

### History – Curriculum progression document Year B

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

	read in class and storytelling.	<p><b>Lesson 3: What were our parents and grandparents toys like?</b></p> <ul style="list-style-type: none"> <li>To know when their parents and grandparents were children (shown visually on a timeline).</li> <li>To know how we can use sources to find out about toys from the past.</li> </ul> <p><b>Lesson 4 and 5: How toys have changed?</b></p> <ul style="list-style-type: none"> <li>To be able to describe differences (materials, sound etc.) between toys of the past and toys of today - to know the progress in terms of materials and technology.</li> </ul> <p><b>Chronology: Create a toy timeline during the unit</b></p>	<ul style="list-style-type: none"> <li>To draw comparisons of where the first civilisations and why</li> </ul> <p><b>Lesson 3: The impact of the earliest civilisations on the world today</b></p> <ul style="list-style-type: none"> <li>To know the achievements of the earliest civilisations and consider their impact.</li> <li>To know which achievements of the earliest civilisations were similar and which were different.</li> </ul> <p><b>Lesson 4: Writing and number systems</b></p> <ul style="list-style-type: none"> <li>To know which civilisations had writing and number systems and what they were used for</li> </ul> <p><b>Lesson 5: Significance of writing and number systems</b></p> <ul style="list-style-type: none"> <li>To know why writing and number systems were a significant part of the success of the earliest civilisations</li> </ul> <p><b>Chronology: Timeline lesson 1</b></p>	<ul style="list-style-type: none"> <li>To know why and how the ancient Egyptians used hieroglyphics and why they were important (links to symbolism/religion)</li> </ul> <p><b>Lesson 4: Did the Ancient Egyptians worship a God?</b></p> <ul style="list-style-type: none"> <li>To know that the Ancient Egyptians believed in lots of gods, and know how they worshipped their gods</li> <li>To know that beliefs changed over the Egyptian dynasties</li> </ul> <p><b>Lesson 5: What did the Egyptians believe about life and death?</b></p> <ul style="list-style-type: none"> <li>To know why the Egyptians buried their dead, how they preserved bodies, and why this was significant</li> <li>To know what the ancient Egyptians believed about the afterlife</li> </ul> <p><b>Chronology: Timeline of leaders Lesson 1</b></p>			
<b>Vocabulary</b>		plastic wooden old damaged metal handmade electrical technology	wind-up battery	Ancient Sumer Indus Valley Ancient Egypt Shang Dynasty civilisation laws culture duration concurrent communication trading materials achievements sewage system	River Nile River Indus River Tigris Yellow River equator travel farming hygiene irrigation crops transport writing number system influences	achievement influence significant Pharoah King Tut scribe amulet canopic jar sarcophagus scarab tomb afterlife hieroglyphics Rosetta Stone	religion belief dynasties preservation ankh mummification irrigation vizier symbolism monarchy
<b>Chronology vocabulary</b>	<i>Past</i> <i>Present</i> <i>Before</i> <i>After</i> <i>Today</i> <i>Tomorrow</i>	<i>Calendar</i> <i>Long ago</i> <i>Last year</i> <i>Month</i> <i>Week</i> <i>Day</i>	<i>AD</i> <i>BC</i> <i>Century</i> <i>Decade</i> <i>Chronology</i> <i>Ancient</i>	<i>BCE</i> <i>CE</i> <i>Millennium</i> <i>Change</i> <i>Continuity</i> <i>Sequence</i>			

	<i>Yesterday</i>	<i>Modern Old New</i>	<i>Nineteenth Century Duration</i>	<i>Period</i>
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Spring	Explorers	Explorers	Explorers	Traders and Raiders (T4)	Traders and Raiders (T4)	Viking Voyagers (T4)	Viking Voyagers (T4)
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Overarching Key Question</b>	How important was Ibn Battuta as an explorer? (Compare with Christopher Columbus)	How important was Ibn Battuta as an explorer? (Compare with Christopher Columbus)	How important was Ibn Battuta as an explorer? (Compare with Christopher Columbus)	How did England change after the Anglo-Saxon settlement?	How did England change after the Anglo-Saxon settlement?	How did the Saxons regain control of England?  Does King Alfred deserve to be known as the Great?	How did the Saxons regain control of England?  Does King Alfred deserve to be known as the Great?
<b>National Curriculum</b>	Understanding the world  ELG : Past and Present	<ul style="list-style-type: none"> <li>Significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>Significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>
<b>Substantive Concept</b>	<ul style="list-style-type: none"> <li>Society/Culture</li> <li>Government/Power</li> <li>Achievements/Legacy</li> <li>Movement/Migration</li> </ul>			<p style="text-align: center;"><b>Movement and migration Significance</b></p>		<p style="text-align: center;"><b>Movement/ Migration</b></p>	
<b>Endpoint</b>		Identify why Ibn Battuta was <b>important</b> .  Identify why Christopher Columbus was <b>important</b> .  Identify <b>similarities / differences</b> between ways of life at different times		Know how Britain changed as a <b>consequence</b> of the Anglo-Saxon settlement.		Know the <b>significance</b> of Alfred the Great in the Viking and Anglo-Saxon struggle for England.  Compare <b>similarities, differences and changes</b> within the Kingdom of England from the first Viking invasions to the time of Edward the Confessor.	
<b>Component Knowledge</b>	Talk about the lives of the people around them and their roles in society  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<b>Lesson 1: Who were the greatest explorers and why did they explore?</b> <ul style="list-style-type: none"> <li>To know that explorers travelled for a variety of reasons e.g. to find new ways to reach different places; to find ways of transporting different goods and precious things; to add to their knowledge about the world; to satisfy their curiosity.</li> <li>To know that people explored in different ways through time; explore these using photos</li> </ul> <b>Lesson 2: Who was Ibn Battuta?</b>		<b>Lesson 1: Why did the Anglo Saxons come to Britain?</b> <ul style="list-style-type: none"> <li>To know when the Anglo Saxons began to arrive and where the Anglo Saxons came from</li> <li>To know that Anglo Saxons arrived for a number of reasons (they were invited, they invaded, they needed new farm land, they wanted to move their families)</li> </ul> <b>Lesson 2: How was Anglo Saxon Britain ruled?</b> <ul style="list-style-type: none"> <li>To know how Anglo Saxon was divided</li> </ul>		<b>Lesson 1: What was life like at the time of the first Viking raids?</b> <ul style="list-style-type: none"> <li>Make links with previous learning on Anglo Saxons</li> <li>Know why Anglo Saxon England was an attractive target</li> </ul> <b>Lesson 2: Chronology</b> <ul style="list-style-type: none"> <li>Know how various types of interaction between the two groups are important to how</li> </ul>	

	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>• Use a map to locate some of places he visited</li> <li>• Describe what it was like to travel for Ibn Battuta using clues from his book.</li> </ul> <p><b>Lesson 3: How important was Ibn Battuta?</b></p> <ul style="list-style-type: none"> <li>• To know that the stories about his travels, taught people about new parts of the world</li> <li>• To know that the distance that he travelled was a great achievement during that time</li> </ul> <p><b>Lesson 4: Who was Christopher Columbus?</b></p> <ul style="list-style-type: none"> <li>• To know that Christopher Columbus was a great explorer who became famous for discovering what was known as 'The Americas'. But actually, many people already lived there.</li> </ul> <p><b>Lesson 5: Who was more significant? Ibn Battuta or Christopher Columbus?</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and difference between Ibn Battuta and Christopher Columbus</li> <li>• Begin to make simple conclusions to decide who was more significant</li> </ul> <p><b>Chronology: To add photos of famous explorers to a timeline- Lesson 1</b></p>	<ul style="list-style-type: none"> <li>• To know where each group of Anglo Saxons settled</li> </ul> <p><b>Lesson 3: How did the Anglo Saxons keep control of their kingdoms?</b></p> <ul style="list-style-type: none"> <li>• To know ways that Kings would control their Kingdom</li> <li>• To know how Anglo Saxon classes were divided and to empathise with different members of Anglo Saxon society through role play</li> </ul> <p><b>Lesson 4: What did the Anglo Saxons believe?</b></p> <ul style="list-style-type: none"> <li>• To know how religion in Britain changed after the Anglo Saxon settlement</li> <li>• To know why Anglo Saxons eventually converted to Christianity from paganism</li> </ul> <p><b>Lesson 5: what can we learn from Sutton Hoo?</b></p> <ul style="list-style-type: none"> <li>• To know that historians use artefacts to construct knowledge of the past.</li> </ul> <p><b>Chronology: Timeline Lesson 1</b></p>	<p>England grew and was shaped into becoming a single nation.</p> <ul style="list-style-type: none"> <li>• Know how events within the period studied fit together chronologically.</li> </ul> <p><b>Lesson 3: How were the Vikings viewed by Saxons?</b></p> <ul style="list-style-type: none"> <li>• Know that perspective can have an impact on how events are recorded</li> <li>• Create questions that would help give a more balanced account of events.</li> </ul> <p><b>Lesson 4: How did England change over the period of Viking and Anglo Saxon struggle?</b></p> <ul style="list-style-type: none"> <li>• Know that in history, event don't just occur, there is a cause and the effects are a result of this</li> <li>• Know that the prolonged conflict between the Anglo-Saxons and Vikings changed the way England looked, and was run politically.</li> </ul> <p><b>Lesson 5: Is Alfred the Great really worth remembering?</b></p> <ul style="list-style-type: none"> <li>• Know how the changes that Alfred the Great made, had an effect on the country</li> <li>• Make suggestions for what would make a 'great' king</li> <li>• Know how to pursue your own line of enquiry</li> </ul> <p><b>Chronology: Timeline Lesson 2</b></p>
<b>Vocabulary</b>				
<b>Chronology vocabulary</b>	<i>Past</i> <i>Present</i> <i>Before</i> <i>After</i> <i>Today</i> <i>Tomorrow</i> <i>Yesterday</i>	<i>Calendar</i> <i>Long ago</i> <i>Last year</i> <i>Month</i> <i>Week</i> <i>Day</i> <i>Modern</i> <i>Old</i> <i>New</i>	<i>AD</i> <i>BC</i> <i>Century</i> <i>Decade</i> <i>Chronology</i> <i>Ancient</i> <i>Nineteenth Century</i> <i>Duration</i>	<i>BCE</i> <i>CE</i> <i>Millennium</i> <i>Change</i> <i>Continuity</i> <i>Sequence</i> <i>Period</i>

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

		<ul style="list-style-type: none"> <li>To know how Victorian life was different to ours including simple representation of trade, empire and rich and poor as well as slavery</li> <li>To reflect on why SFB was significant</li> </ul> <p><b>Lesson 4: Compare with Queen Victoria.</b></p> <ul style="list-style-type: none"> <li>To know how Queen Victoria came to throne</li> <li>To know the significance of her reign – to know that there was a lot of change – to know that she was key in the development of the British empire.</li> <li>To compare the SFB and QV</li> </ul> <p><b>Chronology: Sequence life event cards</b></p>	<ul style="list-style-type: none"> <li>To know the impact that Lord Shaftesbury had on the lives of children both then and now.</li> </ul> <p><b>Lesson 5: How and why has children's leisure time changed?</b></p> <ul style="list-style-type: none"> <li>To know about historical leisure activities.</li> <li>To know the reasons for leisure activities changing.</li> </ul> <p><b>Chronology: Class timeline that is revisited in every lesson</b></p>	<ul style="list-style-type: none"> <li>To know what it was like to be an evacuee in WW2 using historical sources</li> <li>To know who the Kindertransport were and why they left their families</li> </ul> <p><b>Lesson 4: New opportunities? How significant was the impact of World War 2 on women?</b></p> <ul style="list-style-type: none"> <li>To know the roles of women during the war and how the efforts and responsibilities of women during the war were so important</li> <li>To know the way in which women's lives changed during World War 2.</li> </ul> <p><b>Lesson 5: What did men do in the War? Did all men have to fight?</b></p> <ul style="list-style-type: none"> <li>To know that there were a range of different roles in the war for men - the Home Guard, air raid wardens, different jobs in the army, different jobs in the air force, different jobs in the navy, Bevin boys.</li> <li>To identify similarities and differences in men's experiences of World War 2.</li> </ul> <p><b>Lesson 6: Answer enquiry question</b></p> <p><b>Chronology: Timeline Lesson 1</b></p>	
<b>Vocabulary</b>					
<b>Chronology vocabulary</b>	<i>Past</i> <i>Present</i> <i>Before</i> <i>After</i> <i>Today</i> <i>Tomorrow</i> <i>Yesterday</i>	<i>Calendar</i> <i>Long ago</i> <i>Last year</i> <i>Month</i> <i>Week</i> <i>Day</i> <i>Modern</i> <i>Old</i> <i>New</i>	<i>AD</i> <i>BC</i> <i>Century</i> <i>Decade</i> <i>Chronology</i> <i>Ancient</i> <i>Nineteenth Century</i> <i>Duration</i>	<i>BCE</i> <i>CE</i> <i>Millennium</i> <i>Change</i> <i>Continuity</i> <i>Sequence</i> <i>Period</i>	

