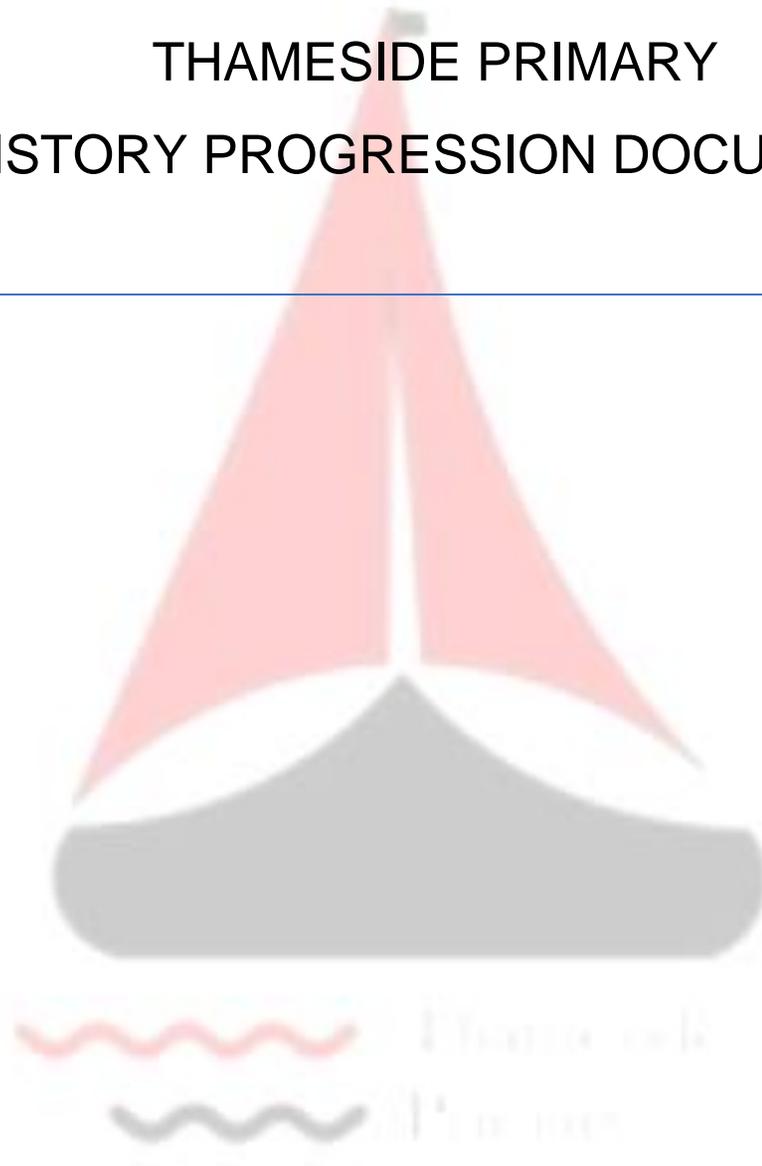


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# THAMESIDE PRIMARY HISTORY PROGRESSION DOCUMENT

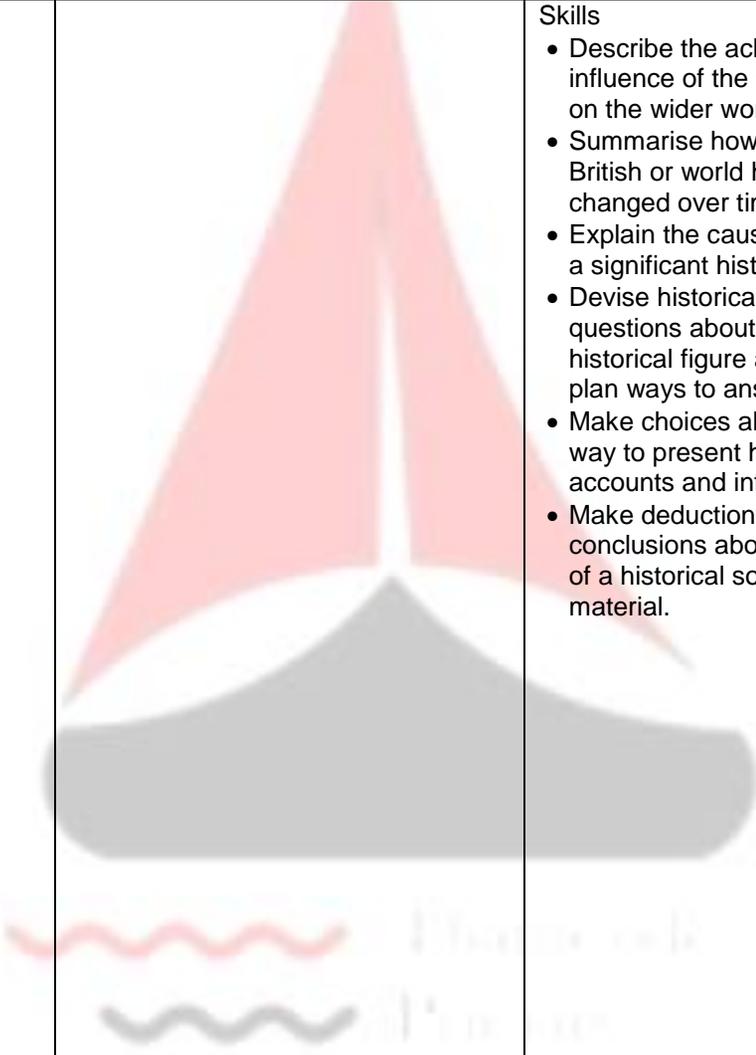
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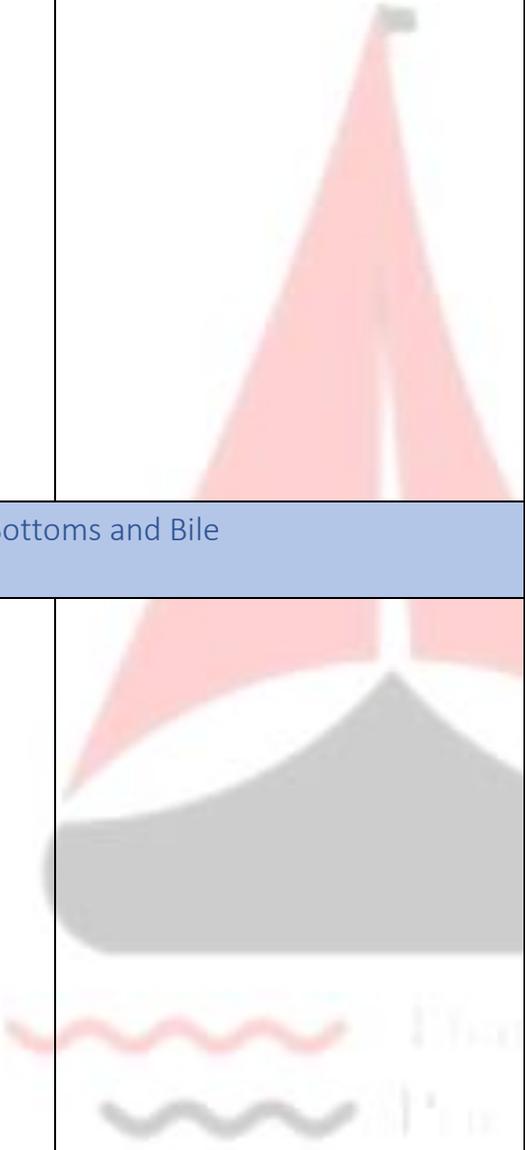


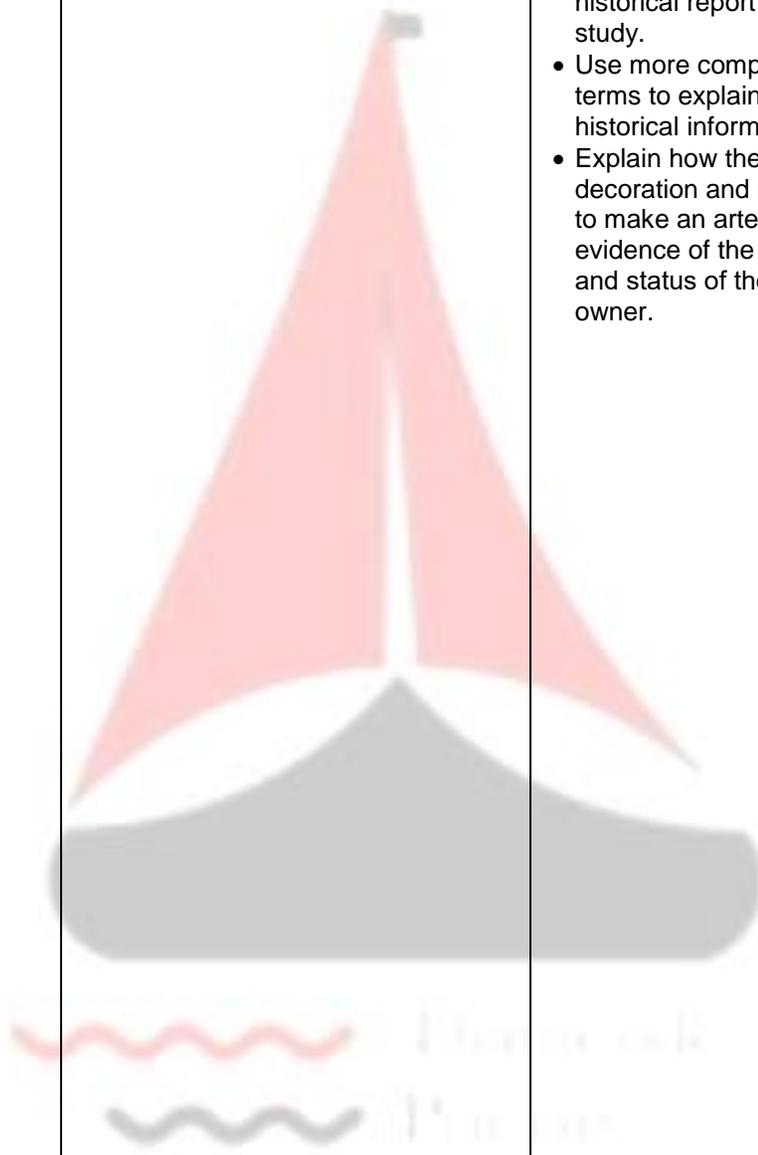
## AUTUMN TERM

		Autumn 1		Autumn 2	
		Nursery How Many Colours in a Rainbow		Nursery Is It Shiny?	
EYFS	<p><b>The World</b> <b>E. L. Goal 100</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b> Notices detailed features of objects in their environment.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>	<p><b>The World</b> <b>E. L. Goal 100</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b> Notices detailed features of objects in their environment.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>	
		Reception Why do Squirrels Hide Their Nuts?		Reception What Happens When I Fall Asleep?	
	<p><b>The World</b> <b>E. L. Goal 145</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> <li>• <b>ELG skills</b> Talk about features of their immediate environment.</li> <li>• <b>Exceeding ELG</b> Know that the environment and living things are influenced by human activity.</li> </ul>	<p><b>The World</b> <b>E. L. Goal 145</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> <li>• <b>ELG skills</b> Talk about features of their immediate environment.</li> <li>• <b>Exceeding ELG</b> Know that the environment and living things are influenced by human activity.</li> </ul>	

Year 1	Superheroes		Bright Lights, Big City	
Year 2	Muck, Mess and Mixtures		Street Detectives	
<p>Skills</p> <ul style="list-style-type: none"> <li>Understand the term significant and explain why a significant individual is important.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>Describe the role of a monarch.</li> <li>Describe a significant historical event in British history.</li> <li>Order information on a timeline.</li> </ul> <p>Identify some key features of a significant historical event beyond living memory.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>A monarch is a king or queen who rules a country.</li> <li>Significant historical events include those that cause great change for large numbers of people.</li> <li>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</li> </ul> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	
Not in this unit		<p>Skills</p> <ul style="list-style-type: none"> <li>Describe the everyday lives of people in a period within or beyond living memory.</li> <li>Describe how an aspect of life has changed over time.</li> <li>Describe, in simple terms, the importance of local events, people and places.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</li> <li>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</li> <li>Commemorative buildings, monuments, newspapers and photographs tell us about</li> </ul>	

				significant people, events and places in our local community's history.
Year 3	Mighty Metals		Gods and Mortals	
	NOT IN THIS UNIT		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describe the achievements and influence of the ancient Greeks on the wider world.</li> <li>• Summarise how an aspect of British or world history has changed over time.</li> <li>• Explain the cause and effect of a significant historical event.</li> <li>• Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.</li> <li>• Make choices about the best way to present historical accounts and information.</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or material.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.</li> <li>• Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</li> <li>• The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</li> <li>• People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and</li> </ul>

				<p>celebrated during or after their lifetimes.</p> <ul style="list-style-type: none"> <li>• Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</li> <li>• Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.</li> </ul>
Year 4	Burps, Bottoms and Bile		Traders and Raiders	
	Not in this unit		<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describe the significance and impact of power struggles on Britain.</li> <li>• Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</li> <li>• Sequence significant dates about events within a historical time period on historical timelines.</li> <li>• Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>• Construct a profile of a significant leader using a range of historical sources.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</li> <li>• Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</li> </ul>

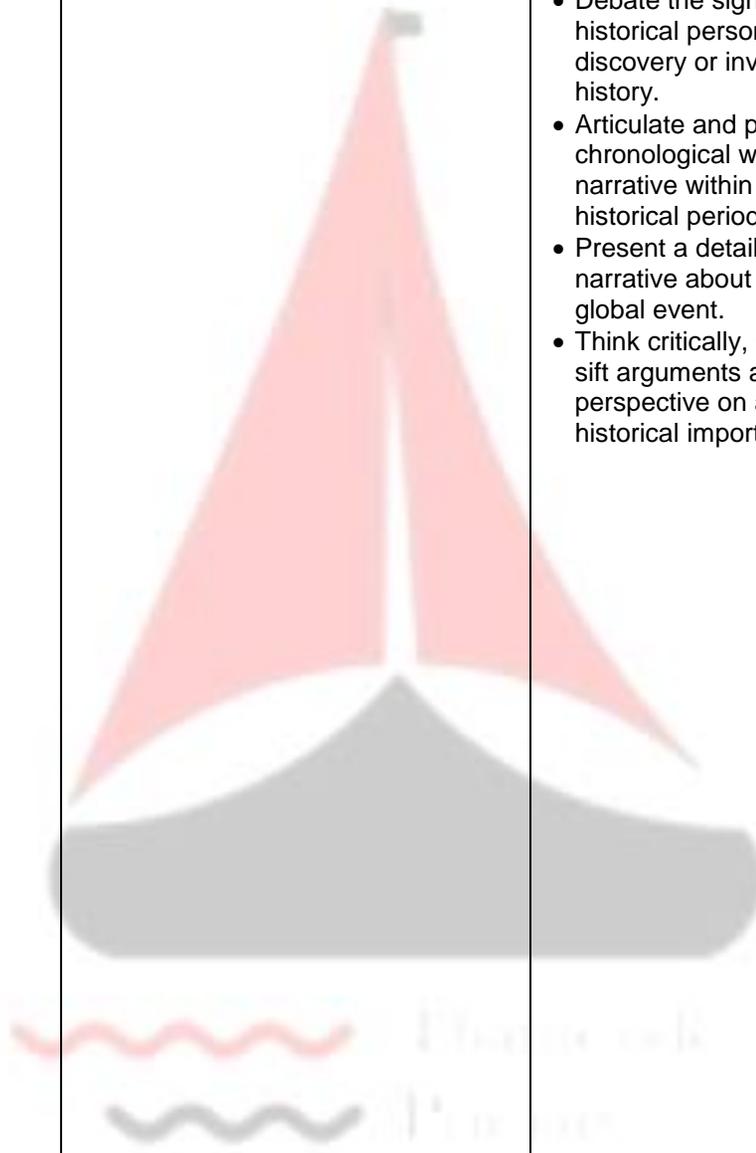


- Present a thoughtful selection of relevant information in a historical report or in-depth study.
- Use more complex historical terms to explain and present historical information.
- Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

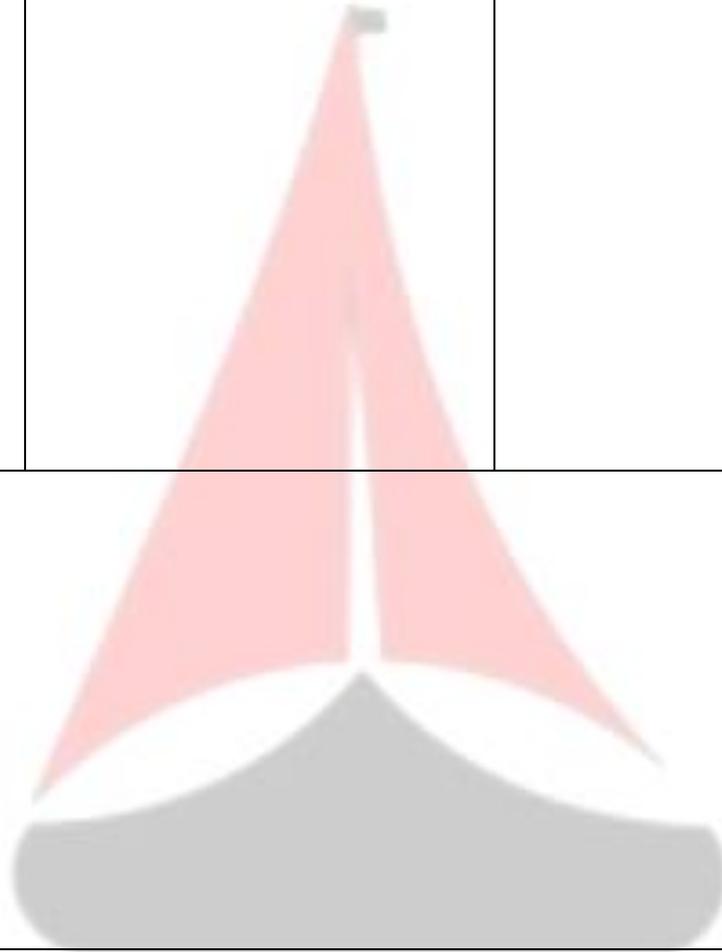
- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.
- Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.
- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
- Historical terms include abstract nouns, such as invasion and monarchy.
- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created

				by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
Year 5	Pharaohs		Stargazers	
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Study a feature of a past civilisation or society.</li> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> <li>• Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</li> <li>• Use a range of historical sources or artefacts to build a picture of a historical event or person.</li> <li>• Explain why an aspect of world history is significant.</li> <li>• Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> <li>• Sequence and make connections between periods of world history on a timeline.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</li> <li>• The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</li> <li>• Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</li> <li>• Using a range of historical sources and artefacts can reveal a clearer and more</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Explain why an aspect of world history is significant.</li> <li>• Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> <li>• Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</li> <li>• Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.</li> <li>• Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</li> <li>•</li> </ul>

		<p>accurate picture about a historical event or person.</p> <ul style="list-style-type: none"> <li>• Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</li> <li>• Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</li> <li>• Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</li> </ul>		
Year 6	Bloodheart		A Child's War	
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Debate the significance of a historical person, event, discovery or invention in British history.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</li> <li>• Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.</li> <li>• Describe and explain the significance of a leader or monarch.</li> <li>• Describe and explain the common traits and motives of</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</li> </ul>



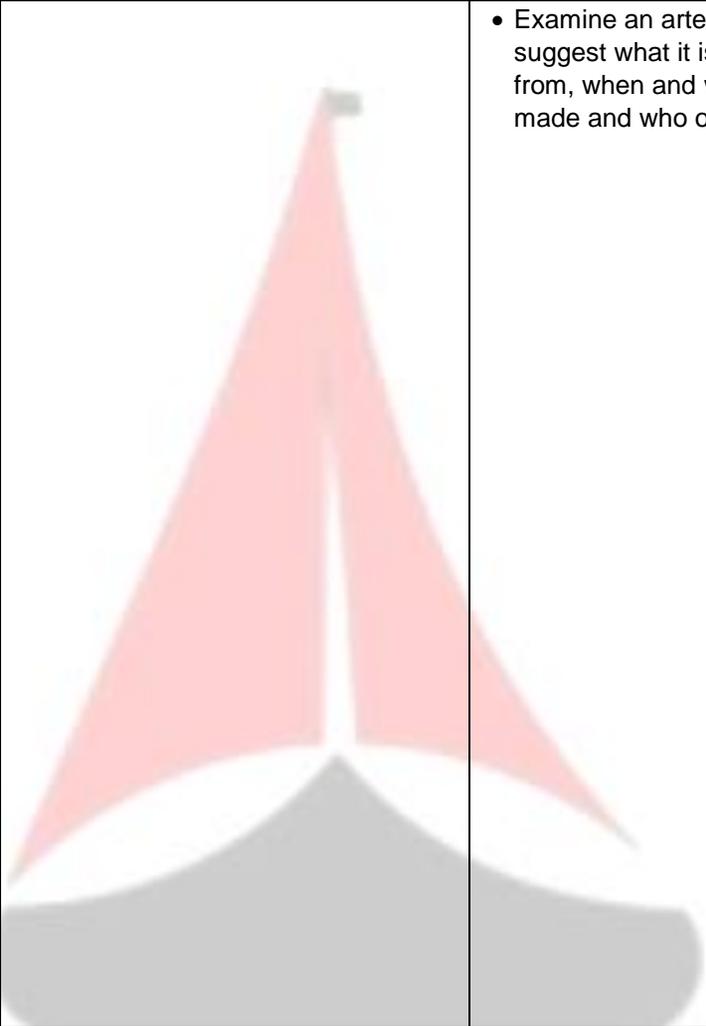
				<p>consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <ul style="list-style-type: none"> <li>• Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</li> </ul>
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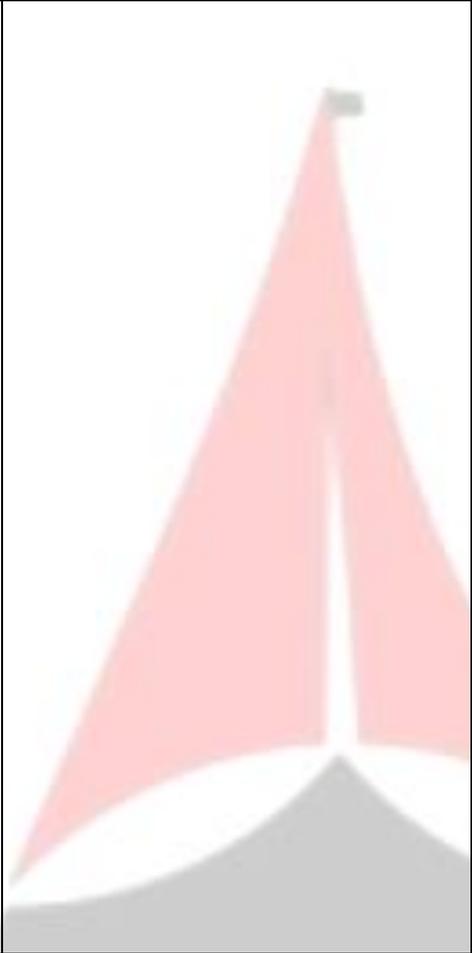
<b>SPRING TERM</b>	
<b>Spring 1</b>	<b>Spring 2</b>
Nursery Where Does Snow Go?	Nursery Why Is Water Wet?

EYFS	<p><b>The World</b></p> <p><b>E. L. Goal 100</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b> Notices detailed features of objects in their environment.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>	<p><b>The World</b></p> <p><b>E. L. Goal 100</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b> Notices detailed features of objects in their environment.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>
<p>Reception Will You Read Me A Story?</p>		<p>Reception Are Carrots Orange?</p>		
	<p><b>The World</b></p> <p><b>E. L. Goal 145</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> <li>• <b>ELG skills</b> Talk about features of their immediate environment.</li> <li>• <b>Exceeding ELG</b> Know that the environment and living things are influenced by human activity.</li> </ul>	<p><b>The World</b></p> <p><b>E. L. Goal 145</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> <li>• <b>ELG skills</b> Talk about features of their immediate environment.</li> <li>• <b>Exceeding ELG</b> Know that the environment and living things are influenced by human activity.</li> </ul>

Year 1	Dinosaur Planet		Paws, Claws and Whiskers	
	<p>Skills</p> <ul style="list-style-type: none"> <li>• Identify some key features of a significant historical event beyond living memory.</li> <li>• Explain why a significant individual is important.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</li> <li>• Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.</li> </ul>	NOT IN THIS UNIT	
Year 2	Beat band Boogie		Towers, Tunnels and Turrets	
	NOT IN THIS UNIT		<p>Skills</p> <ul style="list-style-type: none"> <li>• Describe what it was like to live in a different period.</li> <li>• Describe the everyday lives of people in a period within or beyond living memory.</li> <li>• Sequence details about an event beyond living memory in chronological order.</li> <li>• Describe the impact of a significant historical individual.</li> <li>• Present historical information in a simple non-chronological report, fact file, story or biography.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</li> <li>• Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</li> <li>• A timeline is a display of events, people or objects in chronological order. A timeline</li> </ul>

			<ul style="list-style-type: none"> <li>• Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</li> </ul>	<p>can show different periods of time, from a few years to millions of years.</p> <ul style="list-style-type: none"> <li>• The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling, Jesse Owens and Isambard Kingdom Brunel.</li> <li>• Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</li> <li>• Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</li> </ul>
Year 3	Heroes and Villains		Tribal Tales	
	<p>Skills</p> <ul style="list-style-type: none"> <li>• Devise historically valid questions about a significant historical figure</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• People become historically significant when their actions have created change over time,</li> </ul>	<p>Skills</p> <ul style="list-style-type: none"> <li>• Explain the similarities and differences between two periods of history.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Throughout history, common areas of human concern include the need for food, survival, shelter and warmth;</li> </ul>

	<p>and suggest or plan ways to answer them.</p> <ul style="list-style-type: none"> <li>• Make choices about the best way to present historical accounts and information.</li> </ul>	<p>changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.</p> <ul style="list-style-type: none"> <li>• Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the roles of tribal communities and explain how this influenced everyday life.</li> <li>• Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</li> <li>• Describe ways in which human invention and ingenuity have changed how people live.</li> <li>• Sequence dates and information from several historical periods on a timeline.</li> <li>• Explain the cause and effect of a significant historical event.</li> <li>• Make choices about the best way to present historical accounts and information.</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or material.</li> </ul>	<p>the accumulation of power and wealth and the development of technology.</p> <ul style="list-style-type: none"> <li>• Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</li> <li>• The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</li> <li>• Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution.</li> <li>• Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year</li> </ul>
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				<p>0 AD marks the birth of Christ in the Gregorian calendar.</p> <ul style="list-style-type: none"> <li>• The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</li> <li>• Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</li> <li>• Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.</li> </ul>
Year 4	Playlist		Potions	
	NOT IN THIS UNIT		<b>Skills</b> <ul style="list-style-type: none"> <li>• Create an in-depth study of an aspect of British history beyond 1066.</li> <li>• Present a thoughtful selection of relevant information in a historical</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the</li> </ul>

			<p>report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <ul style="list-style-type: none"> <li>Sequence significant dates about events within a historical time period on historical timelines.</li> </ul>	<p>rich and poor and changes in everyday life.</p> <ul style="list-style-type: none"> <li>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</li> <li>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</li> </ul>
Year 5	Peasants, Princes and Pestilence		Sow and Grow	
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Explain the cause, consequence and impact of invasion and settlement in Britain. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society.</li> <li>Create an in-depth study of an aspect of British history beyond 1066.</li> <li>Sequence, and make connections between, periods of world history on a timeline.</li> <li>Explain why an aspect of world history is significant.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</li> <li>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems,</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> <li>• Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</li> <li>• Articulate and organise important information and detailed historical accounts using topic-related vocabulary.</li> </ul>	<p>calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <ul style="list-style-type: none"> <li>• The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</li> <li>• Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</li> <li>• Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</li> <li>• Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</li> <li>• Beliefs can prompt an individual to take action, such as to fight for</li> </ul>		
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		<p>change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.</p> <ul style="list-style-type: none"> <li>• Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</li> <li>• Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</li> </ul>		
Year 6	Frozen Kingdom		Darwin's Delights	
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describe the causes and consequences of a significant event in history.</li> <li>• Debate the significance of a historical person, event, discovery or invention in British history.</li> <li>• Articulate and present a clear, chronological world history narrative within and across historical periods studied.</li> <li>• Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</li> <li>• Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.</li> <li>• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the greatest achievements of mankind and explain why they are important.</li> <li>• Debate the significance of a historical person, event, discovery or invention in British history.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the</li> </ul>

		<ul style="list-style-type: none"> <li>• Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</li> <li>• Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</li> <li>• Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate and present a clear, chronological world history narrative within and across historical periods studied.</li> <li>• Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</li> </ul>	<p>defence of personal, religious or political beliefs.</p> <ul style="list-style-type: none"> <li>• A great achievement or discovery may be significant because it affects the lives of other people or the natural world, moves human understanding forward, rights wrongs and injustices or celebrates the highest attainments of humans.</li> <li>• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</li> <li>• Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</li> <li>• Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</li> </ul>
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## SUMMER TERM

SUMMER TERM				
	Summer 1		Summer 2	
	Nursery Can We Explore It?		Nursery How Does That Building Stay Up?	
<p>EYFS All E. L. Goals are to be considered in conjunction with the prime areas of learning.</p>	<p><b>The World</b> <b>E. L. Goal 100</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b> Notices detailed features of objects in their environment.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>	<p><b>The World</b> <b>E. L. Goal 100</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b> Notices detailed features of objects in their environment.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>
	<p>Reception Why Do Ladybirds Have Spots?</p>		<p>Reception Are We There Yet?</p>	
	<p><b>The World</b> <b>E. L. Goal 145</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and</p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• <b>30-50 months</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul>	<p><b>The World</b> <b>E. L. Goal 145</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make</p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> </ul>

	plants and explain why some things occur, and talk about changes.	<ul style="list-style-type: none"> <li>• <b>40-60+ months</b> Looks closely at similarities, differences, patterns and change.</li> <li>• <b>ELG skills</b> Talk about features of their immediate environment.</li> <li>• <b>Exceeding ELG</b> Know that the environment and living things are influenced by human activity.</li> </ul>	observations of animals and plants and explain why some things occur, and talk about changes.	<ul style="list-style-type: none"> <li>• <b>ELG skills</b> Talk about features of their immediate environment.</li> <li>• <b>Exceeding ELG</b> Know that the environment and living things are influenced by human activity.</li> </ul>
Year 1	Splendid Skies		Rio De Vida	
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Understand the term significant and explain why a significant individual is important.</li> <li>• Order information on a timeline.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</li> <li>• Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</li> </ul>	NOT IN THIS UNIT	NOT IN THIS UNIT
Year 2	Wriggle and Crawl		Coastline	
	NOT IN THIS UNIT	<ul style="list-style-type: none"> <li>• NOT IN THIS UNIT</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Describe the everyday lives of people in a period within or beyond living memory.</li> <li>• Describe what it was like to live in a different period.</li> <li>• Explain why an event from the past is significant.</li> <li>• Use historical models to make judgements about significance and describe</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</li> <li>• A historical period is an era or a passage of time that happened in the past. For example, Victorian</li> </ul>

			<ul style="list-style-type: none"> <li>the impact of a significant historical individual.</li> <li>Describe and explain the importance of a significant individual's achievements on British history.</li> <li></li> </ul>	<p>Britain is a period in British history.</p> <ul style="list-style-type: none"> <li>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.</li> <li>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</li> <li>Important individual achievements include great discoveries and actions that have helped many people.</li> </ul>
Year 3	Scrumdiddlyumptious		Flow	
	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Summarise how an aspect of British or world history has changed over time.</li> <li>Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</li> <li>People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also usually remembered and celebrated during or after their lifetimes.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Describe ways in which human invention and ingenuity have changed how people live.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, writing of Shakespeare and the Industrial Revolution.</li> </ul>

Year 4	Road Trip USA		Blue Abyss	
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> <li>• Sequence significant dates about events within a historical time period on historical timelines.</li> <li>• Explain in detail the multiple causes and effects of a significant historical event.</li> <li>• Construct a profile of a significant leader using a range of historical sources.</li> <li>• Present a thoughtful selection of relevant information in a historical report or in-depth study.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</li> <li>• Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</li> <li>• Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</li> <li>• A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Create an in-depth study of an aspect of British history beyond 1066.</li> <li>• Present a thoughtful selection of relevant information in a historical report or in-depth study.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</li> <li>• Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</li> </ul>	
Year 5	Time Traveller		Scream Machine
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Compare and contrast an aspect of history across two or more periods studied.</li> <li>• Create an in-depth study of an aspect of British history beyond 1066.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</li> <li>• Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</li> </ul>	<p>NOT IN THIS UNIT</p> <p>NOT IN THIS UNIT</p>
Year 6	Hola Mexico		Tomorrow's World
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</li> <li>• Use abstract terms to express historical ideas and information.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• The characteristics of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can be seen in society today.</li> <li>• Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.</li> </ul>	<b>Skills</b> <ul style="list-style-type: none"> <li>• Debate the significance of a historical person, event, discovery or invention in British history.</li> <li>• Articulate and present a clear, chronological world history narrative within and across historical periods studied.</li> </ul>

				inventions in world history.
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