



	Essential concepts and skills to be taught	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Knowledge progression across subjects in the year group	Progression of knowledge and skills across year groups
R	Key disciplinary concepts: Developing chronology Understanding impact	All about me 1. All about me 2. My family and myself 3. Where I live 4. People who help us 5. Our community throughout the year Assessment question: How have I grown? KO: Reception-All-About-Me-KO-RE-1.pdf Vocabulary: Family Past Change Key concepts: Continuity Key people: Ourselves	Transport: Past and present - Milestones Museum trip 1. transport 2. transport around the world 3. transport in the past 4. travelling to the south pole 5. Moving transport Assessment question: How has transport changed? KO: Reception-Transport-KO-RE-1.pdf Vocabulary: Steam Chimney Power Railway Transport Key concepts: Continuity	Space 1. Earth and space 2. Astronauts 3. Our solar system 4. The stars 5. Space exploration Assessment question: What have we done to explore space? KO: Reception-Space-KO-RE.pdf Vocabulary: Astronomer Perseverance Research Earth Key concepts: Continuity Key people: Galileo Neil Armstrong	Growing and changes 1. The seasons and change 2. Growing plants 3. Animals 4. Food and farming 5. How we grow and change Assessment question: How do things change over time? KO: Reception-Growing-and-Changing-KO-RE.pdf Vocabulary: Change Grow Transform Key concepts: Continuity	Kings and Queens-Windsor Castle Trip 1. The royal family 2. castles and palaces 3. Coronations 4. King John and the magna carta - Our government Assessment question: Who makes the decisions in our country? KO: Reception-Kings-and-Queens-KO-RE1-2.pdf Vocabulary: King Design Buckingham palace Westminster Abbey Ceremony Magna Carta Promises Rules Prime Minister government, Houses of Parliament Vote decisions Key concepts: Continuity Introduce democracy Key people: King Charles III	Stories from the past 1. Fairy Tales 2. The Legend of St George and the dragon 3. Ancient Greek Myths 4. Aesop's Fables 5. Anasapi Assessment question: Why did people tell stories? KO: Reception-Stories-from-the-past-KO-RE-1.pdf Vocabulary: Storytellers Imagination Retell Problem Change Inspired Time Folk tales Lessons Mistakes True Myth Key concepts: Continuity	Topics link to knowledge and understanding of the World. Texts across the year will link to these topics allowing children to write using their new knowledge. Children will explore music links which will support their All about me knowledge. In art children will be exploring stories through painting alongside their stories from the past unit. They will also be creating self-portraits during their All about me unit.	YR linked to EYFS framework: Talk about the lives and roles of people around them and in society Understand and know about some similarities and differences from now and in the past Understand the past through settings, characters and events encountered in books read in class and storytelling.



					Prime Minister	Key people: St George	In PSHE, children will be looking at themselves, how to keep themselves say and growing up. This will help them to build on their knowledge from their All about me unit.	
1	Key disciplinary concepts: Using and importance of sources Chronological understanding Historical significance	Autumn 2 Discovering History 1. What is in the past 2. Family Trees 3. How do we know about the history? 4. What do archaeologist do? 5. Our local history – St Dominic Savio 6. Assessment Assessment question: What is History? KO: Discovering History KO Yr. 1.pdf Vocabulary: History Historian Archaeologist Artefact Key concepts: Continuity and change Ancestry	Spring 2 Kings, Queens and leaders 1. Kings and Queens 2. King John 1 3. King Henry III and parliament 4. King Charles 1 5. Oliver Cromwell and the commonwealth 6. Assessment Assessment question: England has always had a king? KO: Y1-Kings-Queens-Leaders-KO-RE1-1 (1).pdf Vocabulary: Majesty Reign Civil war Coronation Royalty Key concepts: Monarchy Religion Power Tax War	Summer 2 Parliament and prime ministers 1. King James II, Queen Mary II and William of Orange 2. 2. Parliament 3. Robert Walpole 4. The prime minster today 5. Elections 6. Assessment Assessment question: How does the monarchy link to parliament? KO: Y1-Parliament-Prime-Mninsters-KO-RE2-1 (2).pdf Vocabulary: Parliament Prime Minister Election Vote Government Key concepts: Democracy Power Parliament Causation		Progression from YR Discovering History – EYFS Past and present ELG Parliament and prime ministers – YR EYFS Talking about roles in society		



			Law Key people: King Henry III Oliver Cromwell	Law Key people: Robert Walpole		
2	Key disciplinary concepts: Using sources and evidence Identifying historical significance Understanding continuity and change Identify similarities and differences	Autumn 2 Romans in Britain (Silchester) 1. The growth of the Roman Empire 2. The roman army 3. Roman invasion of Britain 4. Roman Towns 5. Changes that the romans made to Britain 6. Assessment Assessment question: What impact did the Romans have on Britain that we see today? KO: Y2-Romans-in-Britain-KO-RE (1).pdf Vocabulary: Empire Emperor Rebellion Invasion Key concepts: Empire Invasion Civilisation Conquer Rebellion Key people: Julius Caesar Boudicca	Spring 2 The Tudors — Ufton Court Trip 1. Life in Tudor England 2. Henry VIII 3. The England Reformation 4. Edward VI and Mary, I 5. Queen Elizabeth I 6. Assessment Assessment question: Why do historians study the Tudors? KO: Y2-Tudors-KO-RE.pdf Vocabulary: Protestant Catholic Heir Key concept: Monarchy Power Religion Key people: Henry VIII	Summer 2 Powerful voices 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough 6. Assessment Assessment question: What impact has one of the people you have learnt about had? KO: Y2-Powerful-voices-KO-RE.pdf Vocabulary: Civil Rights Activist Boycott Key concepts: Protest Civil rights Equality Discrimination Social Inequity Key people: Malala Yousafzai	In art children will be looking at historical art, murals and tapestries. In PSHE children will be looking at communities which can help them develop a sense of understanding for their Powerful voices unit.	Progression from Y1 The Tudors – YR1 Kings, Queens and Leaders



3	Key disciplinary concepts: Using sources and evidence Understanding continuity and change Understanding similarities and differences	Autumn 2 Stone Age to the Iron Age (Additional local study) 1. Mesolithic Hunter-Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age (Local study included) 6. Assessment Assessment question: What has changes and stayed the same since the stone age/bronze age and iron age? KO: Y3-Stone-Age-to-the-Iron-Age-KO-RE.pdf Vocabulary: Henge Hill fort Key concepts: Trade Migration Law Religion Society	Spring 2 Ancient Egypt 1. Locating Egypt and the river Nile 2. Life in ancient Egypt 3. Religion and the afterlife 4. Tutankhamen and Howard Carter 5. Hieroglyphics 6. Assessment Assessment question: What have we learnt from the Egyptians from what they left behind? KO: Y3-Ancient-Egypt-KO-RE-1.pdf Vocabulary: River Nile Irrigation Pharaohs Nomad Key concepts: Monarchy Civilisation Power Hierarchy Key people: Tutankhamun	Summer 2 The Anglo Saxons, Scots and the Vikings – Butser Ancient Form Trip 1. Anglo Saxon England and Anglo-Saxon Settlements 2. Alfred the Great 3. Who were the Vikings and Viking settlements and Danelaw 4. Edward the Confessor 5. The Norman Invasion 6. Assessment Assessment question: Why were the people in these eras significant? KO: Y4-Ancient-Greece-KO-RE-1.pdf Vocabulary: Anglo-Saxons Viking Kingdom Scots Migration Settlement Pagan Danelaw Key concepts: Invasion Law Settlement Key people: Edward the Confessor King Canute	In geography children look at rivers and settlements which supports their understanding for Ancient Egypt. During their Art unit's children will cover Egyptian art and Anglo-Saxon art.	Progression from Y2 Stone Age to the Iron Age – Yr. 2 Romans in Britain The Anglo Saxons, Scots and the Vikings – Yr. 2 Romans in Britain Ancient Egypt – YR 1 Parliament and Prime ministers
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4	Key disciplinary concepts: Using sources and evidence Identifying similarities and differences Understand causation Understand historical significance	Autumn 2 Life in Ancient Rome (Roman day in school) 1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different governments 3. Pompeii 4. A Day in the life of Ancient Rome 5. Latin: A Roman legacy 6. Assessment Assessment question: What was the difference between the lives of different people living in Ancient Rome? KO: Y4-Life-in-Ancient-Rome-KO-RE-2.pdf Vocabulary: Democracy Legacy Olympics Roman empire Republic Latin Key concepts: Power Democracy Empire Civilisation Key people: Romulus	Spring 2 The rise and fall of Ancient Rome 1. The Punic Wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and the Pax Romana 4. Christianity in the Roman Empire 5. The Fall of the Roman Empire 6. Assessment Assessment question: What led to the fall of the Roman Empire? KO: Y4-The-Rise-and-Fall-of-the-Roman-Empire-KO-RE-3.pdf Vocabulary: Democracy Legacy Olympics Roman empire Republic Latin Key concepts: Empire Religion Key people: Caesar Augustus Nero	Summer 2 Ancient Greece (Condensed) 1. Ancient Greece: City States, Athens and Democracy 2. The Persian Wars 3. Alexander the Great 4. Greek Philosophy, Gods and Mythology 5. Art and Architecture 6. The Ancient Olympic Games 7. The Legacy of Ancient Greece 8. Assessment Assessment question: How did the Ancient Greeks change the world? KO: Y4-Ancient-Greece-KO-RE-1.pdf Vocabulary: patricians' slaves plebeians barbarian persecution Key concepts: Democracy Civilisation Key people: Alexander the great Darius I Socrates Plato Aristotle Zeus	In geography children will also cover Mediterranean Europe. In art children will look at Monuments in Ancient Rome.	Progression from Y3 Ancient Greece – Yr. 3 Ancient Egypt and Yr. 1 Kings, Queens and Leaders Life in Rome and rise and fall of ancient Rome – Yr. 2 Romans in Britain
5	Key disciplinary concepts:	Autumn 2 Baghdad 900CE	Spring 2 The transatlantic Slave trades	Summer 2 Victorians - READING Museum	In art children will look at Islamic art. In	Progression from Y4



	Using sources and evidence Understanding change and continuity Interpretation Identify causation	1. The rise of Islam 2. Baghdad: A city of peace 3. Baghdad: Building a city 4. Baghdad: A centre for learning in the Islamic Golden Age 5. The Mongol attack on Baghdad and the regional power 6. Assessment Assessment question: What are two significant features of Baghdad 900CE? KO: Y5-Baghdad-KO-RE.pdf Vocabulary: Civilisation Scholarship Key concepts: Civilisation Invasion Empire Key people: Caliph Al- Mansur	1. The British Empire (Lesson 1 from the British empire unit to give background knowledge) 2. The origins of the transatlantic slave trade 3. The Atlantic passage 4. Enslaved Africans: Treatment and resistance 5. The abolishment of slavery 6. An abolitionist: Thomas Clarkson 7. Assessment Assessment question: What led to the abolishment of slavery in the British Empire? KO: Y5-The-Transatlantic-Slave-Trade-KO-RE-2.pdf Vocabulary: Colony Merchant Transatlantic slave trade Enslaved Africans Abolitionists Key concepts: Trade War Slavery Migration Key people: Thomas Clarkson	1. The Industrial Revolution 2. The reign of Queen Victoria 3. Victorian Cities 4. The poor law and the workhouse 5. Leisure 6. Life by 1900 7. Assessment Assessment question: How does Victorian life compare to Modern day life? KO: Y5-The-Victorian-Age-KO-RE.pdf Vocabulary: Imperial Regimented Wealthy Leisure Compulsory Key concepts: Resistance Revolt Key people: Queen Victoria	year 6 children will look at Victorian art. Baghdad 900CE – Life in ancient Rome Victorians – monarchy links from Year R, Year 1, Changes Year 3 ancient Egypt
6	Key disciplinary concepts: Identify historical significance	Autumn 2 World War 1 1. Causes of the World War 1 2. On land, at sea and in the air 3. Life on the western front 4. The home fronts	Spring 2 The rise of Hitler 1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi party 3. Life in Nazi Germany	Summer 2 World War 2 and the holocaust and local study – Woodford Park and Woodley airfield 1. An Introduction to World War 2 2. The Battle of Britain 3. Bletchley Park and Woodley Airfield	Progression from Y5 World War 1 – Yr. 5 The transatlantic slave trade



	Understand similarities and differences Understand causation Analyse sources and evidence	5. The consequences of the war 6. Assessment Assessment question: What were the consequences of the World War 1? KO: Y6-WWI-KO-RE-1-1.pdf Vocabulary: Alliance Home front No man's land Nationalism Key concepts: Empire Conflict Invasion Warfare Key people: Archduke Franz Ferdinand	4. Kristallnacht and the refugee crisis 5. The second world war 6. Assessment Assessment question: What led to the outbreak of WWII by 1939? KO: Y6-The-Rise-and-Fall-of-Hitler-KO-RE.pdf Vocabulary: Armistice Concentration camp Refugee Coalition Treaty of Versailles Key concepts: Nationalism Propaganda Refugee Dictatorship Racism Key people: Adolf Hitler	4. The Holocaust 5. The Home fronts 6. Assessment Assessment question: How did people in Britain help support the allies win the war? KO: Y6-World-War-II-KO-RE-4.pdf Vocabulary: Encryption The blitz Evacuation The holocaust Enigma machine Propaganda Imperialism Key concepts: Genocide War Conquer Key people: Alan Turning Mavis Bately Winston Churchill		World war 2 – Yr. 6 World War 1
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CST links in the curriculum are indicated in purple (sustainability/care for creation also in purple)

British Values/Democracy links are indicated in red

Cultural Capital link in blue