzz Aldrin (astronaut)
- The planets in the Solar System (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto)
- Arguments for and against the Space Race and should money have been spent on more worthwhile causes
- The impact of space travel on our lives today and some of the technological advances because of it such as freeze drying food, advancements in satellites, artificial lenses

Children will learn to:

- Place historical events and people during the Space Race in chronological order.
- Describe features of historical events and people from past societies and periods.
- Summarise the main events from a specific period in history, explaining the order in which key events happened
- Present orally or in writing their research about a the Space Race using a range of evidence from different sources

Vocabulary		
Source	Significant events	Combustion
Evidence	Pioneer	Galileo
Adventure	Infinite	Horoscope
Astronaut	Voyage	Celestial
Cosmonaut	Enquiry	Observatory
Chronological	Explore	Stellar
Competing	Discovery	Intergalactic

## Year 6 – Spring 2 – Why were the Ancient Greeks so influential?

Children will learn that:

- The Ancient Greek civilisation was between 800 B.C. and 146 B.C.
- Key people: Alexander the Great (ruler), Plato, Homer, Aristotle and Socrates (Philosophers), Pythagoras and Archimedes.
- Key battles that occurred such as the Battle of Marathon and the Trojan War
- Comparison of important city states such as Athens and Sparta
- Greek mythology and gods and goddesses such as Zeus, Athena, Hera, Hermes, Aphrodite, Poseidon, Demeter and Hades
- The impact of the Ancient Greek civilisation on our lives today

Children will learn to:

- Place historical events and people during the Ancient Greek civilisation in chronological order.
- Describe features of historical events and people from past societies and periods.
- Summarise the main events from a specific period in history, explaining the order in which key events happened.
- Summarise how Britain has learnt from other countries and civilizations over time and more recently.
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Vocabulary		
Civilisation	City State	Doric column
Battle	Athens / Athenian	Corinthian column
Slave	Sparta / Spartans	Pythagoras
Helmet	Mythology	Pyxis
Soldier	Democracy	Hellenistic bowl
Vase	Nobleman	Fibulas
Coins	Tunic	Homer
Olympics	Empire	Lyre

