

Rowdown Primary History Progression Overview

<u>Rowdown Primary History Progression Overview</u>		
Progression Overview KS1 By Year		
	Year 1	Year 2
Skills	<p>Chronological Understanding: Sequence events in their life; Sequence 3 or 4 artefacts from distinctly different periods of time; Match objects to people of different ages</p> <p>Range and depth of historical knowledge: Recognise the difference between past and present in their own and other's lives; They know and recount episodes from stories about the past</p> <p>Interpretations of history: Use stories to encourage children to distinguish between fact and fiction; Compare adults talking about the past; How reliable are their memories?</p> <p>Historical enquiry: Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Organisation and communication: Communicate their knowledge through: discussion, drawing pictures, making models, writing, using ICT</p>	<p>Chronological Understanding: Sequence artefacts closer together in time; check with reference book; Sequence photographs etc. from different periods of their life; describe memories of key events in lives</p> <p>Range and depth of historical knowledge: Recognise why people did things, why events happened and what happened as a result; Identify differences between ways of life at different times</p> <p>Interpretations of history: Compare 2 versions of a past event; Compare pictures or photographs of people or events in the past; Discuss reliability of photos/ accounts/stories</p> <p>Historical enquiry: Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Organisation and communication: Communicate their knowledge through: discussion, drawing pictures, making models, writing, using ICT</p>

<p>Knowledge</p>	<ul style="list-style-type: none"> -How school was different to our school today; Daily routines in the 1950's -The different process involved in washing clothes in the past; What tools were used to wash clothes; How has washing clothes changed overtime -how was the food prepared in a Victorian kitchen; Washing up, fetching water, plumbing, storing food; How the kitchens changed over the years. -Timeline of homes, what were the old homes like; How the homes are different from the homes in the past. -The materials that the toys are made of and changed overtime; How the old/new toys are used/played; -If their parents played with similar/different toys -Understand the meaning of old and new; create a time line. -identify patterns between age of toy and material (plastic/softer materials for modern and more metal/wood for older) -Who Grace Darling was;-What the lighthouse used for; What Grace Darling and her family had to do to keep the lighthouse working -What Grace Darling learned from her father; Why Grace Darling rescued people from the shipwreck -How people knew about what Grace Darling did; What the girls of Grace Darling's age were expected to do; How Grace Darling's time was different for girls than the present time; How Grace Darling changed people's opinions 	<ul style="list-style-type: none"> -Understand what the primary and secondary sources are; What the primary sources are for the Great Fire of London; What the secondary sources are for the Great Fire of London -What a fire drill is for and how we respond to the risk of fire today; What people did 350 years ago to fight against the risk of fire; How tackling with fire has changed overtime -Who/What started the Great Fire of London; Why people didn't call the fire brigade; Why the Lord Mayor was not concerned about the fire -Who Samuel Pepys was; Why he is significant; Who Charles II was; What people did during the fire -What the conditions of the buildings were like; the use and the condition of the firefighting equipment; How the Lord Mayor's delay caused the fire to spread -How the fire destroyed many parts of London; Who Christopher Wren was; Events that happened after the fire; How the rebuilding of the city helped to shape modern London -Florence Nightingale lived in the Victorian era; She came from a wealthy Victorian family; What the expectations were of her in Victorian times; What Florence Nightingale's ambitions were -Why did she travel to Scutari Hospital; What the conditions were at the hospital; What the nurses did at the hospital -What difficulties she had to endure; What she changed at the hospital; How these changes helped the patients at the hospital; What the hospital was like before and after her arrival
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-What Ellen MacArthur was like as a child; What era Ellen MacArthur was born; What made Ellen MacArthur become a sailor

-What solo sailing is; What challenges Ellen MacArthur faced; What inspired her to Solo Circumnavigate around the globe; Why Ellen MacArthur's achievement is significant

-Explain the challenges Ellen MacArthur and Grace Darling had to overcome; Identify the similarities and differences

-When and where Mary Seacole was born; What her mother taught her; Why she travelled to England; Why she was turned down to join Florence Nightingale as a nurse

-Why and where Mary Seacole built a hotel; What happened to Mary Seacole after the war

-What the health conditions were like during the Crimean War; How Florence Nightingale and Mary Seacole improved the care of the wounded soldiers during the war; What today's nursing owe Florence Nightingale and Mary Seacole

-Who the Queen Victoria was; How she became the queen; How old she was when she were crown; What the significant events were in her life

-What the word empire means; What countries were part of the empire; How the empire was controlled and ruled

-How the steam, steel used and the number of factories were established; How the population moved from the countryside to the towns; How the new technology changed the way of life for poor and rich

- Life was very different for a poor and a rich Victorian child; How a poor child had to work from a very young age; What kinds of they were expected to do; What a workhouse is; What kinds of things a child in a rich house was able to do

-What invention is and why is important; How people felt about the inventions in the Victorian era; What Queen Victoria did to encourage new inventions; What inventions still exists today

		-Her marriage to Prince Albert; What she did after the death of Prince Albert; What British people think of her after her death
Vocabulary	<p>Decade, Era, Past, Present, Compare, Washday, Artefacts, Mangle, Dolly-stick Contrast, Significant, Change, Invention, transport, Domestic life</p> <p>Old, Past, Present, Era, New, Materials, Wooden, Plastic, Past, Traditional, Timeline, Compare, Purpose</p> <p>Lighthouse, Rescue, Victorian Era, Famous, Solo Sailing, Solo Circumnavigation, Navigate, Shipwreck, Media,</p>	<p>Primary Source, Secondary Source, Lord Mayor, Timber, River Thames, Rebuild, Demolish, Destroyed, Spread Thatched Roof, Baker, Bakery, Pudding Lane</p> <p>Nursing, Conditions, Victorian Era, Nursing, Crimean War, Prejudice, Reject, Establish, Patience, Lantern</p> <p>Reform, British Empire, Population, Parliament, Industrial Revolution, Reform, Workhouse, Victorians, Coronation, Rich, Poor, Wealthy</p>

Can write in colour to represent the term of learning: Autumn Spring Summer

Progression Overview Lower-KS2 By year		
	Year 3	Year 4
Skills	<p>Chronological Understanding: Place the time studied on a timeline - Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts</p> <p>Range and depth of historical knowledge: Find out about everyday lives of people in time studied -Compare with our life today - Identify reasons for and results of people's actions -Understand why people may have wanted to do something</p> <p>Interpretations of history: Identify and give reasons for different ways in which the past is represented -Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc</p> <p>Historical enquiry: Use a range of sources to find out about a period - Observe small details – artefacts, pictures -Select and record information relevant to the study -Begin to use the books and internet for research</p> <p>Organisation and communication: Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT</p>	<p>Chronological Understanding: Place events from period studied on timeline - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD</p> <p>Range and depth of historical knowledge: Use evidence to reconstruct life in time studied -Identify key features and events of time studied -Look for links and effects in time studied - Offer a reasonable explanation for some events</p> <p>Interpretations of history: Look at the evidence available - Begin to evaluate the usefulness of different sources -Use text books, online resources and their own historical knowledge</p> <p>Historical enquiry: Use evidence to build up a picture of a past event -Choose relevant material to present a picture of one aspect of life in time past -Ask a variety of questions -Use the books and internet for research</p> <p>Organisation and communication: Recall, select and organise historical information -Communicate their knowledge and understanding.</p>

Knowledge

- Where Ancient Greece was -The different city states that existed in Ancient Greece -How the different states were governed and ruled

- The cultural achievements of Greece - The Olympic Games - The birth of democracy

- The major Greek Gods -How Athens got its name -What Greeks believe happened when people died

- How Socrates became the 'father of Western philosophy' - Why Plato built an Academy - What Aristotle believed and who he taught

- The difference between Athens and Sparta - The Spartans elite army
- How Athens tried to defend itself

-Who Alexander The Great was - Which countries he conquered -How he conquered them so successfully -The legacy he left behind

-How do we know about the Stone Age? -Where did the Stone Age people live? -what did they eat? -What evidence do we have and how it can help us understand prehistoric period?

-When the prehistoric period was, -Understand the dinosaurs and humans did not exist in the same time period, -Who studies this period of history, -What was life like for the first humans, -What the prehistoric Britain was like, -What the important events are in the Stone Age, -sequence events in chronological order

-The three periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic, -What the characteristics of these periods are, -Why the

-Children examine a range of replicas of Anglo Saxon Artefacts. What are they made of? -What might they be used for? -What do they tell us about Anglo Saxon life?

-The Scots invasion from Ireland, -The Picts invasions from the north
-The Angles, Saxons and Jutes

- What Anglo-Saxons ate, -What Anglo-Saxon villages looked like, -The jobs Anglo-Saxons did, -How Anglo-Saxon society was organised

-The pagan beliefs of the Anglo-Saxons, -The importance of Norse mythology, -How Augustine reintroduced Christianity to England

-What the five major kingdoms from Anglo-Saxon Britain were, -What the social hierarchy looked like during Anglo-Saxons, -What the meaning of local place names that originate from Anglo-Saxon times

-Who King Alfred was, - Why King Alfred was a significant figure in Anglo-Saxon history, -Why King Alfred was called the Great

-Where the Vikings came from, -What life was like in the Viking homelands, -What Britain had to offer to invaders, -How the Vikings settled in Britain

-What were the long ships used for? -How were they built and what materials were used? -What made it so sturdy and powerful? -What was life at sea like for the crew? -What did they eat? -Where did they sleep? How did they navigate?

-What primary and secondary sources we have about the Vikings
-What the monks say about the Vikings and How reliable these sources are, -What the Saxon and Viking accounts of the same events

	<p>Stone Age divided into these periods, -What the historical evidence of these periods are</p> <p>-What materials were available, -How the Stone Age clothes changed in each period, -What different types of clothes they wore -What an invention is, -What was invented in which period, -How the inventions changed through each period and why, -The Stone Age inventions that are still used today -How life is different now to in the Stone Age, -How humans hunted in the stone age, -What life was like in a Stone Age settlement</p> <p>- How Rome began, - How Rome became a Republic, -What made the Roman Empire become so powerful and widespread?</p> <p>-Who could join the Roman army, - What tools and equipment they used, - How was the Roman organised, - What did the Roman soldier wear/carry, -What types of weapons they used</p> <p>-How the Romans change Britain, -Roman towns, cities and buildings, -Roman roads, -Government and taxes, -Roman plumbing and sewage, - Roman coins, Roman numerals, - What mining did the Romans do in Britain</p> <p>-What different purposes the building had, -What a villa is and its features, -What mosaics are, -Why the colosseums were used for -What the Roman baths were used for, -Why the amphitheatres were used for</p> <p>-How Boudicca defeated the Romans in several battles, -Boudicca a true legend or a fiction, -What reliable evidence we have that she existed, -Why Boudicca important in British history</p>	<p>-How to analyse the historical evidence to really understand what the Vikings were like</p> <p>-What similarities and differences are there between British law and Viking Law? -Who were the Thing and what was their role? -How were punishments decided? -What happened to people that were outlawed?</p> <p>- The similarities between the Norse and Anglo Saxon</p> <p>-Why the Vikings came back to Britain, -What the Vikings brought to Britain, -Why the Vikings are important, -What legacy the Vikings left behind</p> <p>-learn about the aftermath of the death of Edward the Confessor, find out who were the claimants to the throne, -reasons why each of the claimants should be the next king</p> <p>- The events leading up to and during the Battle of Hastings, - The different claims to the throne, - The importance of the Domesday book, -What Bayeux Tapestry is</p> <p>-The qualities of a good Mediaeval King, - The main events of King Richard's life, -The King Richard: fact or fiction, -The main events of King John's life, -What Magna Carta has established</p> <p>-Why he is named 'the Confessor', -In what ways was Edward the Confessor a 'great and terrible King'? -Edward I's accomplishments, -His conquest of Wales and wars with Scotland</p> <p>-How the Hundred Years' War started, -What caused the war to last over one hundred years, -Who Joan of Arc was, -How the war ended</p>
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	-The collapse of the Roman Empire, -How the empire has become too big to support itself, -What changes occurred in Europe after the fall of the Roman Empire	-The changes in Europe around religion in this period, -The factors influencing Henry's desire to break with Rome, - The direct results of the Reformation
Vocabulary	Hellas/Hellenes, Polis, Democracy, Philosopher, Golden Age, Pythagoras, Socrates, Plato, Aristotle, Alexander the Great, Agora Period, Existed, Archaeologists, Excavate Palaeontologists, Settlement, Hunter, Homo sapiens, The Ice Age, Palaeolithic Era, Mesolithic Era, Neolithic Era, Neanderthals, Gatherer, Evolved, Invention Amphitheatre, Aqueduct, Barbarian, Centurion, Citizen, Republic, Client King, Culture, Dictator, Emperor, Empire, Government, Impact, Latin, Legion, Paganism, Rebellion, Taxes, Toga, Villa, Mosaics	Anglo-Saxons, Picts, Celtic, Britons, Paganism, Christianity, Kingdom, Shire Vikings, Berserkers, Danelaw, Raid, Monastery, Longship, Pagan, Monotheist, Polytheist, Invade, Raid, Settlement Monarch, Claimant, Government, Democracy, Crusades, Domesday Book, Magna Carta, Feudal system, Feudalism, Baron, Knights, Peasant, Reformations, Mediaeval, Tapestry
	Progression Overview Upper-KS2 By year	
	Year 5	Year 6
Skills	<p>Chronological Understanding: Know and sequence key events of time studied, - Use relevant terms and period labels, - Make comparisons between different times in the past</p> <p>Range and depth of historical knowledge: Study different aspects of different people - differences between men and women, -Examine causes and results of great events and the impact on people, - Compare life in early and late 'times' studied, -Compare an aspect of life with the same aspect in another period</p>	<p>Chronological Understanding: Place current study on timeline in relation to other studies, -Use relevant dates and terms</p> <p>Range and depth of historical knowledge: Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, -Compare beliefs and behaviour with another time studied, -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, -Know key dates, characters and events of time studied</p>

	<p>Interpretations of history: Compare accounts of events from different sources – fact or fiction, -Offer some reasons for different versions of events</p> <p>Historical enquiry: Begin to identify primary and secondary sources -Use evidence to build up a picture of a past event, -Select relevant sections of information, -Use the books and internet for research with increasing confidence Use a range of sources to find out about a period - Observe small details – artefacts, pictures -Select and record information relevant to the study - Begin to use the books and internet for research</p> <p>Organisation and communication: Recall, select and organise historical information, - Communicate their knowledge and understanding.</p>	<p>Interpretations of history: Link sources and work out how conclusions were arrived at, -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, - Be aware that different evidence will lead to different conclusions, -Confidently use the books and internet for research</p> <p>Historical enquiry: Recognise primary and secondary sources, -Use a range of sources to find out about an aspect of time past, -Suggest omissions and the means of finding out, -Bring knowledge gathered from several sources together in a fluent account</p> <p>Organisation and communication: Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
<p>Knowledge</p>	<p>- The unification of Germany, -The international treaties that existed between different countries, -The assassination of Archduke Franz Ferdinand, - timeline of early events</p> <p>-Why was there a need to ration, - The new weaponry of the First World War, -Trench warfare and the conditions in the trenches</p> <p>-The success of Hitler’s book ‘Mein Kampf’ -The global economic disaster in 1929, -Hitler’s talents as an orator</p> <p>-How the Blitz affected the daily life of Londoners, -What happened to London during the Blitz, -What the civilians did during the Blitz, -How much of London was destroyed during the Blitz</p> <p>-Who the evacuees were, -Who took in evacuees during WW2, -Who was evacuated and why, -Where evacuees stayed</p>	<p>-What the War of the Roses was and who was involved, -How the Tudor dynasty began, -Who was King Henry VII?</p> <p>-How Henry VIII became the king,-What Henry VIII was like in appearance, - What Henry VIII was like in personality, - How Henry VIII changed over the years and why, - How Henry VIII is remembered</p> <p>The relationship between Henry VIII and the Catholic Church. The significance of the Pope, -What is meant by the ‘Defender of the Faith’ -What was meant by the English Reformation and the causes of such - the problems Henry VIII encountered in 1533</p>

- How we learn about the periods of history that were a long time ago
-Understand that our knowledge of past is constructed from a range of resources, -What artefacts are, -What the artefacts tell us about the past civilisations

- Understand what a society is, - examine roles in modern society, -understanding the civilisation of ancient Egypt, - introduce the roles e.g Slave, priest and Pharaoh

- What was important to people during ancient Egyptian life, -Looking at the society and their values and beliefs, - Understanding the different deities,

-Where Ancient Egypt was, -The different city states that existed in Ancient Egypt, -How the states were governed and ruled

-Why mummification was important for ancient Egyptians, -What is the process of mummification, -Who were mummified, -How mummification helped us to learn about the ancient Egyptians

-How ancient Egyptians invented the alphabet, - How the ancient Egyptian writing is different than modern writing, -Why writing was important in ancient Egyptians

- Who were the Aztecs? When and where Aztecs lived. -Which period in history was Britain at -the Aztecs civilization on a timeline

-Observe Aztec artefacts in detail and make inferences. Where did they come from? -How do we know what they are for? -What artefacts are -What the artefacts tell us about the past civilisations - How can these objects help us understand the Aztecs?

- What Elizabeth I looked like, -How she was perceived, -How did people know what she looked like? - How did she control her image?

-How Elizabeth I became queen, -What difficulties did she face? What were her views on marriage?-How did she overcome these and how was her popularity affected?

-Why France and Russia formed alliances in 1894, -The importance of the First German Naval Law, -What role the Balkan League played before the war, -Why Germany declared war against Russia and France

-Why WW1 started, -What role the British Empire played during the war, - What is an alliance? -Why did some countries form alliances? - How did these alliances affect the state of play in Europe and lead to a world war? - Timeline of alliances leading to the outbreak of war. 19th Century to 20th.

-What were the main battles fought during WWI and what did the soldiers carry with them as weapons?

-What did a WWI soldier look like? (uniform/kit), -What was trench warfare and why was it used? -What were the conditions for soldiers in the trenches? -What were the soldiers' daily routines/problems/diseases in the trenches?

-How people found out about the war, progress and the conditions of the soldiers, -How the jobs changed and new jobs created, -How the Government gained more power during the war, -Why the food waste was controlled

	<p>-How the Aztecs everyday lives differ from our own. -Why did the Aztecs move around? -Why did they choose the site for their city? -Compare modern lives to Aztec lives: Social hierarchy, food, clothes, settlements and types of houses</p> <p>-Aztecs' beliefs, rites and gods. -What was their religion?-How does this compare to European ancient civilisations? -Did they have one god or many? -What did they believe about their Gods and how they affected their lives?-What rites did they use in connection with their religion?</p> <p>-The importance of Aztec warriors –Why were the warriors important? -Were they all the same? -What did they wear? -What weapons did they use? -What was the hierarchy of the warriors?</p> <p>-The Spanish conquest: -What is Spanish conquest? -Why did the Spanish come? -How did the Aztecs feel about invasion? -How did Spanish invaders feel about the Aztecs? -What happened to the Aztecs after the Spanish conquest?</p>	<p>-How equal American society was, -What the Age of Consensus in America was, -What was the middle class of America like at the Age of Consensus</p> <p>-What Jim Crow Laws were, -What the Declaration of Independence and the Constitution of America guaranteed, -How schools were segregated, -How civil rights campaigners challenged this</p> <p>-About Rosa Parks' role in the NAACP, -What nonviolent civil disobedience is, - What the Montgomery bus boycott was</p> <p>-Who Martin Luther King Jr was, -About the March on Washington -About Martin Luther King's famous 'I Have A Dream' Speech</p> <p>-The ongoing discrimination following desegregation, -Police brutality against black protestors and activists, -The influence of the media on the general public</p>
<p>Vocabulary</p>	<p>Blockade, , Trench Warfare, Propaganda, Rationing, Western Front, Atomic Bomb, Blitzkrieg, The Holocaust, Nazi Party, The Blitz, Evacuee, Gas Mask</p> <p>Nile, Pharaoh, Sphinx, Hieroglyphics, God, Goddess, Tomb, Pyramid, Canopic Jar, Food and Farming, Science, Technology, Architecture, Beliefs, Ancient, Modern, BC, AD, Mummy, Mummification</p> <p>Nation, Civilization, Myth, Settlement, Trade, Discovery, Migration, Navigation, Architecture, Art</p>	<p>Tudors, dynasty, the War of the Roses, reformation, Catholic, Protestant, execution, monarch, reign, suitor, foreign policy, poverty, allies, Armada</p> <p>No Man's Land, Trenches, Trench Warfare, Rations, Bombing Raids, Shelter, Trench Foot, Shell Shock, Triple Alliance, Gas Mask, Navy</p> <p>Boycott, Civil Rights, Civil Disobedience, Integration, Segregation, Separate But Equal, NAACP, Non-violence, Racism, Minority, Ethnicity, Declaration</p>