

Firs Primary School Subject Curriculum and Progression

History

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Maths (SSM) ELG: Children use everyday language to talk about time</p> <p>Understanding the World (People and Communities) ELG: Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world the Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 a local history study 			

Muck, Mess and Mixtures

Significant individuals: Florence Nightingale, comparing nursing and hygiene in different periods.

- Florence Nightingale is a famous British nurse who lived from 1820-1910.
- She helped to make hospitals more sanitary places and wrote books about how to be a good nurse.
- Much of what we know about clean, organised hospital conditions today is thanks to Florence's work and research.
- Florence began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there.
- She is considered the founder of modern nursing.

Street Detective

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (toys over time - Pickford House Museum visit).

- The materials toys are made from have changed over time; plastic is a modern invention
- Many types of toys have been played with for hundreds of years e.g. dolls, balls, board games like snakes and ladders
- Moving toys have changed over time e.g. from hinges, mechanical/wind up to electrical
- You can find out about toys from the past by visiting a museum
- Children have always played with toys – even 2000 years ago!

Land Ahoy

Significant events beyond living memory: Discovery of Australia and America

Significant individuals: Christopher Columbus and Grace Darling

- Christopher Columbus was a famous explorer, who lived over 500 years ago.
- He discovered the Americas by accident when he was trying to find a new route to the Indies by travelling west instead of east
- There were already people living in the Americas (native Americans). Columbus and other Europeans that travelled to the Americas treated the native people very badly.
- Grace Darling lived around 200 years ago.
- She lived in a lighthouse and is famous for rescuing 9 sailors whose ship sank in a storm.
- At the time many people thought her bravery was unusual because she was a girl.

Bright Lights, Big City

Significant events beyond living memory: Great Fire of London

- When the Great Fire of London started
- How it started and why it spread so quickly
- That Charles II was the monarch at the time of the fire and what he did to try and stop the fire
- Who Samuel Pepys was, and why his diary is so important for historians

Gods and Mortals

Ancient Greece: a study of Greek life and achievements and their influence on the western world

- When and where ancient Greeks lived, including some of their most important cities
- Origins of the Olympic games
- Family life in ancient Greece
- Ancient Greek gods and heroes
- About the ancient Greeks at war, including Spartan soldiers
- Ancient Greek culture including; festivals, theatre, architecture and sculpture
- Impact of ancient Greece on the modern world; government and democracy, English language and alphabet, sports, maths (Pythagoras) and philosophy (Plato and Socrates)

Urban Pioneers

Local history study: Silk Mill and Cathedral

- The Silk Mill was possibly the first fully mechanised factory in the world.
- It was built by John Lombe, who had visited Italy and stolen their methods of 'silk throwing'
- John Lombe's factory was very successful, but the Italians were angry with him for stealing their ideas and their trade – he was poisoned and later died.
- The 'lockout' of 1833-1834 was a key moment for trades unions fighting for workers' rights and this is commemorated by the mural
- The Cathedral sits on the site of the original All Saints Church, built around 943AD.
- The existing tower of the cathedral was built around 1510-32, the rest of the current building was built in 1725.
- All Saint's Church became Derby Cathedral in 1927
- The Cathedral contains monuments of Derby's past including the tomb of Bess of Hardwick, the memorial of Florence Nightingale and the wrought iron screen by Robert Bakewell

I am Warrior

The Roman Empire and its impact on Britain

- Romans arrived in Britain in 43AD
- How the Romans defeated the Celts (led by Boudica) in AD60
- Britain had no proper roads before the Roman's arrived. The Romans build straight roads paved with stone and laid on gravel foundations – this made it faster to travel around Britain. Many modern roads are built on ancient Roman roads
- By 391AD Christianity had become the official Roman religion, but many people in Britain were still Pagan
- The Romans brought Latin to Britain – many English words come from Latin. Before the Romans few people in Britain could read or write.
- The Romans introduced the idea of living in big towns/cities and laid their cities out in grid formation
- If a place-name has 'chester', 'caster' or 'cester' in it, it's almost certainly Roman (e.g. Gloucester, Doncaster and Manchester)
- Roman numerals are still used to record numbers in some situations e.g. on clocks

A Child's War

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

- Events leading up to Britain declaring war on Germany in 1939
- The impact of the Blitz on daily life in Britain, including evacuation of children out of cities and the use of air raid shelters
- Food was rationed during the war due to shortages
- How propaganda was used by both sides during the war to mobilise people towards the war effort
- Significance of D Day
- Significance of VE and VJ Day and the events that led to the end of the war

Hola Mexico

A non-European society that provides contrast with British history - Mayan civilization c. AD 900

- Who the Maya were, where they lived
- What life was like for the ancient Mayans
- What remains of ancient Mayan civilization are still in existence today
- What happened to the ancient Mayans and possible causes for their decline
- Leisure for the Ancient Mayans
- The importance of farming
- Ancient Mayan religion

Revolution

A local history study (Cromford Mills and Industrial Revolution)

- Who Richard Arkwright was and why he was significant.
- The importance of Cromford Mills and how the mills are linked to the Industrial Revolution.
- What it was like to work at the mills and live in Cromford.
- What leisure activities workers would have participated in.
- What other important inventions were made during the 18th and 19th centuries (steam engines, transport changes, electricity).
- When the railway and canal were developed at Cromford.
- How transport affected the development of the industrial age.
- How the lives of people changed; discussing whether they improved or were made worse by working in the mills

Off With Her Head

Superheroes
Significant individuals: Amelia Earhart and Nelson Mandela; comparing issues of discrimination based on race and/or gender over time

- That Amelia Earhart was the first woman to fly across the Atlantic Ocean and that she set many other records
- That in Earhart's lifetime, unlike today, it was unusual for women to fly and that many people believed there were 'men's jobs' and 'women's jobs'
- That until 1920, women couldn't vote, and that Earhart was an early support of the Equal Rights Movement.
- That Mandela fought racial prejudice and sought equal rights for black people in South Africa.
- That Mandela spent many years in prison for his beliefs.
- That Greta Thunberg is a 'modern day' hero – fighting against climate change, and that her opinions are seen as less important by some because she is a child and has ASD – in comparison to Mandela, Earhart who were discriminated against because of their gender or race.

Dinosaurs
Significant individuals: Mary Anning (paleontologists)

- Mary Anning was a famous English fossil hunter
- She lived around two centuries ago
- In Mary Anning's time most people didn't realise that fossils were the remains of dinosaurs that had lived long ago
- Mary Anning discovered many important dinosaur remains (including an Ichthyosaur skeleton) but because she was a woman she was not given credit for her work – in her times it was unusual for women to know much about science or be well educated

Towers, Turrets and Tunnels
Changes within living memory: Transport over time, including uses of bridges and tunnels
Significant individuals (Isambard Kingdom Brunel)

- Isambard Kingdom Brunel was a famous engineer who lived around 200 years ago.
- IKB's designs helped people to travel much faster across the country and across the world.
- He designed the Great Western Railway, and used bridges and tunnels to make sure the railway line could stay as straight as possible – this meant the train could go faster.
- He designed a ship that could get from England to America in only 15 days – the fastest ship at that time!

Tribal Tales
Changes in Britain from the Stone Age to the Iron Age

- That early Stone Age people were hunter gatherers who hunted with wooden spears, or weapons tipped with stone (flint)
- That Neolithic people (later Stone Age) began to farm around 3500BC; rearing animals like goats, sheep, cattle and pigs and growing crops like wheat, barley, beans and peas
- Britons began working with and tin to make bronze around 2500BCE, and used these metals to make objects like jewelry
- During the Bronze Age many people travelled from Europe to Britain by boat.
- By around 1000BCE Britons had learned to make carts with wheels, which were pulled by horses
- Around 800 BC people in Britain learned how to use iron. Iron tools made farming much easier than before and settlements grew in size.
- Iron Age Britain was a violent place. People lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.
- During the Iron Age, the Celtic people spread out across Europe and many settled in Britain. The ancient Britons followed a Celtic way of life. They produced fine metalwork and enjoyed feasting, music and poetry.

Heroes and Villains
Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changing perceptions of the monarchy; Richard III and Elizabeth I

- That British monarchs belonged to different 'houses' or families and the order in which key houses or families were in power.
- That Richard III was the last monarch from the House of York and Elizabeth I was the last Tudor monarch.
- Both monarchs were seen as heroes by some and as villains by others, examining some of the reasons and events behind this including; Battle of Bosworth, War of the Roses, defeat of the Spanish Armada and execution of Mary Queen of Scots.
- That historical evidence can be interpreted in different ways and that some types of evidence are more reliable than others.

Traders and Raiders
Britain's settlement by Anglo-Saxons and Scots
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Roman rule of Britain ended in around AD 410. When the Romans left, Britain was vulnerable to attack from both the Scots, and from Anglo-Saxons who sailed from Northern Europe (including Germany, Denmark and the Netherlands).
- Some Anglo-Saxons were warriors who enjoyed fighting, but many came peacefully to find land to farm, because it was hard to farm in their home countries. They brought tools and farm animals with them.
- Vikings first came from Scandinavia and invaded Britain in AD 793.

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in religion during the Tudor period

- That British monarchs belonged to different 'houses' or families and the order in which key houses or families were in power.
- Who the Tudor monarchs were and the period in which the Tudors ruled
- The impact that Henry VIII had on religion in England during his reign; the split from Rome and the establishment of the Church of England
- About the wives of Henry VIII and the reasons for each of his marriages
- About Mary I and her attempt to convert England to Catholicism
- That there was violent conflict between Protestants and Catholics at this time, examining the causes and effects of this

Pharaohs
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt

- What remains of ancient Egypt today
- What happened to the ancient Egyptians
- What life was like for the ancient Egyptians
- Why farming was important to ancient Egyptians
- Games and leisure for the ancient Egyptians
- About the life and significance of Tutankhamun
- About Egyptian hieroglyphics and where they fit within the chronology of the origins of writing across the world
- About religion and beliefs for the ancient Egyptians

Peasants, Princes and Pestilence
Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Great Plague and changes in medicine from 1665 to the present

- The Great Plague occurred between 1665 and 1666, it began in London
- What caused the disease and how it spread
- How the disease was managed including quarantine procedures and medical treatments used at the time
- The impact of the disease and the 100,000 deaths in London
- How it spread to Eyam, and how the village isolated itself to stop it spreading further
- How the understanding of infectious diseases, their causes and treatments have changed over time including hygiene, sanitation and vaccination
- Comparison of the strategies used by the British government to prevent the spread of the Coronavirus in 2020, with those employed in London at the time of the Great Plague

Time Traveller

			<ul style="list-style-type: none"> Like the Anglo-Saxons, many Vikings wanted to farm, but others wanted to raid and fight. Roman rule had converted much of Britain to Christianity, but the Anglo-Saxons were Pagan and believed in many other gods. Over time the Anglo-Saxons converted to Christianity as well and were Christian when the Vikings begin invading. The Vikings were also Pagan and worshipped similar gods to the Anglo-Saxons had originally (e.g. Thor/Thurnor and Odin/Wotan). <i>Note: Wednesday and Thursday are named after the gods Wodin and Thor!</i> Vikings eventually converted to Christianity as well. About the struggle for power between the Anglo-Saxons and the Vikings, focusing on the transition in power between the rule of the Saxon kings Ethelred the Unready and Edward the Confessor. 	<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in fashion and leisure from 1066 until the present day.</p> <ul style="list-style-type: none"> Children will compare fashion from different decades in the 20th Century including 50s, 60s, 70s and 80s They will contrast the fashions of the 20th century with clothing styles from earlier centuries and consider how the changes in styles link to changes in beliefs e.g. surrounding religion and attitudes towards women (e.g. when did it become acceptable for women to wear trousers? Why?) They will consider how leisure time for children has changed over time in relation to how expectations for other aspects of daily life for children have changed e.g. children in the past were often expected to work so had limited time for play. They will consider how leisure time and activities have been influenced by social status, access to education and wealth – and how this has changed over time.
Key Learning (Skills)	Chronology			
	<ul style="list-style-type: none"> Order and sequence familiar events eg: family customs and routines Use everyday language to talk about time (Maths – SSM) Measure short periods of time in simple ways (Maths – SSM) 	<ul style="list-style-type: none"> Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates 	<ul style="list-style-type: none"> Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time- line Use correct terminology to describe events in the past 	<ul style="list-style-type: none"> As Year 3/4, and Use greater depth and range of knowledge
	Historical Terms			
	<ul style="list-style-type: none"> Develop the use of everyday language to talk about time to compare quantities and objects and to solve problems. 	<ul style="list-style-type: none"> Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries 	<ul style="list-style-type: none"> Develop use of appropriate subject terminology, such as: empire, civilisation, monarch 	<ul style="list-style-type: none"> Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
	Historical Enquiry			
	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways 	<ul style="list-style-type: none"> Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data 	<ul style="list-style-type: none"> Devise, ask and answer more complex questions about the past, considering key concepts in history Select sources independently and give reasons for choices Analyse a range of source material to promote evidence about the past Construct and organise response by selecting and organising relevant historical data
Interpreting History				
	<ul style="list-style-type: none"> Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays 	<ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this 	<ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this 	
Continuity and Change				

<ul style="list-style-type: none"> Enjoys joining in with family customs and routines. Can identify their families routines/traditions, e.g. we always go to MacDonald's when we visit my aunt 	<ul style="list-style-type: none"> Discuss change and continuity in an aspect of life e.g. holidays 	<ul style="list-style-type: none"> Describe and begin to make links between main events, situations and changes within and across different periods and societies 	<ul style="list-style-type: none"> As Year 3/4, and Use a greater depth of historical knowledge
Causes and Consequences			
<ul style="list-style-type: none"> Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. 	<ul style="list-style-type: none"> Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events 	<ul style="list-style-type: none"> Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes 	<ul style="list-style-type: none"> Begin to offer explanations about why people in the past acted as they did
Similarities and Differences			
<ul style="list-style-type: none"> Children know about similarities between themselves and others, and among families, communities and traditions. Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods, including their own lives 	<ul style="list-style-type: none"> Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<ul style="list-style-type: none"> Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance			
<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why 	<ul style="list-style-type: none"> Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> Give reasons why some events, people or developments are seen as more significant than others

Muck, Mess and Mixtures

Nursing
Hospital
Sanitary
Hygiene
Conditions
Campaigned
Change
Same
Different
Modern
Century

Street Detective

Similar
Different
Materials
Plastic
Wood
Metal
Centuries
Decades
Mechanical
Wind up
Electric
Museum

Land Ahoy

Explorer
Centuries
Discovered
Route
Indies
Americas
Native
Lighthouse
Rescue
Bravery
Account

Bright Lights, Big City

Monarch
Centuries
Evidence
Cause
Diary
Royal
Artefacts
Result

Superheroes

Racism
Sexism
Fairness
Prejudice
Slaves
Pilot
Race
Equality
Discrimination
Beliefs

Gods and Mortals

Olympics
Gods
Mortals
Heroes
Legend
Spartan
Culture
Architecture
Festival
Theater
Government
Democracy
Philosophy
Artefacts
Empire
Civilisation

Urban Pioneers

Silk throwing
Trade
Industrial espionage
Poisoned
Cathedral
Mechanised
Industrial revolution
Change
Centuries
Trade Union
Commemorate
Rights

I am Warrior

Invade
Empire
Civilisation
Roman
Celt
Religion
Christian
Pagan
Emperor
Latin
Roman Numerals

Tribal Tales

Stone Age
Neolithic
Hunter gatherer
Agriculture
Flint
Bronze Age
Settlement
Tribe
Warrior
King
Fort
Iron Age
Celtic

A Child's War

Blitz
Evacuation
Rationing
Air Raid
Air Raid Shelter
Propaganda
Holocaust
Mobilise
Concentration Camp
Victory
Defeat
Cause
Effect

Hola Mexico

Ancient
Civilisation
Religion
Ruins
Remains
Leisure
Farming
Agriculture
Mesoamerica
Conquest
Discrimination
Traditions

Revolution

Victorian
Apprentice
Significant
Industrial Revolution
Mill
Textiles
Leisure
Inventions
Workforce
Labour

Off With Her Head

Monarch
Evidence
Execution
Stake
Descendent
Establish
Convert
Conflict
Catholic
Protestant
Tudor
Church of England
Rome

Frontline
Nurse
Timeline
Decades
Centuries
Stereotype/
Stereotypical
Prejudice

Dinosaurs
Same
Different
Change
Pictures
Stories
Centuries
years
Account
Education
Museum
Past
Skeleton
Result
Artefact
website
present
fossil
paleontologist
Ichthyosaur

Towers, Turrets and Tunnels

Engineer
Centuries
Designs
Inventions
Change
Bridges
Tunnels
Railway
Ship
Speed
Travel

Farming

Heroes and Villains
Monarch
Centuries
Evidence
Execution
Crowned
Advisor
Descendent
Ruler
Defeat
Archeological
Armada

Traders and Raiders
Invade
Raid
Settle
Rule
Confess/Confessor
Convert
Empire
Battle
Exile
Transition
Roman
Scot
Anglo-Saxon
Viking
Pagan
Christian

Pope

Pharaohs
Civilisation
Ancient
Tomb
Artefact
Mummy
Preserve
Sacred
Ruler
Irrigation
Sanitation
Origin
Chronology
Pharaoh
Egyptologist
Archaeologist
Hieroglyphics
Rosetta Stone
Pyramid
River Nile

Peasants, Princes and Pestilence
Change
Death
Disease
Isolation
Cause
Treatment
Sources
Pest
Pestilence
Hygiene
Sanitation
Great Plague
Quarantine
Vaccination

Time Traveller
Fashion
Leisure
Style
Religion
Influence
Similarities
Differences
Impact
Social status
Feminism
Sexism
Beliefs
Compare