

Subject progression: HISTORY

Year & theme	Vocabulary	Objectives Procedural (I can . . .)	Objectives Declarative (I know . . .)
Nursery: Autumn 1	Family, birthday stories past routine celebration	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> • I can describe family routines and those of my friends • I can tell stories about what happened in my own life or in a story using language from the past • I can take part in role play birthday celebrations 	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> • I know that everybody has a birthday and it may not be the same day as mine
Nursery: Autumn 2	Halloween Bonfire Night Remembrance Poppy Day	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I can tell stories about Halloween/Bonfire Night/Remembrance using language from the past • I can sequence Halloween/Bonfire Night/Remembrance routines/events • I can describe how family and friends celebrate events at Halloween/Bonfire Night/Remembrance 	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I know that Halloween, Bonfire Night and Remembrance occur once a year
Nursery: Spring 1	Photos change familiar person jobs	<p style="text-align: center;"><u>Mr Chamberlain</u></p> <ul style="list-style-type: none"> • I can place photos of myself at different ages in order • I can describe some differences between myself and Mr Chamberlain • I can list some of the jobs which Mr Chamberlain does 	<p style="text-align: center;"><u>Mr Chamberlain</u></p> <ul style="list-style-type: none"> • I know that I have changed as I have grown • I know Mr Chamberlain is a familiar person • I know that Mr Chamberlain is the Headteacher of Welholme Academy

Reception: Autumn 1	<p>present family members order sort</p>	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> • I can place family members in age order • I can sort and order information about my own life and my family members into past and present categories • I can sequence illustrations from a story in order • I can find similarities and differences between family members • I can discuss the events that happened in a story using past and present language 	<p style="text-align: center;"><u>All About Me</u></p> <ul style="list-style-type: none"> • I know that birthdays happen once a year and that each year we get older
Reception: Autumn 2	<p>Trawler Images 5th November soldier</p>	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I can explain that Halloween, Bonfire Night and Remembrance happen once a year • I can tell stories about Halloween/Bonfire Night/ Remembrance using language from the past and present • I can look at images of Grimsby Trawlers and begin to discuss their role in Remembrance Day 	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I know the rhyme linked to Bonfire Night "Remember, Remember the 5th November"
Reception: Spring 1	<p>The Queen Queen Elizabeth II Royal Family family tree similarities and differences timeline sequence</p>	<p style="text-align: center;"><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> • I can recognise photographs of The Queen • I can describe some of the jobs which The Queen does • I can create my own family tree and compare it to The Queen's • I can sort information about The Queen into past and present categories • I can begin to explain why The Queen has two birthdays • I can sequence some events from The Queen's life on a simple timeline • I can place photos of The Royal Family in age order • I can find similarities and differences between The Queen's life and my own 	<p style="text-align: center;"><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> • I know that The Queen is a famous person • I know some of the names of the people in The Queen's family • I know that The Queen has two birthdays

<p>Year 1: Autumn 1</p>	<p>Victorian Queen Victoria Prince Albert era dunce's hat chalkboard ink pot cane punishment monarch reign now then</p>	<p><u>Victorian Schools</u></p> <ul style="list-style-type: none"> • I can identify the Victorian era as being in the past • I can identify similarities and differences between Welholme Academy today and as a Victorian school, including the life of pupils • I can identify Victorian features in the school building and local houses • I can use photos to find answers about Victorian classrooms/schools and make comparisons using then and now • I can plot the Victorian era, including the life of Queen Victoria on a simple timeline of periods. • I can answer simple questions about Queen Victoria using paintings and photos 	<p><u>Victorian Schools</u></p> <ul style="list-style-type: none"> • I know that the school building/books/journals/ paintings are sources of information about the past • I know that the school building was built in Victorian times • I know the link between the Victorian era and Queen Victoria • I know that Queen Victoria is a famous person from the past • I know why Queen Victoria was important
<p>Year 1: Autumn 2</p>	<p>Guy Fawkes, Gunpowder Plot WWI</p>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I can sequence Guy Fawkes, WWI and Queen Victoria and in order • I can identify similarities and differences between images of Remembrance Day • I can answer simple questions using Remembrance Day photos • I can discuss what photos tell us about Remembrance Day and how they make us feel. 	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I know that Guy Fawkes is a famous person from the past • I know the link between Guy Fawkes and Bonfire Night • I know the link between WWI and Remembrance

<p>Year 1: Spring 1</p>	<p>legacy flammable eye-witness bakery Monument Pudding Lane Samuel Pepys Sir Christopher Wren architect diary</p>	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> • I can sequence The Great Fire of London and other eras/events studied on a timeline • I can find similarities and differences between modern day London and London in 1666, including bakeries • I can ask and answer questions about how and why the fire started • I can explain some reasons why the fire spread • I can identify fire-fighting equipment from 1666 and suggest how it was used • I can place the main events of the Great Fire in order 	<p><u>The Great Fire of London</u></p> <ul style="list-style-type: none"> • I know that The Great Fire of London is an event which remembers the past • I know that the Great Fire of London occurred in 1666 • I know that the Great Fire of London started in a bakery in Pudding Lane • I know that fire-fighting equipment was different in 1666 • I know that Samuel Pepys wrote a diary in code which tells us about the fire • I know that Sir Christopher Wren was an architect who re-built London following the fire • I know that the Monument to the Great Fire helps us to remember about the fire
<p>Year 2: Autumn 1</p>	<p>Recently before after chronological artefact object date of birth pier promenade bathing machine seaside Punch and Judy entertainment heroine medal bravery lifeboat lighthouse shipwreck survivors</p>	<p><u>Victorian Cleethorpes</u></p> <ul style="list-style-type: none"> • I can recount changes in my own life on a personal timeline • I can write my date of birth • I can identify similarities and differences between Victorian Cleethorpes and a modern visit to Cleethorpes • I can annotate a Victorian photo of Cleethorpes beach to tell other people about life from the past • I can explain why Grace Darling is a famous Victorian • I can use evidence to explain Grace Darling's actions that show women can be heroines • I can recount the events of the lifeboat rescue in chronological order 	<p><u>Victorian Cleethorpes</u></p> <ul style="list-style-type: none"> • I know some of the buildings in Cleethorpes were built in Victorian times and these • I know why Victorian people went on seaside holidays • I know that Cleethorpes Beach was a Victorian holiday destination • I know that Grace Darling was rewarded for her bravery with a medal

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2: Autumn 2</p>	<p>Recount recently before after religious beliefs Catholics King James I Labelled diagram Consequences Houses of Parliament</p>	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I can use the terms "recently", "before", "after" to describe when The Gunpowder Plot happened • I can ask and answer questions about The Gunpowder Plot • I can recount and describe the main events of the Gunpowder Plot • I can make some observations about religious beliefs within society which resulted in The Gunpowder Plot • I can sequence events of The Gunpowder Plot in chronological order • I can draw a labelled diagram about The Gunpowder Plot 	<p style="text-align: center;"><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I know why Guy Fawkes became involved in the Gunpowder Plot • I know that Guy Fawkes is still remembered at Bonfire Night as a result of his actions
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2: Spring 1</p>	<p>Florence Nightingale Mary Seacole Crimean War hygienic improved conditions legacy evidence comparison</p>	<p style="text-align: center;"><u>Florence Nightingale/Mary Seacole</u></p> <ul style="list-style-type: none"> • I can compare modern hospitals with hospitals in the past • I can explain why Florence Nightingale and Mary Seacole are famous • I can use evidence to explain Florence Nightingale/Mary Seacole's actions that show women can be heroines • I can find similarities and differences between the lives of Florence Nightingale and Mary Seacole • I can begin to understand that the lives of black people in the past have not always been reported accurately if at all • I can place Florence Nightingale/Mary Seacole on a timeline of people I have studied previously 	<p style="text-align: center;"><u>Florence Nightingale/Mary Seacole</u></p> <ul style="list-style-type: none"> • I know that Florence Nightingale and Mary Seacole were nurses who helped soldiers during The Crimean War • I know that Florence Nightingale is more widely remembered than Mary Seacole • I know that Florence Nightingale was rewarded for her bravery with a medal • I know that the statue of Florence Nightingale shows that the past can be represented in different ways • I know that Florence Nightingale is still remembered as a result of her actions • I know that there are better conditions in hospitals today because of the actions of Florence Nightingale/Mary Seacole

<p>Year 3: Autumn 1</p>	<p>BC AD century decade fishing industry heritage trawler trawlerman vessels fleet skipper rigging captain deckhand docks harbour Dock Tower Cod War economic activity pastimes hierarchy superstitions</p>	<p><u>Grimsby's Fishing Heritage</u></p> <ul style="list-style-type: none"> • I can use some key historical vocabulary such as century, decade, BC, AD • I can ask questions about the different jobs/roles on board a trawler • I can suggest sources to use to answer questions • I can make links between the fishing industry in the past and in the present day • I can give reasons for the decline of the fishing industry • I can identify pastimes for a trawlerman 	<p><u>Grimsby's Fishing Heritage</u></p> <ul style="list-style-type: none"> • I know the century and decade Grimsby Dock Tower was built • I know that Grimsby Docks and the Dock Tower have changed over time • I know that the decline of the fishing industry has impacted upon the lives of people • I know some ways examples of what life was like for a trawlerman
<p>Year 3: Autumn 2</p>	<p>evidence British culture</p>	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I can identify the century that Guy Fawkes attempted to blow up the Houses of Parliament • I can discuss whether Britain should still use fireworks to celebrate Bonfire Night • I can use evidence from images, photos, paintings and the internet to inform artwork of a WWI soldier in action • I can record the birth of Christ on the class timeline 	<p><u>Let's Celebrate!</u></p> <ul style="list-style-type: none"> • I know why Bonfire Night is celebrated in Britain in the present day and not the wider world • I know that the Remembrance service is part of our culture in Britain • I know that Jesus Christ is a significant historical figure

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3: Spring 1</p>	<p>Tudor Henry VIII William Shakespeare Sir Walter Raleigh medieval Reformation devout heir military rebellion expedition</p>	<p style="text-align: center;"><u>Tudors</u></p> <ul style="list-style-type: none"> • I can identify and label some key dates that relate to the Tudors on a class and an individual timeline. • I can use a range of sources to answer my own questions about Tudor pastimes • I can compare and contrast the Tudor pastimes with present pastimes • I can create a Tudor family tree making links between the Kings and Queens • I can place the Tudor monarchs in the correct order • I can describe some of the challenges that the Tudor monarchs faced • I can contribute to a debate about Henry VIII's desire to have a male heir • I can present information about some Tudor monarchs • I can compare and contrast the reigns of some Tudor monarchs 	<p style="text-align: center;"><u>Tudors</u></p> <ul style="list-style-type: none"> • I know that Henry VIII, William Shakespeare and Sir Walter Raleigh are all significant Tudor figures • I know the names of some Tudor monarchs • I know that Henry VIII had six wives • I know the names of Henry VIII's six wives and their order • I know the rhyme about Henry VIII's wives
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4: Autumn 1</p>	<p>Viking Thor Odin Gods Scandinavian raid accounts reputation volatile ruthless descendent navigation navigators Havelok Grim longship legends conquest primary sources of evidence secondary sources of evidence</p>	<p style="text-align: center;"><u>The Vikings</u></p> <ul style="list-style-type: none"> • I can place some key dates of Viking invasions on a timeline • I can use primary and secondary sources and explain the difference between the two • I can explain some ways in which Vikings were clever sailors and navigators • I can make basic links between the Viking period and the present • I can name Thor and Odin as Viking Gods • I can discuss why people prayed to Viking Gods 	<p style="text-align: center;"><u>The Vikings</u></p> <ul style="list-style-type: none"> • I know the century that Vikings invaded • I know where the Vikings came from • I know that Havelok and Grim are famous Vikings • I know the story of Havelok the Dane and can make links with the local area • I know that Vikings travelled in a longship • I know the Vikings used the sun to aid navigation • I know that some local place names have a Viking origin • I know that Vikings believed in Gods

17th Century
significant
treason
conspirators
persecuted
government
Armistice
Memorial
gates
Cultural acts

Let's Celebrate!

- I can use the term 17th Century to describe when The Gunpowder Plot occurred
- I can offer some explanation to support my view about whether Guy Fawkes was a hero or a villain
- I can suggest primary or secondary sources to research The Gunpowder Plot
- I can add Armistice onto a timeline
- I can the significance of celebrating Remembrance each year
- I can give examples of some other acts of culture in Britain

Let's Celebrate!

- I know that Bonfire Night is a significant event in our country's past
- I know how the actions of Guy Fawkes influence life today in Britain
- I know the link between Armistice and Remembrance
- I know where the Cleethorpes Memorial Gate is located and how it is used to represent Remembrance

Egyptian influential
 archaeologist
 temple
 engineering
 afterlife
 preserved
 mummification
 embalmed
 embalming
 Canopic jars
 sarcophagus
 Pharaohs
 pyramids
 Cleopatra
 Tutankhamun
 Howard Carter
 River Nile
 Ra
 Osiris
 irrigation
 fertile
 achievements
 agriculture
 rituals
 eternity
 immortality
 ancient
 empire
 slavery

The Egyptians

- I can identify and label some key dates that relate to the Egyptians on a class and an individual timeline
- I can offer varied reasons about why the Egyptians lived near the River Nile
- I can contrast the lives of the rich and the poor in the Egyptian period
- I can make links between the Egyptian period and the present, identifying things we have inherited from the Egyptians and use in the present
- I can name and identify some of the Gods the Egyptians prayed to
- I can explain what mummification is and how it links to embalming
- I can explain why people believed in the afterlife and how they prepared for it

The Egyptians

- I know that Cleopatra and Tutankhamun were key historical figures of the Ancient Egyptian period
- I know that Howard Carter's recent archaeological discoveries have given us information about The Egyptian period
- I know what an archaeologist does and how this informs us about the past
- I know that the River Nile was an important location to the Egyptians
- I know that the pyramids are a continuous source of historical information
- I know that the poor were slaves during Egyptian times and had very few rights, if any
- I know that there were a variety of Gods which the Egyptians prayed to
- I know that there was a hierarchy between the rich and poor in society
- I know what a Pharaoh is and why they were buried in pyramids

Romans
Millennium
"C"
Roman soldier
Celtic warriors
Emperor
expansion
Roman empire
turmoil
territory
economy
exporting
importing
prosperous
mosaics
Boudicca
Civilisation
Invasion
hierarchy

The Romans

- I can use the term Millennium
- I can place time periods in chronological order
- I can make some suggestions about why the Romans didn't come to Grimsby
- I can pose some questions to research relating to life in Roman Britain
- I can research some of the major changes in Roman Britain
- I can find similarities and differences between Roman soldiers and Celtic warriors
- I can present some reasons for the expansion of the Roman Empire and its subsequent collapse

The Romans

- I know that "C" represents Century
- I know that Julius Caesar was a Roman Emperor who invaded Britain
- I know where the Romans came from and where they settled
- I know some reasons why the Romans settled in Britain
- I know that historical questions can lead to more than one answer
- I know that mosaics are an indication of Roman settlement
- I know that there was a hierarchy of people within Roman civilisations
- I know that the Roman empire expanded and then collapsed
- I know that the people who lived in Britain at the time of the Roman invasion were known as Celts
- I know Queen Boudicca was a famous Celt who showed bravery against the Romans

conflicting
evidence
persuaded
political
justified
trenches
cenotaph

Let's Celebrate!

- I can identify the decade that Guy Fawkes attempted to blow up the Houses of Parliament and which period of history it falls within
- I can give clear reasons why there may be conflicting evidence about the actions of Guy Fawkes
- I can discuss whether-or -not Guy Fawkes successfully persuaded people in Britain of his political cause
- I can discuss and record my thoughts about whether Guy Fawkes' punishment was fair or justified
- I can order some key events that took place between the start and end of WW1

Let's Celebrate!

- I know the name of a local WWI soldier and can discuss his life in the trenches
- I know where the Grimsby Cenotaph is located and how it is used to represent Remembrance

Titanic
iceberg
voyage
unsinkable
steward
distress
testimony
capacity
impact
wireless
Marconi
navigate
transmission
communicate
social class
social attitudes
construction
Carpathia
engineering

The Titanic and Marconi

- I can identify some significant dates from the construction, launch and sinking of the Titanic and order on a timeline
- I can identify some of the problems which the Titanic encountered over a 24 hour period and choose the best way to place it on a timeline
- I can explain how and why sources of evidence about The Titanic differ from sources available to research the Romans
- I can research the construction of the ship using reliable sources
- I can explain what effect social attitudes, wealth and influence had on the consequences of the disaster and people's levels of safety
- I can discuss the impact of Marconi's invention on modern shipping
- I can participate in a debate about the different roles of people on board The Titanic and the Carpathia and how their responsibilities could have led to the sinking of the ship.

The Titanic and Marconi

- I know that the Titanic was referred to as "The Unsinkable Titanic"
- I know that there were a number of problems after the Titanic hit the iceberg which resulted in it sinking
- I know that there are both primary and secondary sources of information available about The Titanic
- I know that there were different decks for the social classes
- I know that there are different accounts of what happened to cause the Titanic to sink
- I know that safety changes regarding the number of lifeboats required on board modern cruise ships happened as a direct result of the sinking of the Titanic
- I know that Marconi is a significant historical figure

20th Century
WWII
Home Front
propaganda
butterfly
bombs
Holocaust
Blitz
influences
evacuated
evacuation
legacy
declaration
NHS
atomic
rationing

WWII with reference to Grimsby

- I can place some key dates of 20th century conflicts on a timeline, including WWII.
- I can explain some of the changes that took place on the Home Front during WWII, including evacuation
- I can find some examples of propaganda
- I can present my conclusions in a personal way about how or why artefacts from WWII were used
- I can identify and use different sources of information to gather evidence about the use of Butterfly bombs in Grimsby
- I can select the most appropriate source of evidence to research the Blitz in Grimsby
- I can explain why religion (Jews and Holocaust) was significant during WWII
- I can explain how the role of women changed during war time, suggesting my own reasons for these changes and backing it up with reliable evidence.
- I can present information about Churchill or Hitler to inform others

WWII with reference to Grimsby

- I know one key event from the 20th Century
- I know about the Home Front
- I know why people were evacuated during WWII
- I know that WWII impacted upon everyday life
- I know what propaganda is
- I know how and when WWII began
- I know that changes during and after WWII has impacted upon our lives today, including the NHS
- I know that Grimsby Docks was a bold symbol during WWII
- I know Winston Churchill and Adolf Hitler are significant people in WWII

Terrorist
activist
National
Archives
opinions
conclusion
controversial
figures
diversity
war graves
Christmas
Truce

Let's Celebrate!

- I can identify which period of history Bonfire Night falls within and place on the class timeline
- I can state my opinions about whether Guy Fawkes was a terrorist or an activist using evidence from the National Archives to back up my conclusion
- I can decide whether other controversial figures and events are classed as terrorist or activist actions
- I can explain the difference between a terrorist and activist, selecting key events and people to represent examples of each and present information to inform others

Let's Celebrate!

- I know about some other controversial figures and events
- I know the link between WWI and how it relates to the start of WWII
- I know how Remembrance is part of our British cultural diversity involving many regiments and services across the world
- I know where the local war graves are located and how these are used to represent Remembrance
- I know about the Christmas Truce and can make the link to previous work on WWII and Remembrance

Ancient
Greece
civilisations
literature
architecture
democracy
citizens
democratic
philosophy
myths
conquest
Empire
Alexander the
Great
characteristic
features
inherited

The Ancient Greeks

- I can label a timeline with some key events from the Ancient Greeks
- I can create a timeline that explains how democracy has been used over the course of history
- I can discuss Ancient Greek democracy with reference to the role of women, children and slaves
- I can compare and contrast Ancient Greek religion with Ancient Roman religion
- I can name some of the Olympians
- I can find examples of how Greek architecture has influenced modern buildings
- I can use a wide range of evidence to support my opinion about the success of Alexander The Great
- I can explain how women have been treated since the Greek era through to the present day

The Ancient Greeks

- I know that there are different types of Ancient Greek architecture
- I know that Alexander the Great was a famous figure from Ancient Greece
- I know some of the Ancient Greek myths and legends
- I know who eventually conquered the Ancient Greeks
- I know how the Ancient Greek legacy has influenced modern life