History:
Progression of Conceptual & Procedural Knowledge, Vocabulary and Concepts

CURRICULUM PILLARS	GLOBAL CITIZENS	CIVILISATIONS & NATIONS	LIFE ON EARTH	CULTURE & COMMUNITY

EYFS			
	Autumn term (Proposed topic: All about me, Where we live)	**Spring term (Proposed topic: Space, Farms)**	**Summer term (Proposed topic: Fairy tales, Exploration)**
Progression of content	Comment on images of familiar situations in the past. Talk about how they have changed from being born until now and draw on own and sibling's experiences. Explore images of familiar situations in the past (e.g homes, schools and transport) Visit a local area that has historical importance (Adlington memorial)	Compare and contrast figures from the past that have shown bravery. (Neil Armstrong, Mae Jemison). Draw on children's own experiences of bravery.	Comparing and contrast figures from stories including figures from the past, from a range of cultures and times in storytelling. Draw on children's own experiences of key themes e.g. kindness, difficult choices. Share images of different situations in the past through stories. Look at situations that are familiar to the children e.g holidays and how they might differ in the past.
	Talk about their own families, commenting and asking questions. Share this through photos, tapestry, visits from relatives where appropriate. Discuss aspects of their own community e.g war memorial, buildings. Share experiences of people who are familiar to them , people they have met in their lifetime e.g. local shop owners, police, lollypop person etc. Share images of situations in the past throughout the year e.g school, toys, family, journeys and comment/ask questions.		
Key Vocabulary	Grow, change, develop, baby, toddler, child, adult, yesterday, last week, last year, in the past, when Mummy/Daddy/Grandparent's/family members were younger, change, new ideas, bravery, challenge, inventions, country, culture, traditions, celebrations, long ago, many years ago, bravery, courage, hero, heroine, photograph, memory, new , old, then, now.		

Year 1 & Year 2			
Cycle A	**Autumn term (Overarching topic: Animal Magic)**	**Spring term (Overarching topic: My Place in the World)**	**Summer term (Overarching topic: Roads & Routes)**
Progression of content	Describe significant people from the past with particular focus on David Attenborough, Charles Darwin & Mary Seacole. Recount changes that have occurred in their own lives including climate change and pollution (Bridging Back Link – EYFS. Antarctica - Explorers)	Use artefacts, pictures, stories, on-line resources and databases to find out about the history of canals in the local area. Recognise that there are reasons why people built canals and what their purpose was.	Observe or handle evidence to ask questions and find answers to questions about the past in Macclesfield and the influence of the silk industry. Show an understanding of the concept of a nation and a nation's history. Show an understanding of concepts such as parliament and democracy with particular focus on Lord Shaftsbury and changes to working conditions in Macclesfield mills
Key Vocabulary	History, significant, timeline, order compare, similar, different, fact, opinion artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, century, decade, living memory, different periods of time	Photographs, pictures, artefacts, stories, resource(s), database, local, transport, canal, barge, lock, towpath, bridge, coal, goods, industry	Local, impact, museum, buildings, factory, mill, industry, worker, nation, working conditions, change, silk, evidence, artefact(s)
Concepts	**Exploration, Diversity, Environment, Sustainability**	**Technological advancement, Pioneer, Change**	**Parliament, democracy, Cultural change, empire, Relationships**

Year 1 & Year 2			
Cycle B	**Autumn term (Overarching topic: Global Explorers)**	**Spring term (Overarching topic: Spotting Spring)**	**Summer term (Overarching topic: Funny Bones)**
Progression of content	• Observe or handle evidence to ask questions and find answers to questions about the past and the history of passports and the first aeroplane flight.	• Place events and artefacts in order on a timeline to understand the history of farming /gardens in the local area/UK.	• Describe significant people from the past and the importance of their discoveries with a focus on UK medical scientists. • Recount changes that have occurred in their own lives
Key Vocabulary	• change in national life, parents, grandparents, great grandparents, lifetimes, way of life home life, transport, passport, aeroplane, national, international, explorer, inventor materials, leisure,	• Event, order, artefact, timeline, local, national, farm, farming, field, crop, land use, method, machine, machinery, design, landscape, information.	• Contribution, national, international, achievements, aspects of life, monarch reign, explorer inventor, discovery, change, impact
Concepts	**Cultural change, Diversity, Pioneer, Connection**	**Technological advancement, Contrasts, Survival**	**Exploration, Pioneer, Change, Contrasts**

Year 3 & Year 4			
Cycle A	**Autumn term (Overarching topic: Flash! Bang!)**	**Spring term (Overarching topic: Shang Dynasty)**	**Summer term (Overarching topic: Rainforests)**
Progression of content	• Explore the development of man-made light sources as a major influence on the changing daily lives of people.	• Identify the different aspects of society within the Shang Dynasty and what has been learnt about the people's daily lives, beliefs and rituals. • Identify the key inventions and innovation of the Shang Dynasty and their influence on the modern world.	• Identify the roles of significant travellers and explorers in developing the wider knowledge of these areas. • Describe the ways that the development of maps influenced perceptions of the world.
Key Vocabulary	Investigate, change, development, source, innovation, invention ,inventor, influence, impact,	Dynasty, society, beliefs, rituals, influence, innovation, research, key facts, rule, settlements. ,Yu the Great, legend, Lady Fu Hao, tomb, source	Map, view, perspective, perception, exploration, explorer, traveller, source, artefact, discovery, global
Concepts	**Technological advancement, Pioneer, Change, Legacy**	**Empire, Diversity, Legacy, Beliefs & Identity**	**Exploration, Diversity, Sustainability, Environment, Survival**

Year 3 & Year 4 History Curriculum			
Cycle B	**Spring term (Overarching topic: Blood, Bones & Body Bits)**	**Autumn term (Overarching topic: Stone Age to Romans)**	**Summer term (Crossing Continents)**
Progression of content	• Examine how the Roman Empire & Iron Age influenced the industrial revolution. • Explore the theme of dentistry through history from early beliefs to scientific understanding.	• Identify and describe the changes in daily like in Britain from the Stone Age to the Iron Age • Explore how information about the past is discovered and deduced through a range of sources and approaches. • Describe the founding and expansion of the Roman Empire. • Identify the impact of Roman occupation and its lasting legacy on Britain.	• Identify changes in the locality of the school. • Identify significant milestones and historical changes in the countries being studied through a contemporary global event (Olympics, World Cup)
Key Vocabulary		Britain, temporary, permanent, Palaeolithic, hunter-gatherers, Mesolithic, Neolithic, early farmers/ farming, deforestation, Skara Brae, Bronze Age, Stonehenge, Iron Age, hill forts, tribal kingdoms, Julius Caesar, Claudius, invasion, conquest, resistance Boudica, Romanisation, hypocaust viaduct /aquaduct, gladiator, coliseum Amphitheatre, Hadrian's wall	
Concepts	**Technological advancement, Pioneer, Change, Legacy,**	**Rebellion, Invasion, Empire, Pioneer, Conflict & Resolution**	**Exploration, Cultural Change, Diversity, Relationships, Connection, Expression**

Year 5 & Year 6			
Cycle A	**Autumn term (Overarching topic: Ancient Greece)**	**Spring term (Overarching topic: Extreme Earth)**	**Summer term (Overarching topic: Conflict & Resolution – World War 11)**
Progression of content	• Identify who were the Ancient Greeks and how we know about their lives and civilisation. • Identify the legacy of Ancient Greek culture in the modern world.	• Identify the ancient civilisations and indigenous peoples of North and South America and their achievements. • Describe the role of individuals in the exploration and our understanding of the diverse physical geography of the world	• Identify the countries involved and the principal of causes and events of WWII. • Explore the impact on WWII on the 'Home Front' through the lens of children's lives and the local area. • Identify aspects of the impact of the conflict on the modern world.
Key Vocabulary	Ancient Greece, western world democracy, philosophy, Olympic Games Athens, Parthenon, Acropolis, legacy, ancient, modern, civilisation, culture, slave, citizen	diversity, facts, opinion, evidence, chronology - constructing a timeline, ordering artefacts, research enquiry, comparison, reliability, continuity significance, discussion, argument, reasoning, frame historically, valid, draw contrasts, analyse trends,	cause and effect, propaganda, bias, society, empire, point of view objectivity, subjectivity, consequences legacy, modern, British values, laws
Concepts	**Cultural Change, Technological advancement, Pioneer, Legacy, Expression**	**Invasion, Rebellion, Exploration, Diversity, Sustainability, Beliefs & Identity, Contrasts, Survival**	**Invasion, Empire, Conflict & Resolution, Legacy, Relationships, Survival**

Year 5 & YEAR 6			
Cycle B	**Autumn term (Overarching topic: Ways of Seeing, Ways of Being)**	**Spring term (Overarching topic: Global Citizens)**	**Summer term (Overarching topic: Building a Nation)**
Progression of content	• Compare and contrast periods studied as contexts and influences for creative individuals, their ideas and work. • Use art, design and literature as sources for historical enquiry	• Identify and explore maps as sources for historical enquiry. • Explore the theme of international relations within British history and how they impact on present day UK.	Part 1 – Romans to Normans • Explore the struggles for power and control in Britain following Roman rule. • Describe the key events that led to the founding as a nation defined as England. Part 2 – Post-war Britain • Describe the re-building and re-designing of Britain and British life following WWII • Explore the rapid changes through the final decades of the twentieth century using primary and secondary sources.
Key Vocabulary	art and culture, primary/ secondary source, forming conclusions, making links. Historical, perspective, judgement, contrasting arguments and interpretations, point of view, objectivity, subjectivity, legacy	Process of change, landscape settlements, empire, diversity, societies, dynasties relationship identity, challenges, influence, reveal technology, climate, travel, road system, trade art and culture overview connections regional, national and international constructed Architecture religion worship sacrifice beliefs temples senate inventions peace power conquer Laws Justice	British values, laws, power, control, rule, founding, nation, primary/secondary source, invasions, expansion, kingdoms, settlements, village life, peasantry hierarchy, laws and justice, withdrawal contexts, cultural, economic, military, political, religious, social history;
Concepts	**Cultural Change, Diversity, Expression, Beliefs & Identity, Contrasts**	**Exploration, Connection, Relationships, Change**	**Invasion, Conflict & Resolution, Survival, Cultural Change, Diversity,**