

# 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><b>Understanding the World ELG</b> (Past and Present ELG)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul>		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• 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</li> <li>• a local history study</li> </ul>			

**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"> <li>• Like the Anglo-Saxons, many Vikings wanted to farm, but others wanted to raid and fight.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Children will compare fashion from different decades in the 20<sup>th</sup> Century including 50s, 60s, 70s and 80s</li> <li>• They will contrast the fashions of the 20<sup>th</sup> 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?)</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Key Learning (Skills)</b>	<b>Chronology</b>			
	<ul style="list-style-type: none"> <li>• Order and sequence familiar events eg: family customs and routines</li> <li>• Use everyday language to talk about time (Maths – SSM)</li> <li>• Measure short periods of time in simple ways (Maths – SSM)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Show where places, people and events fit into a broad chronological framework</li> <li>• Begin to use dates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>• Put events, people, places and artefacts on a time- line</li> <li>• Use correct terminology to describe events in the past</li> </ul>	<ul style="list-style-type: none"> <li>• As Year 3/4, and</li> <li>• Use greater depth and range of knowledge</li> </ul>
	<b>Historical Terms</b>			
	<ul style="list-style-type: none"> <li>• Develop the of use everyday language to talk about time to compare quantities and objects and to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</li> </ul>	<ul style="list-style-type: none"> <li>• Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> </ul>
	<b>Historical Enquiry</b>			
	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</li> <li>• Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</li> <li>• Choose and use parts of stories and other sources to show understanding of events</li> <li>• Communicate understanding of the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>• Suggest where we might find answers to questions considering a range of sources</li> <li>• Understand that knowledge about the past is constructed from a variety of sources</li> <li>• Construct and organise responses by selecting relevant historical data</li> </ul>	<ul style="list-style-type: none"> <li>• Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>• Select sources independently and give reasons for choices</li> <li>• Analyse a range of source material to promote evidence about the past</li> <li>• Construct and organise response by selecting and organising relevant historical data</li> </ul>
<b>Interpreting History</b>				
	<ul style="list-style-type: none"> <li>• Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware that different versions of the past may exist and begin to suggest reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the past is represented and interpreted in different ways and give reasons for this</li> </ul>	
<b>Continuity and Change</b>				

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

**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