



WORLINGHAM CEVC PRIMARY SCHOOL
HISTORY SUBJECT PROGRESSION

	Knowledge	Skills	Vocabulary
EYFS	Understanding the world – Past and present <ul style="list-style-type: none">• Images of the past – including historical figures.• People and the society around them.• Today and the past – society and people.• Storytelling about the world around them.	comment, compare, contrast, discuss (talk), similar/different, phonics/reading.	Past, present, future, history, source, different, world, stories, here, now, before, roles, jobs, society, events.
KS1	Toys – changes within living memory and beyond <p>Big question: How have toys changed over time?</p> <ul style="list-style-type: none">• Old toys.• Plastic.• Changes in play type and games.• Chronology of toys.• Ancient games.	Change and continuity, significance, judgement, analysis, chronology.	Modern, old, electronic, battery, technology.
	Transport - changes within living memory and beyond <p>Big question: How has transport changed over time?</p> <ul style="list-style-type: none">• Wright brothers (flight).• Changes in transport.• Chronology of the history of transport.	Change and continuity, significance, judgement, analysis, chronology.	Transport, steam, electric, petrol, cars, horses, canals, trains, barges.

	<p>Seaside holidays – aspects of change in modern life</p> <p>Big question: What were seaside holidays like in the past?</p> <ul style="list-style-type: none"> • Comparison of beachwear. • Comparison of entertainment. • Comparison of beaches/scenes – past to present. 	<p>Change and continuity, significance, judgement, analysis, chronology.</p>	<p>Tourism, travel, money, trains, Industrial Revolution, piers, Punch and Judy.</p>
	<p>Explorers – the lives of significant individuals</p> <p>Big question: Who was the greatest explorer?</p> <ul style="list-style-type: none"> • Neil Armstrong – Christopher Columbus comparison. • Timelines. • Equipment. 	<p>Change and continuity, significance, judgement, analysis, chronology.</p>	<p>Find, explore, colonise, travel, move, settlement.</p>
	<p>Family tree – people and places in their own locality</p> <p>Big question: How do family trees work and what do they tell us about the past?</p> <ul style="list-style-type: none"> • Who is in your family? • Structure of the family tree. • The Royal Family – family tree. 	<p>Change and continuity, significance, judgement, analysis, chronology.</p>	<p>Heritage, family, diagram, model, search, ancestor, Parents.</p>

	<p>Florence Nightingale – the lives of significant individuals of the past</p> <p>Big question: Why is Florence Nightingale so famous?</p> <ul style="list-style-type: none"> • Timeline of events. • Comparison of Florence Nightingale to a modern-day nurse. • Equipment – comparison of old and new 	<p>Change and continuity, significance, judgement, analysis, chronology.</p>	<p>Nurse, significant, Crimea, change, medicine, war, infection, reform.</p>
<p>LKS2</p>	<p>The Stone Age – changes in Britain</p> <p>Big question: What was life like at the very beginning?</p> <ul style="list-style-type: none"> • Stone age facts. • Stone Age versus life today. • Modern homes compared with Stone Age homes. • Types of settlement. • Hunters and gatherers. • Britain in ice-age – archaeological evidence. • Artefacts. • Wattle and Daub – tee-pee, round houses. • Skara Brae. • Livestock and links to farming. 	<p>Discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create.</p>	<p>Stone Age, history, time period, era, timeline, chronology, order, travellers, hunter-gatherers, Britain, Europe, Ice Age, bones, skeletons, cave paintings, pottery, monuments, caves, archaeology, artefact, dwelling, wattle and daub, monument, livestock.</p>

	<p>Celts and Romans – the impact of the Roman Empire</p> <p>Big question: Would you rather be a Celt or Roman?</p> <ul style="list-style-type: none"> • Celts and Romans general knowledge. • The Roman invasion. • Roman soldiers and the Roman army. • Britain in Roman times (Britons etc.). • Celtic life. • Boudica and the revolt of the Iceni. • The Roman Empire. • Caesars attempted invasion.55-54bc. • The Claudian conquest. • Hadrian’s wall. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, change and continuity, causation.</p>	<p>Invasion, settlement, refugee, immigration, invade, Roman, army, soldier, attack, empire, formation, Celts, Boudica, revolt, radical.</p>
	<p>Anglo Saxons – settlement by Anglo-Saxons and Scots</p> <p>Big question: Were the Anglo-Saxons invaders or settlers?</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain. • Scots invasion to Ireland to North Britain (now Scotland). • Anglo Saxon invasions, settlements and kingdoms. • Compare Anglo-Saxon kings. • Anglo Saxon life, art and culture. • Sutton Hoo as evidence. • Christian conversion: Canterbury, Iona and Lindisfarne. <p>Note: Anglo-Saxons is being separated from Vikings and Vikings post 800AD is going to be a new UKS2 topic.</p>	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create.</p>	<p>Vikings, Anglo-Saxons, Romans, Chronological, Invade, invasion, settle, Angles, Saxons, Saxons, Jutes, Scots, Roman rule,</p>

	<p>Chocolate (cross curricular topic) – history and geography skills</p> <p>Big question: What does chocolate tell us about the changing world? (Hist.) Big question: How far does the cocoa bean travel? (Geog.)</p> <ul style="list-style-type: none"> • The history of chocolate. • Cadburys • Development of the chocolate bar. • Marketing of chocolate bars. • Cocoa trade and growth. • Chocolate as an expression of society and culture. • Map work connected top chocolate. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical knowledge, human and physical geography.</p>	<p>Timeline, plot, event, discover, Cadbury, invent discovery, stone engraving, Mayan, Aztec, cocoa, press, butter, paintings, adverts, wrappers, predict, suggest, explore, compare, cocoa tree, locate, equator, North Pole, South Pole, humid, tropical, climate, rainfall, ripen, harvest, ferment, dry, transport, ship.</p>
	<p>Ancient Greece – a study of Greek life and achievements</p> <p>Big question: What did the Ancient Greeks do for us?</p> <ul style="list-style-type: none"> • Locational knowledge about Greece. • Greek empire. • Greek gods and goddesses. • Greek myths. • Ancient states of Athens and Sparta. • Life in Ancient Greece. • The history of Marathon. • The story and significance of the Trojan horse. • The history of the Olympics. • Ancient Greek society and culture • How Ancient Greece has shaped our world today – far reaching effects. 	<p>discuss, describe, recording skills, chronological, compare and contrast, investigation skills (research), evidence (source) skills, valid question construction, archaeological skills. Judge and analyse, create, timeline analysis, social stratification, diagram analysis, understanding thematic constructs, graph reading, historical significance (factors), geographical</p>	<p>Greek, Greece, god, goddesses, locate, roles, religious, beliefs, hero, quest, mythical, compare, similarities, differences, states, rivals, building, statue, physical, features, army, Battle of Marathon, Olympics, election, democracy, Trojan.</p>

	<ul style="list-style-type: none"> The cradle of democracy. 	<p>knowledge, human and physical geography.</p>	
<p>UKS2</p>	<p>Achievements of early civilisations: Ancient Egyptians.</p> <p>Big question: In what ways would you have liked to have lived in Ancient Egypt?</p> <ul style="list-style-type: none"> To understand the achievements of the earliest civilisations. To understand when and where the civilisation appears. To understand the chronological development of the civilisation. To analyse Egypt's influence on other societies including modern society. Chronology across time. Achievements (aspects of civilisation). Evidence of Egyptians (archaeology etc.). Daily life. Development of the pyramid 'mythology' – Tutankhamun. Trade and the Nile. 	<p>Describe, analyse, judge, chronological skills, assessment of factors, factors of civilisation, source (evidence), statistics and number.</p>	<p>Egypt, Pyramids, Pharaohs, Hieroglyphics, Nile, Tutankhamun, Mummification, Natron, Dynasty, Sarcophagus, tomb, canopic jars, polytheism.</p>
	<p>A study of an aspect of history beyond 1066: The Battle of Britain</p> <p>Big question: How was the Battle of Britain won and why was it an important turning point?</p> <ul style="list-style-type: none"> To understand the chronological details of The Battle of Britain. To analyse the development of the Spitfire and other planes of WWII. To understand the significance of winning the Battle of Britain. To realise the parts played by the pilots, co-pilots and ground crew. To explore the part RADAR played in helping Britain win. Battle of Britain. Radar. WWII context. 	<p>Judgement, describe, analyse, Source evaluation, sorting skills, compare and contrast, significance, writing opportunities (application).</p>	<p>WWII, Battle of Britain, Turning point, historical factor, historical significance, RADAR, Luftwaffe, NAZI, statistics, World War, invasion, conquest, empire, pilot, scramble, Winston Churchill, Reginald Mitchell, Spitfire, Hurricane, Messerschmitt.</p>

	<ul style="list-style-type: none"> • Homefront context. <p>A study of the British settlement of the Vikings (and Saxons) post 800AD</p> <p>Big question: What impact did Viking invasion and settlements have on Britain?</p> <ul style="list-style-type: none"> • Viking raids and invasion. • Resistance by Alfred the Great and Athelstan, first King of England. • Further Viking invasions and danegeld. • Anglo-Saxon laws and justice. • Edward the confessor and his death 1066. 	<p>Judgement, describe, analyse, Source evaluation, sorting skills, compare and contrast, significance, writing opportunities (application).</p>	<p>Raids, settlement, Danegeld, Taxation, Kingdoms, Justice and law, Wessex, East Anglia, Kent, Sussex, Danelaw, King, grandson, defeat.</p>
	<p>Local History Study: Tudors in Dunwich</p> <p>Big question: What can we learn from local history about Britain as a whole?</p> <ul style="list-style-type: none"> • To understand the reasons for the loss of Dunwich monastery – linking to Henry VIII’s Dissolution of the Monasteries (1536). • To understand the power of the church and monarchy – influence on Dunwich (what evidence exists for that today?) • To understand the Tudor Dynasty as monarchs. • To explore the idea of trade in Tudor times. (Was Dunwich and important trading post?) • To explore what life was like in Dunwich during Tudor times. • The Battle of Bosworth Field and the coming of the Tudors (Henry VII – 1485) • Tudor family tree. • Dissolution of the monasteries (Henry VIII 1536). • Reformation (1533 - Act of Restraint of Appeals) • Tudor Education. • Power from London (parliament). • Tudor country life. • Tudor buildings. • Religious settlement (Elizabeth I 1559 - The Act of Supremacy) • The Spanish Armada. (Elizabeth I 1588) 	<p>Judgement, describe, analyse, Source evaluation, sorting skills, compare and contrast, significance, writing opportunities (application).</p>	<p>Settlement, armada, protestant, catholic, trade, parliament, Suffolk, English, Pope, Reformation, Church of England, monarchy, power, propaganda, empire, exploration.</p>

	<p>History: non-European society Benin (West Africa)</p> <p>Big question: What makes the history of the Kingdom of Benin unique and special?</p> <ul style="list-style-type: none"> • Locational knowledge of the Kingdom of Benin. • Dates of civilisation of Benin. • Key event of Benin history. • Ruler: kings and queens. • The beliefs. • Creation story. • Comparisons with Christian creation belief. • Warfare. • End of civilisation. • Colonisation. • Benin Bronzes – a controversy. • Black lives matter link. 	<p>Judgement, describe, analyse, Source evaluation, sorting skills, compare and contrast, significance, writing opportunities (application).</p>	
	<p>A study of an aspect of history beyond 1066: The Titanic</p> <p>Big question: Who was to blame for the sinking of the Titanic?</p> <ul style="list-style-type: none"> • Edwardian Luxury. • Critical analysis. • Blame factors. • Social classes. • Close analysis of evidence and sources. • Reflections of events on society. • Oral history. • Judgments on key individuals 		