



# Newfield Primary School

## History Progression KS1

### Year 1 – History – Homes in the past

<b>National Curriculum:</b>  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<b>Key skills / Themes</b>  Change and continuity  Similarity and difference	<b>Key Vocabulary:</b>  past, homes, detached, semi-detached, flat, terraced, house boat, caravan, bungalow, same, different, materials, medieval, Georgian, Tudor, Victorian, modern, ancient, electricity, gas lamp, bellows, dolly
<b>Prior Learning:</b>  EYFS  Talk about the lives of the 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.	<b>Planned learning:</b>  Children compare homes throughout the ages and look at changes in style.	<b>Future learning:</b>  KS1 – childhood in the 1950s

## Year 1 – History – Great Fire of London

### National Curriculum:

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

Events beyond living memory that are significant nationally or globally

### Key skills / Themes

Causation  
Evidential thinking  
Change and continuity

### Key Vocabulary:

bakery, Pudding Lane, fire, burn St Pauls Cathedral, Samuel Pepys, diary

### Prior Learning:

EYFS

Talk about the lives of the 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.

### Planned learning:

Describe a significant historical event in British history.  
Comparing London now and what it was like in the past  
Looking at sources that tell us about the Great fire of London  
Investigating the cause and effect of the fire

### Future learning:

KS2 – Various aspects of British History i.e. Roman invasion, Anglo-Saxons, Victorians

## Year 1 – History – Childhood in the 1950s

<p><b>National Curriculum:</b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Key skills / Themes</b></p> <p>Similarity and difference Evidential thinking</p>	<p><b>Key Vocabulary:</b></p> <p>adult, artefact, baby, birthday, child, childhood, coronation, elderly, family, family tree, old, teenager, toddler, wedding, young</p>
<p><b>Prior Learning:</b></p> <p>EYFS</p> <p>Talk about the lives of the 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.</p>	<p><b>Planned learning:</b></p> <p>Learn about the daily life for children in those times.</p> <p>What is the same what is different?</p> <p>Describe an aspect of everyday life within or beyond living memory.</p>	<p><b>Future learning:</b></p> <p>Year 2 - Learn about events beyond living memory that are significant nationally or globally.</p>

## Year 2 – History – The Victorians (Schools)

<p><b>National Curriculum:</b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Learn about events beyond living memory that are significant nationally or globally</p>	<p><b>Key skills / Themes</b></p> <p>Similarity and difference Change and continuity</p>	<p><b>Key Vocabulary:</b></p> <p>Arithmetic, blackboard, cane, centenary, classroom, dunce’s hat, education, era, future, Industrial Revolution, leisure, lesson, misbehave, needle work, past, playground, punishment, present, reading, Victorian, woodwork, writing</p>
<p><b>Prior Learning:</b></p> <p>Year 1 - Childhood in the 1950s</p>	<p><b>Planned learning:</b></p> <p>Comparing school life in Victorian Times to present day. Learn about events beyond living memory that are significant nationally or globally.</p>	<p><b>Future learning:</b></p> <p>KS2 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>

## Year 2 – History - Explorers and Activists

<p><b>National Curriculum:</b></p> <p>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]</p>	<p><b>Key skills / Themes</b></p> <p>Causation Change and continuity</p>	<p><b>Key Vocabulary:</b></p> <p>Explorer, discover, Activist, protest, right, role model, significant, travel</p>
<p><b>Prior Learning:</b></p> <p>Year 1 - Describe a significant historical event in British history (Great Fire of London)</p>	<p><b>Planned learning:</b></p> <p>Learn about historically significant people who have had a major impact on the world.</p> <p>Use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p>	<p><b>Future learning:</b></p> <p>KS2 – Alexander the Great, Various Romans (including Julius Caesar), Aristotle, Boudicca, Constantine, King Ezana, King Alfred</p>

<p><b>National Curriculum:</b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><b>Key skills / Themes</b></p> <p>Causation Change and continuity</p>	<p><b>Key Vocabulary:</b></p> <p>gun powder plot, Guy Fawkes, Houses of Parliament, London, Conspiracy, Bonfire, fireworks, Tudors, Catholics</p>
<p><b>Prior Learning:</b></p> <p>Year 1 - Describe a significant historical event in British history (Great Fire of London)</p>	<p><b>Planned learning:</b></p> <p>Using the past tense to talk about events. Understand the reason behind the Gun Powder. Plot and the effect on present day.</p> <p>Understand why we celebrate the 5<sup>th</sup> November with fireworks.</p>	<p><b>Future learning:</b></p> <p>KS2 – Learn about the following people and the historic events they were involved in - Alexander the Great, Various Romans (including Julius Caesar), Aristotle, Boudicca, Constantine, King Ezana, King Alfred</p>

<p><b>National Curriculum:</b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Nb. This NC states this topic is for KS2, we teach it in Summer 2 to prepare children for the Opening Worlds scheme of work. The topic is recapped at the very beginning of Year 3.</i></p>	<p><b>Key skills / Themes</b></p> <p>Change and continuity Evidential thinking</p>	<p><b>Key Vocabulary:</b></p> <p>Land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, pre-historic, Skara Brae, mounds, Stonehenge</p>
<p><b>Prior Learning:</b></p> <p>Year 1 – Learn about changes within living memory (Childhood in the 1950s)</p>	<p><b>Planned learning:</b></p> <p>Learn how early human hunted for and gathered food. Understand what is meant by pre-historic and pre-history. Understand how the ruins at Skara Brae tell us about the Stone Age. Learn about Stonehenge.</p>	<p><b>Future learning:</b></p> <p>KS2 – Ancient Civilisations – How humans moved on from being nomadic and settled</p>

For KS2 progression, please see the Opening World documents (Humanities Curriculum Plan & Rationale, Progression in History)