

# Great Corby School and Nursery



History Progression

The EYFS framework is structured very differently to the national curriculum as it is organised across **seven areas of learning** rather than subject areas.

- Communication and Language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive art and design.

Alongside the seven areas of learning are **the characteristics of effective teaching and learning**.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Taken from Development Matters revised 2021

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder. Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.

This document demonstrates which statements from the revised 2021 Development Matters are prerequisite skills for **history** within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for **history**.

The most relevant statements for **history** are taken from the following areas of learning: •Understanding the World



<b>History</b>						
<b>Development Matters</b>			<b>Vocabulary</b>	<b>Examples of how this is achieved in EYFS</b>		
<b>Birth to Three</b>	Understanding the World		<ul style="list-style-type: none"> <li>• Make Connections between the features of their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Historian</li> <li>• After</li> <li>• Before</li> <li>• New</li> <li>• Old</li> <li>• Now</li> <li>• Past</li> <li>• Present</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Know about personal history – birthdays, celebrations.</li> <li>• Celebrating cultural diversity of children in the class.</li> <li>• Traditional festivals and celebrations.</li> <li>• Routines - Learning Feedback times – talking about learning from the previous day / week etc...</li> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> <li>• Life cycles and growing plants to introduce change over time.</li> <li>• Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul>
<b>Three and Four-Year-Olds</b>	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> </ul>			
<b>Children in Reception</b>	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situation in the past</li> <li>• Compare and contrast characters from stories including figures from the past.</li> </ul>			
<b>ELG</b>	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> <li>• Know more similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>			



			<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books, read in class and storytelling.</li> </ul>		
		<p>People Cultural and Communities</p>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>		<ul style="list-style-type: none"> <li>• Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>• Remembrance Day.</li> <li>• Black History – Rosa Parks.</li> <li>• Bonfire Night – Guy Fawkes.</li> </ul>



Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some will be used to compare aspects of life in different periods.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from Stone Age to Iron Age.</li> <li>• The Roman Empire and its impact on Britain.</li> <li>• Britain's settlement by Anglo-Saxons and Scots.</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</li> </ul>	<p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> <li>• A local history study.</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>• Ancient Greece – a study of Greek life, achievements and their influence on the western world.</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>



CYCLE A - History Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p><b>Y1: Changes within living memory</b></p> <ul style="list-style-type: none"> <li>● Explain how I have grown and changed in my life.</li> <li>● Identify features of our school's local area.</li> <li>● Identify shops in my local community.</li> <li>● Identify the differences between past and present shops.</li> <li>● Enquire how shops have changed.</li> <li>● Explain how shops are different today compared to the past.</li> </ul> <p><b>Vocabulary</b>                      Toddler                      Timeline                      Present                      Compare                      Memory                      Community                      Tills                      Supermarket</p>	<p><b>Y1: The lives of significant people</b></p> <ul style="list-style-type: none"> <li>● Learn about Mary Anning.</li> <li>● Learn about Mary Anning's discovery.</li> <li>● Learn about David Attenborough.</li> <li>● Learn about David Attenborough's achievements.</li> <li>● Compare Mary Anning and David Attenborough. Explain the similarities and differences.</li> </ul> <p><b>Vocabulary</b>                      Legacy                      Inspire                      Revealed                      Explore                      Similar                      Fossil                      Documentary                      Significant                      Naturalist                      Expedition</p>	<p><b>Y1: More lives of significant people</b></p> <ul style="list-style-type: none"> <li>● Learn about Neil Armstrong.</li> <li>● Learn about Mae Jemison.</li> <li>● Learn about Bernard Harris Jr.</li> <li>● Learn about Tim Peake.</li> <li>● Explain the above significant peoples' achievements.</li> </ul> <p><b>Vocabulary</b>                      Legacy                      Inspire                      Pioneer                      Explore                      Similar                      Orbit                      Racism                      Significant                      Astronaut                      Expedition</p> <p><b>Cultural Capital</b>                      Stem Ambassador</p>			



	<p>Customer Bakery</p> <p><b>Cultural Capital</b> Local enquiry walk Explore local businesses Invite a local citizen / member of our community to a reminiscent session Visit Beamish</p>		
LKS2 (Y3+4)	<p><b>Y4: Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>• Understand why the Anglo-Saxons came to Britain.</li> <li>• <b>Locate where the Anglo-Saxons came from.</b></li> <li>• Explain what life was like in Anglo-Saxon Britain.</li> <li>• Know the seven kingdoms that were formed by the Anglo-Saxons.</li> <li>• Explain how we know about Anglo-Saxons through the use of artefacts.</li> <li>• Learn how religion influenced the Anglo-Saxons and explore how we know this.</li> </ul> <p><b>Vocabulary</b> Abandoned Defenceless Dominant</p>	<p><b>Y4: Vikings and Anglo-Saxons struggle</b></p> <ul style="list-style-type: none"> <li>• Learn what life was like for Vikings.</li> <li>• Know when the Vikings attacked Britain.</li> <li>• Locate where the Vikings invaded and settled.</li> <li>• <b>Understand why the Vikings so feared and successful.</b></li> </ul>	<p><b>Y4: Ancient civilisation – Egypt</b></p> <ul style="list-style-type: none"> <li>• <b>Learn who were a few of the earliest civilisations and what they achieved.</b></li> <li>• Explain who the Egyptians were and locate where they lived in the world.</li> <li>• Learn about the Old Kingdom, significant people and their achievements.</li> <li>• Learn about the Middle Kingdom, significant people and their achievements.</li> <li>• Learn about the New Kingdom, significant people and their achievements.</li> <li>• Learn how and what the Ancient Egyptians wrote.</li> <li>• Explain how the Ancient Egyptians utilised the River Nile.</li> <li>• Learn what the Ancient Egyptians believed in.</li> <li>• <b>Explain what and how we know about Tutankhamun.</b></li> </ul> <p><b>Vocabulary</b> Colossal Stability Society</p>



	<p>Missionary Pagan Reliant Heptarchy Laden Sporadic Vanquish Viewpoint Migration</p> <p><b>Cultural Capital</b> Tullie House – Workshop</p>	<ul style="list-style-type: none"> <li>• Know when the Vikings were most powerful.</li> <li>• Explain what peace was agreed between the Anglo-Saxons and Vikings.</li> <li>• Learn about what happened to the Vikings in England.</li> <li>• Justify why the Normans and Vikings both thought they had the right to the throne of England.</li> </ul> <p><b>Vocabulary</b> Repelled</p>	<p>Civilisation Irrigation Mysteriously Funerary Hieroglyphs Artefact Pillaged Obelisk Pharoah</p> <p><b>Cultural Capital</b> Great North Museum Egyptian expedition in Newcastle</p>
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		<p>Tapestry Confessor Converted Legend Brutality Heathen Chronicle Chieftain Fjord Manuscript Ousted</p> <p><b>Cultural Capital</b> Tullie House: Cumwhitton expedition Local Viking enthusiast visitor</p>	
UKS2 (Y5+6)	<p><b>Y5: Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>• Learn who the Ancient Greeks were and when they ruled.</li> <li>• Explain what beliefs the Ancient Greeks held.</li> <li>• Compare the differences between Athens and Sparta.</li> <li>• Describe what democracy was like in Athens.</li> <li>• Explain why the theatre was important to the Ancient Greeks.</li> <li>• Identify which myths and fables the Ancient Greeks created.</li> <li>• Explain what happened at the Battles of Marathon and Salamis and why they were important.</li> </ul>	<p><b>Y5: Comparison Study – Mayans and Anglo-Saxons</b></p> <ul style="list-style-type: none"> <li>• Locate where the Maya lived.</li> <li>• Sequence the significant events in the Maya's history.</li> <li>• Understand what Maya city-states were like.</li> <li>• Identify Maya inventions.</li> <li>• Learn what happened to the Maya city-states.</li> <li>• Recall knowledge about Anglo-Saxon Britain.</li> </ul>	<p><b>Y6: Local History study – WW2</b></p> <ul style="list-style-type: none"> <li>• Recall the Battle of Britain and World War Two.</li> <li>• Explain why East Anglia was described</li> </ul>



	<ul style="list-style-type: none"> <li>• Understand why the Olympic games were invented by the Ancient Greeks.</li> <li>• Know who Alexander the Great was and why he was so renowned.</li> </ul> <p><b>Vocabulary</b>  Democracy  Honour  Phenomenal  Deteriorated  Armoured  Oppressive  City-state  Tyrant  Sanctuary  Tactical  Valiantly  Unified</p>	<ul style="list-style-type: none"> <li>• Compare and contrast the lives of Maya and Anglo-Saxons in c.AD 900.</li> </ul> <p><b>Vocabulary</b>  Population  Famine  Descendant  Declining  Citizen  Native  Deforestation  Codex  Sacrifice  Astronomy  Warrior  Polytheistic</p>	<p>as mini-America.</p> <ul style="list-style-type: none"> <li>• Locate previous airbase locations in / near our locality (Watch Tree / Spade Adam).</li> <li>• Explain why airbases were important to the war effort.</li> <li>• Understand the effect airbases had on our local area.</li> <li>• Explain how we remember the brave men and women</li> </ul>
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			<p>who defended our country.</p> <p><b>Vocabulary</b> Altitude Boisterous Cemetery Penetrate Strategic Supremacy Airbase Axis Bombardment Incendiary Memorial Segregation</p> <p><b>Cultural Capital</b> Devil's Porridge museum</p>
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CYCLE B - History Progression Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p><b>Y2: Events Beyond Living Memory</b></p> <ul style="list-style-type: none"> <li>• Locate London on a map and learn when the Great Fire of London happened.</li> <li>• Learn how the fire started and explain how it spread so quickly.</li> <li>• Learn about where the fire spread and the order of events.</li> <li>• Explore sources to explain how we know about the Great Fire of London.</li> <li>• Investigate the effects that the fire had on London.</li> </ul> <p><b>Vocabulary</b>                      Bustling                      Raged                      Extinguished                      Merchant                      Engulfed                      Flammable                      Devoured                      Possessions</p>		<p><b>Y2: Significant Historical Events, People and Places in our Locality</b></p> <ul style="list-style-type: none"> <li>• Corby Castle</li> <li>• Viaduct Bridge</li> <li>• Floods</li> </ul> <p><b>Vocabulary</b>                      Chronology                      Survived                      Garment                      Weaver                      Divorced                      Embroidery                      Monarch                      Coat of arms                      Artefact                      Agricultural                      Fanned                      Textile</p> <p><b>Cultural Capital</b>                      Explore local area                      Environment Agency – floods                      Visit Corby Castle</p>		<p><b>Y2: Revisit Events Beyond Living Memory</b></p> <ul style="list-style-type: none"> <li>• Explain what you remember about the Great Fire of London.</li> <li>• Explain what happened during the Great Fire of London.</li> <li>• Explain the effect of the Great Fire of London and how we know about it.</li> </ul>	



	<p>Ineffective Doused</p>		<p><b>Vocabulary</b> Bustling Raged Extinguished Merchant Engulfed Flammable Devoured Possessions Ineffective Doused</p>
<p>LKS2 (Y3+4)</p>	<p><b>Y3: Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>• Identify the three ages of the Stone Age.</li> <li>• Explain what the Palaeolithic times were like and how we know.</li> <li>• Explain what the Mesolithic times and how we know.</li> <li>• Explain what the Neolithic times were like and how we know.</li> <li>• Explain the differences between the Stone Age periods.</li> </ul> <p><b>Vocabulary</b> Ancient Community Dense Extinct Roaming Prehistory Domesticated Arid</p>	<p><b>Y3: Roman Empire and the Impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Explain who the Romans were and locate Italy on a map.</li> <li>• Learn about what it was like to live in Rome.</li> <li>• Recall what it was like for Celtic people to live in the Iron Age.</li> <li>• Know when the Romans invaded Britain.</li> <li>• Explain who resisted the Roman invasion.</li> <li>• Understand and explain the effects the Romans had on Britain and its technology at the time.</li> <li>• Understand and explain the effects the Romans had on Briton’s beliefs at the time.</li> <li>• Summarise the impact of the Roman Empire on Britain.</li> </ul> <p><b>Vocabulary</b> Previously Conquered Rebellion</p>	



	Gatherer Nomad Reared Submerged	Luxurious Culture Settlement Amphitheatre Emperor Aqueducts Invasion Barbarian Forum  <b>Cultural Capital</b> Visit Vindolanda and Roman Army Museum
UKS2 (Y5+6)	<b>Y6: Events Beyond 1066 – Significant Monarchs</b> <ul style="list-style-type: none"> <li>Learn how William I is remembered and explain the legacy he left behind.</li> <li>Learn how Henry VIII is remembered and explain the legacy he left behind.</li> <li>Learn how Elizabeth I is remembered and explain the legacy she left behind.</li> <li>Learn how Charles II is remembered and explain the legacy he left behind.</li> <li>Learn how Queen Victoria is remembered and explain the legacy she left behind.</li> </ul>	<b>Y6: Windrush Generation</b> <ul style="list-style-type: none"> <li>Locate the Caribbean island and learn about its history.</li> <li>Understand how the people of the Caribbean helped Britain in war against Nazi Germany and Hitler.</li> <li>Understand why people migrated from the Caribbean to England in 1948.</li> <li>Explain what life was like for the Windrush pioneers.</li> <li>Learn about Sam King and Norma Best and what they did.</li> <li>Explain how the Windrush migration changed Britain for the better.</li> </ul>
		<b>Y6: The Battle of Britain / Significant Monarchs</b> <ul style="list-style-type: none"> <li>Know why Britain declared war on Germany in 1939.</li> <li>Understand why rationing was introduced.</li> <li>Explain why people were evacuated from cities.</li> <li>Learn about what happened in the Battle of Britain.</li> <li>Learn about how Hitler continued to attack Britain during The Blitz.</li> <li>Explain how conflict changed society in the Second World War.</li> </ul> <b>Vocabulary</b> Ferocious



	<ul style="list-style-type: none"> <li>Decide who was the greatest past monarch and explain why.</li> </ul> <p><b>Vocabulary</b>          Lucrative          Prosperity          Republic          Plundered          Arrogant          Duplicitous          Aristocracy          Monastery          Dissolution          Privateers          Industrialisation          Annulment</p> <p><b>Cultural Capital</b>          Visit Carlisle Castle</p>	<p><b>Vocabulary</b>          Intolerance          Immigrate          Prejudice          Colony          Emigrate          Discrimination          Racism          Segregation          Diversity          Disembarked          Demobilised          Iniquitous</p> <p><b>Cultural Capital</b>          Anti-Racist Cumbria</p>	<p>Infantry          Civilians          Intercept          Radar          Occupation          Anti-Semitic          Lutwaffe          Blitzkreig          Evacuated          Rationing          Blackout</p> <p><b>Cultural Capital</b>          Invite a local citizen / member of our community to a reminisent session          Military museum at Carlisle Castle and          Tullie House</p>
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Statements written in green are desirable statements and therefore may not be covered.

