

HISTORY CURRICULUM – KNOWLEDGE PROGRESSION

At Tyntesfield, we recognise the importance in helping children gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We value the importance of children being able to relate their historical knowledge to the world today, appreciating how different events have led us to today’s world. We strive to inspire children’s curiosity to know more about the past. History teaching equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps our children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

When we learn about history at Tyntesfield, we learn by handling artefacts, by examining paintings and photos, we read stories about brave people who have changed the world and investigate the impact those changes have had. We develop as historians who ask questions, weigh evidence, investigate cause and effect, and amongst other skills, understand the significance of people, places and events.

We start with our local history and the recent history of our families – what their homes were like and what toys they played with. We learn about what school used to be like and significant people who went on great adventures round the world and into space. As the children grow, so does the scope of their learning. Learning extends to national and global history as children go on a chronological journey from the very first civilisations, through the Ancient Greeks and Romans, the impact of Ancient Islamic Civilisations on the world up to the twenty first century where we examine the impact of Peterloo, global conflict and the importance of fighting for your freedom and equality for all.

History helps us learn about who we are and ultimately consider the question: What will our role in history be?

Aims (desired outcomes)

- **Know** and **understand** the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- **Know** how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **Know** and **understand** a local perspective to the history of Britain.
- **Know** and **understand** significant aspects of the history of the wider world.
- **Know** and **understand** key historical vocabulary and abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’, ‘monarchy’.
- **Understand** key historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
 - **CHRONOLOGY** (arrangement of events or dates in the order of their occurrence; a coherent narrative of history)
 - **CAUSE AND EFFECT** (Every significant event, development or change is triggered by at least one cause)
 - **CONTINUITY AND CHANGE** (Exploring, explaining and evaluating what has changed and what has stayed the same. Change over time and continuity in times of change. Continuity is the opposite of change: it is where things stay more or less the same. Historians are interested in change but are mindful that not everything changes. Even during a period of great upheaval, some institutions, traditions and values will remain constant.)
 - **SIGNIFICANCE** (The importance of events and the impact of changes. Using the past to provide contemporary lessons *impact of these change.*)
 - **PERSPECTIVE** (All events are known and told from the biases of a person, there is no such thing as objective history)
- **Develop methods of historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **Gain historical perspective** by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and my family Changing Seasons Special Times Celebrating Differences Growing and Changing Animal Kingdom Caring for our World Hot and Cold	All about Me Terrific Tales Amazing Animals Ticket to Ride Come Outside Fun at the Seaside	Homes and Toys	Great Fire of London	Prehistoric Life	Greeks v Romans	Ancient Islamic Civilisations	War
		Adventurers	Life for Victorian Children	Ancient Civilisations	Raiders, Invaders and Monarchs	Peterloo	Fights for Freedom

Substantive Concepts or ‘Golden Threads’ identified through colour coding: civilisation, community, inventions, invasion, power, exploration

Nursery	<ul style="list-style-type: none"> • Knows the meaning of terms yesterday, today, tomorrow • Know that they have changed from the past to the present day • Knows who lives in their home • Know their family may be different from others • Know that their family has different generations e.g. Grandma is older than Mummy
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	<ul style="list-style-type: none"> Know about places they have visited (talk about themselves in the past) <p>Historical Vocabulary: yesterday, today, tomorrow, past, present Skills/Enquiry Vocabulary: discuss, question, find out</p>	
Reception	<ul style="list-style-type: none"> Know that we remember significant events from the past Know that homes looked different in the past – compare kitchens Know that vehicles looked different in the past Know how to discuss the past and future Know that seaside holidays also happened in the past. (Geography link) <p>Historical Vocabulary: a long time ago, same / different, change, people, lives, past, old / new / modern, significant, before, after, has/will/might Skills/Enquiry Vocabulary: discuss, question, find out</p>	
Year 1	<p>Home and Toys:</p> <ul style="list-style-type: none"> Know that there are a variety of housing types today e.g. flats, houses, bungalows, with gardens, with yards, etc. Know the main features of housing today Know the main differences between houses today and houses in the past Know specific features of toys from present day Know specific features of toys from the past. Know how toys today differ from those in the past Know how a specific type of toy has changed over time. Know that TV broadcasts have changed over time 	<p>Adventurers:</p> <ul style="list-style-type: none"> Know what makes a person ‘significant’ or ‘important’ Know what an explorer does and what qualities they need. Know that the world is split into 7 continents (Geography link) Know that Zheng He travelled all over Asia and was a significant explorer Know some of the significant events of Zheng He’s travels and how they impacted China Know that Amelia Earhart was chronologically later than Zheng He Know that she was the first woman to fly across the Atlantic Know that she was one of the first to have a pilot’s license Know that Neil Armstrong was the first man to walk on the moon Know that lots of people worked to land Apollo 11 on the moon Know that this adventure was chronologically later than previous adventurers Know that the ways of recording information have changed thanks to inventions.
	<p>Historical Vocabulary: century / decade / year, living memory, different periods of time, timeline, chronological, Skills Vocabulary: observe, sequence, contrast, research, using sources, compare and contrast, make connections, make conclusions</p>	
Year 2	<p>Great Fire of London</p> <ul style="list-style-type: none"> Know that London has changed over time Know that London is and was much bigger than Sale Know that we are learning about 1666 (more than 300 years ago) Know that some of the jobs people had were the same: apothecary, firefighter Know that some of the jobs people had were different to now: chandler, gong farmer, rat catcher Know that the fire was in 1666 Know that the fire happened just after the plague Know that the fire started in Pudding Lane in the bakery of the King’s Baker Know that some of our evidence comes from Samuel Pepys who kept a diary Know that Charles II came up with a plan to stop the fire Know that many of the houses were built very close together Know that many slums were destroyed Know that not many people died Know that Charles II came up with plans to prevent other fires 	<p>Life as a Victorian Child</p> <ul style="list-style-type: none"> Know that ‘The Victorians’ was when Queen Victoria was on the throne Know the difference between an era and an event Know that Ragged Schools helped children who were destitute Know that Dr Barnardo developed the Ragged Schools Know that Sarah Forbes Bonetta was also an orphan who lived with Queen Victoria Know that rich Victorian children often had a nanny or governess Know that children wrote on slates Know that school was very strict Know that the Educational Reform Act was a law that meant that all children had to go to school until they were 12. Know that the weekend was an invention Know that it was unusual to go ‘on holiday’ Know that people would usually go on holiday nearby.
	<p>Historical Vocabulary: century / decade / year, living memory, different periods of time, timeline, chronological Skills Vocabulary: observe, sequence, contrast, research, using sources, compare and contrast, make connections, make conclusions</p>	
Year 3	<p>Prehistory</p> <ul style="list-style-type: none"> Know that the Stone Age was over thousands of years ago (other history learning was only hundreds of years ago) Know that people made tools and lived in caves and basic shelters Know that farming was an invention Know that people made detailed clothing and jewellery Know that coins and pottery had been invented Know that people started to live in round houses Know that the discovery of metal changed the way that people lived Know what the buried hoards/finds tell us about Britain at the time. 	<p>Ancient Civilisations</p> <ul style="list-style-type: none"> Know that the Shang Dynasty, Ancient Egyptians, Ancient Sumer and Indus Valley are the four ancient civilisations Know that the civilisations overlap chronologically Know that each civilisation invented things we still use today Know that each civilisation started near a river (Geography link) Know that the Egyptians believed in many different gods Know that the Egyptians buried their leaders in pyramids Know that there are other important monuments (Sphinx, Temple at Luxor) Know that it is because of tomb raiders that we know what the pyramids contain Know that Fu Hao was a Shang Dynasty leader Know that she was buried alongside many of her belongings including people and animals

		<ul style="list-style-type: none"> ● Know that Egyptians used hieroglyphics to communicate ● Know that the Rosetta Stone helped us to understand hieroglyphics ● Know that the Shang Dynasty used oracle bones to communicate with their ancestors ● Know that they were used to ask advice ● Know that they used pictographs
	<p>Historical Vocabulary: millennium, BC/ BCE, AD/CE, era, time period, similarities / differences, prehistoric, evidence, primary / secondary, sources, ancient, modern, archaeology, archaeologist, contrasts, trends over time, influence, significance, impact</p> <p>Skills Vocabulary: fact / opinion, evidence, chronology, artefacts, enquiry, compare, reliability, continuity, significance, argue, reason, frame historically, valid, draw contrasts, analyse trends</p>	
Year 4	<p>Greeks v Romans</p> <ul style="list-style-type: none"> ● Know that Ancient Greece and Ancient Rome were at similar times in history ● Know that the size of the Roman Empire changed a lot due to invasion ● Know that the size of the Ancient Greek Empire stayed roughly the same ● Know that we can learn about Ancient Greece and Rome by examining artefacts ● Know that Ancient Greece was responsible for introducing democracy ● Know that the Ancient Greeks made a lot of astronomical discoveries ● Know that the Ancient Romans transformed cities by creating roads and arches (bridges and large buildings). ● Know that the Ancient Romans also invented sewers ● Know that the Romans invaded a lot of Europe including the UK ● Know that they invaded Britain for its metals and other natural resources ● Know that the Romans had significant impact on life in the UK ● Know that Boudicca led the Celt army 	<p>Anglo Saxons, Vikings and Monarchy</p> <ul style="list-style-type: none"> ● Know that the Romans left Britain in AD410 ● Know that the Jutes, Angles and Saxons invaded Britain ● Know some of the impact of Anglo-Saxons on Briton (language and Kingdoms) ● Know the impact of early monarchs (King Alfred the Great) on Briton. ● Know why Athelstan is considered the first king of England. ● Know who Henry VIII was and how his life different from that of his subjects ● Know some of the impact of Elizabeth I reign, and what she was famous for. Identify what she had in common with previous monarchs. ● Know that she was determined to expand her navel strength and increase the wealth of England by exploration. ● Know who the main explorers in her reign were.
	<p>Historical Vocabulary: millennium, BC/ BCE, AD/CE, era, time period, similarities / differences, prehistoric, evidence, primary / secondary, sources, ancient, modern, archaeology, archaeologist, contrasts, trends over time, influence, significance, impact</p> <p>Skills Vocabulary: fact / opinion, evidence, chronology, artefacts, enquiry, compare, reliability, continuity, significance, argue, reason, frame historically, valid, draw contrasts, analyse trends, invade, settle(ment), immigration and emigration.</p>	
Year 5	<p>Ancient Islamic Civilisations</p> <ul style="list-style-type: none"> ● Know where Baghdad is (Geography link) ● Know when 'Early Islamic Civilisation' is chronologically ● Know some main differences between Baghdad and London c.900 AD ● Know that Baghdad was a global centre for learning. ● Know what the House of Wisdom is and what it was used for. ● Know that different faiths worked together in the House of Wisdom. ● Know who Ibn Battuta was. ● Know some of the limits and importance of his travel records. ● Know who Al Zahrawi is ● Know some of the main differences in medical advancement in the UK compared to Baghdad ● Know that learning in Baghdad from this time is still used today around the world. ● Know that written records are why this civilisation is so important. ● Know that information about inventions was kept in the Library of Secrets. ● Know that Islamic learning reached Europe by travel of academics ● Know that the destruction of Baghdad by the Mongols meant much learning was lost. 	<p>Peterloo</p> <ul style="list-style-type: none"> ● Know when Georgian period was and who the monarch was ● Know when Waterloo was and why it was a significant event at the time ● Know reasons why people erect memorials. ● Name key local memorials (e.g. Alan Turning, Emmeline Pankhurst, local cenotaph) ● Know significant memorials (e.g. Edward Colston, George IV) ● Know who could vote in the early 1800s ● Know the main features of Manchester's development between 1750 and 1850 ● Know what the corn laws were and what it would be like to be a poor person in Manchester in the 1700s ● Know why people protested ● Know the chronological events of the day of Peterloo ● Know that many people died. ● Know that evidence of the event comes from different sides and therefore has bias. ● Know that Manchester was part of a chain of political events that changed the political system ● Know that some of the impact of the evidence was immediate and some had longer lasting impact.
	<p>Historical Vocabulary: cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws, terms protest, democracy, revolution, reform, suffrage, Georgian, Waterloo</p> <p>Skills Vocabulary: deduct, infer, organise, information, reflect, interpret, historically valid, perceptive questions, investigate, form conclusions, make links, historical perspective, judgement</p>	
Year 6	<p>For Who Was WW2 Most Dangerous?</p> <ul style="list-style-type: none"> ● Know that people go to war for different reasons and can give examples (political, religious, economic). ● Know that Germany went to war due to impact of WW1 ● Know about Hitler's promises to the German people. ● Know what happened during the Blitz. ● Know other cities in the world that were also damaged by bombs. ● Know which country Germany invaded first. ● Know some of the countries that were also invaded. 	<p>Fights for Freedom</p> <ul style="list-style-type: none"> ● Know that suffragettes protested for the right for women to vote ● Know that suffragettes were from different classes, countries and races ● Know that they law was changed in 1918 so that women could vote ● Know that Gandhi protested peacefully ● Know that Britain ruled India ● Know that Gandhi's peaceful protest resulted in change ● Know that Olive Morris moved to the UK from the Caribbean ● Know that she was part of a group fighting for racial equality

- Know some of the countries who were involved in the war but where the war wasn't fought (e.g. Canada)
- Know that people were awarded medals for their involvement. Know some of what that involvement looked like.
- Know where our local war memorial is and what it tells us.
- Know that areas of Manchester were bombed and why they were bombed (industry).
- Know that that some of Trafford was used as safe space to evacuate children to.
- Know the reasons that children were evacuated
- Know that the first evacuation was on 1st September 1939 and continued until May 1944.
- Know some of the places that children were evacuated to.
- Know some of the laws that Hitler and the Nazi party introduced
- Know that Anne Frank went into hiding and Vera Schaufeld was part of the Kinder Transport programme
- Know that this was a period of time where women's roles changed significantly
- Know some of the jobs that women took on during WW2.

Historical Vocabulary: cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws, government, invasion, democracy, turning point.

Skills Vocabulary: deduct, infer, organise, information, reflect, interpret, historically valid, perceptive questions, investigate, form conclusions, make links, historical perspective, judgement