

### History – Curriculum progression document Year B

Autumn	How have toys changed since my grandparents were children? (T1)	How have toys changed since my grandparents were children? (T1)	How have toys changed since my grandparents were children? (T1)	Ancient Achievers (T2) *Overview complete in LKS2	Ancient Achievers (T2) *Overview complete in LKS2	Ancient Egypt (T2) * Depth Study completed in UKS2	Ancient Egypt (T2) * Depth Study completed in UKS2
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Overarching Key Question</b>	How have toys changed since my grandparents were children?	How have toys changed since my grandparents were children?	How have toys changed since my grandparents were children?	What did the earliest civilisations have in common?	What did the earliest civilisations have in common?	How did the ancient Egyptians live their lives?	How did the ancient Egyptians live their lives?
<b>National Curriculum</b>	Understanding the world  ELG : Past and Present	<ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> </ul>
<b>Substantive Concept</b>	<ul style="list-style-type: none"> <li>Society/Culture</li> <li>Government/Power</li> <li>Achievements/Legacy</li> <li>Movement/Migration</li> </ul>			<b>Achievements/ Legacy</b>		<b>Achievements/ Legacy</b>	
<b>Endpoint</b>		Identify <b>similarities</b> and <b>differences</b> in toys since my grandparents and parents were young.		Identify historically <b>significant</b> themes and achievements <b>across an overview</b> of the earliest civilisations.		Identify a range of <b>achievements</b> during the Ancient Egyptian empire.  Know how religion <b>influenced</b> the lives of Ancient Egyptians.	
<b>Component Knowledge</b>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Lesson 1: How can I describe my toys?</b></p> <ul style="list-style-type: none"> <li>To look at their favourite toys and discuss the similarities and differences between the toys.</li> <li>To explore shapes, colours, materials and sounds of different toys.</li> </ul> <p><b>Lesson 2: What is the difference between old toys and new toys?</b></p> <ul style="list-style-type: none"> <li>To be able to distinguish between old and new toys (comparison of like for like).</li> <li>To know how old toys are different from new toys.</li> </ul> <p><b>Lesson 3: What were our parents and grandparents toys like?</b></p> <ul style="list-style-type: none"> <li>To know when their parents and grandparents were children (shown visually on a timeline).</li> <li>To know how we can use sources to find out about toys from the past.</li> </ul>		<p><b>Lesson 1: So, Were we all ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>To know when and where the following early civilisations existed: Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China and Ancient Egypt.</li> <li>To make comparisons between when the civilisations began, where they were located and how long they lasted for.</li> </ul> <p><b>Lesson 2: Where in the world were the first civilisations and why where they here?</b></p> <ul style="list-style-type: none"> <li>To understand what makes a civilisation successful.</li> <li>To draw comparisons of where the first civilisations and why</li> </ul> <p><b>Lesson 3: The impact of the earliest civilisations on the world today</b></p> <ul style="list-style-type: none"> <li>To know the achievements of the earliest civilisations and consider their impact.</li> <li>To know which achievements of the earliest civilisations were similar and which were different.</li> </ul>	<p><b>Lesson 1 and 2: Who ruled Ancient Egypt and were they a successful leader?</b></p> <ul style="list-style-type: none"> <li>To understand the role of Egyptians rulers (pharaohs).</li> <li>To understand all about the life and power of King Tut and why he was a significant pharaoh.</li> </ul> <p><b>Lesson 3: What can we learn from temples, tombs and pyramids?</b></p> <ul style="list-style-type: none"> <li>To know why the Ancient Egyptians built temples, tombs and pyramids and why these were important to their religious beliefs</li> <li>To know why and how the ancient Egyptians used hieroglyphics and why they were important (links to symbolism/religion)</li> </ul> <p><b>Lesson 4: Did the Ancient Egyptians worship a God?</b></p> <ul style="list-style-type: none"> <li>To know that the Ancient Egyptians believed in lots of gods, and know how they worshipped their gods</li> <li>To know that beliefs changed over the Egyptian dynasties</li> </ul>		

		<b>Lesson 4 and 5: How toys have changed?</b> <ul style="list-style-type: none"> <li>To be able to describe differences (materials, sound etc.) between toys of the past and toys of today - to know the progress in terms of materials and technology.</li> </ul> <b>Chronology: Create a toy timeline during the unit</b>		<b>Lesson 4: Writing and number systems</b> <ul style="list-style-type: none"> <li>To know which civilisations had writing and number systems and what they were used for</li> <li>To know why writing and number systems were a significant part of the success of the earliest civilisations</li> </ul> <b>Chronology: Timeline lesson 1</b>		<b>Lesson 5: What did the Egyptians believe about life and death?</b> <ul style="list-style-type: none"> <li>To know why the Egyptians buried their dead, how they preserved bodies, and why this was significant</li> <li>To know what the ancient Egyptians believed about the afterlife</li> </ul> <b>Chronology: Timeline of leaders Lesson 1</b>	
<b>Vocabulary</b> <b>Chronology vocabulary</b> KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of every day historical terms KS2: Develop the appropriate use of historical terms	<i>Past</i> <i>Present</i> <i>Before</i> <i>After</i> <i>Today</i> <i>Tomorrow</i> <i>Yesterday</i>	<i>Calendar</i> <i>Long ago</i> <i>Last year</i> <i>Month</i> <i>Week</i> <i>Day</i> <i>Modern</i> <i>Old</i> <i>New</i> Explorer Parliament King/Queen Monarchy Treason Pope Religion Entertainment	Church Christianity Individuals Discovery Explorer Influence Invention	AD BC Century Decade Chronology Ancient Nineteenth Century Duration Diversity Gods/Goddesses Empire Agriculture Ancient Civilizations Hunter- Gatherer Artefacts Museum Myths and Legends	Invasion Empire Global Nomad Settler Trade Conquest Empire Trade Goods Slave Peasant Torture Emperor	BCE CE Millennium Change Continuity Sequence Period Social structure Heresy Monastery Sacrifice Surviving sources Archaeology Rebellion Diversity Immigrant Emigrant	Colony Crusades Aristocracy Revolt Colony Democracy Politics

Spring	First Flight	First Flight	First Flight	Traders and Raiders (T4)	Traders and Raiders (T4)	Viking Voyagers (T4)	Viking Voyagers (T4)
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Overarching Key Question</b>	Why should we celebrate the Wright brothers and the first flight? Should we remember Harriet Quimby, Hilda Hewlett and Bessie Coleman for their 'firsts' when flying?	Why should we celebrate the Wright brothers and the first flight? Should we remember Harriet Quimby, Hilda Hewlett and Bessie Coleman for their 'firsts' when flying?	Why should we celebrate the Wright brothers and the first flight? Should we remember Harriet Quimby, Hilda Hewlett and Bessie Coleman for their 'firsts' when flying?	How did England change after the Anglo-Saxon settlement?	How did England change after the Anglo-Saxon settlement?	How did the Saxons regain control of England? Does King Alfred deserve to be known as the Great?	How did the Saxons regain control of England? Does King Alfred deserve to be known as the Great?
<b>National Curriculum</b>	Understanding the world  ELG : Past and Present	<ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>
<b>Substantive Concept</b>	Society/ Culture			Movement/ Migration		Movement/ Migration	
<b>Endpoint</b>		Know a range of <b>significant</b> aspects about the first flight.		Know how Britain changed as a <b>consequence</b> of the Anglo-Saxon settlement.		Know the <b>significance</b> of Alfred the Great in the Viking and Anglo-Saxon struggle for England.	

					Compare <b>similarities, differences and changes</b> within the Kingdom of England from the first Viking invasions to the time of Edward the Confessor.	
<b>Component Knowledge</b>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Lesson 1: Why were the Wright brothers famous?</b></p> <ul style="list-style-type: none"> <li>To know the Wright brothers are famous for the first flight</li> <li>To know that others attempted to fly before the Wright brothers (Leonardo Da Vinci's helicopter and hot air balloonists)</li> </ul> <p><b>Lesson 2: What happened in the lives of the Wright brothers?</b></p> <ul style="list-style-type: none"> <li>Sequence the events of the Wright brother's lives; use props and visuals to retell the story</li> <li>Know what a turning point is</li> </ul> <p><b>Lesson 3: How did flight change as a result of the Wright brothers' work?</b></p> <ul style="list-style-type: none"> <li>To know that as a consequence of the first flight, there were many more accomplishments such the first solo flight across the Atlantic Ocean and the first passenger flight.</li> </ul> <p><b>Lesson 4 and 5: Should Harriet Quimby, Hilda Hewlett and Bessie Coleman also be remembered for their flying 'firsts'?</b></p> <ul style="list-style-type: none"> <li>Know that Harriet Quimby was the first woman to fly across the English Channel.</li> <li>Know that Hilda Hewlett was the first British woman to gain her pilot's licence.</li> <li>Know that Bessie Coleman was the first woman of colour to gain her pilot's licence.</li> <li>Know why each of these individuals was significant</li> </ul> <p><b>Chronology: Sequencing the events of their lives</b></p>	<p><b>Lesson 1: Why did the Anglo Saxons come to Britain?</b></p> <ul style="list-style-type: none"> <li>To know when the Anglo Saxons began to arrive and where the Anglo Saxons came from</li> <li>To know that Anglo Saxons arrived for a number of reasons (they were invited, they invaded, they needed new farm land, they wanted to move their families)</li> </ul> <p><b>Lesson 2: How was Anglo Saxon Britain ruled?</b></p> <ul style="list-style-type: none"> <li>To know how Anglo Saxon was divided</li> <li>To know where each group of Anglo Saxons settled</li> </ul> <p><b>Lesson 3: How did the Anglo Saxons keep control of their kingdoms?</b></p> <ul style="list-style-type: none"> <li>To know ways that Kings would control their Kingdom</li> <li>To know how Anglo Saxon classes were divided and to empathise with different members of Anglo Saxon society through role play</li> </ul> <p><b>Lesson 4: What did the Anglo Saxons believe?</b></p> <ul style="list-style-type: none"> <li>To know how religion in Britain changed after the Anglo Saxon settlement</li> <li>To know why Anglo Saxons eventually converted to Christianity from paganism</li> </ul> <p><b>Lesson 5: what can we learn from Sutton Hoo?</b></p> <ul style="list-style-type: none"> <li>To know that historians use artefacts to construct knowledge of the past.</li> </ul> <p><b>Chronology: Timeline Lesson 1</b></p>	<p><b>Lesson 1: What was life like at the time of the first Viking raids?</b></p> <ul style="list-style-type: none"> <li>Make links with previous learning on Anglo Saxons</li> <li>Know why Anglo Saxon England was an attractive target</li> </ul> <p><b>Lesson 2: Chronology</b></p> <ul style="list-style-type: none"> <li>Know how various types of interaction between the two groups are important to how England grew and was shaped into becoming a single nation.</li> <li>Know how events within the period studied fit together chronologically.</li> </ul> <p><b>Lesson 3: How were the Vikings viewed by Saxons?</b></p> <ul style="list-style-type: none"> <li>Know that perspective can have an impact on how events are recorded</li> <li>Create questions that would help give a more balanced account of events.</li> </ul> <p><b>Lesson 4: How did England change over the period of Viking and Anglo Saxon struggle?</b></p> <ul style="list-style-type: none"> <li>Know that in history, event don't just occur, there is a cause and the effects are a result of this</li> <li>Know that the prolonged conflict between the Anglo-Saxons and Vikings changed the way England looked, and was run politically.</li> </ul> <p><b>Lesson 5: Is Alfred the Great really worth remembering?</b></p> <ul style="list-style-type: none"> <li>Know how the changes that Alfred the Great made, had an effect on the country</li> <li>Make suggestions for what would make a 'great' king</li> <li>Know how to pursue your own line of enquiry</li> </ul> <p><b>Chronology: Timeline Lesson 2</b></p>		
<b>Vocabulary</b> <b>Chronology vocabulary</b> KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of every day historical terms KS2: Develop the appropriate	<p>Past</p> <p>Present</p> <p>Before</p> <p>After</p> <p>Today</p> <p>Tomorrow</p> <p>Yesterday</p>	<p>Calendar</p> <p>Long ago</p> <p>Last year</p> <p>Month</p> <p>Week</p> <p>Day</p> <p>Modern</p> <p>Old</p> <p>New</p>	<p>Church</p> <p>Christianity</p> <p>Individuals</p> <p>Discovery</p> <p>Explorer</p> <p>Influence</p> <p>Invention</p>	<p>AD</p> <p>BC</p> <p>Century</p> <p>Decade</p> <p>Chronology</p> <p>Ancient</p> <p>Nineteenth Century</p> <p>Duration</p> <p>Diversity</p>	<p>Invasion</p> <p>Empire</p> <p>Global</p> <p>Nomad</p> <p>Settler</p> <p>Trade</p> <p>Conquest</p> <p>Empire</p> <p>Trade</p>	<p>BCE</p> <p>CE</p> <p>Millennium</p> <p>Change</p> <p>Continuity</p> <p>Sequence</p> <p>Period</p> <p>Social structure</p> <p>Heresy</p> <p>Colony</p> <p>Crusades</p> <p>Aristocracy</p> <p>Revolt</p> <p>Colony</p> <p>Democracy</p> <p>Politics</p>

use of historical terms		Explorer Parliament King/Queen Monarchy Treason Pope Religion Entertainment	Gods/Godesses Empire Agriculture Ancient Civilizations Hunter- Gatherer Artefacts Museum Myths and Legends	Goods Slave Peasant Torture Emperor	Monastery Sacrifice Surviving sources Archaeology Rebellion Diversity Immigrant Emigrant
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Summer	Towers and Turrets (T5)	Towers and Turrets (T5)	Towers and Turrets (T5)	Post 1066 study over time (T6)	Post 1066 study over time (T6)	The Blitz (T6)	The Blitz (T6)
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Overarching Key Question</b>	What was life like for Sarah Forbes Bonetta?	What was life like for Sarah Forbes Bonetta?	What was life like for Sarah Forbes Bonetta?	How Have Children's Lives Changed?	How Have Children's Lives Changed?	The Blitz: All we need to know about World War II?	The Blitz: All we need to know about World War II?
<b>National Curriculum</b>	Understanding the world  ELG : Past and Present	<ul style="list-style-type: none"> <li>Significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>Significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
<b>Substantive Concept</b>	<ul style="list-style-type: none"> <li>Society/Culture</li> <li>Government/Power</li> <li>Achievements/Legacy</li> <li>Movement/Migration</li> <li>Significance (KSI)</li> </ul>			<p style="text-align: center;"><b>Migration/movement</b></p>		<p style="text-align: center;"><b>Government/ Power /Society</b></p>	
<b>Endpoint</b>		Know a range of <b>significant</b> aspects about Sarah Forbes Bonetta.		Describe and make links between main events and <b>changes</b> in crime children's lives within and <b>across different periods</b> since 1066. <b>Continuity and change</b>		Explain reasons why the Blitz was of particular <b>significance</b> to World War II	
<b>Component Knowledge</b>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Lesson 1: Who is significant?</b></p> <ul style="list-style-type: none"> <li>To name reasons we remember important people</li> <li>To know who is significant in our own lives and record this</li> </ul> <p><b>Lesson 2: Who was Sarah Forbes Bonetta?</b></p> <ul style="list-style-type: none"> <li>Ask historically relevant questions about a painting of Sarah Forbes Bonetta knowing that historians build a picture by drawing ideas and facts together</li> <li>Sequence events using life event cards</li> </ul> <p><b>Lesson 4: What was life like in Victorian times?</b></p> <ul style="list-style-type: none"> <li>To know how Victorian life was different to ours including simple representation of trade, empire and rich and poor as well as slavery</li> <li>To reflect on why SFB was significant</li> </ul>	<p><b>Lesson 1: What do sources tell us about how children's lives have changed?</b></p> <ul style="list-style-type: none"> <li>To know how children's lives have changed using a range of sources.</li> </ul> <p><b>Lesson 2: Why did Tudor children work and what was it like?</b></p> <ul style="list-style-type: none"> <li>To know why Tudor children needed to work.</li> <li>To know the kinds of jobs Tudor children had.</li> </ul> <p><b>Lesson 3: What jobs did children have in Victorian England and what were they like?</b></p> <ul style="list-style-type: none"> <li>To know the types of jobs Victorian children had and their working conditions.</li> </ul> <p><b>Lesson 4: How did Lord Shaftesbury help to change the lives of children?</b></p> <ul style="list-style-type: none"> <li>To know the impact that Lord Shaftesbury had on the lives of children both then and now.</li> </ul>	<p><b>Lesson 1: Chronology</b></p> <ul style="list-style-type: none"> <li>To recall and sequence the events leading up to the Blitz</li> <li>To know the significance of the Blitz, how it relates to the rest of the war and compare it with similar events</li> </ul> <p><b>Lesson 2: WW2: Whose War?</b></p> <ul style="list-style-type: none"> <li>Know how different people around the world were affected by the war</li> <li>Know how the support of the wider world was so significant to the British</li> </ul> <p><b>Lesson 3: Evacuee experiences in Britain: Is this all we need to know about children in World War 2?</b></p> <ul style="list-style-type: none"> <li>To know what it was like to be an evacuee in WW2 using historical sources</li> </ul>			

		<p><b>Lesson 5: Compare with Queen Victoria.</b></p> <ul style="list-style-type: none"> <li>To know how Queen Victoria came to throne</li> <li>To know the significance of her reign – to know that there was a lot of change – to know that she was key in the development of the British empire.</li> <li>To compare the SFB and QV</li> </ul> <p><b>Chronology: Sequence life event cards</b></p>	<p><b>Lesson 5: How and why has children's leisure time changed?</b></p> <ul style="list-style-type: none"> <li>To know about historical leisure activities.</li> <li>To know the reasons for leisure activities changing.</li> </ul> <p><b>Chronology: Class timeline that is revisited in every lesson</b></p>	<ul style="list-style-type: none"> <li>To know who the Kindertransport were and why they left their families</li> </ul> <p><b>Lesson 4: New opportunities? How significant was the impact of World War 2 on women?</b></p> <ul style="list-style-type: none"> <li>To know the roles of women during the war and how the efforts and responsibilities of women during the war were so important</li> <li>To know the way in which women's lives changed during World War 2.</li> </ul> <p><b>Lesson 5: What did men do in the War? Did all men have to fight?</b></p> <ul style="list-style-type: none"> <li>To know that there were a range of different roles in the war for men - the Home Guard, air raid wardens, different jobs in the army, different jobs in the air force, different jobs in the navy, Bevin boys.</li> <li>To identify similarities and differences in men's experiences of World War 2.</li> </ul> <p><b>Lesson 6: Answer enquiry question</b></p> <p><b>Chronology: Timeline Lesson 1</b></p>
<p><b>Vocabulary</b> <b>Chronology vocabulary</b> KS1: Use common words and phrases relating to the passing of time Use a wide vocabulary of every day historical terms KS2: Develop the appropriate use of historical terms</p>	<p>Past Present Before After Today Tomorrow Yesterday</p>	<p>Calendar Long ago Last year Month Week Day Modern Old New Explorer Parliament King/Queen Monarchy Treason Pope Religion Entertainment</p>	<p>Church Christianity Individuals Discovery Explorer Influence Invention</p>	<p>AD BC Century Decade Chronology Ancient Nineteenth Century Duration Diversity Gods/Godesses Empire Agriculture Hunter- Gatherer Artefacts Museum Myths and Legends</p> <p>Invasion Empire Global Nomad Settler Trade Conquest Empire Trade Goods Slave Peasant Torture Emperor</p> <p>BCE CE Millennium Change Continuity Sequence Period Social structure Heresy Monastery Sacrifice Surviving sources Archaeology Rebellion Diversity Immigrant Emigrant</p> <p>Colony Crusades Aristocracy Revolt Colony Democracy Politics</p>