



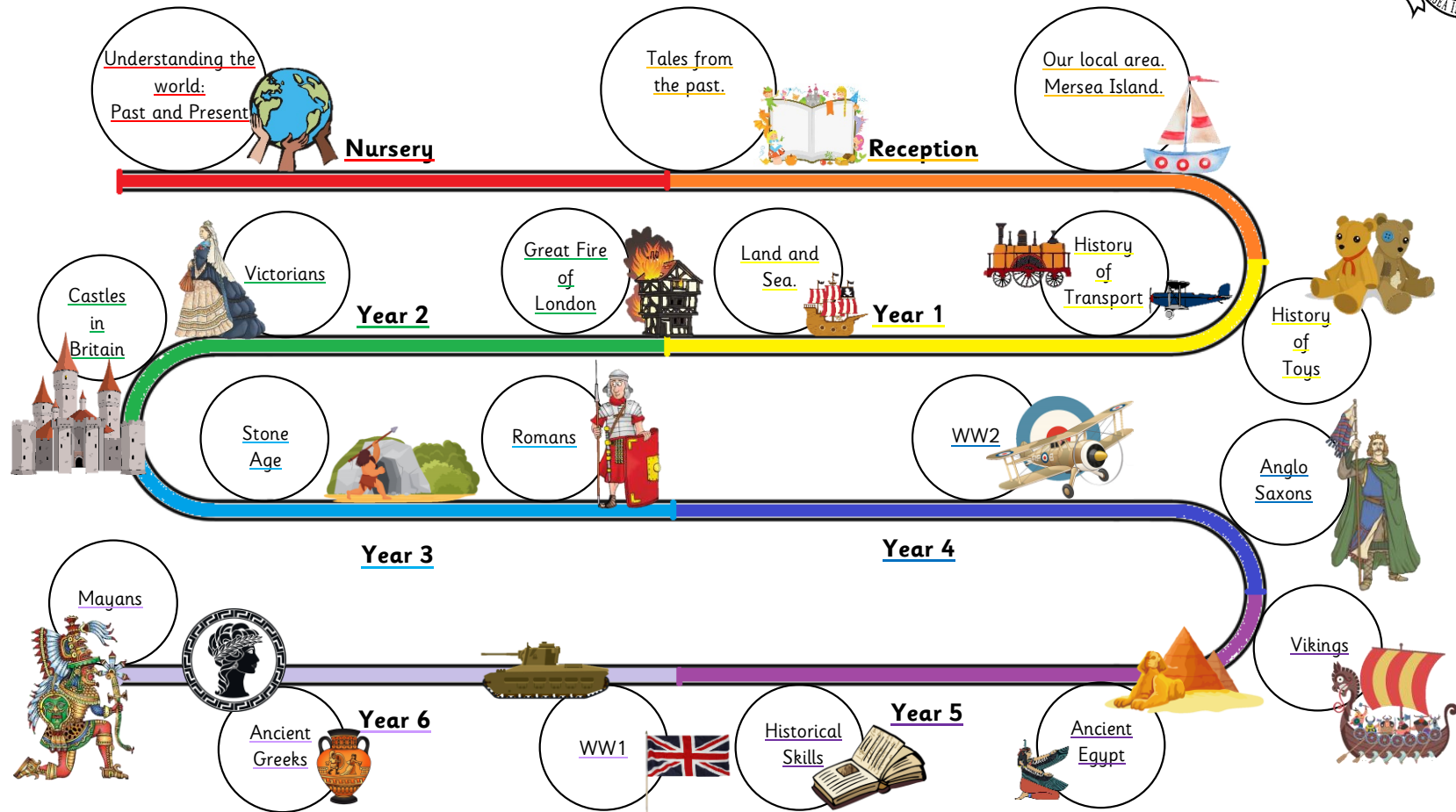
MERSEA ISLAND SCHOOL

Curriculum Progression for History 2024/5

<u>Term</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	Understanding the world Past and present: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions Recall some important characters , narratives and figures from the past					WW2		
Autumn 2		Tales from the past.				<i>What was life like for children during World War Two?</i>	Vikings <i>How did the Vikings influence Britain?</i>	WW1 <i>How did the timeline, and alliances of WW1, influence the way information was communicated to those back home?</i>
Spring 1			History of Toys <i>How have toys changed?</i>	Great Fire of London <i>How did the Great Fire of London happen?</i>	Stone Age <i>How did Britain change from the Stone Age to the Iron Age?</i>			
Spring 2			History of Transport <i>How has transport changed over time?</i>	Victorians <i>Why was the Victorian Era so important?</i>		Anglo Saxons <i>How did Britain change throughout the Anglo-Saxon era?</i>	Ancient Egypt <i>How was the life of an Ancient Egyptian similar to life today?</i>	
Summer 1		Local Area – Mersea Island London Our Royal Family.			Romans <i>Why were the Romans so successful?</i>		Historical Skills <i>How has Britain changed over time?</i>	Ancient Greeks <i>Why were the Greeks such a significant society?</i>
Summer 2			Local culture - Land and Sea. <i>How has Mersea Island changed?</i>	Local Culture: Castles in Britain. <i>How have castles changed in Britain?</i>				Mayans <i>Why were the Maya such a significant society?</i>



Mersea Island School – History Progression Map





Nursery			
Term	Autumn	Spring	Summer
Substantiative Knowledge	Develop curiosity about people and show interest in stories about themselves and their family. •Enjoys pictures and stories about themselves, their families and other people. . Develops a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Beginning to have their own friends. •Learns that they have similarities and differences that connect them to, and distinguish them from, others. . Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family . Enjoys joining in with family customs and routines		
Topic Vocabulary	Today, yesterday, tomorrow, the present, the past, the future day, old new parent grandparent great grandparent calendar		
Key People	King Charles Jesus, Mary, Joseph People in the community – lifeboat, fire fighters. Family		



Reception				
Term		Autumn	Spring	Summer
Disciplinary Knowledge	Historic Enquiry	Tales from the Past		How did people live before us?
	Chronological Awareness	People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes		
Substantiative Knowledge		People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes		
Topic Vocabulary		Today, yesterday, tomorrow, the present, the past, the future day, week, month What?	Materials, plastic, remember, past, before, then, now	long ago/old new/recent parent grandparent great grandparent clue, memory, lifetime Calendar Who?
Cultural Capital		Our Royal Family- Who is the King? History of lifeboats		Local history walk, maps and photographs of Mersea in the past. History of our family and local community
Key People		Grace Darling		King Charles Jesus Family People in the community



Year 1				
Term		Spring 1	Spring 2	Summer
Disciplinary Knowledge	Historic Enquiry	History of Toys – How have toys changed?	History of Transport – How has transport changed over time?	Land and Sea – How has Mersea Island changed?
	Chronological Awareness	Pupils should be taught about: 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 [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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality.		
Substantiative Knowledge		I can find answers to simple questions about the past. I can use toys to find out about the past. I can make a simple timeline of toys. I can sort historical objects from 'then' and 'now'. I can ask and answer questions about the past. I can identify similarities and differences between then and now.	I can sort pictures from then and now. I can make a simple timeline of transport. I can identify similarities and differences between then and now. I can ask and answer simple questions about the past. I can use words and phrases relating to the passing of time.	I can find answers to simple questions about the past. I can use books to find out about the past. I can make a simple timeline of changes to our island. I can sort historical pictures from 'then' and 'now'. I can ask and answer questions about the past. I can identify similarities and differences between then and now.
Topic Vocabulary		toys, long ago, year, date, order, similar/different, remembers, past, before, now, then, present, ancient, modern, timeline.	transport, order, long ago, year, date, before, now, then, past, present, ancient, modern, timeline, similar, different.	What...? When...? Where...? Past, before, now, then, present. Before I was born.
Cultural Capital		Playing games with elderly residents in the community. Interviewing elderly residents – toys. Toy Museum.	Transport on Mersea Island.	The history of our school History of the lifeboat?
Key People			Neil Armstrong The Wright Brothers (Amelia Earhart – 2021/22) George Stephenson	Grace Darling



Year 2				
Term		Spring 1	Spring 2	Summer
Disciplinary Knowledge	Historic Enquiry	Great Fire of London How did the Great Fire of London happen?	Victorians Why was the Victorian Era so important?	Castles in Britain How have castles changed in Britain?
	Chronological Awareness	Pupils should be taught about: • 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 [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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality.		
Substantiative Knowledge		I can show an awareness of the past, using common words and phrases relating to the passing of time. E.g. past, present, future, year ago, decade, century, era. I can show some of the ways we can find out information about the past. I can use my historical vocabulary in my writing. I can explain how and why London was different in the 17th century. I can explain and order the key events of the Great Fire of London. I can explain how and why the fire spread. I can explain how we know about the Great Fire of London, and analyse historical sources.	I can show an awareness of the past, using common words and phrases relating to the passing of time. E.g. past, present, future, year ago, decade, century, era. I can show some of the ways we can find out information about the past. I can use my historical vocabulary in my writing. I can explain the significance of Queen Victoria's reign. I can describe who the Victorians were, and why they are called 'Victorians'. I can talk about significant people during the Victorian Era. e.g. Florence Nightingale I can describe what life was like for poor children in Victorian Britain. I can explain some inventions that occurred during the Victorian Era.	I can show an awareness of the past, using common words and phrases relating to the passing of time. E.g. past, present, future, year ago, decade, century, era. I can show some of the ways we can find out information about the past. I can use my historical vocabulary in my writing. I know that the Battle of Hastings happened in 1066, and how this changed England. I can explain who William the Conqueror is and how he became king. I can explain how William the Conqueror influenced our local area. I can compare how we live now, compared to life in the Norman times.
Topic Vocabulary		century, diary, rebuilt, evidence, St. Pauls Cathedral, King Charles II, Sir Christopher Wren, Samuel Pepys, Tower of London, Pudding Lane, bakery, thatch, source, leather bucket	Queen Victoria, Prince Albert, Florence Nightingale, William Morris, Victorian, Oil Lamp, Invention, Slate, Chalk, Design, Mourning, cane, dunce cap, British Empire	chronological order, era/period, travel, impact, opinion, artefact, castle, significant, danger, anachronism, encounter, survive, research, evidence, battle, brave, motte, baily
Cultural Capital		Great Fire of London – setting fire to cardboard buildings in playground	Our Royal Family- Who is next in line to the throne? The history of our school – Linking to the Victorian Era.	Colchester Castle, Hedingham Castle
Key People		Samuel Pepys, Florence Nightingale	Queen Victoria – compare to current Royal family.	



Year 3			
Term		Spring	Summer
Disciplinary Knowledge	Historic Enquiry	Stone Age to Iron Age	Romans Why were the Romans so successful?
	Chronological Awareness	Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age This could include - Late Neolithic hunter – gatherers and early farmers eg; Skara Brae - Bronze Age Religion – technology and travel eg; Stonehenge - Iron Age – Hill forts, tribal kingdoms, farming, art and culture	The Roman Empire and its impact on Britain This could include; - Julius Caesar's attempted invasion in 55BC - The Roman Empire by AD 42 and the power of its army - Successful invasion by Claudius and conquest including Hadrian's wall
Substantiative Knowledge		I can understand some of the different ways that we know about the past and some different sources of information I can understand why historians might have differing opinions based on how they understand evidence. I can describe what life in Britain was like at the time of the Stone Age, using examples from my research and can form opinions about whether the changes were good or not I can describe my understanding of the period in time by using historical terms, for example; BC/BCE, AD/CE, empire, invasion etc I understand common words and phrases relating to the passing of time (century, era, Stone Age) I can talk about, and compare, the changes that happened within the Stone Age. I can talk about, and compare, the changes that happened within the Bronze Age. I can talk about, and compare, the changes that happened within the Iron Age	I can understand some of the different ways that we know about the past and some different sources of information I can understand why historians might have differing opinions based on how they understand evidence. I can describe what life in Britain was like at the time the Romans first invaded and how it began to change, using examples from my research and can form opinions about whether the changes were good or not I can describe my understanding of the period in time by using historical terms, for example; BC/BCE, AD/CE, empire, invasion etc I know that the Roman Empire had begun to expand across Italy and beyond before Romans first arrived in England. I know what life was like in Britain before the Romans invaded and how it changed afterwards. I know the significance of certain people/ groups of people who lived at that time and the impact they had, for example Boudica, the Celts, Julius Caesar and Claudius I know why and how the Romans were able to conquer so many places and why they were so successful in expanding their empire.
Topic Vocabulary		chronological order, palaeolithic, Mesolithic, Neolithic, hill forts, impact, effect, lasting change, archaeology, hunter-gatherer, millennium, Stone Age, Iron Age, Bronze Age, Stonehenge, Primary source, Secondary Source, Nomadic.	invasion, tactics, revolt, interpret, Julius Caesar, conquest, evidence, Claudius, empire, Boudica, ancient, Celts, professional army, legend
Cultural Capital		Stone Age Day	Colchester Castle- Roman History
Key People			Boudicca



Year 4			
Term		Autumn	Spring
Disciplinary Knowledge	Historic Enquiry	World War Two What was life like for children during World War Two?	Anglo Saxons How did Britain change throughout the Anglo-Saxon era?
	Chronological Awareness	A significant turning point in British History	Britain's settlements by Anglo Saxons and Scots - Invasions, settlements and kingdoms, place names and village life
Substantiative Knowledge		I can devise and address historically valid questions. I can use appropriate historical terms in my reasoning. I can use inference to find evidence in photos. I can explain some of the reasons for the start of WW2. I can explain which countries were allies and which were axis. I can explain how children were affected by WW2. I can understand that evacuees came to Mersea and what the school was like at the time.	I can use the appropriate historical terms. I can address and sometimes devise historically valid questions. I can study archaeological evidence and start to draw conclusions. I can recall what happened in Britain before the Anglo Saxons arrived. I can understand that knowledge of the past comes from different sources. I can explain why the Anglo-Saxons invaded Britain. I can describe how Anglo-Saxon religious beliefs changed.
Topic Vocabulary		World War, allies, evacuee, Anderson shelter, evacuation, Churchill, Blitz, Hitler, rationing, Nazi, Axis powers, gas mask	Anglo-Saxon, Beowulf, Christian, Jutes, Angles, Saxons, Helmet, shield, sword, Pagan, invade, kingdom, Sutton-Hoo, settle, monastery, burial, settlement, monk, village
Cultural Capital		What did the royal family do during the war? How was Mersea school affected in WW2? Visit to Mersea Museum. .	Sutton-Hoo
Key People		Winston Churchill Adolf Hitler Royal Family	



Year 5				
Term		Autumn	Spring	Summer
Disciplinary Knowledge	Historic Enquiry	Vikings How did the Vikings influence Britain?	Ancient Egypt How was the life of an Ancient Egyptian similar to life today?	Historical Skills How has Britain changed over time?
	Chronological Awareness	The Viking and Anglos Saxon struggle for the kingdom of England to the time of Edward the Confessor This could include - Viking raids and invasion - Resistance by Alfred the Great - Further Viking Invasions and Danegeld	The achievements of the earliest civilisations Eg; Ancient Egyptians	
Substantiative Knowledge		I can give my own view point of an event backed up with evidence. I can evaluate the usefulness of a variety of sources. I can research accurate historical information I can present findings. I know who the Vikings are and where they come from. I know why the Vikings invaded and how. I know how the attacks took place and the weapons they used. I understand the change of leadership in Britain through the Viking era.	I can give my opinion of an event and back it up with evidence. I can use a range of historical vocabulary in my writing. I can present findings and record information in different ways. I can use dates to order and place events on a timeline, and explain the duration and impact. I can compare the different periods of time in Ancient Egyptian civilisation. I can understand the daily life of an Ancient Egyptian, and how this was affected through geographical location. I can compare the leaders in Ancient Egyptian history, and their impact I can evaluate the significance of the buildings in Ancient Egypt.	I can use dates to order and place events on a timeline and I can explain varied duration and impact (extent of change) of some of this. I can understand that the type of information available depends on the period of time studied. I can use a range of relevant history vocabulary in my writing. I can give my own view of an event and back it up with evidence..I know that others may come to a different view because they have used different evidence to me or because they have a different viewpoint. I know how to map historical changes over time. I know that Britain has changed over time. I know how different events in British history changed present day. I understand the change of leadership in Britain, and how this affected society.
Topic Vocabulary		B.C.E, C.E, reliable, consequences, impact, Vikings, barbarian, invader, Dane, Norseman, pillage, Scandinavia, slave, trader, Christianity, sources, monastery, raid.	archaeologist, Nile, BCE, CE, Ancient civilisations, Pharaoh, pyramid, tomb, agriculture, significance, Cleopatra, Tutankhamun, legacy, North Africa.	Compare, contrast, archaeology, civilization, monarchy, democracy, revolution, colony, migration, trade, Renaissance, Industrial Revolution, civil rights, nationalism, slavery, suffrage, constitution.
Cultural Capital				How has Mersea changed over time?
Key People			Tutankhamun Cleopatra	



Year 6				
Term		Autumn	Spring	Summer
Disciplinary Knowledge	Historic Enquiry	World War One How did the timeline, and alliances of WW1, influence the way information was communicated to those back home?	Ancient Greeks Why were the Greeks such a significant society?	Mayans Why were the Maya such a significant society?
	Chronological Awareness	A significant turning point in British History	▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world	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.
Substantiative Knowledge		I can use a range of sources to find out about an aspect of time past. I can link sources and work out how conclusions were arrived at I can use relevant dates and terms I can place a current study on timeline in relation to other studies I can use a variety of ways to communicate knowledge and understanding I can explain the timeline and background of WW1 I can explain reasons for WW1 and the alliances formed I can explain the commitment and sacrifices to local communities during WW1 I understand the ways information was communicated to those back home during the war I can use historical evidence to discuss events during WW1	I can use a range of sources to find out about an aspect of time past. I can link sources and work out how conclusions were arrived at I can use relevant dates and terms I can place a current study on timeline in relation to other studies I can find out about beliefs, behaviour and characteristics of people I can use a variety of ways to communicate knowledge and understanding How the Greek civilisation compared to Britain during that time? Who were the Greek gods and why were they important? What mythical beasts are associated with the Ancient Greeks? What was school life like for the Greeks? What was the political system of Ancient Greece like?	How the Mayan civilisation compared to Britain during that time? How was Mayan society organised? What were the beliefs of the Mayan civilisation? What was daily life like for the Maya? What led to the end of the Mayan civilisation?
Topic Vocabulary		remembrance, wreath, ammunition, fire-step, barbed wire, propaganda, primary source, secondary source, truce, conscription, trench, duckboard	acropolis, city state, civilisation, Mount Olympus, Parthenon, democracy, myths, Athens, pottery, temple, column, theatre, philosophy, god/goddess, demi-god	monument, temples, pyramid, sacrifices, priests, jaguar, warrior, Itzamna, Kukulcan, Chichen Itza, cacao, maize, gyphs, codices, calendar
Cultural Capital		How was the Royal family affected in WW1?		



	Trip to Mersea Museum, Memorial/cemetery : WW1 Previous pupils from Mersea school, those from the community that fought, the community's involvement - eg pillboxes and gun placements in WW1.		
Key People	Archduke Ferdinand Winston Churchill		