

Long Term Progression in History Overview

Reception – Understanding the World

Term & theme	Autumn	Spring	Summer
Big question/key concept	Who are the important people in my family and in my community?	Where will the naughty bus take us?	How do we care for the world around us?
Key vocabulary	Family, Grandparents, Parents, Sister, Brother, Teacher, Teaching Assistant, Head Teacher, Lunchtime Supervisor, Cook, Natural, Made by People, Senses, Hygiene, Baptism, Christening, Church, Harvest, Celebration, Donation, Vicar	Similarity, Same, Difference, Different, Transport, Old, New, Recent, Order, Chronological, Bus, Car, Train	Natural, Made by People, Young, Younger, Old, Older, Local Area, Continuity, Change, Same, Different
Statutory Requirements	Name and describe people who are familiar to them. Talk about their immediate family and community Understand that some places are special to members of the community, Understand the effect of changing seasons on the natural world around them Describe what they see, hear, feel around them	Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Children to begin to organise events using basic chronology, recognising that things happened before they were born. Children to talk about experiences that are familiar to them and how these may have differed in the past. Show images of familiar situations in the past, such as homes, schools, and transport. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.	Provide children with have frequent opportunities for outdoor exploration. Opportunity to discuss how we care for the natural world around us. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. Share non-fiction texts that offer an insight into contrasting environments. Children to talk about experiences that are familiar to them and how these may have differed in the past
Concepts covered	Significance	Similarity & Difference	Continuity & Change
End Point	Name and identify important people in my family, in my school and in my local community.	Children can explain how some aspects of life have changed over time.	Children can describe how living things change during their lifetime. Children can explain how their local area has changed since their parents were 5.

Long Term Progression in History Overview

Year 1 - History			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Geography Focus for this Term	How have the shops of Wilmslow changed since my grand-parents were 5 years old?	Who or what is important in the history of Wilmslow?
Prior knowledge		Reception: Children look complete a study of the text 'Naughty Bus'. Whilst looking at this text children look how transport has changed within living memory, with a focus on busses, cars, & trains.	Reception: Children discuss their immediate local area, the school and where they live. This unit expands the children's knowledge of their local area.
Key vocabulary		shops, shopping, modern, self-service, online, timeline, local area, buy, sell, butcher, baker, supermarket, greengrocer, deli, fishmonger, milkman, WW2, rationing, coupons, government, displays, food, favourite, great-grandparents, past, era, current, modern, popular, meals, dishes, originated, chronological, fruit, vegetables, seasonality, summer, autumn, winter, spring, grow, healthy diet, popular, invented, ingredients, expensive	significant, events, past, national, global, local, park, station, church, theatre, remembrance, timeline, years, decades, century, sequence, order, compare, historical maps, evidence, evidence, sources, photographs, artefacts, chronological, timeline, changes, sequence, order, compare, chronological order
Statutory Requirements		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Significant historical events, people and places in our own locality.
Concepts covered		Similarity & Difference, Significance, Continuity & Change, Chronology	Significance, Chronology, Similarity & Difference
End Point		Children can explain how and why the shops of Wilmslow have changed in living memory, thinking about what Wilmslow was like when their parents were 5 years old and then also what Wilmslow was like when their grandparents were 5 years old.	Children can name significant places in the local area and know about the life of George Mottershead, a significant individual in Cheshire.

Long Term Progression in History Overview

Year 2 - History			
Term & theme	Autumn	Spring	Summer
Big question/key concept	What events are important to remember in the UK?	How did these famous women make the world a better place?	How were the lives of these famous explorers the same or different?
Prior knowledge	Year 1: Children have learnt about how national life has changed within living memory by focusing on how shops have changed since their grandparents were 5 years old.	Year 1: Children have learnt about chronology and put objects in order on a timeline (without dates). They have compared aspects of life from different time periods within living memory. Children have also learnt about significant people and places within their local area. Year 2: In autumn term, children have looked at significant events in the UK beyond living memory.	Year 1: Children have learnt about chronology and have compared aspects of life from different time periods within living memory. Year 2: In spring term, the children have looked at the lives of significant women, beyond living memory. They have compared the lives of famous women throughout history and examined how their lives helped to change the world. They understand how women's rights have changed over time.
Key vocabulary	event, cause, consequences, source, reason, eyewitness, fact, opinion, view, diary, great, London, painting, Samuel Pepys, Christopher Wren, timeline, protestant, catholic, plot, parliament, religion, gunpowder, traitor, UK, king, remembrance, memorial, festival, celebration	right, suffragette, vote, law, protest, march, war, wounded, conditions, nurse, hotel, segregation, racism, campaign, demonstration, civil rights, boycott, similarity, difference, press, protest, persuade, blog	Source, evidence, significant, explorer, period of time, achievements, aspects of life, way of life, merchants, evidence, compare and contrast, period of time, expedition, reason, hero, Antarctic, astronaut, pilot, marathon, NASA, compare, contrast, similar, different, travel, equipment, communication
Statutory Requirements	Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Concepts covered	Cause & Consequence, Similarity & Difference, Chronology, Significance	Significance, Similarity & Difference	Significance, Similarity & Difference
End Point	Children know about the Great Fire of London and its impact on the United Kingdom. Children know about the Gunpowder Plot, Great Plague and Remembrance Day and how these events are remembered through festivals or anniversaries.	Children know about the lives of some women in the past who have made a big difference to the United Kingdom or the world. Children can compare what life was like for women in different times.	Children know about the lives of some explorers in the past who have made a big difference to the world. Children can compare what life was like at the time of these explorers in different times.

Long Term Progression in History Overview

Year 3 - History			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Geography Focus for this Term	When would you prefer to live: Stone Age, Bronze Age or Iron Age?	What did the first civilizations have in common and what were their achievements?
Prior knowledge		Year 1: How shops have changed within living memory Year 2: Significant events beyond living memory: Great Fire of London, Plague & Remembrance Day	Year 3: Children have learnt about what life in Britain was like during the Stone Age, Bronze Age and Iron Age. Children will be able to compare life in Britain with life in other parts of the world in other early civilisations.
Key vocabulary		stone age, prehistoric, Palaeolithic, Mesolithic, Neolithic, artefacts, archaeologist, primary source, secondary source, flint, hunter-gatherer, nomad, landscape, homes, clothes, tools nomadic, domestication, finds, evidence, garment, bone needle, hand axe, tin, copper, bronze, Bronze Age, land use, hill forts, protection, Lindow Man, peat bogs	Civilisation, ancient, BC, AD, BCE, CE, valley, civilization, latitude, irrigation, trade, defence, hygiene, waste disposal, water supply, climate, fertile, drainage, flooding, irrigation, cuneiform, pictographs, hieroglyphics, script, symbols, Rosetta Stone, translate, jade, seal, artefact, achievement, significant, drainage, system, development, pharaoh, pyramid, structure, tomb, labourers, mausoleums, society, similarities, differences, hunting, harvesting, gathering, Stone Age, medicine
Statutory Requirements		Changes in Britain from the Stone Age to the Iron Age. A local history study	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared of the following: Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China and a depth study of Ancient Egypt.
Concepts covered		Continuity, Change, Cause & Consequence	Significance, Continuity & Change, Chronology
End Point		Children can explain differences in life during the different periods: Stone Age, Bronze Age & Iron Age	Children know the achievements of the early civilizations: Ancient Egypt, Shang Dynasty, Ancient Sumer & Indus Valley. Children know the similarities and differences between the earliest civilizations

Long Term Progression in History Overview

Year 4 - History			
Term & theme	Autumn	Spring	Summer
Big question/key concept	How did the Ancient Greeks influence the western world?	How did the Romans make an impact on Britain?	Geography Focus for this Term
Prior knowledge	Year 3: Children learnt about the achievements of the earliest civilizations. Children will now build on their learning by looking at another ancient civilization and the impact the Ancient Greeks had on the western world.	Year 3: Children learn about life in Britain from the Stone Age through to the Iron Age. This learning extends pupils understand of life in Britain after the Iron Age. Children will make links to past learning about Prehistoric Britain and draw out the similarities and differences. Year 4: Children have studies the Ancient Greek Civilisation and will being to understand the significance of the Roman Empire in comparison to the Greek Empire	
Key vocabulary	Ancient Greece, Minoan, mountainous, rocky terrain, natural resources, peninsula, islands, Mediterranean Sea, colonies, empire, Athens, Sparta, democracy, laws Civilisation, justice, culture, laws, Apollo, Delphi, Parthenon, Ephesus, sources, Acropolis, colonnades, Agora, Propylaea, Erectheum, Citadel, Hippocrates, Euclid, Pythagoras, Archimedes, Philosophers, Aristotle, Plato, Socrates, Empire	chronological, B.C/BCE, A.D./ CE, Latin, peninsula, empire, invasion, immigration, resources, trade, economy, emperor, imperial rule, invasion, retreat, conquer, legion, army, control, power, rule, client kingdom, rebellion, evidence, sources, Hadrian's Wall, defence, border, control, Vindolanda, amphitheatre, forum, public baths, hygiene, sewage, court, markets, customs, archaeology, primary sources, secondary sources, bias, social class, roads, engineering, aqueducts, impact, law, elect, citizen, peace, prosperity, economy, taxes, calendar, worship, legacy, impact, consequence	
Statutory Requirements	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	The Roman Empire and its impact on Britain.	
Concepts covered	Significance, Continuity & Change, Chronology	Significance, Cause & Consequence,	
End Point	Children can explain a number of different ways in which the Ancient Greek civilization has had a lasting impact on the western world.	Children can the impact of the Romans invasion and settlement on Britain	

Long Term Progression in History Overview

Year 5 - History			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Who won what in the struggle for the Kingdom of England?	In which ways was the Mayan Civilization more or less advanced than Britain in AD 900?	Geography Focus for this Term
Prior knowledge	Year 3: Children learnt about life in Britain from Stone Age → Iron Age. Year 4: Children learnt about the impact of the Roman invasion on Britain	Year 3: Children learn about the earliest civilisations as well as life in Britain from Stone Age → Iron Age. Year 4: Children learn how the Ancient Greeks impacted the western world and How the Roman invasion impacted Britain. Year 5: Children learn about the struggle for the kingdom of England between Anglo Saxons, Vikings & Scots	
Key vocabulary	Dark Ages, Anglo Saxon, Viking, Scots, Withdraw Power vacuum, invader, retreat, kingdom, excavation, archaeology, historian, sources, evidence, interpretation, longship, pillage, raid, norse, Lindisfarne, Alfred The great, Athelstan, Wessex, conquer, Daneslaw, excavation, Jorvik, settler, craftsmen, root meaning, village, town, county, kingdom, migration	Mayan Civilisation, Mesoamerica, Simultaneously , Periods, Advanced, Rainforest, Bajos, Cenotes, Chultuns, Connections, Contrasts, Trends, Trade, Materials, Cultivation, Hierarchy, Palenque, Nobles, Serfs, Slaves, Structured Society, Scribes, Glyphs, Cocoa, Trade-route, Commodity, Goods, Currency, Zero, Calendar, Germanic, calendar, AD, agriculture, archaeology, city–state, continuity, evidence, interpretation, nobles, observatory, plaza, Chichén Itzá, Theory, Overpopulation, Deforestation, Endemic, warfare, drought	
Statutory Requirements	Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history – Mayan civilization c.AD 900	
Concepts covered	Significance, Continuity, Change, Chronology, Cause, Consequence	Continuity, Change, Chronology, Similarity, Difference. Significance	
End Point	Children know which invaders settled in different parts of England. Children know significant events and people from the Viking and Anglo Saxon rule of England.	Children can compare and contrast the Mayan civilisation c.AD 900 with life in Britain at a similar time.	

Long Term Progression in History Overview

Year 6 - History			
Term & theme	Autumn	Spring	Summer
Big question/key concept	Is it ever right to fight? – Conflict through time	Geography Focus for this Term	Local History Study: How has Wilmslow changed in recent times?
Prior knowledge	Children have a chronological knowledge of British History from stone age→ Anglo Saxon & Viking settlers		KS1: Children studied their local area and how shops have changed within living memory.
Key vocabulary	duration, chronology, civil war, alliance, propaganda, trench, impact, reconcile, veteran, front line, Armistice, cause, consequence, memorial, blitz, evacuation, air-raid shelter, rationing, home guard, VE Day, surrender, liberation		Wilmslow, Lindow, field, land use, farming, flood plain, River Bollin, Lindow Common, peat bogs, Site of Special Scientific Interest (SSSI), Local Nature Reserve (LNR)
Statutory Requirements	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		a local history study
Concepts covered	Significance, Cause, Consequence, Continuity & Change, Chronology		Cause, Consequence, Similarity, Difference, Continuity & Change
End Point	Children understand the chronology of conflict in British history since 1066		Children have a good understanding of Wilmslow has changed in recent times and what has led to and driven the changes in Wilmslow