



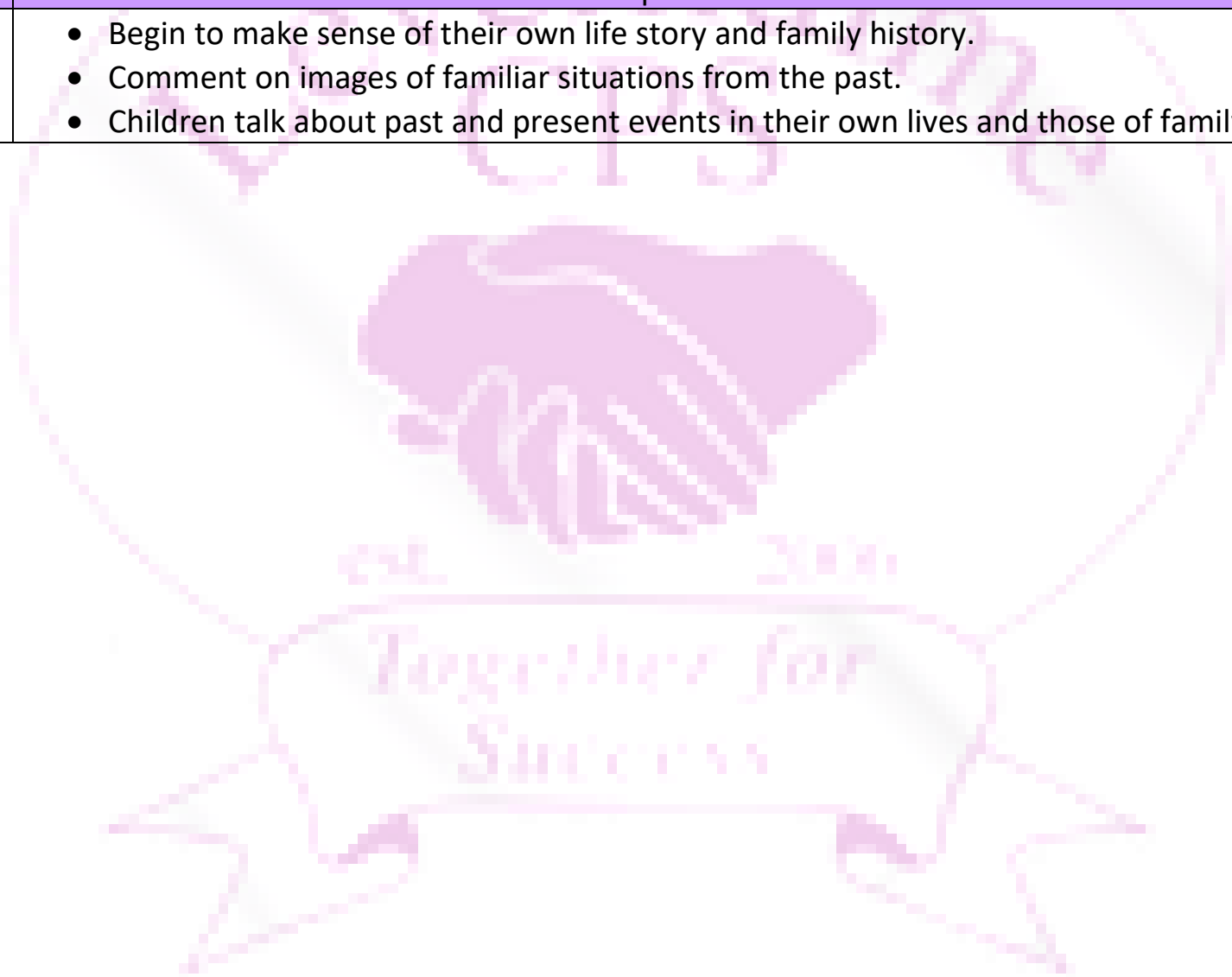
Knowledge Progression in History at Foundation Stage

Early Learning Goals for Understanding of the World

People and Communities

Early Years
Foundation Stage

- Begin to make sense of their own life story and family history.
- Comment on images of familiar situations from the past.
- Children talk about past and present events in their own lives and those of family members.





Knowledge Progression in History at Key Stage 1



	Within Living Memory	Beyond Living Memory	Significant Individuals	Local History
National Curriculum	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Events beyond living memory that are significant nationally or globally.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Significant historical events, people and places in their own locality.
Year 1	<u>Toys Through Time</u> Know which materials toys were made from and how this is different today. Modern toys are made from plastic. New toys need electricity.	<u>Toys Through Time</u> What do you think toys in the future will be like? How can I decide if a toy is from the past or from the modern days? What kind of toys did children play in the past? What are some of the differences and similarities between the toys in the past and toys now? <u>Great Fire of London</u> How it started Why it started Where it started and spread to How did it change Britain? Link to people who help us (Fire brigade) Key people-Samuel Peeps/King Charles II	<u>Samuel Crompton (local history)</u> Why was Samuel Crompton famous? What did Samuel Crompton invent? What were the main events in Samuel Crompton's life? Where did Samuel Crompton live?	<u>Toys Through Time</u> Which toys did your parents and grandparents played with?
Curriculum links	<u>Science</u> links – materials <u>PSHE</u> – living in the wider (are we all as fortunate as one and other?) <u>Eco</u> – what happens to toys once no longer wanted? Personal focus: invention of Lego. R.E – is Christmas just about presents?	<u>Science</u> links – materials	Geography – using google maps to find Hall I' th' Wood	

Trips & WOW moments	Children bring in favourite toy, show the class and discuss what their toys are made from. LEGO educational visit	Great Fire of London experience day at Stockport Air Raid Shelter		
Vocab	<u>Toys Through Time</u> <u>Key Vocab</u> Metal, Rock, Glass, Plastic, Wood, Machine, Old, History, Victorian, New	<u>Great Fire of London</u> <u>Key Vocab</u> Leather Bucket, Gun Powder, Thatched Roof, Government, Timeline, Reliable, Extinguished	<u>Samuel Crompton</u> <u>Key Vocab</u> Spinning Mule, Hall I' th' Wood, Inventor, chronological order, cotton mill	
Year 2		<u>SOS Titanic</u> What happened to the Titanic? Why was this such a significant event in History? (It was an 'unsinkable ship' that sank when it hit an iceberg) Where was the ship going? Who was the captain of the Titanic? What were the different sections of the ship? (different classes of travel). What happened once the ship hit the iceberg?	<u>Blast Off</u> Who was the first man on the moon? What year did he go to the moon? What was the name of the spacecraft that they went to the moon in? Who were the other members of the crew? Why did they go to the moon? How was the moon landing watched?	<u>Warburtons</u> Where was Warburtons founded? How did Warburtons start? What are the similarities and differences between now and then? What are the significant events in the timeline of the Warburtons?
Trips & WOW moments		Virtual tour of the Titanic www.youtube.com/watch?v=UOCss8JYU5o		Warburtons Restaurant – trying all the products (Warburtons provide these for free)
Vocab		<u>SOS Titanic</u> <u>Key Vocab</u> Iceberg, Captain, Entertainment, Sink, Unsinkable, Lifeboat, First Class, Second Class, New York, Belfast, North Atlantic Ocean	<u>Blast Off</u> <u>Key Vocab</u> Neil Armstrong, Moon, Rocket, Buzz Aldrin, Tim Peake, Astronauts, Apollo 11	



Knowledge Progression in History at Lower Key Stage 2

National Curriculum	Changes in Britain from the Stone Age – Iron Age	The Roman Empire and its impact on Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
Year 3	<u>Stone Age – Iron Age</u> How did the Early farmers/hunter gatherers live? What tools were used? Why was bronze a breakthrough? What was bronze used for? How was the Iron age different to the Bronze age? What were the differences from the Stone Age to the Iron Age? (clothing, shelter, diet)		<u>WW2 – Battle of Britain</u> Who was Churchill/Chamberlain/Hitler? What part did they play in WW2? Which countries were involved? When did it start? How long did it last? Why did it start? How did this affect/ change Britain at the time? How were the people affected? Evacuation Rationing Impact on population What impact has this had on the way we live today? Stockport air raid shelters Bury Train ride – go as Evacuees.	<u>Victorian Bolton</u> Who was Queen at the time? What did people do as jobs? What would have been like being a child in Victorian times? At school in Bolton at the time What Queen Victoria introduced that is still significant to us today? factories and free schools. <u>WW2 local links</u> Link to local history-what do local people remember/Heaton park-training soldiers Cenotaphs Crompton Fold hospital?
Trips & WOW moments			Stockport Air Raid Shelters www.stockport.gov.uk/evacuees-air-raid-shelters	Helmshore Mills Textile Museum, 01706 226459, all day price £5-6pp (20-30 minute drive) Quarry Bank Mill, 01625 445888 (45-60 minute drive)

Vocab	<u>Stone Age</u> <u>Key Vocab</u> Bronze Age, Iron Age, Stonehenge, Hunter Gatherer		<u>WW2 – Battle of Britain</u> <u>Key Vocab</u> Evacuee, Rationing, Gas Mask, Adolf Hitler, Battle of Britain, Winston Churchill, Neville Chamberlain	<u>Victorian Bolton</u> <u>Key Vocab</u> Empire, Wealth, Invention, Factory, Labour, Victorian, Poverty, Mill, Industrial Revolution, Cotton Industry
Year 4		<u>Romans</u> Who was Julius Caesar? Why did the Romans invade Britain? Who are they and where did they come from? Who were the Celts? What was the battle the Celts? How did the Romans influence Britain? Who was Boudicca? What did she do? What happened to her?	<u>Egyptians</u> Who were the Egyptians? How did there settlement influence us today? (paper, transport, trading). What did the Egyptians invent that influences life today? What are the similarities and differences between the Egyptian culture and western society today (social hierarchy) Who were the Pharaohs? What were the pyramids used for? What is mummification?	Roman roads-jumbles park
Trips & WOW moments		Dewa Roman Experience, Chester www.devaromancentre.co.uk	Bolton Library Egyptian Centre	
Vocab		<u>Romans</u> <u>Key Vocab</u> Tribe, Army, Empire, Settlement, Celts, Resources, Defeated, Invasion	<u>Egyptians</u> <u>Key Vocab</u> Evidence, Mummification, Chronological, Artefacts, Preservations	

Knowledge Progression in Art at Upper Key Stage 2

National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world	a non-European society that provides contrasts with British history –early Islamic civilization	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Local history study	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots
Year 5	<u>Ancient Greece</u> What was the average life of a Greek? What did the Greek eat – how does this differ to us? How did the Greeks influence the Olympics? What were the Greeks - known to be great at? (Great at thinkers, warriors, writers, actors, athletes, artists, architects and politicians). How have the Greeks influenced life today? (Our alphabet is based on the Greek One), (Dev. democracy - in government today) Explain how voting has changed now since the Greeks? What happened? Who was allowed to vote? What are the Greek God's and how do they impact our life today? Name some famous Greeks?		<u>Monarchs</u> Who reigned before King Henry? Who was King Henry VIII? What year did he became King? How long was his reign? How many wives did Henry have? Why did he have so many wives? What were the names of Henry's wives? What happened to each of them? What influence did he have? Why did he make these changes? What impact did the changes have on Britain?		<u>Black Lives Matter</u> How did the US form? Who ws Abraham Lincoln – Why was he a significant figure? What did he to change people's lives? Who was Martin Luther King? Why was he a significant figure? What was Martin Lurthers speech about? What impact did this have? What sacrifices did Martin Luther King, Harriett Tubman and Rosa Parks make that influences the way we can live our lives today? Who was Barack Obama? Why was he a significant figure? Harriett Tubman - Why was he a significant figure?

Vocab	<u>Ancient Greece</u> <u>Key Vocab</u> Greek Life, Warriors, Olympic Games, Slaves		<u>Monarchs</u> <u>Key Vocab</u> Monarch, Legacy, Victorian, Throne, Innovations, Reign, Elizabethan, Hierarchy		
Year 6		<u>Golden Islamic Age</u> Where is Baghdad located? Why was it such an important city in the Islamic empire? What was some similarities and differences of life in Baghdad and London in AD 900? What was life like in Baghdad in AD 900? What was Baghdad's role in early civilisation? What was the House of Wisdom? What was its legacy? What impact did early Islamic Scholars have on the wider world? Who was Mohammad and how did the first caliphate come to be formed? What do some of the achievements from the Golden Age include? (mathematics, astrology, reading and medicine) Why was Bagdad named the 'Round city'? Why did the Scholars go to the House of Wisdom? When was Baghdad built? What was the significance of the Silk road trading?	Bramhall Hall Tudor Experience	<u>What is my place in the world?</u> Where in the world is Manchester? How does Manchester connect to the rest of the world? How did this change over time? When did the industrial revelation begin in Manchester? Why? What impact did this have on Manchester? How did this shape Manchester? What impact did this have on people's lives? How did the way we work change?	<u>How vicious were the Vikings?</u> Who came before the Vikings? Who were the Vikings? Why did they invade? What was the religion that most Vikings practiced when invading England – what religion did they practice once they invaded? What did King Alfred the great do to change Britain? Who came after the Vikings?

Vocab		<u>Golden Islamic Age</u> <u>Key Vocab</u> Mecca, Scholars, Golden Age, Sunni, Dark Ages, Legacy, Calligraphy, Empire			
-------	--	--	--	--	--

NOTES FOR SUBJECT LEADERS:

Y2 – I have added a Leverhulme School local history study in Y2 replacing Warburtons.

Y3 – Victorians - Where does this fit? Is it a look at what Bolton was like in these times and so a local history study?

Y5 – I'm unsure where the 'US' study fits within the National Curriculum.

