

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

	Units of work	Key knowledge	Key skills	Key vocabulary
2- plus	<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>
Nursery	<p><u>Year A</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>Year 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>Year A</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>Year A</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>Year 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>

		<p><b>Year B</b></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>• Dinosaurs were alive a very long time ago</li> <li>• Dinosaurs don't exist anymore</li> </ul>		
<p><b>Reception</b></p>	<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>	<p><b>Mini-theme 1 (and focus artist 1):</b> young, old, past, present, future, baby, child, adult, elderly</p> <p><b>Mini-theme 2 (and focus artist 2):</b> past, present, different, same, compare, long ago, history</p> <p><b>Focus artist 3:</b> long ago, past, same, different, compare</p> <p><b>Mini-theme 3 (and focus artist 4):</b> past, present, different, same, compare, long ago, history, letter, telephone, mobile phone, computer, email</p> <p><b>Focus artist 5:</b> long ago, past, same, different, compare</p> <p><b>Mini-theme 4 (and focus artist 6):</b> past, present, different, same, compare, long ago, history, modern, new</p>

<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>
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<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>
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**Year 5/6**

**Year A**

- **Unit 1: Ancient Greece:** *What did the Ancient Greeks ever do for us?*
- **Unit 2: Vikings:** *Were the Vikings raiders, traders or something else?*
- **Unit 3: Windrush:** *Reclaiming narratives - The Windrush Generation*

**Year B**

- **Unit 1: World War 2:** *What was the impact of WW2 on the people of Britain?*
- **Unit 2: London:** *What can the census tell us about local areas?*
- **Unit 3: The Sikh Empire:** *The Sikh Empire*

•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

**Year A**

**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

**Year B**

**Unit 1:** Luftwaffe, Adolf Hitler, Winston Churchill, air raid, Battle of Britain, Blitz, evacuation, evacuee, billeting officer, kindertransport, holocaust, propaganda, reliability, bias

**Unit 2:** census, decade, century, occupation, population, politics, reliable, scholar, marital status, suffrage, Emmeline Pankhurst, Women's Social and Political Union (WSPU)

**Unit 3:** Maharaja Ranjit Singh, maritime routes, trade routes, monarchy, Punjab, remarkable, respect, Sikh Confederacy (Misl Confederacy), Sikh Empire, society, unification