

History Progression Map

Cycle A

A people without knowledge of their past history, origin and culture is like a tree with no roots.

Marcus Garvey



Objective

To understand the concepts of ‘the past’ and the passage of time in the context of their own lives

I wonder...

How have you changed since you were born?



Substantive Knowledge (Content)

- Time passes in sequential order
- As time passes – some things change and some things stay the same.
- People grow and change in different ways as time passes.

Future Learning

EYFS

Children will extend their understanding of the past and the passage of time beyond their own lifetime as they set up a history timeline starting with dinosaurs, moving into the first humans and ending with their class in the present day. They will add to this timeline as they learn about new events and individuals through the year.

KS1

The concepts of ‘the past’ and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units.

KS2

Children will be sequencing events over a long period of time and for specific events.

Skills

Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences

Concepts

change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.

Key vocabulary

foetus	A young human before birth
baby	A very young child who has not yet begun to walk or talk
toddler	A young child who is learning or who has recently learned to walk
child	A young human
adult	A human that has grown to full size and strength.
ultrasound	A scan using sound waves to observe a foetus.
then	(At) that time (in the past)
now	At the present time
before	At a time earlier than...
after	At a time later than...
change	To become different
grow	To increase in size, become more advanced and developed.
similar	Looking or being almost the same
different	Not the same
older	Having lived for more years.
younger	Having lived for fewer years.
bigger	Larger in size
smaller	Smaller in size

Assessment points

- **Identify** whether a person is a baby, toddler or child
- **Describe** what a baby, toddler or child is doing that suggests their age
- **Observe** any changes from being a baby until now
- **Categorise** toys – played with as baby or play with now
- **Sequence** pictures from ultrasound – baby – toddler - child
- **Compare and contrast** features and abilities of baby, toddler, child and adult

EYFS Coverage

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Past and Present ELG

Minimum expectations, including for pupils with SEND

- **Identify** whether a person is a baby, toddler or child
- **Describe** what a baby, toddler or child is doing that suggests their age
- **Categorise** toys – played with as baby or play with now

High prior attainment and extension opportunities, including for pupils with SEND

Look at photos from the past of babies, toddlers and children and their toys. Explore similarities and differences between images from the past and present.



Objective

To understand that ‘the past’ is a long, long time and that some parts of the past are more recent than others.

I wonder...

What happened a long, long time ago?



Substantive Knowledge (Content)

- Dinosaurs did not live at the same time as people.
- Dinosaurs are now extinct.
- Some things were different about life in the past.
- Time passes in sequential order.

Prior Learning

EYFS

Children have learnt about the concepts of the past, of time passing and of things changing and staying the same in the context of their own life histories as they have reflected on how they have grown from baby to toddler to child.

Future Learning

EYFS

Children will learn about how life in the past was similar and different in specific terms of schools, homes and shops. Children will continue to develop their understanding of the past and the passage of time beyond their own lifetime as they add to the history timeline they set up in this unit as they learn about new events and individuals through the year.

KS1

The concepts of ‘the past’ and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units.

KS2

Children will be looking at how events and cultures from a long time ago still influence the way we live in modern times.

Skills

Recognise	Name and point out who or what something is
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences

Concepts

change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.

Key vocabulary

ancient	Very old
dinosaur	A type of reptile that became extinct about 65 million years ago
extinct	No longer existing
old	Having existed for many years
new	Recently created
museum	A building where objects of historical, scientific or artistic interest are kept
similar	Looking or being almost the same
different	Not the same
first	Coming before all others in order or time
next	Being the first one after the present one or after the one just mentioned
before	Earlier than
after	Later than
timeline	A line that shows the time and order in which events have happened.

Assessment points

- **Recognise** contemporary and historical objects
- **Describe** features of contemporary and historical objects
- **Observe** elements in images and objects that suggest the past
- **Categorise** images and objects – old / ancient / past or new / present
- **Sequence** historical moments – dinosaurs, Oof Makes an Ouch characters (early humans), current class photo
- **Compare and contrast** old / ancient objects and images with new / current objects and images.

EYFS Coverage

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Past and Present ELG*
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *Past and Present ELG*

Minimum expectations, including for pupils with SEND

- **Recognise** contemporary and historical objects
- **Describe** features of contemporary and historical objects
- **Sequence** historical moments – dinosaurs, Oof Makes an Ouch characters (early humans), current class photo – start with just class photo and one other

High prior attainment and extension opportunities, including for pupils with SEND

Why do you think this image or objects from the past is different from the same category of image or object from the present (e.g. irons, toys etc. from past and present)



Objective

To understand that England has had monarchs ruling for hundreds of years.

I wonder...

What was the Queen like?



Substantive Knowledge (Content)

- To know that ‘monarch’ is the special word for a king or queen.
- To know that England has had monarchs ruling for hundreds of years (approximately 1200 years).
- To know that the monarch is an important person in our country.
- To know that King Charles III is our current monarch.
- To know that Queen Elizabeth II had been queen for 70 years.

Prior Learning

EYFS

Children have learnt that time passes in sequential order, that some things change and some things stay the same. Children have learnt about the concept of the past and are beginning to understand that ‘the past’ is a long, long time. The children have learnt about other individuals from the past, including Guy Fawkes, Mae Jemison, Jesus and Floella Benjamin. Children have heard of King James I when learning about Guy Fawkes.

Future Learning

KS1

Children will learn more about British rulers who they have seen portraits of in this unit.

KS2

Children will find out how the rule of Britain has changed in many ways over time.

Skills

Recognise	Name and point out who or what something is
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
significance	Some people or events are of great importance in terms of their impact.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.

Key vocabulary

monarch	A king or queen
rule	To be in charge of a country
crown	A circular decoration for the head, usually made from gold and jewels
sword	A weapon with a long, sharp metal blade and a handle
sceptre	A decorated stick that is carried by a king or queen during some official ceremonies as a symbol of their authority
medal	A small, metal disc, with words or a picture on it, given as a reward for a brave action or to remember a special event

Assessment points

- **Recognise** Queen Elizabeth II in photos from different periods.
- **Describe** what they can see in pictures of different monarchs
- **Observe** elements in pictures of monarchs that indicate monarchy.
- **Categorise** pictures of different monarchs according to characteristics e.g. including swords, crowns, sceptres, medals
- **Sequence** pictures of Queen Elizabeth II from a baby to the present day.
- **Compare and contrast** pictures of monarchs from different periods
- **Recall** the name of our current monarch

EYFS Coverage

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Past and Present ELG*
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *Past and Present ELG*

Minimum expectations, including for pupils with SEND

- **Recognise** Queen Elizabeth II in photos from different periods.
- **Describe** what they can see in pictures of different monarchs
- **Categorise** pictures of different monarchs according to characteristics e.g. including swords, crowns, sceptres, medals

High prior attainment and extension opportunities, including for pupils with SEND

Watch Pathe footage of Queen Elizabeth II’s coronation and describe what they see, identify similarities and differences between then and now.



Objective
To understand the concept of the passage of time in the context of their first year at school.

I wonder...
What has happened this year?



- Substantive Knowledge (Content)**
- There are four seasons: autumn, winter, spring, summer.
 - Some parts of our environment have changed over time this year, some parts have stayed the same.
 - We have done different things at different times of year.
 - The features of our year have happened sequentially, in a specific order.

Prior Learning

EYFS
This is an ongoing unit, moving through the different seasons, celebrations and themes experienced by the FS children over the course of the year. Season by season and term by term the passage of time will be recorded in journals – one focussing on seasonal change and one focussing on our learning.
Children have learnt that time passes in sequential order, that some things change and some things stay the same.

Future Learning

KS1
The concepts of ‘the past’ and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units.

KS2
Children will be developing their chronological understanding in regards to the passing of time.

Skills	
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts	
change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.

Key vocabulary	
Autumn	The season of the year between summer and winter
Winter	The season of the year between autumn and spring
Spring	The season of the year between winter and summer
Summer	The season of the year between spring and autumn
first	Coming before all others in order or time
next	Being the first one after the present one or after the one just mentioned
before	Earlier than
after	Later than
now	At the present time
then	(At) that time (in the past)
celebration	A time when you celebrate something, especially a religious or culturally significant event

- Assessment points**
- **Identify** seasons
 - **Describe** images of our environment and activities from earlier in the year
 - **Observe** seasonal changes in the environment
 - **Sequence** events from the year
 - **Compare and contrast** images of our environment and activities at different times of year.
 - **Recall** the names of the four seasons
 - **Recall** key learning and experiences from earlier in the year

- EYFS Coverage**
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Past and Present ELG

- Minimum expectations, including for pupils with SEND**
- **Describe** images of our environment and activities from earlier in the year
 - **Recall** key learning and experiences from earlier in the year

High prior attainment and extension opportunities, including for pupils with SEND
Talk about what things they would put in a journals for the time before they were at school.



Objective

To develop their understanding of how the past was different from and similar to the present and that some parts of the past are more recent than others.

I wonder...

What was it like in the past?



Substantive Knowledge (Content)

- To know some ways in which schools, homes and shops were different in the recent and more distant past.
- To know who Mae Jemison is and that she was the first African American female astronaut and the first African American woman in space
- To know who Guy Fawkes is and what he did.
- To know who the historical figure of Jesus is.
- To know who Floella Benjamin is and that she came to the UK as part of the Windrush generation.

Prior Learning

EYFS

This is an ongoing unit. In every theme we explore in our learning we will take opportunities to link to historical examples of people and places, drawing out similarities and differences and developing an understanding of the past. Each of these people and places will be added to our class timeline which spans from dinosaurs to our class.
Children have learnt that time passes in sequential order, that some things change and some things stay the same.

Future Learning

KS1

Children will learn about another significant individual: Mary Anning. Children will develop their understanding of how things change over time when they explore how communication has changed. They will learn about another historically significant ocean journey when they learn about the Titanic.

KS2

Children will be learning about many significant individuals and how their achievements have had an impact in history.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned

Concepts

change	The process or actions by which someone or something becomes different
continuity	Some things do not change much over time.
similarity and difference	Drawing comparisons between people’s way of life at two points in time.
chronology	Arranging things that happened in the past in order.

Key vocabulary

school	A place where children go to be educated
blackboard	A dark surface on a wall or a frame that a teacher writes on with chalk
desk	A type of table for working at
shop	A place where you can buy things
butchers	A shop that sells meat
bakery	A shop that sells bread and cakes
greengrocers	A shop that sells fresh fruit and vegetables
home	The house, flat etc where you live
Mae Jemison	The first African-American astronaut
astronaut	A person who has been trained for travelling in space
Guy Fawkes	One of the people who devised the Gunpowder Plot
king	A male monarch
Jesus	The central figure of Christianity
Floella Benjamin	A Trinidadian-British woman who came to the UK as part of the Windrush generation

Assessment points

- **Recognise** specific individuals from the past.
- **Identify** images from the past
- **Describe** what happened in the lives of specific individuals from the past.
- **Describe** features of places from the past
- **Categorise** images of places – past / present
- **Sequence** new examples of the past within the class timeline
- **Compare and contrast** places and stories of people from the past with those from the present
- **Recall** the names of specific individuals from the past and what they did

EYFS Coverage

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Past and Present ELG*
- Understand the past through settings, characters and events encountered in books read in class and storytelling. *Past and Present ELG*

Minimum expectations, including for the pupils with SEND

- **Recognise** specific individuals from the past.
- **Identify** images from the past
- **Describe** features of places from the past

High prior attainment and extension opportunities, including for he pupils with SEND

Children to discuss which of the specific individuals we have learnt about is the most important and explain their thinking.



Objective

To know about the purpose and impact of castles on Britain.

I wonder...

Why were castles built?



Substantive Knowledge (Content)

- To know that the three main types of castles are the motte and bailey castle, the stone keep castle, and the concentric castle
- To know that the main purpose of castles was to protect the people who lived there from invasions.
- To know that castle were also a status symbol to show other people how important a family was
- To know that motte and bailey castles were built on an earth mound (motte) with a tower or lookout on top built next to a yard (bailey). A bailey usually contained stables, a hall, workshops, a well, and a chapel. The motte and bailey were protected by a fence called a palisade and surrounded by a ditch.
- To know that stone keep was the central feature of stone keep castles, with thick walls and few windows. The entrance to the keep was by stone steps leading to the first floor. The kitchens were situated on the ground floor while living quarters were on the upper floors
- To know that concentric castles had two or more surrounding walls around the central tower and were made of stone.
- To know that today many castles are used as visitor attractions although some are still family homes
- To know Monarch of England is King Charles and his wife Queen Camilla

Prior Learning

EYFS

The children have learnt about monarchs, with a particular focus on Queen Elizabeth II. The children have a good understanding of the foundational historical concepts of the passage of time and ‘the past’, which is an ongoing focus throughout their first year at school, through explicit topics, and cross-curricular learning opportunities and experiences.

Future Learning

KS1

Children will continue to sequence events with the Great Fire of London. Local history will also be explored further with the Titanic.

LKS2

Children will be looking at how Britain changed during Victorian times.

UKS2

Children will be learning about the Battle of Hastings and how the monarchy has changed from then until now.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Continuity	Some things do not change much over time.
Perspective	Understand that different people may have a different point of view.
Sources	Written, visual or artefactual evidence.

Key vocabulary

castle	A large building used to defend against attacks
king/queen	The ruler of a country
monarch	The king or queen
protection/defence	Preventing or stopping something from harm
past/present	Then/Now
moat	Part of a castle
drawbridge	Part of a castle
battlements	Part of a castle
arrow slits	Part of a castle
portcullis	Part of a castle

Assessment points

- **Recognise** different types of castle
- **Identify** parts of a castle
- **Describe** how parts of the castle are used for protection
- **Observe** the differences between castle life in the past and present
- **Select** the main reasons why castles were built
- **Categorise** past and present homes of the monarchy
- **Compare and Contrast** different castles
- **Recall** who the reigning monarch is
- **Summarise** why castles were built.

National Curriculum Coverage

- Changes within living memory
- Significant historical events, people and places in their own locality

Minimum expectations, including for pupils with SEND

Children to recall why castles were built. With support, children to explain how they were used for protection.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason why castles aren’t built anymore.



Objective

To understand the events of the Great Fire of London.

I wonder...

Why is Samuel Pepys diary important?



Substantive Knowledge (Content)

- To know that the fire started at a bakery in Pudding Lane back in 1666.
- To know that the fire spread easily because London was very dry after a long, hot summer. The area around Pudding Lane was full of warehouses containing highly flammable things like timber, rope and oil. A very strong easterly wind blew the fire from house to house in the narrow streets.
- To know that Londoners fought the fire with buckets of water, water squirts and fire hooks because there was no fire brigade at that time
- To know that King Charles II ordered that houses and shops be pulled down to stop the fire from spreading using fire hooks
- To know that only 6 people died in the fire
- To know that Thomas Farriner was the kings baker and the fire started in his house
- To know that Samuel Pepys was a member of parliament and wrote a diary about how England was changing at the time including the two events; The Great Plague (1665-1666) and the Fire of London (1666)
- The diary was written between January 1660 and May 1669 and offers detailed accounts of the country between those times

Prior Learning

EYFS

The children have learnt about monarchs, with a particular focus on Queen Elizabeth II. They have seen a portrait of King Charles II.

Future Learning

KS1

Children will continue to develop their understanding of events beyond living memory when learning about Mary Anning.

LKS2

Children will be looking at how Britain changed during Victorian times.

UKS2

Children will be learning about the Battle of Hastings and how we know so much about this period of time.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Similarity and difference	What is similar and different between different things, including time periods.
Significance	People or things that are of great importance in terms of their impact.
Continuity	Some things do not change much over time.
Perspective	Understand that different people may have a different point of view.
Sources	Written, visual or artefactual evidence.

Key vocabulary

diary	A personal record of someone’s life
London	Capital city of England
Pudding Lane	Where the Great Fire of London started
River Thames	A river in London
Samuel Pepys	Wrote a diary about the Great Fire of London
bakery	A place where bread and cakes are made
eye-witness	Somebody who has seen something and can describe it
fire-hooks	Giant hooks used to pull down houses
flammable	When something burns easily
King Charles II	The king of England during the fire
St Paul’s Cathedral	A church in London
Thomas Farriner	The baker from Pudding Lane

Assessment points

- **Recognise** what the Great Fire of London was.
- **Identify** artefacts and resources from the 1666 period.
- **Describe** what happened in Pudding Lane.
- **Observe** the differences between firefighting techniques of the past and present.
- **Select** the main reasons why the fire stopped.
- **Categorise** past and present firefighting equipment.
- **Sequence** the events of the Great Fire of London.
- **Compare and Contrast** the fire service from 1666 and the present day.
- **Recall** what Samuel Pepys did with his diary.
- **Summarise** why Samuel Pepys’ diary is important

National Curriculum Coverage

- Events beyond living memory
- Changes within living memory

Minimum expectations including for pupils with SEND

Children can recall the main events surrounding the Great Fire of London. With support, children can identify the differences in fire-fighting techniques between 1666 and now.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason what was the most important factor in the fire stopping.



Objective

To know about the life of a significant individual that has contributed to national and international achievements.

I wonder...

Why do people visit Lyme Regis beach?



Substantive Knowledge (Content)

- To know that Lyme Regis beach is in the southwest English county of Dorset. Lyme Regis is now part of the Jurassic Coast.
- To know that fossils are the remains or traces of plants and animals that live a long time ago.
- To know that fossils are formed in earth that once lay underwater. They usually formed from the hard parts of living things that have died and sank to the bottom of the sea. Layers of earth and the remains of other living things built up on top of it to form the fossil
- To know that Mary Anning was a famous palaeontologist.
- To know that Mary Anning is remembered for her discoveries. Her insights contributed to the identification and classification of a wide range of prehistoric life.
- To know that she was born in 1799 and died in 1847.
- To be able to plot the main events of her life on a timeline.
- To know that her discoveries helped the world learn about prehistoric life because her fossils changed scientific understanding of the history of the Earth
- To know that people visit Lyme Regis beach today to discover more about Mary Anning and the town’s history. It is also a place of natural beauty.

Prior Learning

EYFS

The children have learnt about other individuals from the past, including Guy Fawkes, Mae Jemison, Jesus and Floella Benjamin.

KS1

The children have learnt that some people or events are significant. They have used a timeline to help sequence an event in more detail. The children have begun to categorise and classify artefacts, comparing and contrasting the similarities and differences.

Future Learning

LKS2

Children will be learning about how the achievements of humans during from the Stone Age have helped us in modern times.

UKS2

Children will be learning about how William the Conqueror contributed to life in Britain now and then.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Similarity and difference	What is the similar and different between different things, including time periods.
Significance	People or things that are of great importance in terms of their impact.
Continuity	Some things do not change much over time.
Sources	Written, visual or artefactual evidence.

Key vocabulary

Mary Anning	A fossil hunter in the 19 th century.
dinosaur	A prehistoric animal
fossil	The remains of an animal or plant that lived long ago
extinct	An animal or plant that has no living members.
beach	A part of land next to the sea
century	A period of time lasting 100 years.
coast	The part of land near the sea.
discover	Find
Lyme Regis	A town in the south of England.
museum	A building with historical artefacts.
palaeontologist	A scientist who studies fossils.
prehistoric	A long time ago before written records.
skeleton	The bones inside an animal

Assessment points

- **Recognise** where Lyme Regis beach is.
- **Identify** where many fossils are found.
- **Describe** what Mary Anning did.
- **Observe** the types of objects that Mary Anning found.
- **Select** the main reasons why people go to Lyme Regis beach.
- **Categorise** past and present artefacts.
- **Sequence** the events of Mary Anning’s life.
- **Compare and Contrast** the ways fossils are discovered.
- **Recall** what happened to Mary Anning’s house.
- **Reason** why Mary Anning would sell sea shells on the sea shore.
- **Summarise** why people visit Lyme Regis beach.

National Curriculum Coverage

- Events beyond living memory
- The lives of significant individuals in the past who have contributed to national and international achievements

Minimum expectations, including for pupils with SEND

Children to know who Mary Anning was. With support, children to know what how fossils they have helped us learn about prehistoric times.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason where the best places to look for fossils are.



Objective

To know about the changes in Britain from the Stone Age to the Iron Age

I wonder...

When were swords first used in Britain?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/z82hsbk/year/z63tt39>
- To know that prehistoric Britain began when the first humans arrived in Britain. It ended when the Romans conquered the ancient Britons and Britain became part of the Roman Empire. The earliest humans were hunter-gatherers. They survived by hunting animals and finding food to eat.
- To know that during the Stone Age (8-10,000 BC until 4000BC), the majority of people spent their time gathering food and protecting themselves from wild animals. They mainly lived in caves, but there is also evidence that they built huts made of wood and hearths for a fire.
- To know that the Bronze Age (3000 BC - 1200 BC) signalled a big leap forward for the human race. The discovery of bronze meant tools and weapons were stronger and more effective.
- To know that the Iron Age in Britain began around 750BC and lasted until the coming of the Romans in AD43
- To know that most people during the Iron Age were farmers. Farming techniques were efficient and well organised. During this period, the population of Britain rose steadily and many forests were cleared to make way for more farmland
- To know that people made decorated weapons, as well as jewellery such as brooches and glass beads during the Iron Age
- To know that the main changes between the Stone Age and Iron Age were better tools for agriculture improved farming and this meant that the population began to rise. People lived in tribes and they were often at war with each other. Soon people protected themselves by settling in hillforts, which were groups of roundhouses and farming land protected by stone walls British society became more sophisticated and produced art and music.

Prior Learning

EYFS

Children have learnt that some things happened a long, long time ago and begun to use vocabulary linked to this.

KS1

Children have learnt about events beyond living memory and that time passes in sequential order, that some things change and some things stay the same.

Future Learning

LKS2

Children will be learning about the Victorians. They will be looking at the contributions they have made to modern times and how ideas have developed over time.

UKS2

Children will be learning about the Mayans as an early civilisation and how life was in those times.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason	The explanation of something
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person’s position to better understand the things they do.
Significant individual	Someone important or influential.
Similarity and difference	What is the similar and different between different things, including time periods.

Key vocabulary

Stone Age	A period of time from 5,000 BC to 3,300 BC
Bronze Age	A period of time from 3,300 BC to 1,200 BC
Iron Age	A period of time from 1,200 BC to 550 BC
tribe	A group of people, often related through family, culture and language, usually with one leader.
Stonehenge	A famous prehistoric monument in England
Skara Brae	A village built in 3,000 BC and discovered in 1850
Bronze	A metal alloy made from a mixture of copper and tin.
roundhouse	Circular dwellings known as roundhouses
hillfort	A fort built on a hill for protection
tool	
weapon	
sword	

Assessment points

- **Recognise** where the Stone Age began and ended.
- **Identify** the periods from the Stone Age to the Iron Age.
- **Describe** how people lived during the Stone Age.
- **Observe** some of the discoveries during this period of time.
- **Select** the main reasons why the Bronze Age was important.
- **Categorise** past and present artefacts.
- **Sequence** the development of tools.
- **Compare and Contrast** the differences between the periods.
- **Recall** how people lived in the Iron Age.
- **Reason** why people lived in tribes in hillforts.
- **Summarise** the changes in Britain from the Stone Age to the Iron Age.

National Curriculum Coverage

- Changes in Britain from the Stone Age to the Iron Age

Minimum expectations, including for pupils with SEND

Recognise that humans used stone to make tools and weapons during the Stone Age. With support, children can explain how tools were developed over time.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason how humans from the Stone Age have influenced us today.



Objective

To know how Victorian life has influenced present day life

I wonder...

Who were the Victorians?



Substantive Knowledge (Content)

- To know that the Victorian era was between 1839 and 1901
- To know that Queen Victoria ruled Britain for 63 years and 216 days from 18th May 1819 until 22 January 1901
- To know that rich Victorians were usually well fed, clean and well clothed, didn't need to work, lived in big houses with servants, went on holidays, children had expensive toys and went to school
- To know that poor Victorians had few luxuries, ate food they could afford to buy, worked long hours, lived in damp, filthy conditions and many died of disease
- To know that poor Victorian children had to work in dangerous jobs, didn't go to school and many died from disease
- To know that rich Victorian children went to school, had expensive toys and pets
- To know that The Industrial Revolution was when Britain moved to a more urban society away from a rural society as more factories were built as machines took over peoples jobs.
- To know that inventions such as steam power, photographs, telephones, cars, postage stamps and the electric light bulb happened during the Victorian era.
- To know that the Victorian era was one of huge industrial and technological change, shocking divisions between rich and poor and attempts to combat squalor and disease.

Prior Learning

EYFS

Children have looked at some famous people in the royal family and will be familiar with the concept of royalty.

KS1

Children have learnt about how events in the past can impact the future on a national or international scale when looking at the Great Fire of London.

Future Learning

LKS2

Children will look at what life was like during the Shang Dynasty, looking at their heritage and changes over time.

UKS2

Children will be learning about the Battle of Hastings, why there was a need for a new king in 1066 and how life in Britain changed from that point.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
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Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person's position to better understand the things they do.
Significant individual	Someone important or influential.
Similarity and difference	What is the similar and different between different things, including time periods.

Key vocabulary

Queen Victoria	The reigning monarch in Britain from 1837-1901
Industrial revolution	A period of huge change in Britain between 1750 and 1900.
invention	A new thing that someone has made
revolution	A big change in something
work houses	Huge buildings built for very poor people to live and work.
industry	A group of companies that all produce the same thing
rural	The countryside
chimney sweeps	A job sweeping chimneys
Christmas cards	An invention
red pillar post box	An invention
telephone	An invention
lightbulb	An invention

Assessment points

- **Recognise** who the Victorians were.
- **Identify** when the Victorian period was.
- **Describe** what life was like in Victorian times.
- **Observe** what life was like for children during Victorian times.
- **Select** the main reasons how the industrial revolution has influenced life in modern times.
- **Categorise** past and present ways of living.
- **Compare and Contrast** the differences between now and then for children.
- **Recall** how Britain changed in Victorian times.
- **Reason** why inventions are made.
- **Summarise** the influence the Victorian period has had on modern life.

National Curriculum Coverage

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Minimum expectations, including for pupils with SEND

Children to know that many inventions that we use today were first created during the Victorian times such as telephones and lightbulbs. With support, children can compare and contrast life in Victorian times and the present day.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason why living conditions are better in the present compared to Victorian times.



Objective

To contrast a non-European society that contrasts with British history

I wonder...

What was life like during the Shang dynasty?



Substantive Knowledge (Content)

- BBC Bitesize information at <https://www.bbc.co.uk/bitesize/topics/z39j2hv>
- To know that the Shang Dynasty is the earliest ruling dynasty of China. They ruled from 1600 to 1046 B.C.
- To know that most people who lived in the Shang Dynasty were ordinary peasants. Crops grew well, as the land was fertile and the climate was warm and wet, but life for the peasants was hard. Their homes were pits dug into the earth, which were covered by a simple roof. Rich and powerful people lived easy lives and had plenty to eat and drink, fine clothes and jade jewellery.
- To know that Battles decided which ruler took power and the large armies (up to 5,000 soldiers) were armed with stone and bronze weapons that included: máo (spears), yuè (pole-axes), gē (dagger-axes), bows and helmets.
- To know that the people of the Shang Dynasty were polytheistic, meaning that they worshipped many gods. The main god was Shangdi. They also believed in an afterlife, and so they were buried with the goods, animals, and slaves that they would need.
- To know that Shang people had a variety of jobs that included: fighting in the army, working in the mines or farms and some were craftspeople.
- To know that Fu Hao was a wife of King Wu Ding. She was also a military general and high priestess.
- To know that oracle bones are made from ox bone and turtle shell and they were scraped and smoothed to make them easy to write on.
- To know that by the end of the Shang Dynasty writing had been established, It was pictorial and scraped onto oracle bones. It developed into the modern characters that are used today in China.

Prior Learning

EYFS

The children have learnt that some things happened a long, long time ago.

KS1

The children have learnt what life was like in Britain in the past (during the Victorian period) and know that there are differences to the modern day.

Future Learning

UKS2

Children will be learning about the Mayans as another non-European society that contrasts with British history.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Compare and contrast	Find similarities and differences
Explain	Say what or why something happened
Empathise	Understand the feelings of someone else
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person’s position to better understand the things they do.
Significant individual	Someone important or influential.
Similarity and difference	What is the similar and different between different things, including time periods.

Key vocabulary

China	A country in Asia
Shang Dynasty	The earliest ruling dynasty of China to be established in recorded history
society	The aggregate of people living together in a more or less ordered community
oracle bones	Animal bones used in ancient ceremonies
Fu Hao	The first known female military leader
warriors	A group in the Shang dynasty
priests	A group in the Shang dynasty
craftsmen	A group in the Shang dynasty
slaves	A group in the Shang dynasty
cowrie shells	Small, flat, yellowish seashells, used like coins in trading
hierarchy	A system in which members of an organisation or society are ranked according to relative status or authority

Assessment points

- **Recognise** where and when the Shang dynasty was.
- **Identify** the different members of the Shang dynasty hierarchy
- **Describe** what life was like for different members of the Shang dynasty
- **Observe** some of the artefacts discovered that tell us about the Shang dynasty
- **Categorise** people based on their living conditions
- **Compare and contrast** the Shang dynasty and the Victorian period
- **Explain** who Fu Hao was
- **Empathise** with the slaves revolt
- **Summarise** what life was like during the Shang Dynasty

National Curriculum Coverage

- A non-European society that provides contrasts with British history

Minimum expectation, including for pupils with SEND s

Children to know that the Shang dynasty in China 3,5000 years ago was very different to life in China now. With support, children can explain some of the differences including what life was like during this period.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason if all slaves thought the revolt was a good idea.



Objective
To learn about an event in local history

I wonder...
Why was there a new king in 1066?



- Substantive Knowledge (Content)**
- To know that Edward the Confessor (Anglo –Saxon king of England for 24 years) died in 1066 leaving no heir to the throne.
 - To know that Harold Godwinson (also called Harold II) was the last crowned Anglo-Saxon English king. Harold reigned from 6 January 1066 until his death at the Battle of Hastings
 - To know that William the Conqueror was crowned Duke of Normandy and led the invasion of Britain in 1066 and become the first Norman King of England after victory at the Battle of Hastings in 1066
 - To know that William was crowned King of England on Christmas day 1066
 - To know that The Battle of Hastings took place on the 14th of October 1066 and was last successful invasion of Britain
 - To know that the two armies used different battle tactics; the Saxon army formed a shield wall and fought on foot and the Norman army used archers, the infantry and then cavalry to attack. The Battle ended when Harold II was killed on the battlefield.
 - To know that the Bayeux Tapestry tells the story of the Norman invasion and the Battle of Hastings and was made in Bayeux – a town in Normandy

Prior Learning
EYFS
Children have learnt who Queen Elizabeth II was.

KS1
Children have learnt about castles and there use for protection.

LKS2
Children have learnt what Britain was like in the past during the Victorian period.

Future Learning
KS3
To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skills	
Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics
Sequence	Place a set of related events or things that follow each other into an order
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Summarise	Express the most important facts or ideas in a short and clear form

Concepts	
Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person’s position to better understand the things they do.
Significant individual	Someone important or influential.
Similarity and difference	What is the similar and different between different things, including time periods.

Key vocabulary	
battle	A sustained fight between large organised armed forces
Harold Godwinson	The last Anglo-Saxon king
William the Conqueror	The first Norman king
Bayeux tapestry	the story of the events surrounding the conquest of England in 1066
arrow	A weapon
Normandy	A place in the North of France
voyage	A long journey
cavalry	Soldiers who fight on horseback
Normans	People from Northern France who invaded England in 1066
Anglo-Saxons	The group who controlled England

- Assessment points**
- **Recognise** the Bayeux Tapestry.
 - **Identify** some people and events on the Bayeux Tapestry.
 - **Describe** what happened using the Bayeux Tapestry.
 - **Observe** the differences between the two sides.
 - **Select** the main reasons why a new king was needed.
 - **Categorise** artefacts into Normans and Anglo-Saxons.
 - **Sequence** the main events of the Battle of Hastings.
 - **Compare and Contrast** royalty now and then.
 - **Recall** how William the Conqueror became king.
 - **Summarise** why a new king was needed in 1066

National Curriculum Coverage

- A local history study

Minimum expectations, including for pupils with SEND
Children can describe what the Battle of Hastings was. With support, children can sequence the events of the battle.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason why the Bayeux Tapestry is an important artefact.



Objective

To know about the Viking period in Britain

I wonder...Who were the Vikings?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/ztyr9j6/year/zhgppg8>
- To know that the Vikings were Norse people who came from an area called Scandinavia (Norway, Sweden, Denmark)
- To know that the Viking age was from about AD700 to 1100
- To know that Vikings left their homes in longboats to trade and settle in other countries like Britain and Ireland
- To know that some Vikings came to fight in these countries
- To know that Vikings were farmers and were skilful craftspeople
- To know that the first Viking invasion took place in AD865; the Vikings used longboats and surprise attacks to get onshore
- To know that by AD878 all Anglo-Saxon had fallen to the Vikings except Wessex, which was ruled by Alfred the Great.
- To know that Britain was split into two; one ruled by Alfred the Great and the other half became known as Danelaw and was ruled by the Vikings
- To know that life in Viking Britain centred on farming and trading in important cities like York (Jorvik as it was known then)
- To know that Vikings fought on foot with long swords and axes. They used shield wall tactics and their last battle was the Battle of Stamford Bridge in 1066 where they lost to Harold II
- To know that once the Viking raids slowed down, Alfred the Great was able to take back control of the Danelaw territories and his son Athelstan was able to become King of all England. Once Eric Bloodaxe had been driven out of Jorvik the Vikings agreed to be ruled by the King of England

Prior Learning

EYFS

Children have learnt about people in the past.

KS1

Children have learnt how a major event can change the course of history and developments are made

LKS2

Children have learnt about the Anglo-Saxon settlement.

Future Learning

KS3

To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Select	Decide upon and choose that information considered most suitable or relevant
Compare and contrast	Find similarities and differences
Recall	Remember and recount something learned
Reason	The explanation of something
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person’s position to better understand the things they do.
Significant individual	Someone important or influential.
Similarity and difference	What is the similar and different between different things, including time periods.

Key vocabulary

Scandinavia	A part of Northern Europe made up of the countries Norway, Denmark and Sweden
Lindisfarne	An island off the north of England which is also referred to as Holy Island
invade	To enter and occupy a land
pillage	To violently steal something
longship	A long, wooden, narrow boat used by the Vikings
Danegeld	Money given for protection against Danish invaders
raid	A surprise attack
exile	To be sent away
Harald Hardrada	The last Norse King who died in 1066

Assessment points

- **Recognise** who the Vikings were.
- **Identify** where the Vikings came from.
- **Describe** what life was like in Viking Britain.
- **Observe** how they traded and explored.
- **Select** the main reasons why they were successful fighters.
- **Compare and Contrast** the differences between Vikings and the Anglo-Saxons.
- **Recall** where the Vikings were from.
- **Reason** why the Vikings lost control of Britain.
- **Summarise** the Viking period in Britain.

National Curriculum Coverage

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Minimum expectations, including for pupils with SEND

Children to identify who the Vikings were and where they came from. With support, children can compare and contrast the differences between Vikings and Anglo-Saxons.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason if the Viking invasion of Britain was a good thing.



Objective

To contrast a non-European society that contrasts with British history

I **wonder**...What was life like for Mayan people?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zq6svcw/year/zhgpppg8>
- To know that the Mayan, or Maya, peoples are an indigenous people of Mesoamerica. The Mayan civilisation and culture is known from 1000 BCE, and it lasted until 1697 CE
- To know that Mesoamerica was made up of Mexico and part of Central America
- To know that ordinary Mayan homes were a single room built in an oval from wooden poles and clay and mud. Temples and Palaces were built on a raised platform from stone.
- To know that Mayans were successful farmers because they designed detailed calendars by studying the stars and weather.
- To know that Mayans grew crops to eat and to trade. These included: beans, maize, squash, chillies, tomatoes and cocoa.
- To know that maize, beans, squash and chillies made the basic diet using ground maize to make tortillas..
- To know that the Mayans played a ball game called Pitz, which was played to keep the Gods happy and instead of going to war.
- To know that the traditional Mayan clothing is called a trajé, which is a garment that is handwoven from cotton
- To know that the Mayans are responsible for the invention of: written language of hieroglyphs, the mathematical concept of zero and a complex and accurate calendar system.
- To know that K'inich Janaab Pakal, (Pakal the Great) was king of Palenque, or Lakamha (in modern Mexico) for 64 years
- To know that from around 1517 - 1697 Spanish invaders (conquistadores) started to destroy the Maya cities and people.

Prior Learning

EYFS

The children have learnt that some things happened a long, long time ago.

KS1

The children have learnt what life was like in Britain in the past (during the Victorian period) and know that there are differences to the modern day.

LKS2

The children have learnt about the Shang Dynasty as a non-European society that contrasts with British history.

Future Learning

KS3

To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

Skills

Recognise	Name and point out who or what something is
Identify	Distinguish something or someone from others that may be similar
Describe	‘Say what you see’. Give an account in words of something or someone
Observe	Identify and distinguish things that may potentially be more important than others
Compare and contrast	Find similarities and differences
Explain	Say what or why something happened
Empathise	Understand the feelings of someone else
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

Change	How something or someone changes over time.
Chronology	Arranging things that happened in the past in order.
Causation	The connections between events where one thing happens as a result of another.
Empathy	Placing myself in another person’s position to better understand the things they do.
Significant individual	Someone important or influential.
Similarity and difference	What is the similar and different between different things, including time periods.

Key vocabulary

civilisation	A human society with well-developed rules and government
Mesoamerica	Where the Mayan civilization began
Tikal	A city built by the Mayans
pitz	A ball game played by Mayans
Pakal the great	A famous Mayan ruler
maize	Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas
codices	Ancient handwritten texts
scribes	People trained to write things down
drought	A long period of time with little or no rain
The afterlife	A place after death

Assessment points

- **Recognise** where and when Mayan civilisation was.
- **Identify** who the Mayans were
- **Describe** what life was like for Mayans
- **Observe** some of the artefacts discovered that tell us about the Mayan civilisation
- **Compare and contrast** the Mayans with the Shang Dynasty
- **Explain** who Pakal the Great was
- **Empathise** why Mayan farming was so important
- **Summarise** what life was like in the Mayan civilisation

National Curriculum Coverage

- A non-European society that provides contrasts with British history

Minimum expectations, including for pupils with SEND

Children to know who the Mayans were. With support, children can explain what life was like in Mayan civilisation.

High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason whether Mayan beliefs are linked to modern day beliefs.

