



# Twineham CofE School

*Nurture Togetherness Resilience Creativity*



## History Progression & Sticky knowledge

*History is the story of the past which helps us understand how we got where we are, and why we live the way we do.*

### Golden Threads:

1. Chronology
2. Similarities and differences
3. Historical figures

## *Twineham CofE School – History Sticky Knowledge*

### Buttercups – Reception

	<b>Autumn – Good to be me</b>	<b>Spring- What’s in our World?</b>	<b>Summer- How do we look after living things?</b>
Chronology	Talk about their own lives and the lives of the people around them and their roles in society.	Talk about their own lives and the lives of the people around them and their roles in society.	Talk about their own lives and the lives of the people around them and their roles in society.
Similarities & differences	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
Historical figures	Understand through settings, characters and events encountered in books read in class and storytelling.	Understand through settings, characters and events encountered in books read in class and storytelling.  Shackleton	

## Twineham CofE School – History Sticky Knowledge

### Poppy - Year 1/2

	Cycle A			Cycle B		
	What makes a hero?	Do we value what we've got?	What is it like to be king of the castle?	Where does our food come from?	What is play?	How has London changed?
Chronology	Children will: Order key events from the lives of significant people on a timeline.		Children will: Be able to read dates from the past accurately (e.g. 1553 AD or 300 BC)  Know what AD/BC/BCE/CE mean.		Children will: Sequence pictures from different time periods by referring to their dates.  Understand past, present, future, traditional and modern.	
Similarities & differences	Children will: Compare what life was like when the 'heroes' lived to now.		Children will: Compare a dictatorship and a democracy and understand the impact that these leadership structures have.  Understand the terms, King, Queen, royalty, prime minister and president.		Children will: Verbalise a similarity and a difference about toys within their families' living memory.  Explore real artefacts, make connections between them and be able to ask questions.	
Historical figures	Rosa Parks Dame Vera Lynn Mary Anning Marie Curie Stephen Hawkings Everyday heroes (doctors, teachers, police)	Greta Thumberg David Attenborough	Henry VIII King Charles I and II Elizabeth I Queen Victoria Elizabeth II King Charles III		Edwin Binney Walt Disney	

## **Twineham CofE School – History Sticky Knowledge**

### **Willow – Year 3/4**

	Cycle A			Cycle B		
	How did the Stone Age influence modern Britain?	Near & Far: is everywhere the same?	What did the Romans ever do for us?	What is worth fighting for?	How can we respect our planet?	Can you walk like an Egyptian?
Chronology	Children will: Identify significant dates and events within British history (Palaeolithic, Mesolithic and Neolithic)		Children will: Identify key dates within the Roman Empire	Children will: Identify key dates during World War 2  Explain cause and impact of significant events (1939-1945)		Children will: Identify significant dates in Ancient Egypt
Similarities & differences	Children will: Compare what life was like in the Stone Age and how key events such as farming has impacted the world we live in today.	Children will: Explore Twineham in the past, what has changed, what is still the same?	Children will: Explore religious beliefs, settlements and society and compare with the Romanisation of Britain.  Identify features of modern Britain that were introduced by the Romans.	Children will: Identify trends in history and compare what life was like in the 1940's.		Children will: Explore religious beliefs, rituals and society and compare with the modern world.  Identify aspects of Ancient Egypt that are used in the modern world (irrigation, a writing system).
Historical figures			Julius Caesar Boudicca	Winston Churchill Adolf Hitler		Tutankhamen Cleopatra Howard Carter

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### Oakwood – Year 5/6

	Cycle A			Cycle B		
	Where do we come from? Who are we? (Saxons & Normans)	What are rights? What are responsibilities? (USA)	Is exploration always good? (Mayans)	What is friendship? (Japan)	What is democracy? (Ancient Greece)	Why do people take risks? (Mountains & Space)
Chronology	Children will: Identify when, why where Anglo-Saxons/Vikings came from and settled ended with 1066		Children will: To know how the Mayan civilisation changed over time.  To know where and when the remain of the Mayan ruins were discovered.		Children will: When and where/who were the Ancient Greeks.	Children will: When did Space Exploration begin.
Similarities and differences	Children will: Explore religious beliefs, settlements and compare with other studied peoples e.g. Stone Age farming and Romans Civilisation features		Children will: Know how Mayan society was structured  Identify some of the major achievements of the Mayans including the development of the writing and number system and calendars.  To know that the Maya did not disappear completely and that Mayan people still live in the area today.		Children will: Explore city states/differences/gender inequality and legacy – arts, democracy, Maths Effect, myths, gods and goddesses on previously studied Roman Empire  The start of the Olympics and how it compares of modern Olympics	
Historical Figures	Bede and key monarchs up to William of Normandy		K'inich Janaab Pakal (Pakal the Great)		Alexander the Great	Neil Armstrong Buzz Aldrin Valentina Tereshkova

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