

## History Vertical Subject Progression

### **Subject intent:**

By the time a Willowbrook pupil leaves our school they will have developed a rich and broad understanding of both British and World History. Within each of these, there is clear progression in pupils' chronological understanding and specific strands outlined in the National Curriculum.

	<u>British History</u>	<u>Subject-specific strands / NC links</u>	<u>World History</u>	<u>Subject-specific strands / NC links</u>
<b><u>EYFS</u></b>	<p><b>Understanding the World</b>  <b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Explain 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.</li> </ul>			
<b><u>Year 1</u></b>	<p><b>Mary Anning (Fossils and dinosaurs)</b>  <b>(Would include a local history focus)</b></p> <p><b>Toys, Technology and Transport</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Mahatma Gandhi</b></p> <p><b>Louis Braille</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
<b><u>Year 2</u></b>	<p><b>Great Fire of London</b></p> <p><b>Victorians</b></p>	<p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><b>Significant women in American History (Amelia Earheart &amp; Rosa Parks)</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>

<p><u>Year 3</u></p>	<p><b>Britain: Stone Age- Iron Age</b></p> <p><b>Roman Britain (Would include a local history aspect)</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>A local history study</p>	<p><b>(Some links to wider Roman empire)</b></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p><u>Year 4</u></p>	<p><b>Anglo Saxons / Vikings</b></p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><b>Ancient Egypt</b></p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p>
<p><u>Year 5</u></p>	<p><b>Tudor Britain</b></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Ancient Greece</b></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p><u>Year 6</u></p>	<p><b>World War 2 (would include a local history aspect)</b></p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Aztecs</b></p>	<p>A non-European society that provides contrasts with British history</p>