



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 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 to follow 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, understanding where these have come from and how historians have come to these 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. Units are taught through 'golden threads' which are built throughout KS1 and KS2, to ensure children understand how society and culture has developed over time. These are Society and culture, technological innovation, powerful people, invasion and settlers. 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; staff have full access to this to engage in CPD and access high quality resources to use both in the classroom and for their own development.

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NURSERY		
Marvellous Me Society and culture	Changes Society and culture	On the Move Technological innovation
<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. • Talk about photos of them and their family. • Talk about events in their past and their memories. • To read fictional and non-fiction texts linked to this unit to enhance understanding. 	<p>Children can...</p> <ul style="list-style-type: none"> • Show an interest in different occupations. • Recognise people who help us. • Talk about what they want to be when they grow up. • To read fictional and non-fiction texts linked to this unit to enhance understanding. 	<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, BeeBots, record player, iPad, cameras, telephones) • 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. • To read fictional and non-fiction texts linked to this unit to enhance understanding.
<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 Society and culture	Vehicles from the Past Technological innovation	Occupations Society and culture
<p>Children can...</p> <ul style="list-style-type: none"> • Begin to develop chronological understanding. • Begin to show understanding of time. 	<p>Children can...</p> <ul style="list-style-type: none"> • Can compare modern and old vehicles. 	<p>Children can...</p> <ul style="list-style-type: none"> • Know my life is different from the lives of people in the past.

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<ul style="list-style-type: none"> • 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. • To read fictional and non-fiction texts linked to this unit to enhance understanding. 	<ul style="list-style-type: none"> • 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. • To read fictional and non-fiction texts linked to this unit to enhance understanding. 	<ul style="list-style-type: none"> • 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. • To read fictional and non-fiction texts linked to this unit to enhance understanding.
<p>Key vocabulary: Family, grandparent, yesterday, past, then, now</p>	<p>Key vocabulary: Vehicle, car, train, bus, boat, ship, canal boat, bicycle, horse and cart, petrol, electric, old, new, long ago, now, order</p>	<p>Key vocabulary: Occupation, old, modern, artefact, compare, past, today, then, now</p>
YEAR 1		
	<p>The high street through time Technological innovation/ society and culture.</p>	<p>Frodsham Society and culture</p>
	<p>Children can...</p> <ul style="list-style-type: none"> • Identify how the high street has changed. 	<p>Children can...</p>

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	<ul style="list-style-type: none"> • Recognise what is similar and different on our high street from the past and those of today. • Describe how shopping has changed over time and the way that people have adapted to shop differently. • Order images of the high street through time. • Use artefacts, pictures and stories to find out about shopping in the past. • Understand how technological innovation has changed the way people shop. • Ask questions to find out about shopping in the past. • To read fictional and non-fiction texts linked to this unit to enhance understanding. 	<ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality. • Place historical Frodsham buildings on a timeline, sequencing pictures of Frodsham from different periods of time in the correct order. • Identify historical landmarks in Frodsham, such as the war memorial. • Use aerial photographs and tithe maps to recognise how Frodsham has changed over time. • Observe and use pictures of Frodsham to find out about the past, asking inquiry questions to further understanding. • Can methodically analyse primary sources and ask relevant questions about them. • Can use secondary sources to find the answers to these questions. • To read fictional and non-fiction texts linked to this unit to enhance understanding. •
<p>Key vocabulary:</p>	<p>Key vocabulary: High street, shopping, consumer goods, money, digital, now, then, past, difference, similarity, business, ownership, transport.</p>	<p>Key vocabulary: Medieval, Saxon, Iron Age fort, Domesday Book, Tudor, Victorian, village, Market town, St Laurence Church, developments, Church</p>

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		school, building, roads, planning, design, railway.
YEAR 2		
Great Fire of London Technological innovation		Significant individuals in the past Society and culture/ Technological innovation/ powerful people
<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. • Discuss how life was different in 1066 London and the differences in society. • Place 1666 and the Great Fire of London on a timeline. • Place London on a map and the location of the Great Fire of London. • Place the events of the Great Fire of London in chronological order using a timeline. • Discuss reasons why the Great Fire of London started and spread. • Explain the significance of Samuel Pepys' diary and how this has helped Historians understand the events. • Identify and explain what changes were made in terms of architecture and the city's design after the fire and why. 		<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 and Ibn Battuta • Explore how Neil Armstrong and Ibn Battuta have contributed to society and how they had different experiences. • Recognise the significance of Neil Armstrong being the first man to walk on the moon. • Recognise the significance of Ibn Battuta as a medieval explorer. • Place the moon landing and Ibn Battuta's exploration on a timeline and compare when these events happened. • Analyse both primary and secondary sources that show evidence of the moon landing and Ibn Battuta's exploration.



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<ul style="list-style-type: none"> • Compare and use both primary and secondary sources to answer questions about the Great Fire of London. • To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as 'who was Samuel Pepys' and 'The Great Fire of London:350th Anniversary edition'. 		<ul style="list-style-type: none"> • Compare and contrast similarities and differences between the Apollo mission and Orion/ Artemis missions. • Compare and contrast the similarities and differences of Ibn Battuta and Neil Armstrong's exploration. • To read fictional and non-fiction texts linked to this unit to enhance understanding.
<p>Key vocabulary: 1666, London, Pudding Lane, bakery, Thomas Farriner, King Charles II, Samuel Pepys, chronological, primary source, secondary source artefact, diary, St Paul's Cathedral, River Thames, Tower of London, fire hook, fire break, leather bucket, architecture, design.</p>	<p>Key vocabulary:</p>	<p>Key vocabulary: Neil Armstrong, Buzz Aldrin, Michael Collins, mission, space, spacecraft, 21 July 1969, astronaut, Apollo 11 lunar module Eagle, Orion, Artemis, difference, similarity, Ibn Battuta, traveller, explorer, mission, transport, rocket, space, camel</p>
YEAR 3		
<p>Stone Age to Iron Age Invasion and settlement</p>		<p>Ancient civilisations Powerful people/ technological innovation</p>
<p>Children can...</p> <ul style="list-style-type: none"> • Sequence events on a timeline. • Describe changes in Britain from the Stone Age to the Iron Age. • Understand Prehistoric Britain- hunters and gatherers and their roles in daily life. 		<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. • Compare the way Ancient civilisations were similar and different. • Place 'ancient' Egypt, Sumer, Indus and Shang on a timeline.



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<ul style="list-style-type: none"> • 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 primary sources from this period. • Explain the use of artefacts and sources and what they tell us about life in the past and how this has changed. • Explain using primary and secondary sources which of the three ages they would prefer to live in and why. • To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as, 'the secrets of stone henge' and 'stone age boy'. 		<ul style="list-style-type: none"> • Order key events from ancient Egypt in chronological order on a timeline. • Describe why ancient Egyptians settled on the River Nile and the impact this has on daily life. • Describe the daily life, culture and experiences of Ancient Egypt from a range of primary and secondary sources. • Understand what sources tell us about the past. • Explore the use of writing and numbers across these ancient civilisations, and the impact this had. • Understand historical pharaohs in Egypt and other leaders at this time and consider how we know that they were important. • Explore the way building and architecture was developing across these civilisations. • Use historical sources and artefacts to gather and present information. • To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as 'egyptology' and 'secrets of a sun king'.
<p>Key vocabulary:</p>		<p>Key vocabulary:</p>



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<p>Stone Age, Palaeolithic, Mesolithic, Neolithic, Ice Age, flint, hunter gatherer, tribe, prehistory, settlement, hill fort, roundhouse, Stonehenge, agriculture, nomadic, ancestor, Celtic, nomad, trade.</p>		<p>ancient, civilisation, irrigation, pyramids, pharaoh, emperor, dynasty, gods and goddesses, hieroglyphs, ruler, tomb, River Nile, settle, hierarchy, mummification, religion, beliefs, culture, Sumer, Indus, Shang, irrigation, invention, writing.</p>
YEAR 4		
<p>Ancient Greeks Technological innovation/ powerful people</p>	<p>The Romans Invasion and settlement</p>	
<p>Children can...</p> <ul style="list-style-type: none"> • Study Greek life and achievements understanding 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, using secondary sources. • 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. • Explain how the ancient Greeks invented democracy and the influence this has had on the modern world. 	<p>Children can...</p> <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 using primary and secondary sources why Rome invaded Britain and why they had failed previously. • Recall facts about the Roman invasion of Britain. • Describe the resistance of Boudicca, and understand why people were opposed to her as a leader. • Describe why Roman roads were built in Britain and how this impacted society. • Understand the religious beliefs of the Romans. • Explain what the Roman baths are and how they were used. 	

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<ul style="list-style-type: none"> • Use Greek vases to find out about life in ancient Greece, examining these and using secondary sources to gather further information. • Investigate how and why the Olympics were invented and compare the ancient Olympic games to modern day. • To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as 'The Ancient Olympic games' and 'who let the Gods out'. 	<ul style="list-style-type: none"> • 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. • Deduce the main cause of the Roman decline and the effect it had on Britain. • To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as 'escape from pompeii' and 'we are the romans: meet people inside history' 	
<p>Key vocabulary: The Ancient Greeks, democracy, culture, architecture, Spartan, Olympics, Athens, Parthenon, Athenian, government, contribution, discipline, gods, goddesses, vases, examining.</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, Icenii Tribe, aqueducts, sanitation, central heating, amphitheatre, legacy, Hadrian's Wall, Romanisation, Christianity.</p>	<p>Key vocabulary:</p>
YEAR 5		
	<p>Vikings and Anglo Saxons Invasion and settlement</p>	<p>The Mayans Technological innovation</p>
	Children can...	Children can...

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	<ul style="list-style-type: none">• Discover who were the Anglo Saxons and Vikings and why did they invade and settle in Great Britain.• Identify where they settled and why.• Describe Britain's settlement by Anglo Saxons and Scots.• Place the Anglo-Saxon period on a timeline.• Understand the Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor.• Understand how we can find out about the past from archaeology and the importance of historical artefacts.• Explain using primary sources what the Anglo Saxon's brought to us today and articulate the impact of this.• Use a range of sources to evaluate Alfred the Great and his leadership.• Analyse artefacts from Sutton Hoo and deduce what this tells us about life in Anglo Saxon Britain.• Understand the Anglo-Saxon and Viking struggle for power in England.• To read fictional and non-fiction texts linked to this unit to enhance	<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 they discovered/invented 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.• Discuss the validity of primary sources like the San Bartolo mural.• Understand our knowledge of the past is constructed from a range of sources.• To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as 'what it was like to be an ancient Maya' and 'Oh Maya Gods'
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	understanding. Such as 'the princess who hid in a tree' and 'Viking voyagers'	
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, leadership.	Key vocabulary: Maya, Mayan, empire, civilisation, pyramid, dynasty, codex, hieroglyphics, rituals, sacrifice, monarchy, society, astronomy, indigenous, Hun Hunahpu.
YEAR 6		
Wars over time; WW2 focus Powerful people/ invasion and settlement		Frodsham and cheshire
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 using analysis of primary sources. Analyse sources to consider the impact of the Blitz on British society. 		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. Place significant buildings in Frodsham on a timeline, from 1900-2020. Understand the impact of urbanisation in neighbouring cities on Frodsham. Analyse how the effects of WW2 were felt in Frodsham, through changes to infrastructure and land use, alongside population changes.



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<ul style="list-style-type: none"> • Consider and explain the impact that WWII had on the lives of women and how this altered women’s lives in the post war period. • Recognise and describe bias in sources and explain how propaganda gave a distorted representation of reality. • Describe the impact of WWII on Frodsham using primary and secondary sources. • Use historical evidence to ask questions and use secondary and primary sources to articulate answers. • To read fictional and non-fiction texts linked to this unit to enhance understanding. Such as ‘Skyward: The story of female pilots in WW2’ and ‘When the sky falls’. 		<ul style="list-style-type: none"> • Use primary sources to examine the change in use of buildings in Frodsham. • Articulate the way sources and first-person recounts can help us to identify significant events. • Use historical knowledge and skills to research a significant building, e.g., the school, and publish research, using secondary and primary sources, on this.
<p>Key vocabulary: Dictator, territory, alliance, allies, axis, evacuation, propaganda, bias, refugee, totalitarianism, Blitz, British Empire, remembrance, conscription.</p>	<p>Key vocabulary:</p>	<p>Key vocabulary: Urbanisation, village, town, change, city, road use, development, planning, tourism, business, post-war, inter-war, demand, change.</p>