



Curriculum Progression for History

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INTENT

At Frodsham CE Primary School, we aim to fulfil the requirements of the National Curriculum for history, which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION

In the Early Years history is taught through Knowledge and Understanding of the World. Our children learn about the similarities and differences between things in the past and now, drawing on their own experiences and books they read, as well as learning about significant people. Throughout KS1 and KS2, children are curious to learn history through weekly lessons linked to a topic. In KS1 children develop their understanding of the past through focusing on particular themes, events and significant people. They think about how life in the past was different and the impact of significant people and events on our lives today. The KS2 curriculum is taught chronologically. Lessons are planned following our progressive school curriculum which builds children's historical knowledge; it encourages them to ask questions and think critically, examining a range of evidence sources: written, visual, oral, artefacts sources before forming opinions. Wherever possible, links are made to learning across the curriculum and local, national and global events, to utilise every opportunity to develop historical knowledge and skills in a meaningful context. There is regular opportunity to develop their historical skills through fieldwork in their locality and history learning is enriched by school visits. All children receive a broad and balanced curriculum which is adapted to meet the needs of all our learners through quality first teaching. We are a member of the Historical Association.

NURSERY

Marvellous Me	Changes	On the Move
<p>Children can...</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Begin got make sense of their own life-story and family's history. 	<p>Children can...</p> <ul style="list-style-type: none"> • Show an interest in different occupations. • Recognise people who help us. 	<p>Children can...</p> <ul style="list-style-type: none"> • Explore what is different and the same between mechanical equipment from the past and present. (wind up toys, pulleys,

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<ul style="list-style-type: none"> • Talk about photos of them and their family. • Talk about events in their past and their memories. 	<ul style="list-style-type: none"> • Talk about what they want to be when they grow up. 	<p>BeeBots, record player, iPad, cameras, telephones)</p> <ul style="list-style-type: none"> • Identify old and new buildings in our locality. • Talk about transport to and from school and how this might have been different in the past.
<p>Key vocabulary: Me, family, mother, father, brother, sister, grandparent, aunty, uncle, cousin, past, now, memory, same, different</p>	<p>Key vocabulary: Various occupations</p>	<p>Key vocabulary: Toys, mechanical, technology, house, church, shop, car, bus, bicycle, train, walk</p>
RECEPTION		
My Family/ Christmas	Vehicles from the Past	Occupations
<p>Children can...</p> <ul style="list-style-type: none"> • Begin to develop chronological understanding. • Begin to show understanding of time. • Know the difference between long ago and now. • Talk about different members of their family placing their birth on a timeline. • Use photos to talk about different members of their family over time. • Begin to understand the passage of time. • Show awareness of the past. • Show interest in the past. • Beginning to use the correct words such as “yesterday, past, then, now.” • Use photos to describe how Christmas was celebrated in the past. 	<p>Children can...</p> <ul style="list-style-type: none"> • Can compare modern and old vehicles. • Begin to understand how vehicles have changed over time. • Place 2 or 3 vehicles on a timeline. • Can tell the past is different from today. • Can look at the differences between ‘long ago’ and ‘now’. • Give their own view on why something happened in the past or how they know. 	<p>Children can...</p> <ul style="list-style-type: none"> • Know my life is different from the lives of people in the past. • Place photos of police/ fire fighters/ nurses in chronological order. • Talk about the similarities and differences between jobs in the past and jobs today. • Show an interest in the past. • Begin to ask questions about artefacts, suggesting what they might be used for. • Begin to make accurate comparisons between modern and old objects. • Find answers to simple questions in a piece of writing or from a picture.
<p>Key vocabulary: Family, grandparent, yesterday, past, then, now</p>	<p>Key vocabulary:</p>	<p>Key vocabulary:</p>

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	Vehicle, car, train, bus, boat, ship, canal boat, bicycle, horse and cart, petrol, electric, old, new, long ago, now, order	Occupation, old, modern, artefact, compare, past, today, then, now
YEAR 1		
	Toys	Neil Armstrong
	<p>Children can...</p> <ul style="list-style-type: none"> • Identify old and new toys. • Recognise what is similar and different between toys from the past and those of today. • Describe how toys have changed over time and the different materials they are made of. • Order toys from the past and present on a timeline. • Use artefacts, pictures and stories to find out about toys in the past. • Ask questions to find out about toys in the past. 	<p>Children can...</p> <ul style="list-style-type: none"> • Know about the lives of significant individuals in the past who have contributed to national and international achievements: Neil Armstrong. • Explore how Neil Armstrong made a contribution to the history of the world. • Recognise Neil Armstrong was the first man to walk on the moon. • Place the moon landing on a time line. • Analyse sources that show evidence of the moon landing. • Compare and contrast similarities and differences between the Apollo mission and Orion/ Artemis missions.
Key vocabulary:	<p>Key vocabulary: Toys, teddy bear, ball and cup, marbles, doll, Meccano, Lego, jigsaw, board game, dinky toys, electronic, gaming, timeline, old, new, past, present, differences, similarities, material, wood, plastic, metal</p>	<p>Key vocabulary: Neil Armstrong, Buzz Aldrin, Michael Collins, mission, space, spacecraft, 21 July 1969, astronaut, Apollo 11 lunar module Eagle, Orion, Artemis</p>
YEAR 2		
Great Fire of London		Frodsham
<p>Children can...</p> <ul style="list-style-type: none"> • Know about events beyond living memory that are nationally or globally significant: The Great Fire of London. 		<p>Children can...</p> <ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality.

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<ul style="list-style-type: none"> • Discuss what life was like in London in 1666. • Place 1666 and the Great Fire of London on a timeline. • Place the events of the Great Fire of London in chronological order. • Discuss reasons why the Great Fire of London started and spread. • Explain the significance of Samuel Pepys' diary and how this source is how we know about the Great Fire of London. • Identify and explain what changes were made in terms of architecture and the city's design after the fire and why. • Compare and use different sources to answer questions about the Great Fire of London. • Analyse artefacts and ask questions about them. • Know about significant historical events, people and places in their own locality: Remembrance Day. • Know about the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of life in different periods: Florence Nightingale, Mary Seacole. 		<ul style="list-style-type: none"> • Place Frodsham buildings on a timeline. • Identify historical landmarks in Frodsham. • Use aerial photographs to recognise how Frodsham has changed over time. • Observe and use pictures to find out about the past. • Sequence pictures of Frodsham from different periods. • Use common words and phrases relating to time. • Can analyse artefacts and ask questions about them. • Consider how I might find out the answers to questions.
<p>Key vocabulary: 1666, London, Pudding Lane, bakery, Thomas Farriner, King Charles II, Samuel Pepys, chronological, source,</p>	<p>Key vocabulary:</p>	<p>Key vocabulary:</p>

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artefact, diary, St Paul's Cathedral, River Thames, Tower of London, fire hook, fire break, leather bucket		Medieval, Saxon, Iron Age fort, Domesday Book, Tudor, Victorian, village, Market town, St Laurence Church
YEAR 3		
Stone Age to Iron Age		Egyptians
<p>Children can...</p> <ul style="list-style-type: none"> • Describe changes in Britain from the Stone Age to the Iron Age. • Understand Prehistoric Britain-hunters and gatherers and their roles in daily life. • Compare Iron Age-Celtic life, developments of tools and farming to Stone Age life. • Study evidence of Skara Brea and discuss how we know people lived there and what this tells us about the lives they had. • Order artefacts chronologically. • Evaluate and use historical knowledge to identify and describe historical artefacts. • Explain the use of artefacts and sources and what they tell us about life in the past. • Sequence events on a timeline. • Explain which of the Ages they would prefer to live in and why. 		<p>Children can...</p> <ul style="list-style-type: none"> • Describe the achievements of the earliest civilizations and have an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. • Place 'ancient' Egypt on a timeline. • Order key events from ancient Egypt in chronological order on a timeline. • Describe why ancient Egyptians settled on the River Nile. • Describe the daily life, culture and experiences of Ancient Egypt from a range of sources. • Understand what artefacts tell us about the past. • Explore the use of hieroglyphics and what this tells us about the Ancient Egyptians. • Discover that ancient Egypt had a strict social hierarchy and can discuss how this impacted the life of Egyptians. • Find out about historical pharaohs and consider how we know that they were important. • Explain that the pyramids were built as monuments to the dead.

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		<ul style="list-style-type: none"> Describe the mummification process and link this to beliefs at the time. Use historical sources and artefacts to gather and present information.
Key vocabulary: Stone Age, Palaeolithic, Mesolithic, Neolithic, Ice Age, flint, hunter gatherer, tribe, prehistory, settlement, hill fort, roundhouse, Stonehenge, agriculture, nomadic, ancestor, Celtic		Key vocabulary: ancient, civilisation, irrigation, pyramids, pharaoh, emperor, dynasty, gods and goddesses, hieroglyphs, ruler, tomb, River Nile, settle, hierarchy, mummification
YEAR 4		
Ancient Greeks	The Romans	
Children can... <ul style="list-style-type: none"> Study Greek life and achievements and their influence on the western world. Place ancient Greek on a historical timeline and know how it relates to other ancient civilisations. Research Greek gods and goddesses and compare them to Ancient Egyptian gods and goddesses. Understand and compare the differences between Athens and Sparta. Analyse the achievements of the ancient Greeks and consider how they have influenced the modern world. Describe how the ancient Greeks invented democracy and the influence this has had on the modern world. Use Greek vases to find out about life in ancient Greece. 	Children can... <ul style="list-style-type: none"> Describe the Roman Empire and its impact on Britain. Place historical events and figures from Roman times on a timeline. Explain why Rome invaded Britain and why they had failed previously. Recall facts about the Roman invasion of Britain. Describe the resistance of Boudicca. Describe why Roman roads were built in Britain. Understand the religious beliefs of the Romans. Explain what the Roman baths are and how they are used. Identify primary sources showing evidence of the Romans in Chester. Understand the lasting impact that the Roman's had on Chester and the way of life in Britain. 	

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<ul style="list-style-type: none"> Investigate how and why the Olympics were invented and compare the ancient Olympic games to modern day. 	<ul style="list-style-type: none"> Deduce the main cause of the Roman decline and the effect it had on Britain. 	
<p>Key vocabulary: The Ancient Greeks, democracy, culture, architecture, Spartan, Olympics, Athens, Parthenon, Athenian, government, contribution, discipline, gods, goddesses</p>	<p>Key vocabulary: The Romans, Julius Caesar, Claudius, Roman baths, empire, emperor, invasion, settlement, migration, resistance, settlers, impact, effects, withdrawal, conquer, rebellion, attack, island, barbarians, army, formation, weapons, armour, Celts, Iceni Tribe, aqueducts, sanitation, central heating, amphitheatre, legacy, Hadrian's Wall, Romanisation, Christianity</p>	<p>Key vocabulary:</p>
YEAR 5		
	Vikings and Anglo Saxons	The Mayans
	<p>Children can...</p> <ul style="list-style-type: none"> Describe Britain's settlement by Anglo Saxons and Scots. Understand the Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the Confessor. Discover who were the Anglo Saxons and Vikings and why did they invade and settle in Great Britain. Identify where they settled and why. What did the Anglo Saxons bring to Great Britain that we still use today? Use a range of sources to decide if Alfred the Great was really great? Analyse artefacts from Sutton Hoo and deduce what this tells us about life in Anglo Saxon Britain. 	<p>Children can...</p> <ul style="list-style-type: none"> Describe a non-European society that provides contrasts with British history: Mayan civilization c. AD900. Identify who were the Maya and what did they discover/invent that we still use in Great Britain today? Compare Ancient Maya life and concurrent British history. (number, writing, calendar, astronomy, observatories, chocolate) Research into the importance of Chichen Itza: this historical site to the Maya and how and why it was used for worship. Identify who invaded Mexico and why. Evaluate historical opinions as to why the Mayans disappeared.

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	<ul style="list-style-type: none"> Understand how we can find out about the past from archaeology and the importance of historical artefacts. Understand the Anglo-Saxon and Viking struggle for power in England. 	<ul style="list-style-type: none"> Discuss the validity of primary sources like the San Bartolo mural. Understand our knowledge of the past is constructed from a range of sources. Describe the history of chocolate.
Key vocabulary:	Key vocabulary: settlement, invade, Sutton Hoo, Anglo Saxons, excavation, The Jutes, Britons, Picts, Scots, fertile, monastery, successor, tax, tribe, chronicle, descendent, exile, inhabitants, supremacy	Key vocabulary: Maya, Mayan, empire, civilisation, pyramid, dynasty, codex, hieroglyphics, rituals, sacrifice, monarchy, society, astronomy, indigenous, Hun Hunahpu.
YEAR 6		
World War Two		Frodsham
Children can... <ul style="list-style-type: none"> Describe a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War II. Place key events from WWII in chronological order on a timeline. Explain why WWII began and when, who were the Allies and Axis and their leaders. Ask perceptive questions and describe what it was like to be an evacuee. Analyse sources to consider the impact of the Blitz on British society. Consider and explain the impact that WWII had on the lives of women. Recognise and describe bias in sources and explain how propaganda gave a distorted representation of reality. 		Children can... <ul style="list-style-type: none"> Describe a study over time tracing how several aspects of national history are reflected in the locality.

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<ul style="list-style-type: none">• Describe the impact of WWII on Frodsham.• Use evidence to ask questions and find answers about the past.		
Key vocabulary: Dictator, territory, alliance, allies, axis, evacuation, propaganda, bias, refugee, totalitarianism, Blitz, British Empire, remembrance	Key vocabulary:	Key vocabulary:

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