



South Lake Primary School - Progression of substantive learning – History

Year group	Autumn Term	Spring term	Summer Term
Nursery	<p>Make sense of their own life story and their families history – bring in photographs and have parents tell them stories and information</p> <p>Make connections between the features of their family and other families. They will know that there are different types of families.</p> <p>Look at where their family is from</p> <p>Learn about old traditional fairy tales</p> <p>Know that some things happened in the past e.g. Remembrance Day</p> <p>Know that the poppy is the symbol for Remembrance Day</p> <p>Children will know that people celebrate festivals – Diwali, Eid etc.</p>	<p>Look at Easter and how it began</p> <p>Show and tells are encouraged – children to talk about the past and recall to others what they have done</p> <p>Look at things growing up and what they were like in the past – frog, butterfly and sunflower life cycle</p> <p>Children will know that all humans, plants and animals change as they grow up.</p> <p>Children will make observations about how they have grown up</p>	<p>Children look at what transport we have now and how it is different to the past – buses etc.</p> <p>Children know basic information about the Royal family</p>
Reception	<p>To make sense of their own life story, starting from when they were a baby. Look at photographs of how they have changed from a baby to now.</p> <p>Talk about what they do as a family</p> <p>Talk about their parents, Grandparents life</p> <p>Explore their family's history and look at photographs of their parents as children and their family from the past, places they live.</p> <p>Talk about yesterday, last week, what we did at the weekend, what we did in the holidays, what we did this morning</p> <p>RE stories a long time ago..... Christians believe, Hindus believe etc before our adults were born</p> <p>Black History month - Martin Luther.</p> <p>Remembrance day - know that poppy is the symbol, know that some things happened in the past.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Share personal experiences of children's families and families in other countries.</p> <p>Look at artefacts from RE boxes related to cultural celebrations.</p> <p>Invite adults/staff from unit to share their experiences and how they celebrate. Children share their birthdays, what they did for their birthdays. Children share what they did at the weekend.</p> <p>Language used: last week, at the weekend, what we did this morning, at lunchtime.</p> <p>Look at historical figures from the past and what they have achieved - Neil Armstrong</p> <p>Compare and contrast characters from stories from the past</p> <p>Traditional tales, Three Little Pigs, Cinderella, Three Billy Goats</p>	<p>Compare and contrast characters from stories from the past. Stories make links with the children's lives</p> <p>To Know some similarities and differences between things in the past and now.</p> <p>Animals in the past and now dinosaurs, mammoth, transitions</p> <p>Ongoing all the time about growing as children, last year I was 4 now I am 3.</p> <p>To know plants and animals change as they grow, looking at changes in seeds and plants grown.</p> <p>Lifecycles of mini-beast and insects, the changes that take place.</p> <p>Know some basic information about the Royal family, in particular the Queen</p>
Year 1	<p>Toys</p> <p>Look at toys from children's life time from when children were a baby to now - materials they are made from, how have they changed?</p> <p>Sort old fashioned and new toys - identify similarities and differences, generate questions they can ask their parents about old fashioned toys, share what children discovered about old fashioned toys – make comparison to toys today.</p> <p>Modern day toys – what toys do children like to play with now compared to years ago?</p> <p>*Look at Bonfire night and Remembrance Day</p>	<p>Space</p> <p>Space Race between USE and Russia</p> <p>First landing on the moon – aided by Katherine Johnson</p> <p>Astronauts through History – Helen Sharman and Mae Jemison</p> <p>Astronaut living in Space – Tim Peake</p> <p>Who would you rather be? Tim Peake or Neil Armstrong?</p> <p>Oracy outcome – Space experts – what do children know that they could tell an alien?</p>	<p>Significant people from history: Amelia Earhart</p> <p>Who was Amelia Earhart?</p> <p>Amelia Earhart's childhood – childhood games from the era she was alive</p> <p>Amelia Earhart time line – events from her life in order</p> <p>Amelia Earhart's plane - flying from USA to Ireland and her last trip</p> <p>Aeroplanes now and from the past</p>



South Lake Primary School - Progression of substantive learning – History

Year group	Autumn Term	Spring term	Summer Term
Year 2	Transport To use pictures from the Titanic to tell a story. Titanic facts/ Oracy lesson/ Vocabulary bullseye- learning facts about the titanic- To use these facts to write historical information To investigate a famous historical local engineer. (IKB) George Stephenson- To know about a significant individual in history. The Wright Brothers- To know about a significant individual in history Oracy- To plan and present what they know about 1 of the significant people we have learnt about this term	Great Fire of London To say how London is different between then (1666) and now (2022) To know how houses are different between 1666 and now./ To know what materials are used to build houses in 1666 and 2022. To know some of the jobs that were done in 1666. To know some of the differences between firefighters in 1666 and now. To know facts about the Great Fire and an important historical figure. (Samuel Pepys) To learn about significant historical artefact (diary) To sequence the events of 'The Great Fire of London'	Castles Introduction to castles, what do they already know? To explore and understand what a castle is To know about some famous castles in England./ To compare similarities and differences between castles and our homes To know about Windsor castle To know about the Royal family and who is in charge?/Next in line? To learn about historical places in their own locality
Year 3	Stone Age to Iron Age Make inferences about Stone Age life from a picture Examine primary sources of artefacts Understand what survival in the paleolithic age was like (hunter gatherers) Compare mesolithic and neolithic houses Farming in the Neolithic age and how it is different to the past and nowadays. Double-page spread: changes in childhood from the Stone age to the Iron Age	Egyptians Examine a timeline, place Egypt on a map Hierarchy in Ancient Egypt Case study of pharaohs (Pharaoh's Got Talent oracy presentation) Role of Ancient Egyptian gods Inside a Pharaoh's tomb Leaflet about pyramids	The Romans Development/growth of the Roman empire Roman army formations Romans' invasion of Britain Life as a Roman soldier (diary) Roman rulers (Boudicca, Severus) How the Romans impacted Britain (oracy presentation)
Year 4	Anglo Saxons Anglo Saxon settlements The role of children Anglo Saxon diet, ,ake Anglo Saxon oat cakes Anglo Saxon clothes Oracy outcome – Differences between childhood now and childhood as an Anglo Saxon	Local study of Reading Who was Alfred the Great? Why was King Alfred the Great known as great? Battle of Reading How Reading developed Reading Abbey	Vikings Who were the Vikings and where did they invade Britain? Viking Warriors Viking transport – how are they different to today's ships? Longships – look at non-fiction books Write up learning about Longships



South Lake Primary School - Progression of substantive learning – History

Year group	Autumn Term		Spring term	Summer Term
Year 5	Tudors Introduce Tudors through using a family tree and timeline. How did the Tudor era begin? Henry VIII and his wives John Blanke Who's in charge? Elizabeth I, Power shift and influence over society.		Victorians Children and work Children and home Education Victorian project	Mayans Who were the Mayans? Mayan inventions Mayan transport Beliefs and daily life
Year 6	Ancient Greece Modern day Greece and ancient Greece Ancient Greece Empire building Alexander the Great Athens and Sparta Oracy outcome: debate about which state would have been better to have lived in Athens or Sparta?	Black History Windrush Black and Asian presence in Britain To look at primary and secondary sources and decides if they are negative and positive sources	World War 1 What led to the start of WW1? Life in the trenches Walter Tull- Black soldier in WW1	World War 2 What led to start of WW2? Who were in charge of the allies / axis in WW2 Empire building: Jubilee Queen Elizabeth. Who is queen Elizabeth? What was her role in WW2? Evacuation- Anderson shelters- Childhood