

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

	Units of work	Key knowledge	Key skills	Key vocabulary
<b>2-plus</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Facial features / Family</li> <li>• <b>Mini-theme 2:</b> Characters &amp; their families</li> <li>• <b>Mini-theme 3:</b> Animal families</li> </ul>	<p><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></p> <p><b>Mini-theme 1:</b></p> <ul style="list-style-type: none"> <li>• We all have different features</li> <li>• We can describe our features</li> </ul> <p><b>Mini-theme 2:</b></p> <ul style="list-style-type: none"> <li>• We have family members</li> <li>• People can live with different family members</li> </ul> <p><b>Mini-theme 3:</b></p> <ul style="list-style-type: none"> <li>• Animals have babies</li> <li>• Baby animals are looked after by their parent/s</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families</li> <li>• Notice differences between people</li> </ul>	<p><b>Mini-theme 1:</b> hair, face, eyes, blue, brown, blonde, black, curly, straight</p> <p><b>Mini-theme 2:</b> family mum, dad, brother, sister, grandma/nan, grandad/grandpa, old, house, live</p> <p><b>Mini-theme 3:</b> baby, born, hatch, grow, parent, change</p>
<b>Nursery</b>	<p><u><b>Year A</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Growing up / Family / Similarities and differences</li> <li>• <b>Mini-theme 2:</b> Types of homes and buildings</li> <li>• <b>Mini-theme 3:</b> Different ways of life</li> </ul> <p><u><b>Year B</b></u></p> <ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Growing up / Family / Similarities and differences</li> <li>• <b>Mini-theme 2:</b> Types of homes and buildings</li> <li>• <b>Mini-theme 3:</b> Past tense vocabulary</li> </ul>	<p><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></p> <p><u><b>Year A</b></u></p> <p><b>Mini-theme 1:</b></p> <ul style="list-style-type: none"> <li>• We change as we grow up</li> <li>• We can describe ourselves by talking about our features</li> <li>• Some of our features are the same and some are different</li> </ul> <p><b>Mini-theme 2:</b></p> <ul style="list-style-type: none"> <li>• People live in different types of houses</li> <li>• People can move to different houses</li> </ul> <p><b>Mini-theme 3:</b></p> <ul style="list-style-type: none"> <li>• Some people don't live in a house</li> <li>• Pirates lived on ships</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Continue developing positive attitudes about the differences between people</li> </ul>	<p><u><b>Year A</b></u></p> <p><b>Mini-theme 1:</b> baby, grow, adult, same, different, change, tall, short, long</p> <p><b>Mini-theme 2:</b> house, tower block, flat, lift, stairs, move, same, different, change</p> <p><b>Mini-theme 3:</b> boat, ship, pirate, captain, treasure, island, map, flag, telescope</p> <p><u><b>Year B</b></u></p> <p><b>Mini-theme 1:</b> baby, grow, adult, same, different, change, tall, short, long</p> <p><b>Mini-theme 2:</b> house, tower block, flat, lift, stairs, move, same, different, change</p> <p><b>Mini-theme 3:</b> extinct, long ago, lived, walked, ran, flew, ate, hunted</p>

		<b>Year B</b> <b>Mini-theme 1:</b> <ul style="list-style-type: none"> <li>• We change as we grow up</li> <li>• We can describe ourselves by talking about our features</li> <li>• Some of our features are the same and some are different</li> </ul> <b>Mini-theme 2:</b> <ul style="list-style-type: none"> <li>• People live in different types of houses</li> <li>• People can move to different houses</li> </ul> <b>Mini-theme 3:</b> <ul style="list-style-type: none"> <li>• Dinosaurs were alive a very long time ago</li> <li>• Dinosaurs don't exist anymore</li> </ul>		
<b>Reception</b>	<ul style="list-style-type: none"> <li>• <b>Mini-theme 1:</b> Our own history / Birthdays</li> <li>• <b>Mini-theme 2:</b> Teddy bears</li> <li>• <b>Mini-theme 3:</b> Differences past &amp; present</li> <li>• <b>Mini-theme 4:</b> Building in London</li> <li>• <b>Focus artist 1:</b> Wassily Kandinsky</li> <li>• <b>Focus artist 2:</b> Piet Mondrian</li> <li>• <b>Focus artist 3:</b> Alma Thomas</li> <li>• <b>Focus artist 4:</b> Claude Monet</li> <li>• <b>Focus artist 5:</b> Vincent Van Gogh</li> <li>• <b>Focus artist 6:</b> Henri Rousseau</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Talk about the lives of people around them and their roles in society</li> </ul>	<b>Mini-theme 1 (and focus artist 1):</b> young, old, past, present, future, baby, child, adult, elderly <b>Mini-theme 2 (and focus artist 2):</b> past, present, different, same, compare, long ago, history <b>Focus artist 3:</b> long ago, past, same, different, compare <b>Mini-theme 3 (and focus artist 4):</b> past, present, different, same, compare, long ago, history, letter, telephone, mobile phone, computer, email <b>Focus artist 5:</b> long ago, past, same, different, compare <b>Mini-theme 4 (and focus artist 6):</b> past, present, different, same, compare, long ago, history, modern, new

<p><b>Year 1/2</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Toys:</b> <i>How have toys changed</i></li> <li>• <b>Unit 2: Kings and Queens:</b> <i>What is a monarch?</i></li> <li>• <b>Unit 3: Classroom adventures:</b> <i>How was school different in the past?</i></li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: This is Me!:</b> <i>How am I making history?</i></li> <li>• <b>Unit 2: Explorers:</b> <i>How have explorers changed the world?</i></li> <li>• <b>Unit 3: Inventions:</b> <i>How did we learn to fly?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to key events and the lives of historical figures</li> <li>• Understanding historical events as stories with a beginning, middle, and end</li> <li>• Learning about national celebrations like Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to identify and describe changes in history over time</li> <li>• Developing an understanding of key historical events and people</li> <li>• Using terms like "past," "present," and "future" to talk about history</li> <li>• Comparing daily life in the past and present (e.g., what children did in the past vs. now)</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> artefact, century, decade, different, evidence, historian, living memory, modern, past, present, sequence</p> <p><b>Unit 2:</b> monarch, Invade, conquer, coronation, ceremony, concentric castle, stone keep, gatehouse, moat, motte-and-bailey, Norman</p> <p><b>Unit 3:</b> timeline, date, different, decade, present, important, modern, evidence, source, beyond living memory, preferred</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> celebrate, change, childhood, Different, event, future, lifetime, living memory, present, past, significant, timeline</p> <p><b>Unit 2:</b> achievement, coat of arms, discovery, equipment, exploration, explorer, historical significance, North Pole, resilience, solo, transport, voyage, yacht</p> <p><b>Unit 3:</b> Wright brothers, Bessie Coleman, Amelia Earhart, astronauts, Neil Armstrong, Buzz Aldrin, pilot's licence, eyewitness, flight, historic, moon landings</p>
------------------------	--	---	--	--

<p><b>Year 3/4</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Stone Age to Iron Age:</b> <i>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</i></li> <li>• <b>Unit 2: Anglo Saxons:</b> <i>How hard was it to invade and settle in Britain?</i></li> <li>• <b>Unit 3: Time-travellers:</b> <i>How have children's lives changed?</i></li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Ancient Egypt:</b> <i>What did the Ancient Egyptians believe?</i></li> <li>• <b>Unit 2: Romans:</b> <i>Why did the Romans settle in Britain?</i></li> <li>• <b>Unit 3: Chocolate:</b> <i>How did the impacts of the Ancient Maya impact their civilisation and beyond?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Deepening understanding of early civilizations (e.g., Ancient Egypt, the Romans, and the Anglo-Saxons)</li> <li>• Exploring changes in society (e.g., how people lived in the past vs. now)</li> <li>• Recognising key historical figures and events (e.g., Julius Caesar, Cleopatra)</li> <li>• Understanding the role of historical sources (e.g., looking at artefacts or written records)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding chronology and ordering events</li> <li>• Exploring key historical events and people in more detail (e.g., Ancient Egypt, Romans in Britain, Stone Age)</li> <li>• Comparing different periods of history and recognising continuity and change</li> <li>• Using a wider range of historical vocabulary to describe time and events</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> AD (Anno Domini), BC (Before Christ), age, barter, export, historian, import, prehistory, reconstruction, settlement, trade, primary source secondary source</p> <p><b>Unit 2:</b> Angles, Britons, Saxons, convert, empire, invasion, kingdom, missionary, pagan, Pope, Romans, Saxons, settlers, Vikings</p> <p><b>Unit 3:</b> apprentice, class, law, master, parliament, poverty, servant, poorer, wealthier, working conditions</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> afterlife, Book of the Dead, civilisation, immortal, mummification, preserve, Ra. River Nile, sarcophagus, hieroglyphics</p> <p><b>Unit 2:</b> Boudicca, empire, invasion, legacy, settlers, province, Britannia, Gaul (France), legion. Celts, tribes, kingdoms</p> <p><b>Unit 3:</b> achievement, afterlife, ancient, civilisation, creation, currency, decline, gods/goddesses, ritual, city states</p>
------------------------	--	---	---	---

<p><b>Year 5/6</b></p>	<p><b>Year A</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: Ancient Greece:</b> <i>What did the Ancient Greeks ever do for us?</i></li> <li>• <b>Unit 2: Vikings:</b> <i>Were the Vikings raiders, traders or something else?</i></li> <li>• <b>Unit 3: Windrush:</b> <i>Reclaiming narratives - The Windrush Generation</i></li> </ul> <p><b>Year B</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1: World War 2:</b> What was the impact of WW2 on the people of Britain?</li> <li>• <b>Unit 2: London:</b> <i>What can the census tell us about local areas?</i></li> <li>• <b>Unit 3: The Sikh Empire:</b> <i>The Sikh Empire</i></li> </ul>	<ul style="list-style-type: none"> <li>• A broader range of history, including detailed study of British history (e.g. the Viking invasion, World War 2)</li> <li>• Exploring the role of key figures in shaping history (e.g. Winston Churchill)</li> <li>• Studying the achievements and contributions of ancient civilizations (e.g., the Greeks, the Sikh Empire)</li> <li>• Understanding the significance of major historical events (e.g., the Battle of Britain, the Battle of Hastings)</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding more complex historical concepts such as cause and effect, significance, and perspective</li> <li>• Analysing and comparing multiple historical events and figures (e.g., World War 2, Ancient Greece, the Vikings)</li> <li>• Developing a more detailed understanding of historical periods (e.g., how political, social, and cultural changes impacted people's lives)</li> <li>• Using historical evidence to make judgments about past events and developments</li> </ul>	<p><b>Year A</b></p> <p><b>Unit 1:</b> ethics, government, philosophy, oligarchy, democracy, Hellas, Classical period, city state, Athens, Sparta, Persia, Alexander the Great</p> <p><b>Unit 2:</b> exchange, trade route, saga, Leif Erikson, longboat, sundial, Jorvik, Lindisfarne, Norway, Denmark, Sweden, Scandinavia</p> <p><b>Unit 3:</b> Caribbean, Caribs, Arawaks, transatlantic, triangular trade route, rebellion, immigration, Mother Country, Empire Windrush, scandal, hostile environment, Notting Hill Carnival, culture</p> <p><b>Year B</b></p> <p><b>Unit 1:</b> Luftwaffe, Adolf Hitler, Winston Churchill, air raid, Battle of Britain, Blitz, evacuation, evacuee, billeting officer, kindertransport, holocaust, propaganda, reliability, bias</p> <p><b>Unit 2:</b> census, decade, century, occupation, population, politics, reliable, scholar, marital status, suffrage, Emmeline Pankhurst, Women's Social and Political Union (WSPU)</p> <p><b>Unit 3:</b> Maharaja Ranjit Singh, maritime routes, trade routes, monarchy, Punjab, remarkable, respect, Sikh Confederacy (Misl Confederacy), Sikh Empire, society, unification</p>
------------------------	--	---	---	--