

Watermoor C of E Primary School
Subject Progression 2024-2025
Subject: History

Key (strands)

Homes

Chronology

Invasion

Civilisation/Society

Empire



| EYFS Pre School | Autumn | Spring | Summer |
|---|--|--|---|
| We are learning about: | <u>Me and my family</u> | <u>My home and garden</u> | <u>Where we live</u> |
| Development Matters Pre-school: | <ul style="list-style-type: none"> - Begin to make sense of their own life story and family history - Talk about members of their immediate family and community | <ul style="list-style-type: none"> - Comment on images of familiar situations in the past | <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos |
| Sticky Knowledge 'I will know that...' | <ul style="list-style-type: none"> - Know and name the members of their family - know and name an event from the past in their family | <ul style="list-style-type: none"> - know and name the different features in the home - know that my home is different to that of my grandparents. | <ul style="list-style-type: none"> Know one difference from where we live to where someone in a different country lives. |
| Key Vocabulary: | Birthday, Christmas, Easter, family, grandparents, parents, friends | House, Kitchen, bedroom, living room, bathroom, stairs, patio, pond, lawn, path, gate | Home, away, country, different, same. |



| EYFS: Reception | Autumn | Spring | Summer |
|---|--|--|--|
| We are learning about: | <u>Me and my town</u> <ul style="list-style-type: none"> Cirencester Celebrations and Traditions (Harvest, Bonfire Night, Remembrance Day, Diwali and Christmas) | <u>Me and My World</u> <ul style="list-style-type: none"> Celebrations and Traditions Mary Anning (Dinosaurs/Fossils) | <u>Me and My Travels</u> <ul style="list-style-type: none"> Transport Seaside Space |
| Development Matters Reception: | Talk about members of their immediate family and community. Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past | | |
| Sticky Knowledge 'I will know that...' | <u>The name of the town I live in.</u> <u>Explain the different features that make up the town I live in.</u> <u>How special times are celebrated around the world.</u> | <ul style="list-style-type: none"> <u>How special times are celebrated around the world.</u> <u>I will know some similarities between life in this country and life in other countries.</u> <u>I will some differences between life in this country and life in other countries.</u> <u>Know that dinosaurs are extinct</u> Know that dinosaurs were either carnivores, herbivores or omnivores <u>Know that Mary Anning was a palaeontologist</u> | <u>I will know how special times are celebrated around the world.</u> <u>I will know the name of a famous person and why they are famous.</u> <u>I will know what transport was like in the past</u> |
| Key Vocabulary: | <u>Past, present, Cirencester, town, market town, England, school, church, post office, map, road, street,</u> <u>Revisit: home, house</u> | <u>fossil, palaeontologist, museum, world</u> | <u>Space, moon, transport, world, earth, airport, plane, train, bus</u> <u>Revisit: past</u> |
| Early Learning Goal/s: - Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | |

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| KS1: Y1 | Autumn Term | Spring Term | Summer Term |
|---|---|--|--|
| What are we learning about? | Monarchs – Queens Elizabeth I Queen Victoria and the Victorian Era | Toys Through Time – post WW2 → Now | Edward Wilson (Cheltenham) |
| National Curriculum Statements | 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 | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Local history - significant historical events, people and places in their own locality |
| Sticky Knowledge 'I will know that...' | -Name a famous person from the past and explain why they are famous | - Know that the toys their grandparents played with were different to their own - Organise a number of artefacts by age - Know what a number of older objects were used for -Know the main differences between their bedroom/playroom/sitting room (school days) and that of their grandparents - homes | Know the name of a famous person, or a famous place, close to where they live |
| Key Vocabulary: | King, Queen, Monarchy, Prince, rule, Victorian, reign, artefact, timeline, era Revisit: past, present | memory, time (chronological) order, timeline, old, new, modern. Revisit: timeline, past, present, parents, grandparents | Explorer, polar, doctor, painter, Antarctica, expedition, Terra Nova, discovery. Revisit: timeline, Victorian |

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| KS1: Y2 | Autumn Term | Spring Term | Summer Term |
|---|---|--|---|
| What are we learning about? | Great Fire of London | Neil Armstrong | Watermoor School – Then and Now |
| National Curriculum Statements | events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | significant historical events, people and places in their own locality |
| Sticky Knowledge 'I will know that...' | <p>- Know about an event or events that happened long ago, even before their grandparents were born</p> <p>- Know what we use today instead of a number of older given artefacts (fire service)</p> <p>- Know that children's lives today are different to those of children a long time ago – homes in 1666/homes today including how they are built</p> | <p>Know about a famous person from outside the UK and explain why they are famous</p> <p>Neil Armstrong was the first man on the moon. He was launched into space in 1969.</p> <p>The mission was called Apollo 11. Buzz Aldrin and Michael Collins were also part of the Apollo 11 mission.</p> <p>15th December 2015 - Tim Peake became the first British astronaut to visit the International Space Station, travelling on Soyuz TMA-19M. He spent 6 months on the international space station.</p> | <p>- Know how the local area is different to the way it used to be a long time ago</p> <p>- Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</p> |
| Key Vocabulary: | <p>Beyond living memory, chronological order, primary source, secondary source, bakery, St Pauls, River Thames, Samuel Pepys, King Charles II, materials</p> <p>Revisit: Past, present, King, fire, home, timeline</p> | <p>Mission, launch, pioneer, orbit, explorer, recently, space, astronaut</p> <p>Specific terminology: NASA, Tim Peake, Neil Armstrong, ESA, Apollo 11, international space station</p> <p>Revisit : moon, rocket, timeline</p> | <p>headmaster/mistress, Building, Watermoor Road, Church</p> <p>Revisit: Victorian, church, Cirencester, timeline</p> |

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| KS2: Y3 | Autumn Term | Spring Term | Summer Term |
|---|---|--|---|
| What are we learning about? | Romans | Anglo Saxons | Mayans |
| National Curriculum Statements | - the Roman Empire and its impact on Britain | - Britain's settlement by Anglo-Saxons and Scots | non-European society that provides contrasts with British history – one study chosen from: AD 900; Mayan civilization c. AD 900; |
| Sticky Knowledge 'I will know that...' | <ul style="list-style-type: none"> - Know how Britain changed from the iron age to the end of the Roman occupation – Know how the Roman occupation of Britain helped to advance British society - Know how there was resistance to the Roman occupation and know about Boudica - Know about at least one famous Roman emperor - Research what it was like for children in a given period in history and present findings to an audience, including homes, transport and families. - | <ul style="list-style-type: none"> - Know how Britain changed between the end of the Roman occupation and 1066 – Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms -Know that the way the kingdoms were divided led to the creation of some of our county boundaries today -Use a time line to show when the Anglo-Saxons were in England - know what life was like and what home life was like | <ul style="list-style-type: none"> - Know about the impact that one of the following ancient societies had on the world: the Mayan civilization - Know why they were considered an advanced society in relation to that period of time in Europe - Research what it was like for children in a given period in history and present findings to an audience, including homes, food and farming. |
| Key Vocabulary: | Roman soldier, Celtic Warrior, Boudica, Julius Caesar, Roman Empire, Invasion, Hadrians Wall, AD, BC, Rome, Britons, civilisation Review: timeline, past, primary source, secondary source | Julius Caesar, Wergild, Saxons, Angles, Jutes, occupation, boundaries, settlers. Review: civilisation, invasion, Romans, timeline, past, primary source, secondary source, homes/houses | Maya, Mayans, Mesoamerica, pitz, ancient, farming, cultivation, hieroglyphics, architecture, society, Review: chronology, timeline, civilisation, past, primary source, secondary source, homes |

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| KS2: Y4 | Autumn Term | Spring Term | Summer Term |
|---|--|--|---|
| What are we learning about? | Stone Age to Iron Age (stone age) | Stone Age to Iron Age (Bronze age) | Ancient Egypt Geography link – Rivers (Nile) |
| National Curriculum Statements | - changes in Britain from the Stone Age to the Iron Age | - 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 a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |
| Sticky Knowledge 'I will know that...' | <ul style="list-style-type: none"> - Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers' - homes – What was life like at home? | <ul style="list-style-type: none"> - Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers' - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance - homes – what was life like? | <ul style="list-style-type: none"> - Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. - Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of Ancient Egypt, including the hierarchy and structure of society |
| Key Vocabulary: | Hunter-gatherers, Paeolithic, Meseolithic, Neolithic periods, mammoth, spears, hammerstone, microliths, Skara Brae, fur pelt, Stonehenge, source Review: timeline, past, civilisation, primary source, secondary source | Tribe, arrowheads, daggers, warrior, hillfort, roundhouse, wattle, daub, chieftan, loom, god and goddess, source Review: timeline, civilisation, past, primary source, secondary source | Egypt, pyramid, canopic jar, plough, sickle, mummification, desert, tomb, Nile, sarcophagus, papyrus, hiroglyph Review: timeline, ancient, civilisation, society, primary source, secondary source |



| KS2: Y5 | Autumn Term | Spring Term | Summer Term |
|---|--|--|--|
| What are we learning about? | Local Study – Cirencester and Slavery | Space Race | Ancient Greece |
| National Curriculum Statements | a local history study that extends beyond 1066 | As an aspect beyond 1066 | Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| Sticky Knowledge ‘I will know that...’ | <ul style="list-style-type: none"> - know about a period of history that has strong connections to their locality and understand the issues associated with the period. - Know how the lives of wealthy people were different from the lives of poorer people at this time - Homes – what was life like? | <ul style="list-style-type: none"> - Understand the key figures and dates in the space race - Understand how this has contributed to modern space exploration - Understand the chronology of the space race | <ul style="list-style-type: none"> - Know some of the main characteristics of the Athenians and the Spartans - Know about and can talk about the struggle between the Athenians and the Spartans - Know about the influence the gods had on Ancient Greece - Know about the link between the Ancient Greeks and the modern Olympics - Know at least five sports from the Ancient Greek Olympics |
| Key Vocabulary: | Rebellion, artefacts, amphitheatre, slave, trade triangulation of trade, Review: time line, invasion, civilisation, primary source, secondary source | Soviet NASA, Sputnik satellite, apollo, cosmonaut, lunar module, turbulence Review: primary source, secondary source, chronological, astronaut, | Acropolis, Olympus, hoplites, philosophy, demigods, Zeus, theatre, myths, Marathon, democracy, Athens, Sparta, validity Review: timeline, Empire, invasion, civilisation, primary source, secondary source, ancient |

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| KS2: Y6 | Autumn Term | Spring Term | Summer Term |
|---|---|---|---|
| What are we learning about? | Benin Era | Vikings | WW2 |
| National Curriculum Statements | a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | 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 |
| Sticky Knowledge 'I will know that...' | <ul style="list-style-type: none"> - Know about the impact that one of the following ancient societies had on the world: - Know why they were considered an advanced society in relation to that period of time in Europe - Know what life was like in the Benin Era, including homes, society and key conflicts | <ul style="list-style-type: none"> - Know where the Vikings originated from and show this on a map - Know that the Vikings and the Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons. - Home life – what was it like? | <ul style="list-style-type: none"> - Know about a theme in British history which extends beyond 1066 and explain why it was important in relation to British history - WW2 - Know how to place historical events and people from the past societies and periods in a chronological framework - Know how Britain has had a major influence on the world. - Research what it was like for children in a given period of history and present findings to an audience. - Home life – what was it like for a child? |
| Key Vocabulary: | Benin, Africa, Oba, Ogiso, Kingdom, Civil War, Colonisation, merchants, trading, Review: timeline, Empire, invasion, civilisation, primary source, secondary source, era, rebellion, validity | Viking, Anglo-Saxon, Danelaw, Migration, Pagan, Settler, Angles, Archaeologists, Jutes Review: timeline, invasion, civilisation, primary source, secondary source, validity | Axis, power, Allies, Blitzkrieg, Evacuee, Evacuation, Rationing, Refugee, Invasion, Chancellor, troops, war Review: invasion, primary source, secondary source, blackout, blitz, blitzkrieg, evacuee, evacuation, rationing, chancellor, troops, war |