

# Whole School Progression Document - History 2025 to 26 (detailing links to National Curriculum and Tier 3 Vocabulary)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>All About Me</b>	<b>My Place in the World</b>	<b>Materials Matter</b>	<b>Habitats - Who lives where?</b>	<b>Farm to Fork</b>	<b>Once Upon a World....Long, Long ago</b>
<p>Objectives to work towards achievement of Early Learning Goal: Understanding the World Past and Present</p> <p>Substantive knowledge categories: L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes</p>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Children can talk about who is in their family.</li> <li>- Children can talk about what they do as a family</li> <li>- Children know that there are lots of different types of families.</li> <li>- Children know that people celebrate festivals.</li> <li>- Children can describe changes within their own history</li> </ul> <p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Children know about why we donate food for Harvest Festival.</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Children can describe people significant to their lives: e.g. parents, grand-parents, etc.</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>- Children take part in Harvest Festival</li> <li>- Children are aware of Diwali celebrations</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Children can talk about who helps us at nursery and school</li> <li>- Children know that there are lots of different people who help us in the community</li> <li>- Children place events in order e.g. first the nurse visited us, then the dentist and last the fireman</li> </ul> <p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Children know about the symbol of the poppy for Remembrance Day.</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Children can describe people who help significant to their lives: e.g. doctor, librarian, nurse etc</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>- Children take part in Remembrance Day commemoration</li> <li>- Children visit the local church and observe the artefacts from the past</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Children to be aware how the same location changes through the year i.e.the changes in the trees through the seasons</li> </ul> <p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Children observe changes overtime in historical landmarks in Blackpool e.g. the tower, the piers etc</li> <li>- Children compare similarities and difference between Blackpool landmarks past and present.</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>- Children observe significant landmarks in history as they take a ride on the Naughty Bus</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Children observe and describe changes in the caterpillars as they grow and change into a cocoon</li> <li>- Children describe the changes in the local environment throughout the duration of Spring</li> <li>- Children can arrange daily events in chronological order</li> </ul> <p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Children can discuss similarities and differences when reading texts from the past</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Children use historical vocabulary to understand the chronology e.g. recount and retell their visit to Cobble Hey Farm</li> <li>- Children observe and describe changes in the vegetables/plants as they grow</li> </ul> <p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Children compare and contrast farm machinery used in the past to the present day</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Children discuss historical figures - Buddha</li> <li>- Children learn about the work of Any Goldsworthy</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Changes within living memory</b></p> <ul style="list-style-type: none"> <li>- Children can order and discuss a memorable experience.</li> <li>- Children observe and describe changes in themselves throughout their Foundation Stage year</li> </ul> <p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- Children compare and contrast objects in the traditional tales read over the half term</li> </ul> <p><b>The lives of significant individuals in the past</b></p> <ul style="list-style-type: none"> <li>- Children can discuss monarchs from the past including clothes they wore.</li> <li>- Children can discuss kings and queens in fairy tales.</li> </ul> <p><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>
	<p><b>3 to 4 years: Communication and language</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>Understanding the World</b> Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>	<p><b>Reception: Communication and language</b> Describe events in some detail. Engage in non-fiction books.</p> <p><b>Mathematics</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><b>Understanding the World</b> Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Reception: Communication and language</b> Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books.</p> <p><b>Mathematics</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><b>Understanding the World</b> Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Reception: Communication and language</b> Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books.</p> <p><b>Personal, Social and Emotional Development</b> Think about the perspectives of others.</p> <p><b>Mathematics</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><b>Understanding the World</b> Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Reception: Communication and language</b> Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books.</p> <p><b>Personal, Social and Emotional Development</b> Think about the perspectives of others.</p> <p><b>Mathematics</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><b>Understanding the World</b> Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Understanding the World ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
Tier 3 vocabulary	today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday day, week, month, year, long ago, old, new/recent, history, modern, parent, grand-parent, great grand-parent, clue, artefact, memory, Who?, What?, materials, plastic, remember, same, different, change, people, lives, past, present, poppy, remember, remembrance, same, different, change, same, different, landmark, change, observe,					
Substantive Knowledge Categories	SaS, FaF	CaP, SaS	L, SaS	L, FaF, CaP	FaF, TaE	SaS, CaP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Understand Chronology</b></p> <p><b>The Gunpowder Plot</b></p> <p>'Gunpowder, treason and plot. Why do we remember the 5th November?'</p>	<p><b>Cause and effect</b></p> <p><b>The Black Death</b></p> <p>'Attichoo, attichoo, we all fall down! Who was responsible for the Black Death: rats or people?'</p>	<p><b>Build an overview</b></p> <p><b>The Great Fire of London</b></p> <p>'A fire broke out in Pudding Lane, but was Tom Farriner to blame?'</p>	<p><b>Cause and effect</b></p> <p><b>The Steam Engine</b></p> <p>'How did the steam engine impact travel and tourism in Blackpool?'</p>	<p><b>Investigate and Interpret the past</b></p> <p><b>History of Holidays in Blackpool</b></p> <p>'Oh I do like to be beside the seaside; what were seaside holidays like in Blackpool?'</p>	<p><b>Investigate and Interpret the past</b></p> <p><b>History of flight</b></p> <p>'How have aeroplanes made the world smaller?'</p>
<p>National Curriculum Objective</p> <p><b>Key Concepts:</b> Understand chronology Build an overview Communicate historically Investigate and Interpret the past Cause and effect</p> <p><b>Substantive knowledge categories:</b> L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes</p>	<p><b>Pupils should be taught about:</b> -- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>-significant historical events, people and places in their own locality.</b></p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>To develop an understanding of some of the ways we find out about the past and identify different ways in which it is represented.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>	<p><b>Pupils should be taught about:</b> -- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>-significant historical events, people and places in their own locality.</b></p> <p>To develop an awareness of the past, use common words and phrases relating to the passing of time.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To know where the people and events studied fit within a chronological framework.</p>	<p><b>Pupils should be taught about:</b> -- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>-significant historical events, people and places in their own locality.</b></p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>To develop an understanding of some of the ways we find out about the past and identify different ways in which it is represented.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p><b>Pupils should be taught about:</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. the new tram stop at Blackpool 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.</p> <p><b>- significant historical events, people and places in their own locality.</b></p> <p>- To develop an awareness of the past, using common phrases and relating of the passing of time.</p> <p>To know where people and events fit within a chronological framework.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.</p> <p>To understand some of the ways we find out about the past and how it is represented.</p>	<p><b>Pupils should be taught about:</b> -changes within living memory. 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Tier 3 Vocabulary	History, artefact, timeline, gunpowder, plot, conflict, catholic, protestant, treason, Houses of Parliament	Plague, black death, rich, poor, burial pits, countryside, plague doctor, outbreak, fever, buboes, Eyam	Pudding Lane, chronology, eye witness, Samuel Pepys, fire hook, water squirt, St Paul's Cathedral	transport, modern, past, present, steam engine, steam boat, locomotive, invention, industry, industrialisation, factories, mines, miners, mills, seaside town, steam engine, tourists, electric trams	iconic, wonder, architecture, circus, ring master, grade I listed, hydraulic floor, wealthy, working class, unique, Notarianni, family history, generations, health benefits, bathing machines, modest swimwear	aeroplane, aircraft, engineer, mechanic, aviation, navigate, generation, secretary engineer, journey, flight path, cockpit, aerodrome, feminist, hazards, courage, inspiration, navigate, remembrance, significant, memory, inspiration, circumnavigate, commercial air travel
Substantive Knowledge Categories	L, SaS, B, C	L, SaS, B,	L, SaS, C,	TaE, CaP	L, SaS, TaE, CaP	L, TaE, CaP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><b>Build an Overview</b></p> <p><b>Queen Victoria</b></p> <p>'Queen Victoria was the longest reigning monarch at the time of her death. Did she leave England a better place or worse?'</p>	<p>Investigate and Interpret the past</p> <p><b>Victorian Britain</b></p> <p>'Did the Victorian Era change the way society is today?'</p> <p>(Decision Making)'</p>	<p>Communicate historically</p> <p><b>Communication</b></p> <p>'How has communication changed over time?'</p>	<p>Investigate and Interpret the past</p> <p><b>The Moon Landing</b></p> <p>'One small step for man, one giant leap for mankind: what did Neil Armstrong mean?'</p>	<p>Understand chronology</p> <p><b>Queen Elizabeth II</b></p> <p>'What impact did Queen Elizabeth II have on the UK?'</p>	<p>Cause and effect</p> <p><b>World Leader</b></p> <p>'Why was Martin Luther King Jr a great leader?'</p>
<p>National Curriculum Objective</p> <p><b>Key Concepts:</b></p> <p>Understand chronology Build an overview Communicate historically Investigate and Interpret the past Cause and effect</p> <p><b>Substantive knowledge categories:</b></p> <p>L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes</p>	<p><b>Pupils should be taught about:</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>- events beyond living memory that are significant nationally or globally</b></p> <p><b>- the lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>- significant historical events, people and places in their own locality.</b></p> <p>To know where the people and events studied fit within a chronological framework.</p>	<p><b>Pupils should be taught about:</b> -- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p><b>-significant historical events, people and places in their own locality.</b></p> <p>To develop an awareness of the past, use common words and phrases relating to the passing of time.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p><b>Pupils should be taught about:</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. the internet revolution</p> <p><b>- events beyond living memory that are significant nationally or globally</b></p> <p><b>- the lives of significant individuals in the past who have contributed to national and international achievements. e.g. Tim Burners-Lee</b></p> <p><b>- significant historical events, people and places in their own locality.</b></p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To know where the people and events studied fit within a chronological framework.</p>	<p><b>Pupils should be taught about:</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. the internet revolution</p> <p><b>- events beyond living memory that are significant nationally or globally</b></p> <p><b>- the lives of significant individuals in the past who have contributed to national and international achievements. e.g. Neil Armstrong</b></p> <p><b>- significant historical events, people and places in their own locality.</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should use a wide vocabulary of everyday historical terms.</p>	<p><b>Pupils should be taught about:</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. the internet revolution</p> <p><b>- events beyond living memory that are significant nationally or globally</b></p> <p><b>- the lives of significant individuals in the past who have contributed to national and international achievements. e.g. Queen Elizabeth II</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should use a wide vocabulary of everyday historical terms.</p>	<p><b>Pupils should be taught about:</b> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. the internet revolution</p> <p><b>- events beyond living memory that are significant nationally or globally</b></p> <p><b>- the lives of significant individuals in the past who have contributed to national and international achievements. i.e. Martin Luther King</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To compare aspects of life in different periods.</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should use a wide vocabulary of everyday historical terms.</p>
Tier 3 vocabulary	monarch, monarchy, parliament, reign, roles, responsibilities, Coronation, significant, historical sources, primary source, secondary source, artefacts, reliable, trust, public life, views, society, rules, responsibilities, empire, rule, Commonwealth, landmarks	industry, industrial revolution, workhouses, accidents, abolished, poverty, education, mandatory, chalk, slate, cane, disease, cholera, sanitation, overpopulated, slum areas, anaesthetic, antiseptic, X-ray	communication, potable, centuries, scribes, printing press, transmission, artefacts, society, norm, sources, racial inequality, segregation, civil rights, protests	commander, breakthrough, lunar, sea of tranquility, exploration, achievements, rival, orbit, satellite, reliable, unreliable source, primary source, secondary source, conspiracy	monarch, Coronation, Government, Commonwealth, democracy, political, tradition, social media,	artefact, source, decade, racial inequality, segregation, civil rights, protests, leader, leadership, qualities, inspirational.
Categories	L, B, CaP, SaS	L, SaS, FaF, CaP, TaE	SaS, CaP	L, B, TaE	L, B, CaP, SaS	L, B, C, CaP, SaS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Understand chronology/Build an overview  Stone Age	Investigate and Interpret the Past  Stone, Bronze and Iron Age	Understand chronology/Build an overview  Ancient Egypt	Communicate historically  Ancient Egypt	Cause and effect  Ancient Greece	Investigate and interpret the past  Ancient Greece
National Curriculum Objective	Pupils should be taught about:  - changes in Britain from the Stone Age to the Iron Age  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  - changes in Britain from the Stone Age to the Iron Age  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt;  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about: - Ancient Greece – a study of Greek life and achievements and their influence on the western world  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Pupils should be taught about: - Ancient Greece – a study of Greek life and achievements and their influence on the western world  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Key Concepts: Understand chronology Build an overview Communicate historically Investigate and Interpret the past Cause and effect  Substantive knowledge categories: L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes						
Tier 3 Vocabulary	archaeologists, artefacts, settlements, prehistoric, palaeolithic, mesolithic, neolithic, hunter, dwellings, ochre, communal, era, historical source, world heritage site, reliability, hypothesis	artefact, archaeologists, ancient, Stone Age, Iron Age, Bronze Age, societies, trade, hoard, burial, technology, communication, extraction, copper, tin, roundhouse, symbols, hunter, chief, ceremony, dominant, violence, advantages, fortifications, inhabited, surplus, hill fort, protection, defence, ditches, conflict	ancient, Egyptians civilisation, society, Pharaohs, scribes, peasants, viziers, hieroglyphics, communication, impact, afterlife, artefacts, architects, source, shabti, tomb, chamber, conscripted, artisans, eternity, temples, mummification, pyramids, canonic jar,	ancient, egyptians, civilisation, scribes, settlements, artefacts, merchant, trade, value, exploration, winnowing scoops, hoe, rake, flint-bladed sickles, ploughs, pharaohs, pyramid, neolithic	civilisations, settlements, city states, chronology, culture, artefacts, golden ratio, Greek columns, characteristic, features, slaves, society, structure, democracy, city states, government, siege, Empire, treaty, olympics, physique, truce, Zeus	myths, legends, religion, beliefs, civilisation, society, Gods, Goddesses, worship, monuments, democratic, Government
Substantive knowledge Categories	L, SaS, FaF, CaP	L, SaS, B, C, FaF	L, SaS, B, CaP	L, SaS, B, FaF	L, SaS, B, C	L, B, C, CaP, SaS,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<b>Understand Chronology/Build an overview</b>  <b>Romans</b>	<b>Cause and effect</b>  <b>Romans</b>	<b>Understanding chronology/ Build an overview</b>  <b>Anglo-Saxons</b>	<b>Communicate historically</b>  <b>Vikings</b>	<b>Investigating and interpreting the past</b>  <b>Vikings</b>	<b>Cause and effect</b>  <b>The Normans: 1066/Domesday Book</b>
National Curriculum Objective  <b>Key Concepts:</b> Understand chronology Build an overview Communicate historically Investigate and interpret the past Cause and effect  <b>Substantive knowledge categories:</b> L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes	Pupils should be taught about:  - the Roman Empire and its impact on Britain  (including: Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  -the Roman Empire and its impact on Britain  (including: Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils could be taught about:  - Britain's settlement by Anglo-Saxons and Scots  - Anglo-Saxon invasions, settlements and kingdoms: place names and village life  - Anglo-Saxon art and culture  - Anglo-Saxon laws and justice  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils could be taught about: - Viking raids and invasion Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.	Pupils could be taught about: - Viking raids and invasion Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.	Pupils could be taught about:  - Edward the Confessor and his death in 1066  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.
Tier 3 vocabulary	Rome, legend, occupy, Empire, latin, chronology, republic, senate, consuls, empower, campaign, native, chariot, territory, rebellion, military, militia, legionaries, auxiliaries, colonia, legion, centuries, centurion, artillery, cavalry, delegation, import, export, exchange, economy, currency, merchants	invade, conquer, occupy, Caesar, Caligula, Claudius, Celts, Emperor, troops, Sussex, Hampshire, Londinium, Britannia, Boudicca, resistance, legionary, auxiliary, century, centurion, primary source, secondary source, weaver, tribes, civilisation, blacksmith, fort, aqueduct, colony, chariot racing, festivals	Jutes, Angles, Saxons, Picts, Scots, origin, Britons, natives, hierarchy, royals, succession, hereditary, eals, thegn, freemen, commoners, peasants, lords, serfs, enslaved, civil rights, oath, exile, runes, erosion, monument, commemorate, burial, inference, paganism, superstition, legend, myth, folklore, heroic myth, quests, Dark Ages, Middle Ages, stagnation, regression	hierarchy, society, Jarls, Karls, Thralls, coppergate dig, excavation, paganism, polytheistic, Gods (Odin, Frigg, Loki, Thor, Freya), colonies, saga, compass, navigate, establish,	colonies, saga, compass, navigate, establish, runes, shipbuilding, longboats, mixed farming,	conquest, heir, coronation, claimants to the throne, embroidery, latin, cavalry, depiction, tapestry, Domesday Book, survey, seized, territory, taxes, mercenaries, conquer, landowner, estate, taxation, census, data, archives, infrastructure, census, inheritance
Substantive Knowledge Categories	L, B, C, SaS	TaE, FaF, CaP	L, B, C, SaS	L, B, C, SaS,	TaE, FaF, CaP	L, B, C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	Understand chronology  Early Islamic Civilisation	Build an overview  Early Islamic Civilisation	Understand chronology Investigate and interpret the past  Aztecs	Cause and effect Communicate historically  Aztecs	Understand chronology/ Investigate and interpret the past  Tudors	Cause and effect  Tudors
National Curriculum Objective  <b>Key Concepts:</b> Understand chronology Build an overview Communicate historically Investigate and Interpret the past Cause and effect  <b>Substantive knowledge categories:</b> L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes	Pupils should be taught about:  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  a non-European society that provides contrasts with British history  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  a non-European society that provides contrasts with British history  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Tier 3 Vocabulary	Muslim, Prophet, Caliph, Caliphate, Mosque, worship, Byzantine, Persian, societal structure, prosperous, astrology, university, dinar, bandit, Silk Road,	Muslim, Prophet, Caliph, Caliphate, Mosque, worship, Byzantine, Persian, societal structure, prosperous, astrology, university, dinar, bandit, Silk Road,	primitive, civilisation, nomadic, tribe, Mesoamerica, sacrifice, rituals, ceremonies, moral, ethical, chinampa, irrigation, agriculture, conquer(ed), captive, tribute, innovative, barter, bias, barbaric	conquer, conquistadors, conquest, expedition, allies, alliances, tribes, conquer, hospitality, victory, revolt, negotiation, siege, smallpox, indigenous, resistant, exposed, morality	nobles, monarch, peasant, treason, medieval, alliance, heir, military, reformation, parliament, rebellion, devout, succession, beheaded, execution.	nobles, monarch, peasant, treason, medieval, alliance, heir, military, parliament, trade, renaissance,
Categories	L, SaS, B, C	L, SaS, B, C	L, FaF, SaS	B, C, CaP	B, C, SaS, CaP	B, C, SaS, CaP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Build an overview Victorians and British Empire	Cause and effect Victorian Blackpool	Investigate and interpret the past World War 1	Build an overview World War 2	Communicate historically 1960s America	Cause and effect 1960s America
National Curriculum Objective  Key Concepts: Understand chronology Build an overview Communicate historically Investigate and Interpret the past Cause and effect  Substantive knowledge categories: L = Location SaS = Society and Settlements B = Beliefs C = Conflict TaE = Travel and Exploration FaF = Food and Farming CaP = Culture and Pastimes	Pupils should be taught about:  - a significant turning point in British history, for example, the first railways or the Battle of Britain  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  - a local history study i.e. Victorian Blackpool  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Pupils should be taught about:  - a significant turning point in British history, for example, the first railways or the Battle of Britain  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  - a significant turning point in British history, for example, the first railways or the Battle of Britain  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Pupils should be taught about:  - changes in an aspect of social history,  To develop secure knowledge and understanding of British, local and world history.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about:  - changes in an aspect of social history,  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.  They should understand how our knowledge of the past is constructed from a range of sources  They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Tier 3 vocabulary	reign, poverty, workhouse, technological advancement, industrial revolution, social class, poverty, reforms, mutiny, slavery, abolition, saviour, savage	industrial revolution, cottage industry, urbanisation, water frame, urbanisation, accessibility, working class, popular culture, high culture, hierarchy, pastime, decline, poverty	<i>primary source, bias, militarism, nationalism, alliances, imperialism, naval race, reparations, demilitarised, battleships, war guilt, anti-semitism, appeasement,</i>	allies, axis powers, D-Day, conscription, home front, air raid, rationing, black market, blackout, evacuation, gas mask, antisemitism, concentration camp, prejudice, holocaust, atomic bomb, radiation	emancipation, abolition, segregation, reconstruction, civil rights, communism, red scare, cold war, integration, militant, boycott, civil resistance, ant-semitism, islamophobia, alt-right	emancipation, abolition, segregation, reconstruction, civil rights, communism, red scare, cold war, integration, militant, boycott, civil resistance, ant-semitism, islamophobia, alt-right
Categories	SaS, CaP	SaS, CaP	L, B, C, TaE	L, B, C, SaS, CaP	B, C, SaS, CaP	B, C, SaS, CaP

## Progression in Key Substantive Knowledge and **Disciplinary Skills** - Retrieval Practice/Spaced learning

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS	Know their own family dynamic and understand their life story.	Know how two key local landmarks are similar/different to the past.	To know conflict can be resolved.	Know that explorers discovered new places.  Name two ways farming equipment has changed over time.	Know that traditional tales were told in the past.	Know that traditional tales have been shared within society over time.
<ul style="list-style-type: none"> <li>- Use historical vocabulary to talk about what has happened in the past .</li> <li>- Observe and use pictures, photographs and artefacts to find out about the past.</li> </ul>						
Year 1	<u><b>Gunpowder Plot</b></u>  <b>Describe</b> the significance of the 5th of November  <b>Recognise</b> why the Houses of Parliament were targeted.	<u><b>Black Death</b></u>  <b>Describe</b> how the Black Death was spread (through infected flea bites).  Know that it spread quicker in cities.	<u><b>Great Fire of London</b></u>  <b>Recognise</b> how the fire started.  <b>Recognise</b> why the fire spread so rapidly.	<u><b>Trains</b></u>  <b>Describe</b> two ways trains improved transport.  <b>Recognise</b> that the invention of trains enabled Blackpool to become a tourist destination.	<u><b>Seaside holidays in Blackpool</b></u>  Name two important landmarks in Blackpool and <b>recognise</b> why they enabled Blackpool to become a successful tourist destination.	<u><b>Amy Johnson</b></u>  <b>Describe</b> why Amy Johnson was significant (know that she was the first woman to fly solo from London to Australia).  <b>Describe</b> two ways aeroplanes improved transport.
<ul style="list-style-type: none"> <li>- Place 3 significant historical events on a timeline.</li> <li>- Match an artefact to a significant historical event.</li> </ul>						
Year 2	<u><b>Queen Victoria</b></u>  <b>Describe</b> two ways Queen Victoria changed the role of the monarchy.	<u><b>Victorian Britain</b></u>  <b>Describe</b> what life was like for children during the Victorian period and <b>compare</b> to a child's life today.  Know what living conditions were like for the poor.	<u><b>Communication</b></u>  <b>Describe</b> two ways that communication has changed over time.  <b>Recognise</b> Tim Berners-Lee and know why he is important.	<u><b>Moon Landing</b></u>  Name an astronaut involved in the Apollo 11 mission and <b>describe</b> why this is considered a significant event.  Know that there was a 'Space Race' between the USA and USSR.	<u><b>Queen Elizabeth II</b></u>  Know what the Commonwealth is and name two members.  <b>Describe</b> two reasons Queen Elizabeth II's reign was significant.	<u><b>Martin Luther King Jr</b></u>  Know that the USA was racially segregated during the 1960s and <b>compare</b> to present day.  Name two of MLK's beliefs.
<ul style="list-style-type: none"> <li>- Place 4 significant historical events on a timeline.</li> <li>- Name an artefact and explain what it tells them about a significant historical event.</li> <li>- Ask questions about the differences they can see in photographs.</li> </ul>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Stone Age</b></p> <p>Know Stone Age people were hunter-gatherer who used stone tools.</p> <p>Know Stone Age people were focused on survival and didn't have time to develop rich culture <b>compared</b> to modern day.</p>	<p><b>Bronze/Iron Age</b></p> <p>Know Bronze/Iron Age people began to farm and used metal tools.</p> <p><b>Describe</b> three ways that society advanced during the Bronze/Iron Age.</p>	<p><b>Ancient Egypt</b></p> <p><b>Describe</b> the Egyptian hierarchy (the Pharaoh at the top and slaves at the bottom).</p> <p>Know that the wealthy dead were mummified and interred in pyramids.</p> <p><b>Describe</b> two ways the Nile was important to Ancient Egyptians.</p>		<p><b>Ancient Greece</b></p> <p>Know the Greeks created democracy and <b>explain the effect</b>.</p> <p>Name three key <b>advancements that brought about change</b> in Greek culture e.g. Olympics, mathematics, drama</p> <p>To know the Greeks were polytheistic. To name three reasons gods may be worshipped.</p>	
	<ul style="list-style-type: none"> <li>- Place 4 significant historical events on a timeline using dates.</li> <li>- Suggest suitable sources of evidence for historical enquiries.</li> <li>- Ask questions about sources of evidence.</li> </ul>					
Year 4	<p><b>Romans</b></p> <p>Name three places the Roman Empire ruled over.</p> <p><b>Describe</b> three key components of the Roman military which made it successful and why they were effective.</p> <p><b>Recognise</b> three key Roman inventions and <b>explain the effects</b>.</p>		<p><b>Anglo-Saxons</b></p> <p>Know that Britain was split into multiple kingdoms with different rulers and <b>compare to modern day, understanding the reasons for similarities and differences</b>.</p> <p><b>Recognise</b> that the Anglo-Saxons were mainly farmers.</p>	<p><b>Vikings</b></p> <p>Know that the Vikings used longboats to both raid and trade, and what made these ships effective.</p> <p><b>Recognise</b> two key Vikings battle tactics.</p> <p><b>Describe</b> the Viking social structure.</p>		<p><b>Normans</b></p> <p>Know who fought in the Battle of Hastings and <b>recognise</b> why Harold Godwinson lost.</p> <p>Know that England was unified by William the Conqueror and how (e.g. Domesday book) <b>compare to modern day, understanding the reasons for similarities and differences</b>.</p>
	<ul style="list-style-type: none"> <li>- Place significant historical events on a timeline using dates and and work out the interval between periods of time and the duration of historical events and periods.</li> <li>- Use more than one source of evidence for historical enquiry.</li> <li>- Create historically valid questions.</li> </ul>					
Year 5	<p><b>Early Islamic Empire</b></p> <p><b>Compare</b> the technological advancement of the Early Islamic Empire to its European contemporaries.</p> <p><b>Recognise</b> three key Islamic inventions.</p> <p>Understand the <b>significance</b> of the Silk Road and <b>explain its effects</b> on the EIE.</p>		<p><b>Aztecs</b></p> <p><b>Describe</b> the Aztec belief of human sacrifice and <b>explain why</b>.</p> <p><b>Describe</b> two key Aztec farming techniques.</p> <p><b>Explain</b> two <b>causes</b> of the Spanish conquest of the Aztecs.</p>		<p><b>Tudors</b></p> <p>Know that England became Protestant through the creation of the Church of England. Know the <b>cause</b> was that Henry VIII wanted to divorce Catherine of Aragon.</p> <p><b>Know</b> England developed a strong navy and <b>explain</b> two ways in which it was used.</p> <p>Name three key figures in the Tudor monarchy and <b>explain</b> their <b>significance</b>.</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>- Sequence events on a timeline, comparing where it fits in with events/periods of history studied in previous year groups.</li> <li>- Analyse a source's reliability, and compare to the reliability of other sources.</li> <li>- Form hypotheses about a period of history, based on a range of sources.</li> </ul>					
Year 6	<p><b>Victorians</b></p> <p>Name three countries that were part of the British Empire.</p> <p><b>Understand</b> that there was a large divide between the rich and poor in the Victorian period, and that social mobility was limited.</p>	<p><b>Victorian Blackpool</b></p> <p>Know that the Industrial Revolution <b>caused</b> urbanisation as people moved to towns with factories.</p> <p><b>Understand</b> the causes of Blackpool's tourism.</p>	<p><b>WW1</b></p> <p>Know when WW1 occurred and who was involved in the main alliances.</p> <p><b>Describe</b> what life would have been like for a soldier in WW1.</p>	<p><b>WW2</b></p> <p>Know that civilians were more at risk during WW2 and <b>describe</b> two ways they were affected.</p> <p>Know that WW2 was mainly fought against Nazi Germany. Give two <b>causes</b> for Britain's involvement in the war.</p> <p>Know that WW2 was fought on land, at sea and in the air.</p>		<p><b>1960s America</b></p> <p>Name two key civil rights activists.</p> <p><b>Understand</b> the USA was a racially-segregated society in the early- to mid-20th Century.</p>
	<ul style="list-style-type: none"> <li>- Sequence events on a timeline, identifying periods of history that occurred at the same time.</li> <li>- When discussing the reliability of sources, explain the reasons behind a source's bias (e.g. purpose, creator etc)</li> <li>- Justify judgements/opinions with historical evidence.</li> </ul>					