

Whole School Progression in Knowledge: EYFS

Focus	Super me – Family history Our Wonderful Word – Cheltenham and London (Royal Family) Rulers & leaders					
Topic						
Enquiry Question						
Context						
National Curriculum						
Substantive Concepts						
Values (CST and British)						

Whole School Progression in Knowledge

Year 1		Autumn	Spring	Summer
	Topic	Toys	Mary Seacole	The Great Fire of London
	Enquiry Question	Are toys today better than those from the past?	Why should we remember Mary Seacole?	Why did the Great Fire of London destroy so much of the city?
	Context	The children will use words and phrases about the passing of time, recognise characteristics of toys from the past, ask and answer questions about toys from the past, use a range of sources to find out about toys in the past, identify similarities and differences about toys and communicate what they know about old and new toys through play and communicating.	The children will explore the life of a significant individual understanding her role as a British nurse and the challenges she faced, including her work during the Crimean War and why she isn't remembered like Florence Nightingale. They will create a timeline of Mary Seacole's life including her significant achievements. They can explore why she was known as 'Mother Mary'.	The children will learn about the causes of the Great Fire of London and explore the primary source of Samuel Peeps' diary. The children will consider the parts people in power played during the fire.
	National Curriculum	Changes within living memory.	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally.
	Substantive Concepts	Inventions and Legacy Community and Culture	Inventions and Legacy Community and Culture	Rulers and Leaders Community and Culture
	Values (CST and British)	Taking Part Working together as a team Respect	Put others before yourself Care of the poor and helpless Consider the needs of everyone Tolerance Respect Liberty	Human life is precious Rights and responsibilities Working together as a team Respect Rule of Law

Year 2		Autumn	Spring	Summer
	Topic	Apollo 11	Edward Wilson	Castles
	Enquiry Question	Who contributed to the Apollo 11 space mission?	Why is our local museum named after Edward Wilson?	Would I be safe in a castle?
	Context	The children will explore the lives of the significant individuals Neil Armstrong (astronaut) and Katherine Johnson (mathematician) and the parts they played contributing to the success of the Apollo 11 mission. They will sequence the events chronologically on a timeline.	The children will use artefacts and a range of sources to research the significant person Edward Wilson and his connection to our locality Cheltenham. They will discover that The Wilson Museum is named after him and that his artwork and artefacts from his expeditions are displayed there. The children will be able to visit the Wilson Museum and the statue of him on The Promenade.	The children will identify and explore the features of a castle. They will recognise similarities and differences between castles and collect information about the past using a range of sources. The children will discuss who lived there and why. There is the possibility of a trip to Berkeley Castle.
	National Curriculum	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality.	Changes within living memory. Significant historical events, people and places.
	Substantive Concepts	Inventions and Legacy	Inventions and Legacy Community and Culture	Invasion and Settlement Rulers and Leaders
	Values (CST and British)	Working together as a team Respect Liberty	Human life is precious Taking part Working together as a team Liberty Respect Tolerance	Rights and responsibilities Democracy Rule of Law

Year 3		Autumn	Spring	Summer
	Topic	Stone Age	Cheltenham	World War 2
	Enquiry Question	Is life better now or in the Stone Age?	What was here before St Gregory's School?	What was it like to be a child in World War 2?
	Context	The children will look at changes in Britain from the Stone Age through to the Iron Age. They will demonstrate an understanding of a prehistoric timeline from the Stone Age to the Iron Age. They will be taught about changes in farming, hunter-gatherers and protecting land. They will compare life between different periods and life today.	The children will investigate the origin of our school considering when it was built and what was there before. They will focus on the railway using a range of sources to support and explain. They will visit The Honeybourne Line and the Eco Hub wall considering what used to be there.	The children will focus on life as a child during the second world war. They will locate World War 2 in the context of the history of Britain. They will be able to name the main Allied and Axis countries with a brief understanding of the causes of the war. Children will construct informed responses about the effect of WW2 had on children across Britain (evacuation, role of women etc.).
	National Curriculum	Changes in Britain from the Stone Age to the Iron Age (hunter-gatherers, early farmers and hill forts).	Local history study.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
	Substantive Concepts	Invasion and Settlement Inventions and Legacy	Community and Culture	Invasion and Settlement Inventions and Legacy
	Values (CST and British)	Human life is precious Working together as a team Taking part Respect Tolerance Liberty	Taking part Working together as a team Care and protection of God's creation Respect Tolerance	Human life is precious Consider the needs of everyone Rights and responsibilities Put others before yourself Respect Tolerance Liberty

Year 4		Autumn	Spring	Summer
	Topic	Egyptians	Romans	Romanisation of Britain
	Enquiry Question	Why did the Egyptians mummify the dead?	What was the Roman Empire and how did it become so powerful?	How did the Roman Empire change Britain?
	Context	The children will explore the reasons why the Egyptians mummified the dead. They will make connections with wealth and leaders along with religious beliefs. They will research the mummification process and the importance of the pyramids.	The children will identify how Rome was founded and link to the myth of Romulus and Remus. They will consider the chronological sequence of invasions comparing the Roman General Julius Caesar and Emperor Claudius' reasons for invading. They will use a range of sources to consider the army and why they were so powerful.	The children will consider the legacies left by the Romans and the impact they had on Britain. They will identify the features of Roman towns and make connections with towns local to us. They will consider the beliefs that impact us today.
	National Curriculum	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.	The Roman Empire and its impact on Britain.	The Roman Empire and its impact on Britain.
	Substantive Concepts	Rulers and Leaders Community and Culture	Rulers and Leaders Invasion and Settlement	Inventions and Legacy
	Values (CST and British)	Consider the needs of everyone Human life is precious Rule of Law Democracy Respect	Working together as a team Rights and responsibilities Rule of Law Democracy Respect	Care and protection of God's creation Taking part Working together as a team Respect Tolerance Liberty

Year 5		Autumn	Spring	Summer
	Topic	Greeks	Anglo-Saxons	Vikings
	Enquiry Question	What did the Ancient Greeks ever do for us?	Who was Alfred the Great and does he deserve his title?	Raiders, traders or settlers?
	Context	The children will focus on the government systems, democracy, culture and art and science and technology.	The children will research who Alfred the Great was and his significance to the Anglo-Saxons. They will look at the invasions the Anglo-Saxons were part of and how eventually Alfred the Great made peace with the Vikings.	The children will compare and contrast Anglo-Saxons with the Vikings. They will explore why they invaded and struggled to rule the kingdom of England. They will reason, interpret and justify whether the Vikings were raiders or traders.
	National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
	Substantive Concepts	Inventions and Legacy Community and Culture	Rulers and Leaders Invasion and Settlement	Invasion and Settlement Community and Culture
	Values (CST and British)	Rights and responsibilities Working together as a team Taking part Respect Tolerance Liberty	Rights and Responsibilities Consider the needs of everyone Working together as a team Rule of Law Democracy Respect	Working together as a team Rights and responsibilities Democracy Respect Liberty

Year 6		Autumn	Spring	Summer
	Topic	Cheltenham	The Maya	Crime and Punishment
	Enquiry Question	How did the discovery of Spa water change Cheltenham?	Should we remember the Maya?	Did the punishment fit the crime?
	Context	The children will research why Cheltenham is a spa town and the origin of its name. They will study a range of sources and compare photos of Cheltenham high street in the past to now. They will consider whether Cheltenham still meets the needs of the community and whether it should still have the name of a 'spa town'.	The children will demonstrate an understanding of Mayan society, 900AD and how it contrasts with British history. They will study the Mayan civilization and how it died out.	The children will go on a journey through British history discovering how crime and punishment has changed through the ages. They will begin with the Romans travelling through to the present day. They will consider why criminals were treated differently in each time period.
	National Curriculum	Local history study.	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – changes in an aspect of social history from the Anglo-Saxons to the present.
	Substantive Concepts	Inventions and Legacy Community and Culture	Inventions and Legacy Community and Culture	Rulers and Leaders Community and Culture
	Values (CST and British)	Care and protection of God's creation Consider the needs of everyone Taking part Liberty Respect	Care and protection of God's creation Human life is precious Respect Tolerance Liberty	Rights and responsibilities Human life is precious Rule of Law Democracy