

History

Long Term Progressional Knowledge Plan, monitoring coverage of core content and subject vocabulary

Year	EYFS Overview	EYFS UW objectives (excluding technology)	EYFS Core Knowledge to be explored	Thinking skills	Existing LTP Planning Links	How covered
Nur	EYFS: Understanding the world: Past and Present, People and Communities, The Natural World. <u>Topics Year A (2021-22 & 2023-24, alternating)</u> Aut 1: All about me Aut 2: Festivals & celebrations Spr 1: People who help us (occupations) Spr 2: Colours Sum 1: Rumble in the Jungle Sum 2: The seaside <u>Topics Year B (2022-23 & 2024-25, alternating)</u>	<u>EYFS UW: Range 5: 3-4 year olds (36-48m)</u> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people.	<u>Topics Year A</u> <u>Aut 1: All about me</u> (Texts: My favourite stories, You Choose, Let's Make Faces, Little Red Riding Hood, Alfie's Feet, Funnybones, Only One You) • Discussion about ourselves, home and families, what makes us special • Natural materials to make faces • Investigating 5 senses • Seasons • Growth & bones <u>Aut 2: Festivals & celebrations</u> • Halloween (texts - Room on the Broom, Meg and Mog) • Festivals of Light- Bonfire Night, Diwali, Hanukkah • Family celebrations, birthdays, weddings • Autumn & Halloween • Eid al fitr • Christmas (Stick Man) <u>Spr 1: People who help us</u> (Texts: non-fiction, Mouseville, Fireman Sam, Paw Patrol, Postman Pat, Guess	Recognise Identify Describe Observe Select Categorise Sequence Compare & contrast Recall	Global Links – Chinese New Year cultural activities, Global Links – Know some of the features of Chinley and what makes it different to other places such as Manchester. RE –Harvest, Remembrance Day, Christmas, Easter. UW: Technology	Cross-curricular. EYFS syllabus interlinks UW with Communication and language, Literacy, Mathematics, Personal, social and emotional development, Physical development, Expressive art and design.

	Aut 1: Favourite stories Aut 2: Festivals Spr 1: Houses & homes Spr 2: Spring Sum 1: Minibeasts Sum 2: Holidays	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <u>EYFS UW: Range 6: 4-5 year olds (48-60m) & 5-6 year olds (60-71m)</u> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.	how much I love you, Smartest Giant in Town) • Our school & our families • Doctors, nurses, dentists • Police, fire & rescue • Vets & pets • Mechanics • Internet safety • Postal workers • Valentine's Day, Shrove Tues, Chinese New Year • Signs of Winter <u>Spr 2: Colours</u> (Texts: The Rainbow Fish, Elmer stories, I Spy Colours) • Rainbow activities, colour mixing & other colour experiments • Elmer – elephant facts & where they live • Using Beebots & simple maps • St David's Day, St Patrick's Day, St George's Day, Mothering Sunday, Easter <u>Sum 1: Rumble in the Jungle</u> (Texts: Rumble in the Jungle, The Jungle Book, The Tiger who came to Tea, Betty Goes Bananas, Monkey Puzzle, Dear Zoo, Walking through the Jungle) • Jungle & rainforest habitats • Animals, movements, sounds • Tribes of the Amazon • Google Earth maps			
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			<u>Sum 2: The seaside</u> (Texts: Sharing a Shell, The Snail & the Whale, The Singing Mermaid, Shark in the Dark, Rosie's Hat, Pirates Love Underpants, Do I have to go to School?, Starting School, Harry & the bucketful of Dinosaurs) • Packing a suitcase • Safety in the sun • Drawing Pirate maps & using Beebots • Snails & their habitats • Sea creatures & life underwater • Graduation from Nursery to Reception <u>Topics Year B</u> <u>Aut 1: Favourite stories</u> (Texts: Jack & the Beanstalk, Stinky Jack, The Little Red Hen, Handa's Surprise, The Enormous Turnip, Each Peach, Pear, Plum) • Getting to know our new friends • Sharing our feelings • Our holidays • Our favourite fairytales • Nursery rules • Harvest & Autumn <u>Aut 2: Festivals & Celebrations</u> (Texts: Room on the Broom, Meg & Mog, Stick Man) • Autumnal walk • Festivals of Light - Bonfire Night, Diwali, Hanukah			
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			• Special family times, birthdays & weddings • Science experiments • Eid al-Fitr, special foods • Christmas <u>Spr 1: Houses & homes</u> (Texts: You Choose, The Three Little Pigs, Goldilocks & the Three Bears, We're going on a Bear Hunt) • Different houses around the world. • Investigating materials to build houses • Animals & their homes • Use of maps & globes • Experiments & STEM challenge • Shrove Tuesday, Valentine's Day, Chinese New Year, signs of Winter <u>Spr 2: Spring</u> (Texts: The Ugly Duckling, Guess How Much I Love You in the Spring, George Flies South, Chicken Licken, The Crocodile Who Didn't Like Water) • Growth, baby to adult • New life • Signs of Spring • Seeds, plants & flowers • Science experiments & rainbows • World Book Day • St David's Day, St Patrick's Day, St George's Day, Mothering Sunday, Easter, Holi festival			
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			<u>Sum 1: Minibeasts</u> (Texts: The Very Hungry Caterpillar, Walter's Wonderful Web, The Bad-Tempered Ladybird, Superworm, Slug Needs a Hug, There was an Old Woman) - Identifying & looking after minibeasts - Life cycles - Worms - Spiders - Beebots & ICT <u>Sum 2: Holidays</u> - Similar to 'The Seaside' Year A Sum 2 plans			
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Rec	EYFS: Understanding the world: Past and Present, People and Communities, The Natural World. <u>Topics:</u> Aut 1: All about me! Aut 2: Terrific Tales! Spr 1: Amazing animals! Spr 2: Come outside! Sum 1: Ticket to ride!	<u>Statutory ELG: Past and Present:</u> - Talk about the lives of the people around them and their roles in society. - Know some of the 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. <u>Statutory ELG: People, Culture and Communities:</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<u>Topics:</u> <u>Aut 1: All about me!</u> - Discussion about our families - Families that are different to ours - People who help us. Discussion about superheroes in the community - Navigate the school grounds on a superhero mission. - Autumn walk - Harvest - How times have changed <u>Aut 2: Terrific Tales!</u> - Create maps of forest – link with story - Look at local area	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare & contrast Recall	Global Links – Chinese New Year cultural activities, Global Links – Know some of the features of Chinley and what makes it different to other places such as Manchester. Know that Chinley is in England RE –Harvest, Remembrance Day, Christmas, Easter. UW: Technology	Cross-curricular. EYFS syllabus interlinks UW with Communication and language, Literacy, Mathematics, Personal, social and emotional development, Physical development,

	Sum 2: Fun at the seaside!	2. Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps. <u>Statutory ELG: The Natural World</u> 1. Explore the natural world around them, making observations and drawing pictures of animals and plants. 2. Know some of the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <u>Topics:</u> Aut 1: All about me! Aut 2: Terrific Tales! Spr 1: Amazing animals! Spr 2: Come outside! Sum 1: Ticket to ride! Sum 2: Fun at the seaside!	• Where we are in the world – house, town, country, continent • Life in grandparents' time when they were younger • Comparing old and new versions of stories • Remembrance Day • Christmas around the world <u>Spr 1: Amazing animals!</u> • Winter – seasons, hibernation • Arctic animals – facts, comparisons, habitats • Jungle animals • Farm animals • Deadly animals • Chinese New Year – different cultures & beliefs <u>Spr 2: Come outside!</u> • Seasons & growing plants • Weather experiments • Sensory outdoor walks • Caring for the environment • Zoo lab visit • Easter story <u>Sum 1: Ticket to ride!</u> • Compare food from different countries • Possibly look at African culture • Compare local environment to other countries around world • Transport – in past and nowadays			Expressive art and design.
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			• Space travel <u>Sum 2: Fun at the seaside!</u> • Seaside – in past & nowadays • Under the sea maps • Sea creatures • Dinosaurs & fossils • All about France			
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Thinking skills	Existing LTP Planning Links	How covered
1	Relevant to all topics	To sequence events in the order that they happened, making timelines. To use common words and phrases relating to the passing of time. To understand key features of events To learn about significant individuals who have contributed to national and international achievements. To ask and answer relevant basic questions about the past. To sort historical objects from 'then' and 'now'. To find answers to some simple questions about the past from simple sources of information.		Recognise Identify Describe Observe Select Categorise Classify Sequence Compare & contrast Recall Reason/Speculate	Global Links – symbols of England, Scotland, Wales & N. Ireland, Platinum Jubilee, Commonwealth, Black History Month assemblies.	Cross-curricular
1	Topic: Own timeline & History of Circuses	Make a personal timeline & family tree. What is history? (My past, and now) What is a circus? How have they changed over the years? Life of Philip Astley. Appreciation of the changes brought about by PT Barnum and other famous circus acts.	Timeline -birth, important events, Time vocabulary - first, next, later, finally, past, present. Circuses - Philip Astley, PT Barnum, Billy Smart.		Literacy/PSHEE – a special and inspiring person, writing about circuses. Drama – famous circus people	Cross-curricular

		My past, my present, my future. To learn about events and individuals beyond living memory who contributed to the beginnings of the circus				
1	Topic: Light & Dark, Christmas	How do we light our homes? A timeline of light – from Stone Age to future technologies. Learn about significant individuals, Humphry Davy and Thomas Edison Why do we have trees inside our homes and school at Christmas? Why do we put lights on trees? (Symbolism of light in religious practise) Why did Victorians invent Christmas cards? Why do we sing special songs at Christmas? History of Chinley Chapel	Light and dark topic: Thomas Eddison & Humphry Davy Sir Henry Cole, light sources, candle, wick, wax, reflective, transparent, translucent, opaque, eye, eye socket, eyebrow, eyelashes, iris, pupil. Wesley, Methodist Church, graveyard, stonework, arches, quoins, porches, belfry		RE – symbolism of light in religious practise. Literacy/PSHEE – a special and inspiring person.	Cross-curricular
1	The Victorians and Victorian Day	To identify some similarities and differences in ways of life in different periods. To sort historical objects from now and then. To discuss aspects of the past and explore through role play.	Comparison – old/new Queen Victoria, Prince Albert, Mary Seacole, servant/maid, chimney sweep, workhouse, writing slate and chalk, carpet beater, oil lamp, spinning top, Penny Farthing, James Starling		Literacy: <i>You Wouldn't Want to be a Victorian Schoolchild</i> - John Malam Role Play: Victorian schooldays Victorian classroom. DT: Comparing Penny Farthing and modern bike	Cross – curricular
1	Topic: From Here to There, history of Chinley and the local canal	To sequence events in the order that they happened – history of canals in local area.	Local history - canals, canal basin, barges, locks, limestone, by-pass, railways, Buxworth/Bugsworth Basin, Peak Forest Canal, Peak		Literacy/PSHEE – a special and inspiring person. Geography – human and	Cross-curricular

			Forest Tramway Trail, Sheffield, Manchester.1		physical features & mapwork associated with walk along Tramway and local area of Chinley.	
1	Topic: Space – To Infinity and beyond	To sequence events in the order that they happened – sequence history of space travel through individual spacemen. Make a timeline of space exploration. Learn about significant individuals - Tim Peake, Neil Armstrong, Yuri Gagarin, Valentina Tereshkova.	Space exploration - Tim Peake, Neil Armstrong, Yuri Gagarin, Valentina Tereshkova. outer space, astronaut, cosmonaut, American, Russian, International Space Station		Computer Science – Tim Berners-Lee, history of the Internet and WWW Science/ DT – International Space Station	Cross-curricular
1	Topic -Mexico	To give background historical information about a country which we compare with our own.	Mexico, Spanish Conquistadors, Mayans, Frida Kahlo, Diego Rivera		Art – What did Diego Rivera paint? What was happening at the time? MFL – Why do they speak Spanish in Mexico?	Cross-curricular
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Thinking skills	Existing LTP Planning Links	How Covered
2	Topic: Great Fire of London –	In topic of Great Fire of London, identify key features of events using variety of sources, describe similarities and differences of ways of life, using drama, dance & role play to ask and answer questions. Discuss the lives of significant	Great Fire of London, Samuel Pepys, Charles II, Stuarts	Recognise Identify Describe Observe Select Categorise	Literacy – Fire poem, writing a diary about Fire of London, writing instructions for	Cross-curricular Global Links – Black

		people (Samuel Pepys) in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.		Classify Sequence Compare & contrast Recall Reason/Speculate <u>More advanced:</u> Explain Justify Reflect	making bread, drama/role play Art/DT – Great Fire of London skyline silhouettes, model of Stuart London streets. Geography – finding London on map of UK, ICT – research PE/Dance – Fire of London dance Science – why fire spread so quickly, heating/cooling natural/man-made clothing	History Month. Cultural events including Chinese New Year, Cultural Market
2	Topic: Aztecs – a non-European society contrasting with British history, religion, beliefs, daily life, timelines.	In the Aztec topic, find out about religion and beliefs, daily life, historical timelines, how the Aztec civilisation ended. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented, with the end of the era. Speak about how they have found out about the past, showing an awareness of the past, using common words and phrases relating to the passing of time. Record learning by drawing and writing.	Aztecs, Mexico, religion, beliefs	Recognise Identify Describe Observe Select Compare & contrast Recall Reason/Speculate	Geography - locating Mexico and Aztec civilisation ICT – research of topic.	Cross-curricular
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Thinking skills	Existing LTP Planning Links	How covered

3	Stone Age Bronze Age Iron Age	Develop a chronologically secure knowledge. Note connections, contrasts, and trends over time. Understand how our knowledge of the past is constructed from a range of sources. Compare and contrast way of life with modern life, asking historically valid questions about change, cause, similarities, differences, and significance. The Stone Age (Palaeolithic, Mesolithic, Neolithic), through a Stone Age activity day, then taking topics such as food, cave paintings, houses, ceremonies & burial grounds, & early farming (Skara Brae). Bronze Age and Stonehenge, smelting of copper and tin into bronze. Iron Age and hill forts.	Historical terms – Stone Age, Palaeolithic or Old Stone Age, Mesolithic or Middle Stone Age, Neolithic or New Stone Age. Bronze Age, Stonehenge, smelting copper, tin, bronze. Iron Age, hill fort, coins, shields, brooches, torcs. Celts, chronology, historical evidence, Places – Skara Brae, Stonehenge, stone circles of Arbor Low & Seven Sisters. Artefacts, secondary sources of evidence	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare & contrast Recall Reason/Speculate Explain Justify Reflect Summarise	Geography - World, Europe and the UK, French (MFL) Global Learning – European countries & capitals Art/Science – ‘cave’ painting, with natural materials & making natural dyes. DT – models of houses, making spears, grinding wheat, preparing animal skins, making string from guts Literacy – reading ‘Glog’, retelling story	Cross-curricular
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Thinking skills	Existing LTP Planning Links	How covered
4	Topic: The Ancient Greeks. Topic: The Romans.	Investigate modern Greece, physical and human features. Know the where and when the Greek and Roman empire began. Know the impact each empire had on our lives today. Know what life was like in the army of the Greeks and	Romans, Greeks, empire, BC/AD, before Christ, Anno Domini, City States, Romulus and Remus, inventions, aqueduct, viaduct, sewers, alphabet, philosophers, siege, Celts, hoplite, phalanx, testudo, Battle of Marathon,	Recognise Identify Describe Observe Select Categorise Classify	The Romans (wider empire) MFL - French Black History Month Drama – Greek myths	Cross-curricular

		Romans. Know important events in Greek and Roman history.	Hadrian's Wall, architecture, Doric, Ionic and Corinthian columns, frieze.	Sequence Compare & contrast Recall Reason/Speculate Explain Justify Reflect Summarise Synthesise Explain Demonstrate understanding	DT – making model buildings Geog – mapwork, physical features Lit – Theseus and the Minotaur, write own myth	
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5	Topic: Epic Explorers and Antarctica: History of exploratory pioneers – Shackleton, Scott and Hillary	Be able to discuss the chronology of great explorers from the Victorian to modern eras. Be able to talk about how those periods differ from today.	Chronology, Victorian, Edwardian, pioneer, expedition, Shackleton, Scott, Captain Oates, Edmund Hillary, Tenzing Norgay, Junko Tabei, Alison Hargreaves, Roald Amundsen	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare & contrast Recall Reason/Speculate	Literacy - letter writing, diary recounts and biography, journey to S. Pole Geography - mapping, latitude and longitude. Antarctica and the Himalayas. PSHE - inspirational people.	Cross-curricular
5	Topic: Anglo Saxons, Vikings and 1066: historical	Understand where this period fits into the chronology of the British Isles. Understand how the people who live in Britain has changed over time and how	Angle, Saxon, Norse, Beowulf, Mercia, Northumbria, Kent, Sussex, East Anglia, Wessex, Dane, Danelaw, Ethelred,	Explain Justify Reflect Summarise	English - Beowulf, narrative and descriptive	Human movement through history.

	development of the British Isles, regions and counties between AD47 and AD1066	the control and shape of it has been impacted by human movement. Understand the importance of 1066 and the way in which this period shaped modern Britain and its monarchy.	Raedwald, Edward the Confessor, William the Conqueror, Harald Hardrada, Harold Godwinson, Sutton Hoo, archaeologist, Stamford Bridge, Hastings, Normandy, Normans	Synthesise Explain Demonstrate understanding Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate	writing, report writing Geog - mapping, the UK, regions and counties RE - the origins of British Christianity. Art - stained glass and illuminated letters. DT - building Vikings longhouses.	The historical basis of the UK as a country of immigrants.
5	Topic: Earth and Space: prehistoric formation of the Earth and historical perspectives on the origins of the Universe.	Understanding how the Universe was formed and how views of this have changed over time.	Big Bang, heliocentric, geocentric, Ptolemy, Aristotle, Copernicus, Galileo.		English - report writing, poetry Geog - extreme earth Science: the structure and movements of the earth, sun, moon and planets. RE - Islam DT - building volcanoes	Cross-curricular
Year	Overview	Core Knowledge	New, important vocabulary to be explored	Thinking skills	Existing LTP Planning Links	How Covered
6	Extended Chronological Study	Debate the primary reason World War Two was declared; identify and compare allies and axis throughout World War 2.	Axis, allies, Luftwaffe, Blitz, motivation, empathy, evacuee, refugee, the Holocaust, Nazi,	Recognise Identify Describe	World War 2	Cross-curricular

	I can demonstrate that I understand an aspect or theme in British history beyond 1066. Topic: World War 2	Understand how the Luftwaffe targeted British cities, including Manchester; understand how the role of women changed during the war. Understand how cities like London changed during the war. Understand why Remembrance day is important to British culture. Write a motivational speech inspired by Winston Churchill. Empathise with the situation of an evacuee in WW2. Use a ration book to create a weekly meal plan. Understand why Anne Frank had to go into hiding. Create a timeline to show the events of D-day.	Auschwitz, final solution, rationing, prejudice, anti-Semitism, Jews, propaganda, Aryan Race, countries involved in World War 2.	Observe Select Categorise Classify Sequence Compare & contrast Recall Reason/Speculate Explain Justify Reflect Summarise Synthesise Explain Demonstrate understanding Empathise Reach informed conclusions Make reasoned judgements Justify Apply	Literacy – Boy in the Striped Pyjamas Writing in a range of genres Anne Frank - autobiographies PSHEE Remembrance Day Art/DT – propaganda art, air raid shelters, ration cooking, sewing. Geography – locating ICT – research of topic. PE/Dance – WW2 dances Science – light – blackout blinds World war 2 day Maths – decode cyphered messages	
6	Ancient Civilisations I can demonstrate that I understand about the achievements of	To use dates and vocabulary relating to passing of time including ancient and modern, BC, AD, century and decade; have a chronological understanding of Ancient Egypt; understand how and why the Egyptians built the Pyramids; know	AD, BC, archaeological, mummification, hierarchical ruling; primary and secondary sources; civilisation; artefacts, Howard Carter, Tutankhamun	Evaluate <u>More advanced:</u> Critique Hypothesise	Ancient Egypt Art/DT – portraits, death masks Geography – locating Egypt	Cross-curricular

	the earliest civilizations. I can demonstrate that I have an overview of where and when the first civilizations appeared. can demonstrate that I have a deep understanding of a specific ancient civilization. Topic: Ancient Egypt	what clues pyramids gave us about the past; use a primary source (wall painting) as a form of evidence; build an awareness of significant archaeological findings; know about the processes of mummification; understand the importance of the afterlife in Ancient Egypt; understand the importance of the gods in Ancient Egypt; know about the hierarchical ruling system of Ancient Egypt; know the significance of the River Nile I know that there were three seasons in Ancient Egypt and understand the role each season plays in the production and harvest of food; know about everyday life in Ancient Egypt; have a broad understanding of what life in Ancient Egypt would be like including food, entertainment, health, homes, buildings, clothing, animals etc.; know the Ancient Egyptians used hieroglyphics as a means of writing/communication; have an understanding of what modern Egypt is like and how it contrasts with Ancient Egypt.			ICT – research of topic Maths – Egyptian fractions Visit to museum to explore ancient artefacts	
6	Non-European Study Topic: The Maya	I can demonstrate that I have an understanding of the history of a non-European society that provides contrasts with British history.			Visit from historian	Discrete