

	Reception/ Y1 (Cycle A)			Reception/ Y1 (Cycle B)			Y1/Y2 (Cycle A)		Y1/Y2 (Cycle B)					
	Up, Up and away Famous person from history: Neil Armstrong	Three little pigs Famous historical event: Great Fire of London	We're going on a bear hunt Changes within living memory: Toys in the past	Amazing me (Famous person from history: Louis Braille/ Florence Nightingale/ Mary Seacole)	Autumn Days starry Nights Famous person from history: Guy Fawkes	Once Upon a time Local historical place: castle study	Fire/Fire Famous historical event: The great fire of London	Toy story Changes within living memory: Toy Museum	Flying High Famous person from history: Amy Johnston/ Neil Armstrong	Knights and Castles Local historical place: Local castle study				
Curriculum Coverage	<p>Rec: Begin to make sense of their own life-story and family's history by sequencing and retelling stories and significant events from their own experiences and close family members. Talk about the lives of people around them and their roles in society. Begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, routines, stories. Talk about changes that have occurred over time. Identify some similarities and differences between things now and in the past and understand the past through settings, characters and events encountered in books and storytelling, including stories about historical figures and events. Look at objects and images from the past, describe what they see and ask questions, recognising how things have changed over time.</p>						<p>Children learn about the story of the Fire of London and sequence events on a timeline. They learn about cause and effect by explaining why the fire spread so quickly. Was it the baker's fault? They draw comparisons with the present by explaining ways in which we are better equipped to fight fires now.</p>		<p>Children make deductions based on observations about whether toys belong to the past or the present. They explain some ways in which toys have changed over time.</p>		<p>Children learn about the achievements of famous space explorers and aviators. They learn why their achievements are considered such an important landmark. They place achievements in historical context by learning about what came before, and what came afterwards.</p>		<p>Children learn that castles are defensive structures and identify some of the key features in pictures, videos and during fieldwork. They begin to develop a sense of a more distant past by placing castles in historical context.</p>	
	<p>Yr. 1: Events beyond living memory/ The lives of significant individuals in the past who have contributed to national and international achievements: The Gunpowder plot, First man on the moon. The great fire of London, Children learn about the story of the Fire of London and sequence events on a timeline. They learn about cause and effect by explaining why the fire spread so quickly. Was it the baker's fault? They draw comparisons with the present by explaining ways in which we are better equipped to fight fires now. Changes within living Memory: Toys: Hollytree's toy museum visit. Children make deductions based on observations about whether toys belong to the past or the present. They explain some ways in which toys have changed over time.</p>			<p>Yr. 1: The lives of significant individuals in the past who have contributed to national and international achievements: Florence Nightingale, Mary Seacole, Louis Braille, Children learn about the achievements of famous people in medicine and why their achievements are considered important. They draw comparisons with hospitals and nurses today and in the past. Events beyond living memory: The Gunpowder plot Significant historical events, people and places in their own locality: Colchester castle visit: identify some of the key features in pictures, videos and during fieldwork. They begin to develop a sense of a more distant past by placing castles in historical context.</p>										
Essential vocabulary	<p>Words to express the passage of time: Before, after, first, new, old, today, tomorrow, yesterday, last week, now, a long time ago. Phrases to express opinions: I think.... because Content specific vocabulary: [names], [places]</p>			<p>Words to express the passage of time: Before, after, first, new, old, today, tomorrow, yesterday, last week, now, a long time ago. Phrases to express opinions: I think.... because</p>			<p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after, 1666 History words: 'evidence' Phrases to express cause and effect: 'The fire started because...'; 'They didn't have a fire brigade and so....' Content specific vocabulary: bakery, fire brigade, Samuel Pepys, diary, Thames, London,</p>		<p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after Phrases to express comparison: 'In the past...but now...' Content specific vocabulary: museum, board game; plastic, wooden, metal, electronic</p>		<p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after, 1969, 1930's Phrases to express comparison: 'In the past...but now...' Content specific vocabulary: drawbridge, moat, keep, arrow-slit, defend, invade</p>		<p>Words to express the passage of time and chronology: history, past, present, future, old, new, modern, before, after Phrases to express comparison: 'In the past...but now...' Content specific vocabulary: drawbridge, moat, keep, arrow-slit, defend, invade</p>	
Essential skills	<p>Use frequently-used words and phrases relating to the passing of time. Order a set of objects or events Use a wide vocabulary of everyday historical terms Ask and answer questions about objects, events and people in the past. Identify similarities and differences between ways of life in different periods Understand some of the ways in which we find out about the past</p>			<p>Use frequently-used words and phrases relating to the passing of time. Order a set of objects or events Use a wide vocabulary of everyday historical terms Ask and answer questions about objects, events and people in the past. Identify similarities and differences between ways of life in different periods Understand some of the ways in which we find out about the past</p>			<p>Ask and answer questions about objects, events, and people in the past. Identify similarities and differences between ways of life in different periods Read about the past and comment on what they have learnt Use timelines to order events or objects Know where the people and events they study fit within a chronological framework Choose and use parts of stories and other sources to show that they know and understand key features of events. Write about the past using key words and phrases appropriate for the purpose of writing and the period of study</p>		<p>Ask and answer questions about objects, events, and people in the past. Identify similarities and differences between ways of life in different periods Read about the past and comment on what they have learnt Use timelines to order events or objects Know where the people and events they study fit within a chronological framework Choose and use parts of stories and other sources to show that they know and understand key features of events. Write about the past using key words and phrases appropriate for the purpose of writing and the period of study</p>		<p>Ask and answer questions about objects, events, and people in the past. Identify similarities and differences between ways of life in different periods Read about the past and comment on what they have learnt Use timelines to order events or objects Know where the people and events they study fit within a chronological framework Choose and use parts of stories and other sources to show that they know and understand key features of events. Write about the past using key words and phrases appropriate for the purpose of writing and the period of study</p>			
Coverage notes	<p>Topic titles cover a range of learning opportunities for Reception and Year 1. History curriculum content is delivered to whole class with Y1 pupils experiencing activities designed to develop their history skills and knowledge.</p>						<p>Visit to Hollytrees Museum Colchester</p>		<p>Visit to castle (Framlingham, Mountfitchet)</p>					

Langham Primary School

KS2 Progression in History

	Y3/4 Cycle A		Y 3/4 Cycle B		Y5/6 Cycle A		Y5/6 Cycle B	
	Why was Boudicca revolting?	Saxon Settlement	Was the Stone Age savage?	The Ancient World: Egypt	In the dock: crime and punishment since 1066	The Ancient World: Greece	Raiders or settlers? How should we see the Vikings?	Mayan Civilisation
Curriculum Coverage	Children learn about the Roman Invasion of Britain in AD 43 . There is a focus on local history as they learn about evidence for Roman settlement in Colchester . Children learn about the Celtic resistance and Boudicca's revolt. Children learn that the collapse of the Roman Empire led to a return to a more localised system of government and a decline in the importance of towns as a commercial and cultural centre.	Children challenge the view that the period after the Romans should be called the 'dark ages' by learning about art and culture of the Anglo-Saxon period. They gather evidence to promote a positive view of Anglo-Saxon culture including illuminated manuscripts (Lindisfarne Gospels), story (Beowulf), jewellery/ metalwork (Sutton Hoo burials).	Children learn about Neolithic hunter-gatherers and examine sources of evidence (early flint tools; Skara Brae; Cresswell Crags, cave paintings). They learn about the impact of metal working technology in the Bronze Age and Iron Age by describing some of the changes that followed (start of a monetary economy, tools for farming).	Children compare what they have learnt about Stone Age Britain to the contemporaneous emergence of early civilization in Ancient Egypt. They learn about religion and beliefs including burial rituals. They learn about the development of writing and technological advances (papermaking, building, agriculture). They learn about Howard Carter's discovery of Tutankhamun's tomb in 1921. Children learn that there are different ideas about how Tutankhamun died, none of which can be conclusively proved.	Children gain a wider perspective of chronology by studying a period of history from 1066 (Battle of Hastings) to 1901 (death of Queen Victoria). They learn about significant developments in aspects of the theme including the development of a justice system, a police force, punishment, and crime detection . They use statistics to make deductions about crime rates and causes.	Children place Ancient Greece within their chronological timeframe by comparing to aspects of history already studied (Stone Age, Ancient Egypt, Roman Empire) They learn about the legacy by studying aspects of Greek culture including sport (the Olympics); Literature (epic stories, myths, and legends); architecture (the Acropolis and classical architecture). They learn about the political structure of city states and draw comparisons between two of them (Athens and Sparta).	Children build on their previous learning about the Saxons by studying the impact of the Viking invasions . They learn that the Vikings changed over the period from being raiders to settlers . They learn about how the Vikings imposed a system of Danegeld and how Anglo-Saxon kings resisted them. They learn about Edward the Confessor and his death in 1066 .	Children study Mayan civilization c.900 AD to provide a contrast with British history of a similar period. They learn about Mayan life and culture including belief systems . Children learn how the Mayan era ended with the Spanish conquests . They challenge the Eurocentric view of history and conquest.
Essential vocabulary	Chronology: AD/BC, period Historical study: archaeology, artefact, evidence, invasion, settlement, revolt, emperor, empire, colony Content specific: Roman, Celt, villa, mosaic, gladiator, amphitheatre . Names of Roman deities including Mars, Juno, Minerva, Jupiter	Chronology: AD/BC, period, Dark Ages Historical study: archaeology, artefact, evidence, change, invasion, settlement, agriculture Content specific: monastery, monastic, metalwork, craft, manuscript,	Chronology: AD/BC, period, pre-history, Stone Age, Bronze Age, Iron Age Historical study: archaeology, artefact, evidence, change, settlement, agriculture, development . Content specific: hunter-gatherer, flint, nomadic	Chronology: AD/BC, period, ancient . Historical study: archaeology, artefact, fact, opinion, evidence, civilisation, ritual Content specific: pyramid, pharaoh, tomb, scribe, hieroglyph, Nile, papyrus, cartouche .	Chronology: period, century (as in '19 th century'), medieval, Tudor, Victorian . Historical study: cause, effect, bias, primary source, secondary source Content specific: justice, justice system, court, trial, jury,	Chronology: AD (CE)/ BC (BCE), ancient, millennium Historical study: primary source, secondary source, civilization, conflict, culture, literature, epic, philosophy, architecture Content specific: city state, myth, Athens, Sparta,	Chronology: period, century (as in 10 th century), Historical study: cause, effect, bias, primary source, secondary source, perspective, trade, legacy Content specific: tribute (as in protection money), seafaring, Scandinavian, York, longship	Chronology: AD (CE)/ BC (BCE), classic period, pre-classic period, post-classic period . Historical study: cause, effect, bias, primary source, secondary source Content specific:
Essential skills	Start to develop a chronologically secure knowledge and understanding of British, local and world history by placing events and people within historical periods. Use evidence to draw conclusions and answer questions about the past. Start to identify cause and consequence in describing the past. Use a range of sources for finding out about the past including pictures, artefacts and reference books. Recognise that the past is often open to interpretation and that contrasting arguments and interpretations have been constructed. Write about the past as a sequence of events using key words and details such as dates, names and locations and start to interpret sources of information in their writing.				Continue to develop a chronologically secure knowledge and understanding of British, local and world history including historical periods in Britain since 1066 . Understand historical concepts such as continuity and change, similarity and difference . Identify increasingly complex relationship between events and a when studying historical events in depth Use appropriate historical terms and vocabulary including more abstract ideas such as culture, bias and civilisation. Construct informed responses that involve thoughtful selection and organisation of relevant historical information including written narratives and analyses. Understand how our knowledge of the past is constructed from a range of sources and evidence and start to consider its reliability . Understand how contrasting arguments and interpretations of the past have been constructed and evaluate their plausibility.			
Coverage notes	Visit to Colchester Castle and essential part of this unit.	Visit to West Stow enhances this unit.		Visit to Egyptian gallery at Ipswich Museum	Visit Essex Police Museum Chelmsford	British Museum virtual tour.	Jorvik virtual tour	