

Key Concepts and Knowledge Year Group Progression for History

Reception/Nursery	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
<p>Topic: Understanding the past and present</p> <p>Lives of significant people in our families (Reception)</p> <p>ELG; Understanding The World</p> <p>Remembrance Day – Poppies</p> <p>The lives of significant people in our families - past and present</p> <p>Who is in their family?</p> <p>How was life different in the past?</p> <p>How has your life changed?</p> <p>Who are Neil Armstrong and Buzz Aldrin? How are they remembered?</p> <p>Visits by older relatives</p> <p>ELG; Expressive Arts and Design</p> <p>Guy Fawkes pictures and story Who was Beatrix Potter?</p> <p>Visit to local Beatrix Potter exhibition (Bowness)</p> <p>ELG; Personal, Social and Emotional Development</p> <p>Remembrance Day – why do we wear a poppy?</p>	<p>Topic: History within a lifetime</p> <p>How have the children’s life changed since they were born?</p> <p>How do we know about our past?</p> <p>Culture, Society</p> <p>Chronology Continuity and Change Cause and Consequence Similarity and Differences</p> <p><i>Looking at Black People in Sport – then and now. How can inspirational people affect the world?</i></p> <p><i>Local History Linked with Remembrance - Make poppies, place on our memorial area, look for surnames that match the children or members of their families.</i></p>	<p>Topic: To investigate and understand how tourism has changed in the Lake District since Victorian Times.</p> <p>To look at the life of the local boat makers.</p> <p>Who was Henry Schneider and what impact did he have on Barrow in Furness and the local area?</p> <p>(Visit to Windermere Jetty Museum)</p> <p>Society, Economy, Culture</p> <p>Continuity and Change Similarity and Differences Historical Evidence</p> <p>Significant People in History/Black History: Introduce children to Black History Month</p> <p>Politics, Society</p> <p>Significance Cause and Consequence</p> <p>Remembrance Day: To know why remembrance day is important to me</p> <p>Gunpowder Plot To be able to describe the key facts of the Gunpowder Plot.</p>	<p>Topic The Stone Age</p> <p>To put events in chronological order.</p> <p>To understand how the period from the Stone Age to the Iron Age fits into the wider period of British History.</p> <p>To find out how people lived in the Neolithic period</p> <p>(Stone Age Day at St Catherine’s Wood)</p> <p>Culture, Discoveries and Inventions, Society</p> <p>Chronology Continuity and Change Cause and Consequence Similarity and Differences</p> <p>Stone Age project- (independent) reflecting what they have learned about the Stone age – Children choose how they want to represent their study.</p>	<p>Topic: Ancient Greeks</p> <p>To understand where and when the Ancient Greek civilisation existed in History.</p> <p>Explain how the Greek empire changed and grew.</p> <p>To understand the legacy that the Ancient Greeks have left on modern sport.</p> <p>(Ancient Greece day of activities)</p> <p>Culture, Politics</p> <p>Continuity and Change Significance Chronology</p> <p>Ancient Greek Project - Designing a Greek Temple</p>	<p>Topic Ancient Egypt</p> <p>To have a chronological understanding of Ancient Egypt.</p> <p>Use sources of evidence to investigate life in Ancient Egypt and the importance of the River Nile.</p> <p>To understand that there is more than one interpretation of who built the pyramids</p> <p>To make simple deductions and inferences using knowledge of everyday life and religious customs of the period.</p> <p>(Non-Chronological Report on the Ancient Egyptians)</p> <p>Discoveries and Inventions, Culture, Politics, Society, Religion</p> <p>Continuity and Change Chronology Historical Evidence Cause and Consequence</p>	<p>Topic: The Mayans</p> <p>To learn where the Mayan civilisation existed.</p> <p>Develop a chronologically secure knowledge of key events in Mayan history.</p> <p>To consider similarities and differences between ancient religions and different religions today.</p> <p>To research information about the Mayan culture.</p> <p>(Mayan Independent Project)</p> <p>Society, Culture, Religion, Discoveries</p> <p>Similarities and Differences Chronology Historical Evidence</p> <p>Topic: Charles Darwin (Spring science link)</p> <p>To learn key events in the life of Charles Darwin.</p> <p>To understand the impact his theory had on how people viewed the development of humans.</p> <p>Religion, Politics, Discoveries</p> <p>Continuity and Change Significance Cause and Consequence</p>

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Spring						
<p>Topic: Beatrix Potter stories and local history (Reception)</p> <p>Lives of significant people in our families (Nursery)</p> <p>Chronology</p> <p>Developing the concept of time.</p> <p>Understanding daily routines</p> <p>Use of visual timetable and photos</p> <p>Use of stories to develop children's chronological language and understanding activities involving ordering and sequencing</p> <p>key vocabulary used</p> <p>Baby- adult – old age focus</p> <p>Children produce their own timeline over the year and add to it as significant events happen and their life changes. (Reception)</p>	<p><i>Learn about a significant person in History.</i></p> <p><i>David Attenborough- Why is he significant to us?</i></p> <p>Alfred Wainwright - Link with local artists. Why is he significant to us? What is the link to our local area?</p> <p>Beatrix Potter: Look at the life of Beatrix Potter, why we remember her. What is the link to the local area?</p> <p>Society, Culture, Politics, Discoveries</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Similarity and Difference</p> <p>Significance</p> <p>Topic: Great Fire of London- When did it happen? How do we know the great Fire happened? What impact did the fire have on people's lives? How have buildings changed from that time?</p> <p>Society, Culture</p> <p>Chronology</p> <p>Historical Evidence</p> <p>Cause and Consequence</p> <p>Similarity and Differences</p> <p>Visit from Local Fire Service</p> <p>Topic: Old Toys - Observe artefacts and discuss how things have changed over the years.</p> <p>To understand and think about changes in materials and entertainment.</p> <p>Society, Culture</p> <p>Chronology</p> <p>Historical Evidence</p> <p>Cause and Consequence</p> <p>Similarity and Differences</p>	<p>Topic: How has Exploration and Discover changed?</p> <p>Explorers Gagarin, Armstrong Shackleton, Scott, Sharman</p> <p>Economy, Discoveries and Inventions, Society, Culture</p> <p>Significance</p> <p>Historical Evidence</p> <p>Similarity and Difference</p> <p>Wainwright- local History Who was Alfred Wainwright and why was he famous – link with year 1 work on Alfred Wainwright's art</p> <p>Religion, Economy, Society</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Topic: The Romans</p> <p>Find out how Britain became part of the Roman Empire and why it was so successful.</p> <p>To consider the lasting impact of the Roman empire on Britain.</p> <p>Use historical sources to learn about people in the past and their viewpoints about historical events.</p> <p>To be able to reflect on how people are affected differently by the same events.</p> <p>Society, Military, Politics, Economy</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Similarity and Difference</p> <p>Significance</p> <p>Historical Evidence</p>	<p>Topic Riotous Royalty</p> <p>To compare and contrast past monarchs with our current King.</p> <p>To focus on the impact of British monarchs on society.</p> <p>Understand what the British Empire meant in Victorian Britain.</p> <p>Society, Military, Politics, Economy</p> <p>Chronology</p> <p>Cause and consequence</p> <p>Similarity and Difference</p> <p>Significance</p>	<p>Topic: Bronze to Iron Age</p> <p>To Identify where the Bronze Age and iron Age fits on a timeline.</p> <p>To compare and contrast the Stone age, Bronze Age and Iron Age.</p> <p>To use evidence to answer a historical question</p> <p>Work out how archaeologists can make statements about the past when no written records exist.</p> <p>Economy, Discoveries and Inventions, Society, Culture</p> <p>Continuity and change</p> <p>Historical Evidence</p> <p>Chronology</p> <p>Significance</p> <p>Similarity and Difference</p>	

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Spring						
<p>Foods we used to eat</p> <p>Transport – how this has changed</p> <p>ELG; Understanding The World</p> <p>Key vocabulary used What transport do we know?</p>	<p>Kendal Museum Visit</p> <p>History Curriculum Revisiting/Reinforcement;</p> <ul style="list-style-type: none"> • Old Toys • Animals (Extinction – Beatrix Potter) • Alfred Wainwright • Historical artefacts linked to the Fire Service. <p>Society, Culture, Discovery and Invention</p> <p>Chronology Historical Evidence Continuity and Change</p>	<p>Topic: History of Chocolate</p> <p>To know which countries chocolate originates from (link with process of making chocolate) and how making chocolate has changed across time.</p> <p>Aztecs – America - Rowntrees</p> <p>Visit to Brockhole</p> <p>Society, Culture, Discovery and Invention, Religion, Economy</p> <p>Chronology Historical Evidence Continuity and Change</p>	<p>Topic: Anglo Saxon Britain</p> <p>To understand the terms ‘invaders’ and ‘settlers’ and where they came from.</p> <p>To understand the reasons behind people travelling from other lands.</p> <p>To understand the impact invaders had on Britain then and now.</p> <p>Society, Politics, Culture</p> <p>Historical Evidence Cause and Consequence Continuity and Change Similarity and Differences</p>	<p>Topic: Local History WWII</p> <p>To understand why Britain made the decision to go to war.</p> <p>To consider the impact of war on Britain and how it changed.</p> <p>Answer questions and discuss the experience of evacuees by looking at historical sources.</p> <p>Compare and Contrast the roles of women before, during and after the war.</p> <p>(Evacuation on the train to Staveley)</p> <p>Society, Politics, Culture, Economy</p> <p>Historical Evidence Cause and Consequence Continuity and Change</p>	<p>Topic: Anglo Saxon Struggle</p> <p>To examine what happened when the Vikings arrived in England.</p> <p>To use sources to explore the impact of the Vikings.</p> <p>Record the timeline of the events.</p> <p>Military, Society, Politics, Culture</p> <p>Historical Evidence Significance Cause and Consequence Continuity and Change</p>	<p>Topic: Crime and Punishment</p> <p>How did crime and punishments change between 1500 and 1750?</p> <p>How does this compare to the modern day justice system?</p> <p>Culture, Economy, Military, Society, Politics</p> <p>Cause and Consequence Chronology Similarities and Differences Significance</p>

First Order Concepts Covered	Second Order Concepts Covered	Visits/Experiences Linked with Curriculum Focus	Independent Study Linked
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