



# HISTORY CURRICULUM PROGRESSION OF SUBSTANTIVE KNOWLEDGE AND VOCABULARY

## **INTENT**

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## End of phase expectations

End of EYFS	End of KS1	End of KS2
<p>➤ <b>Understanding the world: Past &amp; Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<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>	<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>

## Autumn Term

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<b>Understanding the World</b>	<b>How have toys changed through time?</b>	<b>How did we get up there? History of aviation</b>	<b>Who first lived in Britain? Stone Age</b>	<b>Were the Ancient Egyptians more advanced than we are? Ancient Egypt</b>	<b>Who were the Anglo-Saxons? Anglo Saxons</b>	<b>What was it like on the Homefront in WWII? WWII</b>
Substantive knowledge	<p><b>Nursery rhymes</b> A window into the past <b>Tell me a story</b> similarities and differences between the past and now through stories</p>	<p>Sort toys between old and new.</p> <p>Describe similarities and differences between toys.</p> <p>Look at their toys, parent's toys and grandparent's toys and order them from old to new.</p> <p>Place popular toys on a timeline in order of oldest to newest.</p> <p>Discuss how the materials from which toys are made from have changed.</p> <p>Use vocabulary such as old, before (I was born), past, present, then, now.</p>	<p>Describe ways people used to fly before aeroplanes were invented.</p> <p>Recall some facts about the Wright Brothers and explain why they are famous.</p> <p>Describe the events of December 17<sup>th</sup> 1903.</p> <p>Explain some ways aeroplanes have changed since the first flight.</p> <p>Put different flights on a timeline.</p>	<p>Place the Stone Age on a timeline.</p> <p>Describe and name the three distinct periods of time in the Stone Age.</p> <p>Explain how in Palaeolithic times, humans were hunters with a nomadic existence.</p> <p>Explain how in Mesolithic times, humans began to build settlements and keep animals.</p> <p>Explain how in Neolithic times culture began and communities were developed.</p> <p>Sequence artefacts and events across the 3 periods using a timeline.</p> <p>Describe some feature of Stone Henge / Skara Brea.</p>	<p>Explain that the Ancient Egyptian Civilisation spanned between 3000 and 4000 years and place it on a timeline.</p> <p>Describe why the Ancient Egyptians settled around the River Nile.</p> <p>Explain the importance of preparation and preservation of the body after death.</p> <p>Explain how Ancient Egypt was ruled by Pharaohs who were seen as Gods and know that pyramids and tombs were built for them.</p> <p>Draw and write about the social hierarchy of ancient Egyptian society.</p> <p>Hieroglyphs were thought of as the first formal system of writing and know how these were used.</p> <p>Describe any Ancient Egyptian inventions.</p>	<p>Explain how the Roman withdrawal contributed to Anglo Saxon settlement.</p> <p>Describe where the Anglo Saxons lived on a map.</p> <p>Describe what Anglo Saxon life was like for all groups of people.</p> <p>Use historical evidence to draw some conclusions about the person in the Sutton Hoo burial.</p> <p>Explain who Alfred The Great was and why he is famous.</p> <p>Discuss different accounts of the Anglo Saxon settlement from different perspectives, explaining why these might be different.</p> <p>Explain how effective Anglo Saxon justice was.</p>	<p>Explain why Britain went to war in 1939.</p> <p>Describe what it was like for children in the war and what it was like for evacuees.</p> <p>Describe how Britain stood firm against the German threat.</p> <p>Explain the importance of rationing and how this was for families during the war.</p> <p>Explain why life was so difficult on the home front.</p> <p>Explain the events and importance of VE day.</p>
Key Vocabulary		After, old, batteries, before, chronology, current, difference, era, generation, grandparents, handmade, new, now, old, past, plastic, present, similar, then, usually, wood	American, Glide, glider, aeroplane, helicopter, aviation, mechanic, invention, invent, inventor, hot air balloon, powered aircraft, engine, the Wright Brothers,	Palaeolithic, Mesolithic, Neolithic, Chronology, BC, AD, Archaeology, evidence, hunter gathers, farmers, Stonehenge, agriculture, weapons, community, nomadic, settlement, existence	Ancient, Civilisation, Pharaoh, fertile, Hieroglyphs, Mummification, Sarcophagus, Scribes, Shaduf, Inundation, Nile, Afterlife, tomb, Tutankhamun, pyramids, merchants, slaves, peasants, preservation, preparation, Gods, offerings, sacrifices, BC	Angles, Anglo Saxon, archaeologist, artefact, Britain, century, Christianity, invasion, migration, monk, pagan, picts, Saxons, Scots, settler, settlement, Sutton Hoo	Allies, evacuation, evacuee, blackout, rationing, blitz, propaganda, holocaust, gas mask, air raid, shelter, n=bomb,

## Spring Term

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	<b>People who help us</b>	<b>How have schools changed?</b>	<b>How did the Great Fire of London start?</b>	<b>Bronze and Iron Age</b>	<b>Who were the Romans and what can we learn from them?</b>	<b>What was life like in the Tudor time?</b>	<b>Were the Vikings always so vicious and victorious? Vikings</b>
Substantive knowledge	<p>significant figures from the past, eg. Florence Nightingale, Mary Seacole,</p>	<p>That schools change over time.</p> <p>Explain how school then and now have some similarities and differences eg slate &amp; chalk/ whiteboard and pens etc, blackboard/ interactive whiteboard, classes of 70-80/ 30</p> <p>Describe what school was like in the 1900's eg sit in rows, slate &amp; chalk, learn reading, writing, arithmetic etc, classes of 70-80.</p>	<p>Use a set of clues to work out why the fire started.</p> <p>Explain why the fire burnt down so many houses.</p> <p>Describe the firefighting methods used and explain why they were unsuccessful.</p> <p>Samuel Pepys kept a diary of the events and give some facts about him.</p> <p>Explain why so few people died in the fire and how it came to an end.</p> <p>Explain some ways London was rebuilt after the fire.</p> <p>Put 1666 on a timeline.</p>	<p>Place the Bronze and Iron Age on a timeline.</p> <p>Describe how bronze replaced the stone age including the implications for the discovery of bronze globally, nationally and locally.</p> <p>Explain how the smelting process was used to make bronze.</p> <p>Describe what life was like on an Iron Age hill fort.</p> <p>Describe the features of the local Iron Age Round House situated in Calverton.</p> <p>Explain how objects invented in the Iron Age helped make life better for people.</p>	<p>Place the Roman Invasion on a timeline.</p> <p>Explain why Julius Ceaser wanted to leave Italy and invade Britain and what he would have found here when he arrived.</p> <p>Why the Emperor Claudius invade Britain.</p> <p>Why Boudicca stood up to the Romans and how do we remember her today.</p> <p>Explain why the Roman Army was so successful? Can they describe how the testudo formation worked.</p> <p>Explain the power of the Roman Army at this time, making links to Hadrian's Wall.</p> <p>Describe how life was like in a Roman town.</p> <p>Explain any legacies the Roman's left for us today including roads, place names, money and buildings.</p>	<p>Explain why Henry VIII could be considered a tyrant.</p> <p>Explain why Henry VIII could be considered a fair ruler.</p> <p>Ann Boleyn was executed as she was unable to give Henry VIII a son.</p> <p>Henry VIII has 6 wives because he wanted a son and heir and did not trust his wives.</p> <p>That Elizabeth I used propaganda to portray a certain image of herself to the public.</p> <p>Describe what happened during Queen Elizabeth's royal progress and how the community of Worcester was different.</p> <p>Describe the differences in life for the rich and poor including jobs, housing and education.</p>	<p>Describe what image we have of the Vikings.</p> <p>Explain why the Vikings gained such a bad reputation.</p> <p>Explain how the Vikings tried to take over the country and how close did they get.</p> <p>Explain why weaving was such an important craft to the Vikings.</p> <p>Describe how recent excavations have changed our view of the Vikings.</p> <p>Discuss what we can we learn about Viking settlement from a study of place names.</p>

<p style="text-align: center;"><b>Key Vocabulary</b></p>		<p>Past present timeline important date Similar different Modern decade living memory source evidence beyond living memory</p>	<p>Pudding lane, bakery, fire, Thomas Farynor, smoke, fire, flames, River Thames, boats, diary, Samuel Pepys, leather bucket, water squirt, King Charles II, flames, wine, cheese, buried, eyewitness, St Paul's Cathedral, Christopher Wrenn</p>	<p>Bronze age, stone age, iron age, smelting, metal, chariot, sickle, lathe, javelin, quern stone, round house, hill fort</p>	<p>Italy, Great Britain, Julius Ceasar, Claudius, invade, Boudicca, rebellion, conquest, ruled, success, testudo, turtle formation, army, weapons, shield, gladius, pilum, legions, empire, skilled, villa, baths, legacy</p>	<p>Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler Monarch portrait interpretation primary source bias Anne Boleyn historical investigation interpretation Catherine of Aragon Anne Boleyn Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir source evidence Royal Progress secondary source propaganda historical deductions will Inventory prediction valuation £ s d (pounds, shillings, pence) merchant</p>	<p>Anglo-Saxons, explorer, invade, Raider, settler, trader, Vikings, engineer, hull, keel, longboat, mast, oars, rudder, sail, Jorvik, cause, consequence Danelaw events, Impact paganism, sacred</p>
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## Summer Term

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Summer</b>	<b>Ticket to Ride</b>	<b>What was going to the Seaside like 100 years ago?</b>	<b>What makes a hero?</b>	<b>What did the Maya believe?</b>	<b>What do we know about the Victorians and the way they lived?</b>	<b>Who were the Ancient Greeks?</b>	<b>How important was mining to the village of Calverton?</b>
<b>Key knowledge</b>	<b>Holidays and transport - past and present</b>	<p>Describe key period features of seaside holidays paying particular attention to what clothes children and adults would have worn.</p> <p>Describe what kind of things people did at the seaside 100 years ago.</p> <p>Describe how the past can be divided up into different periods. Eg) Victorian, Edwardian, 1950s, 1960s, when Granny was a little girl etc...</p> <p>Explain if people go to the seaside for the same reasons as they did in Victorian times.</p> <p>Describe the differences between holidays 'now and then'.</p> <p>Give some advantages and disadvantages to seaside holidays now compared to in the past.</p>	<p>Describe who Rosa Parks was and give some key facts about her life.</p> <p>Explain what happened when Rosa Parks stepped off the bus.</p> <p>Describe who Emily Davison was and give some key facts about her life.</p> <p>Explain what the suffragettes did.</p> <p>Describe what was similar about both women.</p> <p>Place these two famous women on a simple timeline.</p>	<p>Place the Maya on a timeline.</p> <p>Describe how the Mayan landscape affected trade.</p> <p>Describe how Mayan settlers survived and thrived in the Rainforest.</p> <p>Explain what Mayan ruins tell us about city states.</p> <p>Explain why chocolate was so important to Mayans.</p> <p>Explain how the Mayans kept track of time.</p>	<p>Place the Victorian period of British history on a timeline.</p> <p>Describe some of the main changes that took place during this period.</p> <p>Explain what it was like for children working in the factories.</p> <p>Describe what it was like in a Victorian School.</p> <p>Describe what was like in a town or city.</p> <p>Explain what a Workhouse was and how the poor were treated.</p>	<p>Locate Ancient Greece on a Map and a timeline.</p> <p>Explain why Athens and Sparta were so different.</p> <p>Explain why a small Greek Army won the Battle of Marathon.</p> <p>Describe Alexander the Great's impact on the Greek Empire.</p> <p>Name some of the Greek Gods and explain what they were famous for.</p> <p>Describe what happened at the Ancient Greek Olympic games.</p> <p>Explain how significant the legacy of Ancient Greece is for us today.</p>	<p>Explain how coal was first used.</p> <p>Describe the key developments in mining in Nottinghamshire between 1200 and 1899.</p> <p>Describe how Calverton changed with the opening of the colliery.</p> <p>Describe what it was like to be a minor at Calverton Colliery.</p> <p>Explain what the lasting benefits of the colliery are in Calverton.</p>
<b>Key Vocabulary</b>		Bathing huts, coast, pier, parasol, promenade, entertainment, puppets, Punch and Judy, seaside, beach, sea, swimming costume, bathing, Victorian	Suffragette, equality, inequality, gender, females, equal rights, protested, segregation, America	Civilization, society, city state, agriculture, social class, architecture, trade, power,	Industrial revolution, invention, migration, livestock, rural, reign, typhoid, workhouse, era, poor, working class, mines	Ancient, civilisation, city states, empire, legacies, democracy, myth, Spartans, Athenians, Gods, Goddesses,	Coal, pit, colliery, shaft, coal seam, industry