

History Progression Map

Cycle B

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 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 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 Understand how and why communication has changed over time.

Enquiry

How do the ways we communicate compare with those in the past?



Substantive Knowledge (Content)

- To know that people use different forms of technology to communicate which include: telephones, computers, tablets, mobile phones, video calling, instant messaging, text messaging email
- To know that people communicate for a variety of reasons including for work, keeping in touch with friends and family, shopping and buying other services
- To know that a printing press is a device that allows for the mass production of uniform printed matter, mainly text in the form of books, pamphlets and newspapers
- To know that the printing press was brought to England by William Caxton in 1475
- To know that Alexander Graham Bell invented the telephone in 1877
- To know that Tim Berners – Lee invented the internet in 1989
- To be able to describe how people have communicated over time

Prior Learning

EYFS

The children have thought about how the past is similar and different to the present in the specific contexts of shops, schools and homes. 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

LKS2

Children will learn about the Egyptians and look at how they used communication.

UKS2

Children will learn about the Bayeux Tapestry and understand how it helps us to know about the past.

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	Explain why something happened
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.
Significance	People or things that are of great importance in terms of their impact.
Sources	Written, visual or artefactual evidence.
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

Key vocabulary

Alexander Graham Bell	The person who invented the telephone
artefacts	An object made by a person or machine
internet	A global computer network
printing press	A machine for printing text or pictures
telephone	A communication tool
communication	Sharing and exchanging information
Tim Berners-Lee	The person who invented the internet
William Caxton	The person who first brought the printing press to England

Assessment points

- **Recognise** different types of communication tools.
- **Identify** old and new communication tools.
- **Describe** what a printing press is.
- **Observe** why the printing press was so important.
- **Select** the main reasons why the telephone was useful.
- **Categorise** past and present artefacts.
- **Sequence** when different communication tools were first used.
- **Compare and Contrast** communication tools.
- **Recall** why people didn’t use the phone in the 15th century.
- **Reason** which communication tool was the most influential.
- **Summarise** why people visit Lyme Regis beach.

National Curriculum Coverage

- Changes within 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 identify communication tools from the past and present. With support, can sequence communication tools on a timeline.

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

Children to think about, discuss and reason the best way to communicate with someone.



Objective

To know about the events surrounding the sinking of the Titanic.

Enquiry

Why is there a memorial of John Wesley Woodward at the Eastbourne Bandstand?



Substantive Knowledge (Content)

- To know that a memorial is a statue or structure established to remind people of a person or event
- To know that RMS Titanic was a British passenger liner, operated by the White Star Line, that sank in the North Atlantic
- To know that the Titanic was sailing to New York City, United States of America from Southampton, Great Britain
- To know that it began its maiden voyage on 10th April 1912
- To know that RMS Titanic sank after hitting an iceberg in the North Atlantic Ocean on 15 April 1912
- To be able to create a timeline of events
- To know that only some of the people survived because of lack of sufficient lifeboats; only had 20 lifeboats seating 1,200 people, but the maiden voyage carried 2,220 passengers and crew.
- To know that John Wesley Woodward was a cellist on board the Titanic whose body was never recovered

Prior Learning

EYFS

The children have learnt about another historically significant ocean journey when reading about Floella Benjamin and the Windrush generation.

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

LKS2

Children will be learning about how Britain changed during the Roman Empire

UKS2

Children will be learning about the events surround WW1.

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	Explain why something happened
Summarise	Express the most important facts or ideas in a short and clear form

Concepts

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.
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.
Sources	Written, visual or artefactual evidence.

Key vocabulary

Captain Smith	Captain of the Titanic.
Titanic	A huge ship
Atlantic	An ocean
lifeboat	A boat designed to rescue people.
iceberg	A large floating mass of ice
John Wesley Woodward	A musician on the Titanic who often played in Eastbourne.
Carpathia	A steamship that rescued some people on the Titanic.
maiden voyage	The first journey of a ship.
memorial	A statue or structure to remind people of a person or an event.
passenger	A person who is traveling
survivor	A person who remains alive after an event
transatlantic	Crossing the Atlantic.

Assessment points

- **Recognise** types of memorial.
- **Identify** where the Titanic was going from and to.
- **Describe** what happened to the Titanic.
- **Observe** the different types of passenger living spaces.
- **Select** the main reasons why some people did not make it to America.
- **Categorise** primary and secondary Titanic resources.
- **Sequence** the events of the Titanic’s voyage.
- **Compare and Contrast** 1st, 2nd and 3rd class living areas.
- **Recall** who John Wesley Woodward was.
- **Reason** why no 1st class children died.
- **Summarise** why there is a memorial of John Wesley Woodward at the Eastbourne bandstand.

National Curriculum Coverage

- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.

Minimum expectations, including for pupils with SEND

Children know what the Titanic was. With support, can recall the main events surrounding the Titanic.

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

Empathise why most 1st class passengers survived but 3rd class didn’t. Speculate why nowadays people usually fly to America rather than travel by boat.



Objective

To know about the life of Rosa Parks and how her actions helped increase equality in society.

Enquiry

Why is this bus in a museum?



Substantive Knowledge (Content)

- To know that Rosa Parks was an American activist in the civil rights movement who was arrested when she refused to give up her seat on a bus to a white man in Alabama in 1955
- To know that segregation means the separation or isolation of a race, class, or ethnic group by enforcement
- To know that equality means treating everyone equally
- To know that her arrest led to a 13 month protest called the Montgomery bus boycott
- To know that her actions caused America’s laws to change regarding segregation
- To be able to describe how her actions helped equality in society
- To be able to describe the main events of her life
- To understand the similarities and differences between Rosa Parks and Emmeline Pankhurst
- To know that we have statues to commemorate the lives of people who have played a role in society in the past

Prior Learning

EYFS

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

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.

KS1

The children have used comparing and contrasting skills when looking at the Titanic. They have also been able to summarise the main points of an event and that some changes are within living memory.

Future Learning

LKS2

Children will be learning about the Anglo-Saxons and seeing what life was like for different groups of people.

UKS2

Children will be learning about Ernest Shackleton and looking at his achievements on a national and international level.

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
Sequence	Place a set of related events or things that follow each other into an order
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
Reason	Explain why something happened
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

Rosa Parks	A black woman who helped bring equality to the world
segregation	Separated from a group.
arrested	To catch and stop somebody.
equality	Being equal or having equal opportunities.
law	The rules in which people must follow.
museum	A building with historical artefacts.
past	A time that has already happened.
society	People living together in a community.
statue	A model made to look like a person or thing
transport	A way of moving goods or people from one place to another.
Emmeline Pankhurst	A woman who helped bring equality to the world
America	A country

Assessment points

- **Recognise** Rosa Parks.
- **Identify** why she was arrested.
- **Describe** what she did that made her famous.
- **Observe** the way black people were treated.
- **Select** the different ways segregation could happen.
- **Categorise** different statues.
- **Sequence** the main events in her life.
- **Compare and contrast** the lives of Rosa Parks and Emmeline Pankhurst.
- **Recall** why there is a bus in the Henry Ford Museum.
- **Reason** why Rosa Parks was arrested.
- **Summarise** why there is a bus in the Henry Ford Museum.

National Curriculum Coverage

- The lives of significant individuals in the past who have contributed to national and international achievements.
- Changes within living memory

Minimum expectations, including for pupils with SEND

Children to explain who Rosa Parks was. With support, children can begin to explain what has changed as a result of these actions.

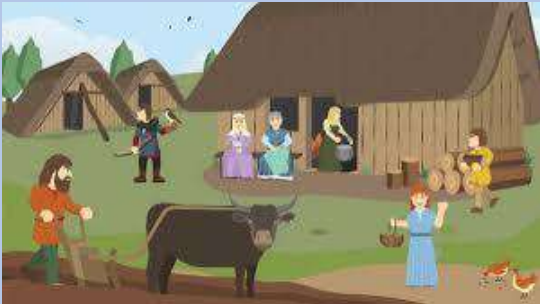
High prior attainment and extension opportunities, including for pupils with SEND

Children to think about, discuss and reason whether Rosa Parks should have been arrested.



Objective
To know about the Anglo-Saxon settlement

I wonder...
Who were the Anglo-Saxons?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/year/zncsscw>
- To know that the Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands
- To know that the Anglo-Saxons come to Britain to find land to farm and protect Britain from the Celts and Picts
- To know that Anglo-Saxon Britain was ruled by the different tribes called Kingdoms; the largest were Kent, Wessex, East Anglia, Mercia and Northumbria.
- To know that Alfred the Great was a famous Anglo- Saxon King that tried to unite Britain
- To know that Anglo-Saxon art and culture included crafts such as jewellery making, musical instrument making and story telling
- To know that the Anglo-Saxons were Pagans and had their own gods, beliefs and superstitions.
- To know that the Anglo-Saxons ruled Britain until Edward the Confessor’s death in 1066 when William Duke of Normandy was crowned King of England

Prior Learning

EYFS
Children have learnt about the idea of monarchy.

KS1
Children have learnt about different people within a society when looking at events surrounding Rosa Parks.

Future Learning

UKS2
The children will be looking at the Battle of Hastings and the events surrounding this.

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
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	Explain why something happened
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

settlement	a place, typically one which has previously been uninhabited, where people establish a community
kingdom	An area ruled by a king or queen
invaders	People who enter an area and take control of it by force
Christianity	A religion based on the teachings of Jesus Christ
Alfred the Great	An Anglo-Saxon king
village	
Romans	
Anglo-Saxons	
convert	
tribes	

Assessment points

- **Recognise** who the Anglo-Saxons were.
- **Identify** when the Anglo-Saxons came to Britain.
- **Describe** how Anglo-Saxon Britain was ruled.
- **Observe** Anglo-Saxon art and culture.
- **Select** the main beliefs during Anglo-Saxon times.
- **Sequence** the main events of the Anglo-Saxon settlement
- **Compare and Contrast** the differences between now and then for how Britain is run.
- **Recall** who Alfred the Great was.
- **Reason** why the Anglo-Saxon period ended.
- **Summarise** what happened during the Anglo-Saxon settlement.

National Curriculum Coverage

- Britain’s settlement by Anglo-Saxons and Scots

Minimum expectations, including for pupils with SEND

Children to recognise who the Anglo-Saxons were. With support, children can describe how Anglo-Saxon Britain was ruled.

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

Children to think about, discuss and reason whether Alfred the Great was actually ‘great’.



Objective

To know about the Roman Empire and its impact on Britain

I wonder...

What did the Romans ever do for us?



Substantive Knowledge (Content)

- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics/zqtf34j>
- To know that the Romans invaded Britain in AD43
- To know that the Romans come from Italy
- To know that the Romans invade Britain through a number of battles with British tribes over a period of about 50 years until AD60 when they had defeated all British tribes.
- To know that in Roman ways of living were adopted in Britain; mainly by building new towns protected by walls.
- To be able to describe how the Romans changed Britain
- To be able to describe what the Romans brought to Britain

Prior Learning

EYFS

The children have learnt about people and place from the past.

KS1

The children have learnt about an event from the past that has had an impact on British history.

Future Learning

UKS2

Children will be learning about the ancient Greeks and looking at the impact they had on modern life.

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	Explain why something happened
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

Rome/Italy	Where the Romans came from
invention	Something that has never been made before
conquest	Taking control of a place by force, often with an army
empire	A group of countries controlled by one ruler
emperor	The ruler of an empire
Julius Caesar	A famous emperor
Boudicca	A queen who led her army against the Romans
Roads	A route for travelling from one place to another
roman baths	A place where lots of people could wash
sanitation	Clean water and sewage disposal
calendar	A chart to show the days, weeks and months of the year
newspaper	A form of written communication
Christianity	A religion introduced to Britain from the Romans

Assessment points

- **Recognise** who the Romans were.
- **Identify** when the Roman period was.
- **Describe** what life was like in Roman times.
- **Observe** the Romans changed Britain.
- **Select** the main reasons why the Romans invaded Britain.
- **Compare and Contrast** the differences between now and then for people living in Britain.
- **Recall** how the Romans invaded Britain
- **Reason** how the Romans influenced Christianity in Britain.
- **Summarise** the influence the Roman Empire had on Britain.

National Curriculum Coverage

- The Roman Empire and its impact on Britain

Minimum expectations, including for pupils with SEND

Children to describe what life was like during Roman times. With support, children can recall how the Romans invaded Britain.

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

Children to think about, discuss and reason what was the best things the Romans ever did for Britain.



Objective

To know about the achievements of an early civilisation

I wonder...

Why are there pyramids in Egypt?



Substantive Knowledge (Content)

- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zg87xnb/year/zncsscw>
- To know that the ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in northeast Africa. It lasted for around 3,000 years
- To know that most people in ancient Egypt were farmers. They lived with their families in houses made of mud bricks that were near the Nile River.
- To know that ancient Egyptians played board games using bones
- To know that Egyptian hieroglyphs are a writing system that uses pictures and symbols instead of letters and words
- To know that Tutankhamun was known as the 'boy king', becoming pharaoh when he was only 9 years old
- To know that the ancient Egyptians believed in many gods and goddesses. They believed in the afterlife.
- To know that the pyramids were built as giant burial tombs for the most important people in their society, the pharaohs

Prior Learning

EYFS

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

KS1

The children have learnt about communication in the past and present.

Future Learning

UKS2

Children will be learning about the ancient Greeks as an historical society.

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
Reason	Explain why something happened
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

pyramid	A building used as a monument
Tutankhamun	A pharaoh known more recently as the ‘boy king’ because he became pharaoh when he was 9 years old.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphs	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters
monument	A building, structure, or site that is of historical importance or interest.
pharaoh	A ruler of ancient Egypt
tomb	A sealed room where a person was placed after death.
River Nile	A river that runs through Egypt. It was essential to life in ancient Egypt.

Assessment points

- **Recognise** who the ancient Egyptians were.
- **Identify** where the ancient Egyptians lived.
- **Describe** what life was like in ancient Egyptian times.
- **Observe** how we know so much about the ancient Egyptians.
- **Select** some artefacts from the ancient Egyptian period.
- **Categorise** past and present games played.
- **Compare and Contrast** the differences between now and then for children.
- **Recall** what the Egyptians believed in.
- **Reason** why Tutankhamun’s tomb is so famous.
- **Summarise** the achievements of the ancient Egyptians.

National Curriculum Coverage

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study

Minimum expectations, including for pupils with SEND

Children to describe what life was like during Egyptian times. With support, children can reason why Tutankhamun’s tomb is so famous.

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

Children to think about, discuss and why so many people visit the pyramids in Egypt.



Objective
To know about an aspect of British history

I wonder...
Who was Sergeant Stubby?



- Substantive Knowledge (Content)**
- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/year/zncsscw>
 - To know that WW1 started in 1914 and ended in 1918 and was called The Great War
 - To know that Britain played an important part in the war as a leading Allied Power
 - To know that soldiers were recruited mainly on a volunteer basis
 - To know that during the war there was less food in Britain and the government bought in rationing so people wouldn't starve
 - To know that women played an important role in the war by doing jobs that men had previously done in Britain and on the front line as mechanics, doctors and cooks
 - To know that during the war children wanted to support their fathers/ brothers who were away fighting and their families at home so took on jobs here
 - To know that animals were used to carry people and supplies and as mascots
 - To know that Sergeant Stubby was a war hero dog
 - To know that we remember WW1 by observing a minutes silence at 11am on the 11th of November every year

Prior Learning
EYFS
The children have looked at sequencing when learning about human life from baby to adult.

KS1
The children have learnt about the Titanic is a significant event from the past.

LKS2
The children have learnt about invasion when looking at the Roman Empire.

Future Learning
KS3
To know about challenges for Britain, Europe and the wider world 1901 to the present day.

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	Explain why something happened
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	
war	A conflict between countries
alliance	An agreement between two or more people, groups or countries to support each other
invade	To enter an area and forcibly take control
declare	To announce something
sergeant	A senior officer, responsible for a team
Germany, Italy, Austria-Hungary, UK, France, Russia, United States	
medal	
remembrance	
soldier	
recruit	

- Assessment points**
- **Recognise** what WW1 was.
 - **Identify** when WW1 happened.
 - **Describe** why WW1 started.
 - **Observe** what life was like for women and children during WW1.
 - **Select** the main reasons how soldiers were recruited.
 - **Categorise** jobs done by different groups during WW1.
 - **Sequence** the main events of WW1
 - **Compare and Contrast** the differences between now and then for children.
 - **Recall** who Sergeant Stubby was.
 - **Reason** why WW1 ended.
 - **Summarise** what WW1 was and how it ended.

- 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 identify when WW1 was. With support, children can describe why WW1 was started.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason it was right to use animals during the war.



Objective
To know about the life and achievements of the ancient Greeks

I wonder...
How great were the Ancient Greeks?



- Substantive Knowledge (Content)**
- BBC Bitesize
<https://www.bbc.co.uk/bitesize/topics/z87tn39/year/zncsscw>
 - To know that the ancient Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves Hellenes and their land was Hellas
 - To know that in ancient Greece most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists
 - To know that ancient Greeks believed that gods and goddesses watched over them
 - To be able to describe ancient Greek culture
 - To know that the Olympic Games began over 2,700 years ago in Olympia and around 50,000 people would come and watch the Greeks take part in the games every four years
 - To be able to describe how the ancient Greeks changed the world with their inventions and philosophical thinking

- Prior Learning**
- EYFS**
Children have learnt that some things happened a long, long time ago.
- KS1**
Children have learnt that things that happen in the past that have an impact on modern life.
- LKS2**
Children have learnt about the Egyptians as an early civilisation.

- Future Learning**
- KS3**
To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.

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
Reason	Explain why something happened
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	
ancient	Something from a very long time ago
civilisation	A human society with well-developed rules and government
empire	A group of countries or states that are ruled by one ruler or country
culture	the 'way of life' of groups of people
Greece	A country
democracy	
myth	
Olympics	
gods	
Mount Olympus	
temple	
Perseus	
Hercules	

- Assessment points**
- Recognise** who the ancient Greeks were.
 - Identify** where the ancient Greeks lived.
 - Describe** what life was like in an ancient Greek family.
 - Observe** artefacts from ancient Greek culture.
 - Select** the main reasons how we know about Greek culture.
 - Categorise** ancient Greek gods and heroes.
 - Compare and Contrast** the differences between the Olympic Games now and then.
 - Recall** some of the ideas the ancient Greeks introduced.
 - Reason** how ideas from the ancient Greeks still influence us today.
 - Summarise** who the ancient Greeks were and how they changed the world.

- National Curriculum Coverage**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

Minimum expectations, including for pupils with SEND
Children to describe what life was like in an ancient Greek family. With support, children can recall some of the ideas the ancient Greeks introduced.

High prior attainment and extension opportunities, including for pupils with SEND
Children to think about, discuss and reason what the greatest thing the ancient Greeks achieved was.



Objective

To conduct a local history study

I wonder...

Why do people think Ernest Shackleton was a hero?



Substantive Knowledge (Content)

- To know that Ernest Shackleton was Anglo-Irish Antarctic explorer, who made three expeditions to the continent, most famously in 1914 on the Endurance
- To know that Earnest Shackleton was born on 15 February 1874 in County Kildare, Ireland and moved to London in 1884
- To know that he set off on an expedition to the South Pole in 1914
- To know that his ship was called Endurance
- To know that Endurance became trapped in ice before reaching the Antarctic and floated on the ice for 10 months before it sank
- To know that Shackleton kept his crew alive by ordering them to abandon ship and then leading them to land across the ice
- To be able to describe the differences between sailing now and then
- To be able to describe why people think Shackleton was a hero?

Prior Learning

EYFS

Children have learnt about the passing of time and how long a year is.

KS1

Children have learnt about Rosa Parks and looked at her achievements

LKS2

Children have learnt about a significant figure in British history when looking at Alfred the Great.

Future Learning

KS3

To conduct a local history study.

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
Sequence	Place a set of related events or things that follow each other into an order
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
Reason	Explain why something happened
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

Endurance	The name of a ship
Antarctica	A continent
South Pole	The southernmost point on Earth
expedition	A long journey
hero	Somebody that does something amazing
Elephant Island	
rescue	
Patience camp	
crew	
blizzard	
frostbite	
evacuate	
survive	

Assessment points

- **Recognise** who Ernest Shackleton was and that he lived in Sussex.
- **Identify** why he is famous and the name of his ship from 1914.
- **Describe** his expedition to the South Pole.
- **Observe** what happened to his ship.
- **Select** the main reasons why they were stuck for so long.
- **Sequence** the events of the expedition.
- **Categorise** past and present ways of calling for help.
- **Compare and Contrast** the differences between sailing now and then.
- **Recall** how he helped his crew get rescued.
- **Reason** why he went on such a dangerous expedition.
- **Summarise** what happened on Shackleton’s expedition to the South Pole in 1914.

National Curriculum Coverage

- A local history study

Minimum expectations, including for pupils with SEND

Children can sequence the events of Shackleton’s expedition to the South Pole in 1914. With support, children can summarise what happened during the expedition.

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

Children to think about, discuss and reason if it was right to right for him and his crew to go on the expedition at the time of WW1.

