

Term: A	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic:	Remembrance	Remembrance	Toys now and then	Florence Nightingale	Stone Age/Bronze Age	Crime and Punishment	Ancient Greece	Local history: World War II
Theme:	<p>Legacy and impact</p> <p>Society and community</p>	<p>Power and Rule</p>	<p>Legacy and impact</p>	<p>Legacy and impact</p> <p>Power and Rule</p>	<p>Society and community</p>	<p>Power and rule</p>	<p>Power and rule</p> <p>Legacy and impact</p>	<p>Society and community</p>
Knowledge	<p>Who is Captain Tom Moore?</p> <p>Why we celebrate remembrance.</p> <p>How the community came together for Captain Tom Moore.</p> <p>The legacy of Captain Tom Moore.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>How our community recognises Remembrance.</p> <p>Wars happen because leaders, sometimes countries, have disagreements and can't find peaceful solutions</p>	<p>Changes in the materials used to make toys - older toys being made from metal, wood and fabric whereas newer toys are often made from plastic</p> <p>changes in technology and how these have influenced toys</p> <p>What have we learnt from wooden and traditional toys.</p>	<p>Florence Nightingale was a very well-known nurse.</p> <p>She went to the Crimean War to nurse wounded soldiers.</p> <p>Hospitals became cleaner thanks to Florence</p> <p>The Royal Red Cross Medal was awarded to Florence.</p> <p>In the Crimean War Britain and France joined to protect their trade routes and prevent Russia from becoming too powerful.</p>	<p>Learn about late Neolithic hunter gatherers and early farmers (look at a settlement Skara Brae) Bronze Age religion, technology and travel (Stonehenge) and how this compares to now. Changes in Britain from the Stone Age to the Iron Age</p> <p>homes and settlements in the stone age - daily life in Stone Age society.</p>	<p>Crime and punishment in Anglo Saxcon times</p> <p>Crime and punishment in Tudor times</p> <p>Crime and punishment in Victorian times</p> <p>Crime and punishment in modern day</p> <p>How leaders have used punishment through the ages and how this has changed.</p>	<p>To learn about different Greek Gods To understand how the Greek democracy worked and how it is different to our democracy today.</p> <p>The Olympics and how they were created and how they are different to now.</p>	<p>Start of WW2, The Blitz, protection during WW2, British and German air forces, air raids, WW2 shelters, evacuation, rationing and impact of war, role of women in the war and the end of WW2.</p> <p>How WW2 effected the daily lives of individuals.</p>



Skills

Answer who, what and why questions about CTM

EYFS links communication language

0-3 years

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

3-4 years

Understand a question or instruction that has two parts.

Understand 'why' questions.

Answer who, what and why questions about CTM

Recognise the difference between past and present in their own and others lives

Find answers to simple questions about the past from sources of information e.g. artefact

Communicate their knowledge through:
Drawing pictures...

Sequence photographs from different periods of their life

Recognise why people did things, why events happened and what happened as a result

Compare pictures or photographs of people or events in the past

Communicate their knowledge through drawing pictures...

• Place the time studied on a time Line

• Find out about every day lives of people in time studied

• Compare with our life today

• Look at representations of the period – museum, cartoons etc

• Observe small details – artefacts, pictures

• Communicate their knowledge through writing

• Place events from period studied on time line

• Use evidence to reconstruct life in time studied

• Offer a reasonable explanation for some events

• Use text books and historical Knowledge

• Ask a variety of questions

• Use the library and internet for research

• Know and sequence key events of time studied

• Compare an aspect of life with the same aspect in another period

• Begin to identify primary and secondary sources

• Use evidence to build up a picture of a past event

• Select relevant sections of information

• Use the library and internet for research with increasing confidence

• Use relevant dates and terms

• Sequence up to 10 events on a time line

• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

• Bring knowledge gathered from several sources together in a fluent account

• Recognise primary and secondary sources

• Confidently use the library and internet for research

• know key dates, characters and events of time studied



Vocabulary

Army
War
Remember
Poppy

Army
War
Remember
Poppy
Past

Widespread
Teachnology
Batteries
Computer
Change
Similar
Different

Soldiers
Patients
Disease
Hospital
Treatment
Comfort
Dirty
Filthy
Unclean
Hygienic
Medicine
Nurse
Doctor
Bandage

Neolithic
Palaeolithic
Mesolithic
chronology
tribal
hunter-gatherers
Skara Brae
Stonehenge
Bronze Age
prehistory
Nomad
homosapiens
pelt
beaker
smelting

Crime
Punishment
Control
Society
Guilty
Innocent
Confess
Jury
Judge
Law
Verdict
Victim
Witness

philosophy
Athenians
Spartans
democracy
Olympics
plague
truce
Zeus
loincloth

Axis
Allies
Nazi
evacuation
evacuee
Blitz
Holocaust
Luftwaffe
refugees
Winston Churchill
battlefield
siren
gas mask
air raid
Blitz
Invade
trench war recruit
alliance Blitz Home
Front morale
primary evidence
eye witness
Secondary
evidence



Subject: Progression Map

Term: SPRING	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic:	St George's Day	Neil Armstrong	Southsea Seaside	Great Fire of London	Roman Empire	Anglo Saxons	Victorian Portsmouth	The suffragettes
Theme	Power and rule	Legacy and impact	Society and community	Legacy and impact	Legacy and impact	Legacy and impact	Society and community Legacy and impact	Power and Rule Legacy and impact
Knowledge	<p>Why we celebrate St George's Day</p> <p>Who St George was</p> <p>A king ruled England.</p>	<p>We are learning about characters from stories, including figures from the past.</p> <p>He inspired individuals</p>	<p>The key leisure features of Southsea Seaside today</p> <p>The key leisure features of Southsea Seaside in the past</p> <p>Key changes in trips to Southsea Seaside</p>	<p>When and where the fire started.</p> <p>Why the fire spread</p> <p>How they fought the fire</p> <p>How the fire stopped</p> <p>What damage and casualties the fire caused</p> <p>Key individuals: Samuel Pepys and King Charles II.</p> <p>Rebuilding efforts led to the adoption of more fire-resistant materials like brick and stone</p>	<p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest of Britain</p> <p>Life in the Roman army</p> <p>British resistance, for example, Boudica. Develop the children's knowledge of the Romans and Celts.</p> <p>The impact of the Roman Empire – things they invented that we have today.</p>	<p>Roman withdrawal from Britain inc. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland).</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture.</p> <p>Place names we use today have been impacted by Anglo-Saxons.</p>	<p>Children learn about life, society and community in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time, Victorian schools, crime and punishment and the industrial revolution. They compare and contrast to how life was different to what it is now.</p>	<p>MPs are elected by the people in their local area, called a constituency, to go to Parliament and speak up for them</p> <p>Key suffragette names</p> <p>How voting has changed in UK as a result of the suffragettes .</p> <p>When women were granted the vote.</p> <p>How suffrages campaigned for the vote</p>



Skills

Answer who, what and why questions about St George's Day

EYFS links communication language 0-3 years Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

3-4 years Understand a question or instruction that has two parts. Understand 'why' questions.

Answer who, what and why questions about Neil Armstrong

Find answers to simple questions about the past from sources of information e.g. artefacts,

They know and recount episodes from stories about the past

Communicate their knowledge through: Writing..

Identify differences between ways of life at different times

- Compare 2 versions of a past Event

- Discuss reliability of photos/ accounts/stories

- Communicate their knowledge through: Drama/role play..

- Use dates and terms related to the study unit and passing of Time

- Sequence several events or Artefacts

- Identify reasons for and results of people's actions

- Distinguish between different sources – compare different versions of the same story

- Select and record information relevant to the study

- Understand more complex terms eg BC/AD

- Identify key features and events of time studied

- Begin to evaluate the usefulness of different sources

- Use evidence to build up a picture of a past event

- Communicate their knowledge and understanding.

- Use relevant terms and period labels

- Study different aspects of different people - differences between men and women

- Compare life in early and late 'times' studied

- Compare accounts of events from different sources – fact or fiction

- Recall, select and organise historical information

- Use relevant dates and terms

- Select and organise information to produce structured work, making appropriate use of dates and terms.

- Use a range of sources to find out about an aspect of time past

- Sequence up to 10 events on a time line

- Consider ways of checking the accuracy of interpretations fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions democracy Parliament vote suffrage Houses of Parliament represent stereotype diversity traditional view attitudes



Vocabulary

Dragon
St George
Celebrate

Neil Armstrong
Astronaut
Space

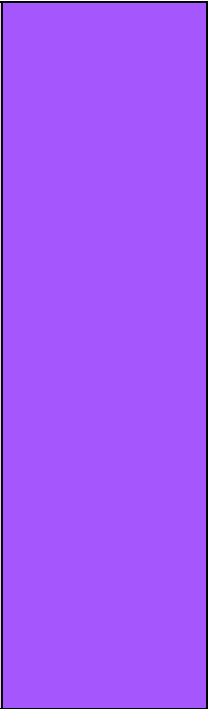
Amusements
Bathing
machines
Clothing
Entertainment
Fair promenade
Swimwear
Seaside
Resort
Transport

17th Century
London
Pudding Lane
St Pauls Cathedral
River Thames
diary
Britain
capital city
bakery
Architect
Lord Mayor
Sir Christopher
Wren
monument
burning
leather bucket
axe
Samuel Pepys
King Charles II
monument

centurion
emperor
aqueduct
gladiator
Londinium
Britannia
Romanisation
senate
Roman baths
amphitheatre
Hadrian's Wall
Colosseum
fortress
mosaic
toga
republic
arch
chariot
tunic
Aquila
Pantheon
Circus Maximus
Legionary

B.C (Before Christ)
A.D (Anno Domini)
millennium
thousands of years
invasion
civilisation
settlers
migration
invasions
kingdoms
settlements

The Industrial
Revolution
child labour
mills/factories
reformers
legislation
slums epidemics
culture
monarch





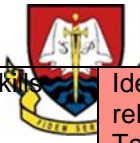
Subject: Progression Map

Term: SUMMER	Nursery	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic:	Family (Nursery do this topic during the autumn term but also review this in the Summer term ready for transition and bring in past experiences to as well as family.	Mary Anning/ Fossils	Titanic	Local history: Dockyard	Tudors	VIKINGS	ANCIENT EGYPT	THE MAYANS
Theme	Society and community	Society and community	Power and Rule	Society and community	Power and Rule	Society and community	Power and Rule	Legacy and impact
Knowledge	Great grandparent Grandparent Mother Father Memory Families in our nursery community	We are learning about similarities and differences in the past. Mary Anning was a famous fossil hunter.	When the Titanic set sail and sank Where the titanic departed from How many people died on The Titanic What the Titanic's exterior and interior looked like	Where the Dockyard is located Why it was so significant historically The names of key ships. The Dockyard shaped the	King Henry VIII had six wives The Tudors loved to watch people be beheaded King Henry broke away from the main church of Rome.He made his own church Elizabeth I made lots of different laws up	Society and community in the city of Jorvik Describe the Viking raid on Lindisfarne The Viking age in European history was from about AD700 to 1100. The Vikings were Norse	To learn about different pyramids and Egyptian Life and how it is different to today. Know what mummification is and the process. Tutankhamun and the discovery of his tomb.	The achievements of the Mayan Daily life including leisure Beliefs and Gods



Subject: Progression Map

		She faced challenges because of her gender.	The Titanic had a class system with three distinct levels: first, second, and third class	city's community and identify.	Battle of Bosworth Tower of London Tudor monarchs were powerful and examples of their powers.	people who came from an area called Scandinavia (countries such as Norway, Sweden and Denmark).	Egyptian Gods and what their role in Egyptian life was. Egyptian pharaohs were the rulers of ancient Egypt who held supreme power and authority over the land and its people	The Mayans legacy continues to influence us today including astronomy, mathematics, writing, and art and calendar systems
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Skills	<p>Identify their relatives Talk about members of their immediate family. Name and describe people who are familiar to them.</p> <p>EYFS links Understanding of the world 0-2 Make connections between the features of their family and other families.</p> <p>3-4years Begin to make sense of their own life-story and family's history.</p>	To talk about and answer question about familiar situations in the past.	<ul style="list-style-type: none"> •They know and recount episodes from stories about the past •Find answers to simple questions about the past from sources of information e.g. artefacts, •Communicate their knowledge through: Making models 	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <p>Communicate their knowledge through discussion</p> <p>Identify differences between ways of life at different times</p>	<ul style="list-style-type: none"> • Understand why people may have wanted to do something • Identify and give reasons for different ways in which the past is represented • Use a range of sources to find out about a period • Begin to use the library and internet for research •Communicate their knowledge through ICT. 	<ul style="list-style-type: none"> • Use terms related to the period and begin to date events <p>Place current study on time line in relation to other studies</p> <ul style="list-style-type: none"> •Look for links and effects in time Studied <ul style="list-style-type: none"> • Choose relevant material to present a picture of one aspect of life in time past 	<ul style="list-style-type: none"> • Make comparisons between different times in the past • Examine causes and results of great events and the impact on people • Offer some reasons for different versions of events • Communicate their knowledge and understanding • Use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Link sources and work out how conclusions were arrived at • Bring knowledge gathered from several sources together in a fluent account • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Compare beliefs and behaviour with another time studied
Vocabulary		Dinosaurs Fossils Extinct.	First/second/third class Collision Sank New York Passengers Propellers Ice Burg Restaurant Atlantic	Royal Navy Crew Officers Dockyard Artefact Cabin Deck	Monarch Armada Execution Reign Treason Inherit Heir	Archaeology Artefacts Conquer Invade Kingdom Longboat Monastery Pagans Raiders Scandinavia Settlement Sources	The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun hieroglyphs mummy papyrus canopic jar irrigation	Agriculture: Astronomy: City state: Code: Glyph: Hierarchy: Maize: Sacrifice: Settlement Temple:



Subject: Progression Map

<u>Legacy and impact</u>	<u>Society and community</u>	<u>Power and Rule</u>
Children understand how the past shapes the present and how past actions can have lasting consequences	Children will learn how people were living together, sharing common traditions, institutions, and collective activities. Children will understand how people shared a sense of belonging and identify.	Children will understand that power and rule have taken many forms, from absolute monarchs like pharaohs and emperors to elected governments and empires that span vast territories. Throughout history, the concept of who holds power and how they rule has significantly impacted societies and shaped the world we know today.