



History progression

In Jesus' footsteps we will grow in grace and knowledge



At St Leonard's History is taught using a two-year cycle in Key Stage 1 and Lower Key Stage 2. In Upper Key stage 2 the subject is taught in single year groups.

Historical concepts development : continuity and change, cause and consequence, similarity, difference and significance

	Level expected at the end of EYFS					
	<p>We have selected the Early Learning Goals that link most closely to the History National Curriculum.</p> <p>ELG Culture and communities</p> <ul style="list-style-type: none"> - 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 					
	Key Stage 1		Lower Key Stage 2		Year 5 CUSP Units	Year 6 CUSP Units
	Cycle A (Year 2 CUSP Units)	Cycle B (Year 1 CUSP Units)	Cycle A (Year 3 CUSP Units)	Cycle B (Year 4 CUSP Units)		
Cusp Units Studied	<p>Significant historical events, people, places in our locality</p> <p>Events beyond living memory (Great Fire of London)</p>	<p>Changes within living memory (shops)</p> <p>Lives of significant people (MAry Anning/ David Attenborough)</p>	<p>Changes in Britain from Stone Age to Iron Age</p> <p>Bespoke Unit - Langho and Billington St Leonard's school</p> <p>Roman Empire and its</p>	<p>Anglo-Saxon settlement in Britain</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England</p> <p>Ancient Egypt</p>	<p>Britain's Settlement by Anglo Saxons and Scots - revisit</p> <p>The Viking and Anglo-Saxon struggle for England</p>	<p>How did conflict change our culture in World War 2</p> <p>The Study of five Monarchs</p> <p>The Windrush generation</p>



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		More lives of significant people (Neil Armstrong/ Mae Jamieson/ Tim Peake)	impact on Britain		Comparison of Britain with the Maya civilisation	
Themes/Concepts Community	<ul style="list-style-type: none"> - know and explain about the lives of significant people and how they lived, such as Samuel Pepys and Christopher Wren - know and explain how their local area was shaped by events and people in the past - know and explain what life was like in London over 300 years ago 	<ul style="list-style-type: none"> - understand and explain how shops and the high street have changed over time - know and explain about the lives of significant people and how they lived - know and explain how their local area changed 	<ul style="list-style-type: none"> - know and explain how communities change through studying the Stone Age – Iron Age - understand and explain how technology and knowledge changed the way prehistoric people lived - know how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans - know and explain that communities can be made up from different people from a wide range of places through migration - understand that buildings and places create communities - know and explain the importance of burials 	<ul style="list-style-type: none"> - know and explain that communities can be made up from different people from a wide range of places due to migration, invasion and settlement - understand and explain that buildings and places create communities - understand the importance of burials within a community 	<ul style="list-style-type: none"> - explain that communities can be made up from people from a range of different places through migration, invasion and settlement - understand that communities are created by beliefs, buildings and places - understand the importance of beliefs, rituals and burials within a community 	<ul style="list-style-type: none"> - explain how communities and localities change - know how religion, culture and beliefs can shape a community, - understand how communities experienced segregation, racism and unfair treatment - know that communities can be made up from different people from a wide range of places



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			within a community			
Themes/Concepts Knowledge	<ul style="list-style-type: none"> - knowing how events, such as the Great Fire of London, shaped the future eg what people did and how places were built - understand how our local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways 	<ul style="list-style-type: none"> - know and explain how knowledge and technology has changed our community and local area through a study of shops - understand that actions of significant individuals from the past has influenced our lives today 	<ul style="list-style-type: none"> - explain how power, knowledge and technology helped leaders invade and remove places and resources from others - understand what caused leaders to invade other places - understand that invasion required resources (weapons/ships) and knowledge (navigation) - understand that invasion can involve countries or be on a smaller scale between local tribes 	<ul style="list-style-type: none"> - understand how technology changed the way people lived through tools, irrigation, farming, buildings and weapons - understand that knowledge of technology, mathematics and building helped shaped ancient civilisations - know and explain how knowledge of navigation, travel, warfare and trade connected different people from different places - understand how the development of knowledge of metalwork also inspired jewellery and personal items - understand how the knowledge of warfare helped the Viking raids and invasions be successful 	<ul style="list-style-type: none"> - know how the knowledge of resources and technology changed the way people lived their lives using tools, farming and weapons - understand how knowledge of technology, maths and building helped shaped civilisations - understand how rules and laws helped create and control communities 	<ul style="list-style-type: none"> - know how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. - understand how the knowledge of rules and laws helped shape and control communities - know how skills were in demand from Windrush settlers in post war Britain



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Themes/Concepts Power	<ul style="list-style-type: none"> - know how significant people used what they knew to change the way we understand science or history events from the past - explore how people with power don't always make the right decisions 	<ul style="list-style-type: none"> - Understand how developments in technology changed the way people lived their lives through shopping - discover how significant people had the ability to change the way people thought and behaved. - discover how significant people, such as David Attenborough, help us understand more about the world we live in and how we can care for it better 	<ul style="list-style-type: none"> - understand how power is connected to knowledge, technology and trade - and how it can be used to make communities, kingdoms or civilisations more stable and better places to live - Knowing and understanding why some inventions gave leaders the power to control and influence others - discover the reasons why people exerted force and power over others 	<ul style="list-style-type: none"> - explain how power is connected to knowledge, beliefs, technology and trade - understand constructing great buildings brought people together through a shared belief - explain why inventions gave leaders the power to control and influence 	<ul style="list-style-type: none"> - understand how power is connected to knowledge, technology and trade and how it can be used positively or negatively - understand how the power to build and change communities positively developed - explain the reasons why people exerted force and power over others
Themes/Concepts Democracy	<ul style="list-style-type: none"> - know that in the past, leaders were not always chosen by the people - understand that in the past, some women didn't always have the same rights or status as men - develop awareness that sometimes people are not treated fairly 	<ul style="list-style-type: none"> - understand that in the past, certain people had power to make decisions, such as kings, queens and mayors - understand that in the past, leaders were not always chosen by the people - know that the way people ruled has changed over time - develop an understanding that 	<ul style="list-style-type: none"> - understand and explain how leaders ruled communities, kingdoms and civilisations - understand how laws and rules influenced how leaders, kings and queens controlled communities and kingdoms - understand the significance of hierarchies within communities, kingdoms and civilisations 	<ul style="list-style-type: none"> - explain how leaders ruled civilisations through early democracy - know how laws and rules influenced how leaders, kings and queens controlled kingdoms or civilisations. - understand how leaders, kings and queens ruled using beliefs, knowledge and power to control people - understand hierarchies 	<ul style="list-style-type: none"> - understand how different kings and queens ruled and controlled power over others - know how laws and rules shaped and influenced how leaders, kings and queens controlled kingdoms - understand hierarchies



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		democracy is a fair way of deciding who should be in charge			within communities	- know how the Windrush generation fought for their democratic rights to live in the UK
Themes/Concepts Invasion			<ul style="list-style-type: none"> - understand how power, knowledge and technology helped leaders invade and take places and resources from others - understand why leaders wanted to invade other places - understand that invasion required resources and knowledge - understand that invasion can involve countries or be on a smaller scale between local tribes 		<ul style="list-style-type: none"> - understand how power, knowledge and technology helped leaders invade and take places and resources from others - discover what caused leaders to invade other places, including to defeat and control enemies - understand that invasion required resources and knowledge, such as weapons, technology, armies and strategies 	
Themes/Concepts Civilisation			<ul style="list-style-type: none"> - understand how leaders and beliefs influenced how people lived their lives - understand how the decisions and actions of leaders can create both powerful or unstable civilisations - explain the causes and effects that led to civilisations rising and falling 		<ul style="list-style-type: none"> - know how leaders and beliefs influenced how people lived their lives with common beliefs, language, laws and ways of doing things - understand how the decisions and actions of leaders can create both powerful or weak civilisations - understand the causes and effects that led to civilisations, kingdoms rising and falling 	
Vocabulary progression	chronology, memorial, castle, keep, market, coat of arms	toddler, timeline, present, compare, memory,	ancient, community, dense, extinct, roaming, prehistory,	abandoned, defenceless, dominant, missionary, pagan,	population, famine, descendant, declining, citizen, native,	boisterous, cemetery, penetrate, strategic, airbase, Axis,



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bustling, raged, extinguish, merchant, engulfed, flammable, devoured, possessions, doused	community, tills, supermarket, customer, bakery	arid, gatherer, nomad, reared, submerged	reliant, laden, sporadic, vanquish, viewpoint, migration	deforestation, codex, sacrifice, warrior, polytheistic	bombardment, incendiary, memorial, segregation
	legacy, inspired, revealed, explore, similar, fossil, significant, naturalist, expedition pioneer, similar, orbit, racism, astronaut	previously, conquered, rebellion, culture, settlement, amphitheatre, emperor, aqueduct, invasion, barbarian, forum	repelled, tapestry, confessor, converted, legend, brutality, heathen, chronicle, chieftain, fjord, manuscript, ousted colossal, stability, society, civilisation, irrigation, funerary, hieroglyphs, artefact, pillaged, obelisk, pharaoh	democracy, honour, deteriorated, armoured, oppressive, city-state, tyrant, sanctuary, tactical, unified	intolerance, immigrate, prejudice, colony, emigrate, discrimination, racism, diversity, disembarked, demobilise, iniquitous lucrative, prosperity, republic, plundered, arrogant, aristocracy, monastery, dissolution, privateers, industrialisation, annulment