

History progression of knowledge, skills and vocabulary EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
2-plus	• Mini-theme 1: Facial features / Family • Mini-theme 2: Characters & their families • Mini-theme 3: Animal families	<i>Note: historical knowledge not specified in Development Matters for this age group. Please ensure that the topic specific knowledge below is taught during each history-related mini theme</i> Mini-theme 1: • We all have different features • We can describe our features Mini-theme 2: • We have family members • People can live with different family members Mini-theme 3: • Animals have babies • Baby animals are looked after by their parent/s	• Make connections between the features of their family and other families • Notice differences between people	Mini-theme 1: hair, face, eyes, blue, brown, blonde, black, curly, straight Mini-theme 2: family mum, dad, brother, sister, grandma/nan, grandad/grandpa, old, house, live Mini-theme 3: baby, born, hatch, grow, parent, change
Nursery	<u>Year A</u> • Mini-theme 1: Growing up / Family / Similarities and differences • Mini-theme 2: Types of homes and buildings • Mini-theme 3: Different ways of life <u>Year B</u> • Mini-theme 1: Growing up / Family / Similarities and differences • Mini-theme 2: Types of homes and buildings • Mini-theme 3: Past tense vocabulary	<i>Note: historical knowledge not specified in Development Matters for this age group. Please ensure that the topic specific knowledge below is taught during each history-related mini theme</i> <u>Year A</u> Mini-theme 1: • We change as we grow up • We can describe ourselves by talking about our features • Some of our features are the same and some are different Mini-theme 2: • People live in different types of houses • People can move to different houses Mini-theme 3: • Some people don't live in a house • Pirates lived on ships	• Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people	<u>Year A</u> Mini-theme 1: baby, grow, adult, same, different, change, tall, short, long Mini-theme 2: house, tower block, flat, lift, stairs, move, same, different, change Mini-theme 3: boat, ship, pirate, captain, treasure, island, map, flag, telescope <u>Year B</u> Mini-theme 1: baby, grow, adult, same, different, change, tall, short, long Mini-theme 2: house, tower block, flat, lift, stairs, move, same, different, change Mini-theme 3: extinct, long ago, lived, walked, ran, flew, ate, hunted

		Year B Mini-theme 1: • We change as we grow up • We can describe ourselves by talking about our features • Some of our features are the same and some are different Mini-theme 2: • People live in different types of houses • People can move to different houses Mini-theme 3: • Dinosaurs were alive a very long time ago • Dinosaurs don't exist anymore		
Reception	• Mini-theme 1: Our own history / Birthdays • Mini-theme 2: Teddy bears • Mini-theme 3: Differences past & present • Mini-theme 4: Building in London • Focus artist 1: Wassily Kandinsky • Focus artist 2: Piet Mondrian • Focus artist 3: Alma Thomas • Focus artist 4: Claude Monet • Focus artist 5: Vincent Van Gogh • Focus artist 6: Henri Rousseau	• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling	• Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Talk about the lives of people around them and their roles in society	Mini-theme 1 (and focus artist 1): young, old, past, present, future, baby, child, adult, elderly Mini-theme 2 (and focus artist 2): past, present, different, same, compare, long ago, history Focus artist 3: long ago, past, same, different, compare Mini-theme 3 (and focus artist 4): past, present, different, same, compare, long ago, history, letter, telephone, mobile phone, computer, email Focus artist 5: long ago, past, same, different, compare Mini-theme 4 (and focus artist 6): past, present, different, same, compare, long ago, history, modern, new

Year 1/2	Year A • Unit 1: Toys: <i>How have toys changed</i> • Unit 2: Kings and Queens: <i>What is a monarch?</i> • Unit 3: Classroom adventures: <i>How was school different in the past?</i> Year B • Unit 1: This is Me!: <i>How am I making history?</i> • Unit 2: Explorers: <i>How have explorers changed the world?</i> • Unit 3: Inventions: <i>How did we learn to fly?</i>	• Introduction to key events and the lives of historical figures • Understanding historical events as stories with a beginning, middle, and end • Learning about national celebrations like Remembrance Day	• Beginning to identify and describe changes in history over time • Developing an understanding of key historical events and people • Using terms like "past," "present," and "future" to talk about history • Comparing daily life in the past and present (e.g., what children did in the past vs. now)	Year A Unit 1: artefact, century, decade, different, evidence, historian, living memory, modern, past, present, sequence Unit 2: monarch, Invade, conquer, coronation, ceremony, concentric castle, stone keep, gatehouse, moat, motte-and-bailey, Norman Unit 3: timeline, date, different, decade, present, important, modern, evidence, source, beyond living memory, preferred Year B Unit 1: celebrate, change, childhood, Different, event, future, lifetime, living memory, present, past, significant, timeline Unit 2: achievement, coat of arms, discovery, equipment, exploration, explorer, historical significance, North Pole, resilience, solo, transport, voyage, yacht Unit 3: Wright brothers, Bessie Coleman, Amelia Earhart, astronauts, Neil Armstrong, Buzz Aldrin, pilot's licence, eyewitness, flight, historic, moon landings
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Year 3/4	Year A • Unit 1: Stone Age to Iron Age: <i>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</i> • Unit 2: Anglo Saxons: <i>How hard was it to invade and settle in Britain?</i> • Unit 3: Time-travellers: <i>How have children's lives changed?</i> Year B • Unit 1: Ancient Egypt: <i>What did the Ancient Egyptians believe?</i> • Unit 2: Romans: <i>Why did the Romans settle in Britain?</i> • Unit 3: Chocolate: <i>How did the impacts of the Ancient Maya impact their civilisation and beyond?</i>	• Deepening understanding of early civilizations (e.g., Ancient Egypt, the Romans, and the Anglo-Saxons) • Exploring changes in society (e.g., how people lived in the past vs. now) • Recognising key historical figures and events (e.g., Julius Caesar, Cleopatra) • Understanding the role of historical sources (e.g., looking at artefacts or written records)	• Understanding chronology and ordering events • Exploring key historical events and people in more detail (e.g., Ancient Egypt, Romans in Britain, Stone Age) • Comparing different periods of history and recognising continuity and change • Using a wider range of historical vocabulary to describe time and events	Year A Unit 1: AD (Anno Domini), BC (Before Christ), age, barter, export, historian, import, prehistory, reconstruction, settlement, trade, primary source secondary source Unit 2: Angles, Britons, Saxons, convert, empire, invasion, kingdom, missionary, pagan, Pope, Romans, Saxons, settlers, Vikings Unit 3: apprentice, class, law, master, parliament, poverty, servant, poorer, wealthier, working conditions Year B Unit 1: afterlife, Book of the Dead, civilisation, immortal, mummification, preserve, Ra. River Nile, sarcophagus, hieroglyphics Unit 2: Boudicca, empire, invasion, legacy, settlers, province, Britannia, Gaul (France), legion. Celts, tribes, kingdoms Unit 3: achievement, afterlife, ancient, civilisation, creation, currency, decline, gods/goddesses, ritual, city states
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Year 5/6	<u>Year A</u> • Unit 1: Ancient Greece: <i>What did the Ancient Greeks ever do for us?</i> • Unit 2: Vikings: <i>Were the Vikings raiders, traders or something else?</i> • Unit 3: Windrush: <i>Reclaiming narratives - The Windrush Generation</i> <u>Year B</u> • Unit 1: World War 2: What was the impact of WW2 on the people of Britain? • Unit 2: The Sikh Empire: <i>The Sikh Empire</i> • Unit 3: London: <i>What can the census tell us about local areas?</i>	• A broader range of history, including detailed study of British history (e.g. the Viking invasion, World War 2) • Exploring the role of key figures in shaping history (e.g. Winston Churchill) • Studying the achievements and contributions of ancient civilizations (e.g., the Greeks, the Sikh Empire) • Understanding the significance of major historical events (e.g., the Battle of Britain, the Battle of Hastings)	• Understanding more complex historical concepts such as cause and effect, significance, and perspective • Analysing and comparing multiple historical events and figures (e.g., World War 2, Ancient Greece, the Vikings) • Developing a more detailed understanding of historical periods (e.g., how political, social, and cultural changes impacted people's lives) • Using historical evidence to make judgments about past events and developments	<u>Year A</u> Unit 1: ethics, government, philosophy, oligarchy, democracy, Hellas, Classical period, city state, Athens, Sparta, Persia, Alexander the Great Unit 2: exchange, trade route, saga, Leif Erikson, longboat, sundial, Jorvik, Lindisfarne, Norway, Denmark, Sweden, Scandinavia Unit 3: Caribbean, Caribs, Arawaks, transatlantic, triangular trade route, rebellion, immigration, Mother Country, Empire Windrush, scandal, hostile environment, Notting Hill Carnival, culture <u>Year B</u> Unit 1: Luftwaffe, Adolf Hitler, Winston Churchill, air raid, Battle of Britain, Blitz, evacuation, evacuee, billeting officer, kindertransport, holocaust, propaganda, reliability, bias Unit 2: Maharaja Ranjit Singh, maritime routes, trade routes, monarchy, Punjab, remarkable, respect, Sikh Confederacy (Misl Confederacy), Sikh Empire, society, unification Unit 3: census, decade, century, occupation, population, politics, reliable, scholar, marital status, suffrage, Emmeline Pankhurst, Women's Social and Political Union (WSPU)
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