History Progression & Embedded Knowledge

Disciplinary Concepts	Change and continuity Cause and consequence Similarities & difference Significance	Chronological knowledge & understanding	Historical terms & vocabulary	Historical enquiry Using evidence Communicating ideas	Interpretations of History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**My History** **Black History - Nina Simone**	**Changes I See**	**Changes I See**	**Lives of Significant People (Royal Family)**	**Changes I See**	**My History**
Vocabulary	*Baby change birthday numbers 1-4 family mum dad brother sister same different Nina Simone music*	*Weather change cold warm rain sun cloud wind Autumn*	*Talk change weather Winter snow ice cold rain*	*King queen picture crown castle story act Charles royal*	*Seed grow order change duck life weather summer hot sun rainbow rain*	*Change 1,2,3,4,5 talk height good skills learn look back themself*
Embedded knowledge	To explore what a baby looks like/can do. To explain how they have changed since birth. (When I was a baby…) To know what a birthday is and how old they are and how old they will be next. To know who is in their immediate family. To compare what is the same/different with their family and others.	To talk about the changes they have seen in the weather and their surroundings through Autumn.	To talk about the changes they have seen in the weather and their surroundings from Autumn to Winter.	To use pictures to name items that a king or queen might have. To use role play and small world to act out the roles and stories of kings and queens. To know that we have a king called Charles.	To sequence pictures of the seeds growth in chronological order. To explain the changes seen when growing a seed. To sequence pictures of the life cycle of a plant in chronological order. To sequence pictures of the life cycle of a duck in chronological order. To talk about the changes they have seen in the	To look back at their year in nursery and talk about changes in themselves. (age, height, skills & abilities etc)

	To know who Nina Simone was and explore some of her music.				weather and their surroundings from Winter to Summer.	
Reception	**My History** **Black History Month - Ella Fitzgerald and Louis Armstrong**	**Local History**	**Changes I See**	**Lives of Significant People (Royal Family)**	**Changes I See**	**Changes within living memory**
Vocabulary	*past, before, now, age, grow, birth, young/younger, same different, change, baby, child, adult, elderly, yesterday, last week, last year, many years ago, old/older, Ella Fitzgerald/Louis Armstrong*	*Royton, change, past, now, before, same, different, town hall, library*	*season, summer, winter, autumn, spring, change, same, different, weather, past, environment*	*king/queen/royal family, prince/princess, King Charles III, throne, Buckingham Palace United Kingdom serve/help job important*	*grow/growing, life cycle. change, before, now, after seed, root, shoot, sunflower, plant, caterpillar/butterfly/moth*	*before, now, same, different, past, change*

Embedded knowledge	To understand the term 'past' and this can be recent or a long time ago. To begin to make sense of their own life story - recalling events such as; last birthday, family events such as holidays etc. To discuss members of their immediate family with simple detail, i.e; name, age, hair colour, jobs etc To explain how they have changed since birth and since starting nursery. To articulate their future aspirations and occupations. To know who Ella Fitzgerald/Louis Armstrong were and explore some of their music.	To name some familiar places in Royton. To explore what Royton looked like over time. To discuss the changes we can see to local buildings.	(Forest School) To name the 4 seasons. To recount seasonal changes observed so far.	To know what a king and queen are and that we currently have a king called King Charles III. To name some other members of the royal family. To explore what King Charles does for our country and find out about key events over his lifetime. To know we have a national anthem and that this song has been used for many years.	To sequence pictures of the sunflower plant's growth in chronological order. To explain the changes seen when growing a sunflower. To sequence pictures of the life cycle of a butterfly & moth in chronological order. To explain the changes seen from caterpillar to butterfly/moth.	To talk about the differences of vehicles from today with vehicles in the past.
Key Stage 1 Cycle A	**Black History Month** Dr Martin Luther King Jr.	**Captain Scott**	**The Bubonic Plague**	**The Great Fire of London**		
Vocabulary	***Martin Luther King Jr.*** ***Civil Rights*** ***Discrimination*** *Activist* *Achievement*	***Past*** ***Present*** ***Timeline*** *Events* ***Expedition*** ***Explorer*** *Historian*	*Significance* ***Disease*** *Settlement* *Trade* *Migration* ***Beyond living memory*** ***Artefacts***	*Significant* ***London*** ***Artefacts*** ***Samuel Pepys*** ***King Charles II*** ***Sir Christopher Wren*** ***Thomas Farriner***		

		Research *Artefact* *Enquiry*	*Enquiry* ***Prevent*** ***Cure*** ***London*** ***Eyam*** *Spread* ***Symptoms***	*Authority* *Settlement* *Evidence* *Impact* *Consequence*		
Embedded knowledge	To order key events in the life of Dr. Martin Luther King Jr. To understand the importance of Martin Luther King's dream and how it can inspire us for the future.	To make predictions about an important person from the past using photos and artefacts as clues. To make predictions about an important person within living memory using photos and artefacts as clues. To know who Captain Scott was and why he was important. To know when Captain Scott lived and know what he achieved. To know who Felicity Aston is and why she is important. To compare Antarctic expeditions from within and beyond living memory.	To make predictions about an important event beyond living memory using photos and artefacts as clues. To explain what the plague was and understand how it spread. To understand how the plague spread. To make comparisons between the bubonic plague and coronavirus. To compare events in London and Eyam. To understand how people thought the plague was prevented and cured.	To make predictions about an important event from beyond living memory using photos and artefacts as clues. To know when and how the fire started and how the fire spread so quickly. To explain how the fire was controlled. To understand the impact the great fire had on modern living. To know about different sources of evidence. To know who Sir Christopher Wren was and why he was important. To know who Samuel Pepys was and why he was important.		

Key Stage 1 Cycle B	**Black History Month-** Dr Maggie Alderin-Pocock	**Local History** **Changes in technology within living memory** Changes in technology What Oldham was like 100 years ago	**Magnificent Monarchs** **Queen Elizabeth II (compare with Queen Elizabeth I)**			
Vocabulary	*Research* *Enquiry* *Historian* *Compare* ***Evidence*** ***Artefact*** ***Trade*** ***Workers*** ***Factory*** ***Mill*** *Owner* ***Dr Maggie Alderin-Pocock*** *space* ***scientist*** *discrimination* *Black History Month* ***significant*** *NASA*	*Technology* ***Past*** ***Present*** ***Future*** ***Old*** ***Modern*** *changes* *common* *purpose* *compare* *contrast* *similarities* *differences*	***Monarch*** ***Queen*** ***King*** *Prince* *Princess* *Palace* *Royal Family* *throne* *castle* ***jubilee*** ***timeline*** ***coronation*** *roles* *responsibilities* ***line of succession***			
Embedded knowledge	To find out about an important person from the past using photos and artefacts as clues. To know who Dr Maggie Alderin-Pocock is. To know that she is a space scientist.	To know who John Platt was and what he achieved. To use sources of evidence to compare Oldham now and then. To know what mills are and why they were important 100 years ago.	To know who Elizabeth II was and how she became Queen. To know the roles and responsibilities of a Queen.			

	To know the barriers that made Dr Maggie's job difficult.	To explain how transport, clothing and toys were different in Oldham 100 years ago. To understand what technology is and identify different types of common technology today To explore technological artefacts to understand how technology has changed throughout time *(relate to what grandparents/great-grandparents used and experienced)* To explore the **impact** of technological advancement (explore timelines of dolls/phones) To understand how has technology changed Oldham over the past 50 year	To understand who the royal family are (including the line of succession) To know the key residences of the royal family. To order Queen Elizabeth's life on a timeline from 1926-2022 To know why the Queen became the monarch in 1952 To know how life was different when Elizabeth I was Queen?			
Cycle B Year 3/4	**Changes in Britain from the Stone Age to the Iron Age** (Stone Age focus) _____ **Black History month** 3B Marcus Rashford 3/4M Harriet Tubman / Phyllis Akua Opoku-Gyimah (lady Phil)	**Changes in Britain from the Stone Age to the Iron Age** (Bronze Age and Iron Age focus)	**Local Heritage Week** 3B Oldham Town Hall 3/4M Gallery Oldham / The J.R. Clynes Building 4L Alexandra Park		**The achievements of the earliest civilisations –** an overview of where and when the first civilisations appeared (Indus Valley, Ancient Sumer, Shang Dynasty, Ancient Egypt)	**The achievements of the earliest civilisations –** a depth study of Ancient Egypt

	4L Floella Benjam					
Vocabulary	***Migration*** ***Settlement*** *Democracy* *Rule of law* *Language* *Religion* *Invasion* ***Civilisation*** *Military* *Empire* *Emperor* *Conquest* *Resistance* ***Paleolithic*** ***Mesolithic*** ***Neolithic*** ***Nomadic*** ***Agriculture / Farming*** _____ ***Rights*** ***Discrimination*** ***Achievements*** ***Slavery***	***Migration*** ***Settlement*** *Democracy* *Rule of law* *Language* *Religion* *Invasion* ***Civilisation*** *Military* *Empire* *Emperor* *Conquest* *Resistance* ***bronze*** ***copper*** ***tin*** ***iron*** ***trade***	*Local* *Heritage* *Significant* *Victorian* *Past* *Legacy* *Protect* *Connections*		*Migration* *Settlement* ***Civilisation*** *Rule of law* *Hierarchy* *Religion* *Location* ***Ancient Sumer*** ***Indus Valley*** ***Ancient Egypt*** ***Shang Dynasty*** *Achievements*	*Migration* *Settlement* ***Civilisation*** ***Rule of law*** *Hierarchy* *Religion* *Location* *Ancient Egypt* *Writing* ***Hieroglyphics*** ***Papyrus*** *Calendar* *Building Techniques* ***Pyramids***
Embedded knowledge	**Stone Age** To know what Britain was like after the last Ice Age To know how they fed and clothed themselves To know why they were nomadic	**Bronze Age** To know how bronze was made and where copper and tin come from To know the changes and impact bronze had on life in Britain	To know a significant building in Oldham. To understand why the building is there when it was built, its uses over time and its legacy. To use and interpret evidence from a variety of sources to create a		To know when the first cities were built To know which countries the first civilisations are in and the significance of their location. To know the common physical geographical features that the ancient	To know how the location of Ancient Egypt matched the locations of the other civilisations at the time (including any problems posed by the location)

	To draw conclusions using the archaeological evidence we have (Cheddar Man) To know that immigrants brought new animals and crops to Britain (farming) **Black History Week** To know what slavery is To know how Harriet Tubman escaped slavery To know what the Underground Railway was To know how Harriet Tubman let slaves know of her plans To know why Harriet Tubman gained the nickname "Moses"	**Iron Age** To know where iron comes from To know why it took so long for iron to reach Britain? To know what impact iron had on life in Iron Age Britain To know what buried hoards tell us about Britain at the end of the Iron Age To know what bog bodies tell us about life in prehistory (Lindow Man, Tollund Man, Girl of the Uchter Moor, Cashel Man)	persuasive argument to protect a building. To make connections from the past to the present community.		civilisations all had in common. To know what the four earliest civilisations needed to set up as the first cities. To know what we can learn about the ancient civilisations from pictures of significant artefacts in the British Museum To know the significant achievements of some of the Ancient Civilisations and how do they still influence us today	To know the specific achievements of Ancient Egypt. To know how similar and how different the Ancient Egyptians were to the people living in Britain at the same time. To know what the greatest achievements of the Egyptians were.
Cycle A Year 3/4	**Black History month** 3B Erinma Bell		**The Roman Empire and its impact on Britain** **Local Heritage Week**	**The Roman Empire and its impact on Britain**		

	3/4M Harriet Tubman / Phyllis Akua Opoku-Gyimah (Lady Phil) 4L Florella Benjam **Ancient Greece**		3B Oldham Town Hall 3/4M Gallery Oldham / The J.R. Clynes Building 4L Alexandra Park			
Vocabulary	*BHM:* ***Discrimination*** *Adversity* ***Emigrated*** *Windrush* ***significance*** ***achievement*** ***Ancient Greece: Achievement*** ***Influence*** *Western world* ***Democracy*** ***impact*** ***differences*** ***similarities*** *Rule of Law* ***Civilisation*** ***Emperor*** *Religion* ***Settlement*** ***country***		***Artefacts*** ***Roman Empire*** ***Emperor*** *Occupied* ***Impact*** ***Country*** *Settlement* *Achievement* *Migration* ***Invasion*** ***Civilisation*** ***Rights***	***Revolt*** ***Resistance*** ***collaborate*** *effective* ***Historical remains*** ***Rebellions*** ***Attacks*** ***Military*** *Conquest* ***Discrimination***		
Embedded knowledge	**Black History Month Floella Benjamin, OBE:** To know that Floella B is a member of the house of lords and a successful author, presenter and charity advocate.		To explain who the Romans were and where they had come from. To understand the reasons why the Romans invaded Britain. To explore and use artefacts to learn about Roman Britain.	To investigate the consequences of collaboration and revolt with the Romans (Cartimandua and Boudica case study) To know how to use historical remains to learn about the Romans.		

	To know FB is significant for overcoming adversity and discrimination. To know that FB and her family emigrated to Britain. To know the negative reactions FB faced due to her skin colour. To know that she has inspired many people. **Ancient Greece:** To know that the Greeks achieved and created democracy, medicine, olympic events and a variety of other inventions. To use historical artefacts to learn about Ancient Greek civilisation. To know that the Greeks' creations influenced the western world. To know the similarities and differences between Ancient Greece and Modern day Greece.		To understand the impact know that the Romans had on Britain eg infrastructure, laws, culture	To understand why the Roman army was so effective (discipline, technology, military tactics, medicine) To know the Romans left Britain in 410 AD because of internal and external attacks on the Empire, weakening Empire due to expansion and less resources.		
Year 5	**Black History Month** Katherine Johnson	**Local study-** Victorian Oldham	**Britain's settlement by the Anglo-Saxons and the Scots**	**Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor**		

			Local Heritage Week 5B Oldham Parish Church 5C Lion Mill			
Vocabulary	***Katherine Johnson*** *Hidden figure* *Society* *Rights* ***Discrimination*** ***Significance*** ***Achievement*** *NASA* *Moon landing* *1969*	*reign* *empire* *coronation* *poverty* ***slum*** *malnutrition* ***ragged school*** *governess* *industrialisation* ***rural*** ***Industrial Revolution*** *agricultural* *destitute* *legacy*	**Settlement** **Country** **Angles** **Saxons** **Scots** **Picts** *Conversion* ***Christianity*** *Religion* ***Migration*** *Language* *Rule of law* ***Invasion*** *Civilisation* *Military* *Society* *Rights* *Kingdom* ***Local*** *Heritage* ***Significant*** ***Victorian*** *Past* *Legacy* *Protect* ***Connections***	*Viking* ***Scandinavia*** *Sweden* *Norway* *Denmark* *Raiders* ***Invaders*** ***Settlers*** *Farmers* ***Pagans*** ***Christianity*** *Jorvik* ***Danelaw*** *Battle of Edington* ***King Alfred*** ***King Aethelstan*** *Language* *Culture* ***Archaeology***		

Embedded knowledge	To know that Katherine Johnson was a mathematician. To know that Katherine Johnson faced discrimination due to her gender and skin colour. To know that Katherine Johnson worked for NASA as a human computer. To know that Katherine Johnson calculations for the first moon landing in 1969. To understand that Katherine Johnson overcame racism and sexism in the workplace by being determined, working hard, being assertive and resilient. To recognise that Katherine Johnson is known as a hidden figure whose name was forgotten until 2016.	To know that the Victorian period was 1837 to 1901. To know that Queen Victoria was the sovereign as well as empress of the British Empire. To know that the British Empire was foreign colonies and countries ruled by Britain. To use primary and secondary sources to tell us about life in Victorian Britain. To explore that not everyone had the same experiences in Victorian Britain (eg rich and poor). To know that the Industrial Revolution was a time of great technological advancements where products were no longer made solely by hand in cottage industries but by machines in factories and mills. To know that before the Industrial Revolution Oldham was mostly agricultural and rural. To know that after the Industrial Revolution Oldham was mostly urban, with mills, factories, mines and terraced housing. To work as a historian finding clues of the Victorian legacy in our local area. To investigate the impact that Dr. Barnardo had when setingt up ragged schools to help vulnerable children.	To know that Britain was defenceless once the Romans left in 410AD. To know that Scots and Picts began to invade Northern England once the Romans left. To know that the Angles, Saxons and Jutes came to Britain to farm, fight, make new homes and because they were invited to defeat the Scots and Picts. To know that during the Anglo-Saxon period Britain was divided into many kingdoms. To investigate how place names provide clues that the Anglo-Saxons were here. To understand that the Anglo-Saxons were pagans who converted to Christianity over time. To find evidence for Anglo Saxon life from the Sutton Hoo ship burial and the Staffordshire Hoard <u>Heritage Week</u> To know a significant building in Oldham (Oldham Parish Church and Lion Mill). To understand why the building is there when it was built, its uses over time and its legacy.	To know that the Vikings were from Scandinavia (Norway, Denmark and Sweden). To know that the Vikings were pagans. To understand the reasons why they came to Britain from 793AD (raid, settle and farm). To know that the Vikings were skilled at metalwork, woodwork, farming, fighting and exploring. To use primary written sources to tell us different information about the same events. To know that the Vikings began as raiders but became settlers. To know that in the later 800s England was split into two parts: Danelaw was ruled by the Vikings and the rest was Anglo Saxon ruled by King Alfred. To investigate some of the achievements of King Alfred the Great (i.e. Anglo Saxon Chronicle, education for boys, burghs/ fortresses, books translated from Latin to English, Danelaw). To know that King Æthelstan was the first king of England. To know that there were still battles between the Vikings and Anglo-Saxons up to the time of the Norman invasion in 1066.		

		To know that Dr Barnardo's legacy continues to tod\y via the charity Barnardo's.	To use and interpret evidence from a variety of sources to create a persuasive argument to protect a building. To make connections from the past to the present community.			

Year 6	**Black History Month** What has slavery got to do with us in Oldham?		**Local Heritage Week** **Werneth Park** The Oldham Equitable and Cooperative Society building	**Crime and Punishment beyond 1066**	**Early Islamic Civilisation:** A study of Baghdad c. AD 900	
Vocabulary	**Slavery** **Enslavement** **Abraham Lincoln** Transatlantic Slave Trade American Civil War **Benefit** **Impact** Cotton Mills **Abolished**		**Local** **Heritage** Significant Victorian Past **Legacy** **Protect** **Connections**	**Crime** **Punishment** **Law** **Legal** **Public** **Consequence** Police force Prison **Justice** **Treason** **Murder** **Defendant** **Prosecution** **Evidence** Jurors **Witness** Judge Guilty Innocent	Bedouins Mecca The ka'aba Minarets The Umma Sharia Law Fasting **Calligraphy** **Mathematics** **Caliphs** **House of Wisdom** **Baghdad** **Ibn Battuta** **Medicine**	
Embedded knowledge	To understand why there is a statue of Abraham Lincoln in Manchester? To investigate how Oldham is linked to enslavement. To use architectural evidence to show how Oldham benefited from the Transatlantic Slave Trade. To debate whether after slavery was abolished in		Heritage Week To know a significant building in Oldham (Werneth Park and The Oldham Equitable and Cooperative Society building). To understand why the building is there when it was built, it's uses over time and it's legacy. To use and interpret evidence from a variety of	To understand what is meant by crime and punishment To know some of the main changes to types of crimes committed To know how and why punishments changed over time. To explore how crimes have been investigated over time.	To place Baghdad on a map using Google Earth To place Baghdad on a timeline of history studied so far throughout school. To link 900AD with previous learning To know the importance of the House of Wisdom To investigate the importance of trade with	

	Britain in 1807 everyone was free. To discover how the people of Oldham helped enslaved people. To understand the impact this had on the mill workers in Oldham.		sources to create a persuasive argument to protect a building. To make connections from the past to the present community.	To consider how our views about crime have changed over time. To debate which main types of crime have been the most worrying over time. To investigate how realistic are stories about crime and punishment in the past eg The Highwayman, Robin Hood, Sherlock Holmes.	other countries (eg Offa's coin – King of Mercia) To know the significance of Ibn Battuta's journeys. To know who Al-Zahrawi was and why Muslim medicine was so advanced compared with European medicine. To understand the legacy of early Islamic civilisation	