



St. Bernadette's Primary School
History Knowledge and Vocabulary Progression

EYFS – Understanding the World

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn	Spring	Summer
Nursery	Past and Present - Know that they were once a baby. - Know the people in their family. - Know about their birthday and that it is a special time. - Know what happens at Christmas and that this is a special celebration for many families.	Past and Present Know that their life story started when they were a baby and that they have grown and changed over time.	Past and Present - Know that their life story started when they were a baby and that they have grown and changed over time. - Know that their family has a past and that their family has changed over time.
	Key Vocabulary:		
	baby, new, grow, family, birthday, party, presents, Christmas, family, past		
	Autumn	Spring	Summer
Reception	Past and Present - Know about the history of their life and how they have changed since birth. - Know that some family events have been in the past. - Begin to comment on images of familiar situations in the past.	Past and Present Know how to comment on images of familiar situations in the past.	Past and Present - Know 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. - Know about the past through settings, characters and events encountered in books read in class and storytelling.
	Key Vocabulary:		
	family, past, now, history, long ago, old, new, before, after, change, same, different		
Year 1	Autumn	Spring	Summer

	- Know that our school opened in 1971 and that it looked very different then. - Know that school life in the past was different, for example smaller classrooms, no kitchen, no hall and no school uniform. - Know that the things we use in school now are different from the things children used in the past and notice what is the same and what has changed. - Know that schools 100 years ago were very different, with strict rules and punishments like the cane or the dunce’s cap.	- Know the Titanic was a huge passenger ship that set sail in 1912 and was thought to be ‘unsinkable’. - Know that the Titanic was special because it was one of the biggest and most luxurious ships of its time for first-class and third-class passengers. - Know that the Titanic sank after it hit an iceberg and many people could not be saved because there were not enough lifeboats. - Know that the Titanic disaster led to new safety rules so that ships would have enough lifeboats and be better prepared to avoid accidents in the future.	- Know that Mary Anning lived a long time ago and became famous for finding fossils that helped people learn about animals from the past. - Know that Mary Anning is remembered today as an important person and a statue of her in Lyme Regis celebrates her achievements. - Know that David Attenborough is a naturalist and filmmaker who is alive today and teaches people about animals, plants and how to care for the environment. - Know that Mary Anning and David Attenborough are both significant because they have helped us understand the natural world.	
	Key Vocabulary:			
	past, present, 1971, change, equipment, uniform, Mrs Ratcliffe	Titanic, ship, Southampton, New York, Atlantic Ocean, iceberg, sunk, disaster, lifeboat, survivor	significant, fossil, environment, David Attenborough, Mary Anning, broadcaster, naturalist, Lyme Regis	
	General historic vocabulary: year, decade, century, ancient, modern, timeline, living memory, photograph, generation, memories			

Year 2	Autumn	Spring	Summer
	- Know that the Great Fire of London started 2nd September 1666 in a bakery on Pudding Lane. - Know that the fire spread so quickly because the houses were made of wood, were close together and the wind helped the fire spread. - Know about important people at that time (e.g. Samuel Pepys and King Charles II) who helped to fight the fire. - Know that the fire destroyed many buildings and that London was rebuilt with safer, stronger houses and wider streets.		- Know that coal mining started in the 1800s. - Know that coal is a fossil fuel formed over millions of years and that it was used to create energy. - Know that mining in Shevington involved difficult and dangerous working conditions. - Know that the Standish family were the main owners of the coalfields in Shevington. - Know that children worked in the mines and that it was very dangerous. - Know about the Shevington Colliery Disaster in 1861. - Know that Arthur Scargill was a union leader who fought for the rights of the miners. - Know that mining still happens today through technology and much safer working conditions.
	Key Vocabulary:		
	bakery, Thomas Farriner, Pudding Lane, Samuel Pepys, King Charles II, Thomas Bludworth, Monument		mining, coal, energy, colliery, underground, pickaxe, explosion, strikes, Arthur Scargill, machines
	General historic vocabulary: evidence, reliable, chronological, order era/period, local		

Year 3	Autumn	Spring	Summer
--------	--------	--------	--------

	- Know that Wigan Rugby Club was created in 1872 by a cricket team who wanted to play a game in the winter. - Know that Wigan Rugby Club has played at 3 key sites and how significant Central Park and the Brick Community Stadium have been to fans. - Know why Billy Boston is celebrated as a Wigan Warriors legend. - Know that Wigan Warriors has created a legacy by setting up teams to support diversity and that Wigan Warriors values its fans in the community.		- Know that Stone Age men were simply a hunter and gatherer and used these as survival tactics. - Know what people ate in the Stone Age, how they got their food and how their diet changed over time. - Know that Stone Age people created cave paintings as a way to communicate and tell stories. - Know about Skara Brae and how it can teach us about life in the Stone Age. - Know what and where Stonehenge is and that it is difficult to work out why it was built. - Know that life changed during the Iron Age (for example weapons and farming). - Know who the Celts were, that they made iron and how they made it. - Know about Maiden Castle and the mystery of the 52 graves and 34 skeletons.
	Key Vocabulary:		
	rugby, league, local, community, diversity, impact, significant, famous, legend		B.C (Before Christ), A.D (Anno Domini), hunter-gatherer, survival, cave paintings, Stonehenge, Stone Age, Iron Age, Celts, Maiden Castle
	General historic vocabulary: chronology, century, millennium, decade, compare/contrast. significant, civilisation		
Year 4	Autumn	Spring	Summer
	- Know that the Romans invaded Britain to expand their empire and gain control of land and resources. - Know that Romans lived in towns with organised systems, while Celts lived in small villages and tribes. - Know that when Romans came to Britain, they built roads and towns and changed how people live. - Know that the Romans kept control of their empire by having a strong army and well-built roads to move around easily.		- Know that Ancient Egyptian civilisation developed over a long period of time. - Know that the River Nile was essential to Ancient Egyptian civilisation because it provided water, fertile soil, transport and food. - Know that Tutankhamun was a young Pharaoh and that his tomb contained many valuable artefacts that help us to understand Ancient Egypt. - Know that men and women had different roles in society, usually with men working and women managing the home. - Know that children in Ancient Egypt had daily responsibilities, including helping at home, playing games and sometimes attending school. - Know that Ancient Egyptians believed in life after death and that the soul would continue to live in the afterlife. - Know that the Book of the Dead was an important collection of spells used to guide the dead safely into the afterlife.

	Key Vocabulary:		
	conquer, invasion, Empire, amphitheatre, culture, legacy		dynasty, pharaoh, River Nile, papyrus, hieroglyphics, afterlife, preserve, mummification, Book of the dead, pyramid, tomb
	General historic vocabulary: legacy, conquer, consequence, invasion, demise, dynasty		
Year 5	Autumn	Spring	Summer
	- Know the possible reasons for the Saxon invasion. - Know that Anglo Saxon Britain was divided into different kingdoms. - Know that the Saxons followed Christianity. - Know that King Alfred was the leader of the Saxons. - Know about Saxon justice and laws and how they differ from today.	- Know the Vikings built longboats to invade and raid and the conflict between them and the Anglo Saxons. - Know about the Vikings invasion and raid at Lindisfarne - Know that recent excavations have helped us to learn how Vikings lived and the introduction of Danegeld. - Know the Vikings settled in parts of York.	- Know about the global influence of Islamic Civilisation and Prophet Mohammad. - Know Baghdad was the capital of the Abbasid Muslim Empire, founded in AD762 - Know that cities such as Baghdad and Cordoba were more advanced than Saxon Britain. - Know that Early Islamic Civilisation affects our lives today.
	Key Vocabulary:		
	King Alfred, justice, laws, Christianity, Britain, Anglo-Saxons	longboats, invasion, raid, Danegeld, excavation, Lindisfarne	Baghdad, Cordoba, civilisation, Prophet, Mohammad, empire
	General historic vocabulary: hierarchy, bias, prejudice, democracy, citizen, rise & fall, rebellion		
Year 6	Autumn	Spring	Summer
	- Know that WW2 began because of the Germans feeling that there was an unfair treaty after their blame for WW1, the rise of Hitler, aggression from Hitler being ignored and the invasion of Poland. Know that families had to ration during WW2 as trade and access to food was limited. - Know that the Blitz was when London was bombed due to the German air force needing to defeat the British Royal Air Force to gain control over the skies of the English Channel. - Know that children were evacuated to the countryside to keep safe. - Know that Margery Booth was a lady from Wigan who was arrested for working with British prisoners and passing on secret information about the Germans.	- Know the era of Ancient Greece and where this civilisation occurred in relation to previous topics studied. - Know that life for the Ancient Greeks was different to our lives with regards to clothing, food and education. - Know that the Ancient Greeks believed in different Gods and Goddesses that each represented something. - Know that the Ancient Greeks influenced the modern world through democracy, architecture, Olympics and language. - Know that the geographical features of Greece such as being surrounded by sea, having lots of mountains and islands impacted the Greeks in positive and negative ways. - Know that city-states (Athens and Sparta) within Ancient Greece lived differently to one another	

	Know that life changed for women during the war as they needed to step up and do the jobs for the men when they went to war.	through their own laws and traditions.	
	Key Vocabulary:		
	Blitz, rationing, evacuation, air raid, Treaty of Versailles	Ancient Greece, Athens, Sparta, religion, city states	
	General historic vocabulary: ideologies, interpretation, industrialisation, revolution, urbanisation, archaeology, primary source, poverty, reform, dynasty		