

History Progression Document – Based on Rising Stars/History Rocks progression document

<u>Skill</u>	<u>By the end of Reception pupils should be able to/know:</u>	<u>By the end of Year 2 pupils should be able to/know:</u>	<u>By the end of Year 4 pupils should be able to/know:</u>	<u>By the end of Year 6 pupils should be able to/know:</u>
Constructing the past	<p>Identify recent events of some significance, for example, the victory of the England Women football team.</p> <p>Explore changes over time through fashion and music.</p> <p>Identify some significant individuals such as King Charles III and Jill Scott.</p> <p>Know that some special events are celebrated at the same time each year, such as birthdays, Christmas and Bonfire night.</p>	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Timothy Hackworth and the development of trains</p> <p>Identifying that there are some themes that link history together – locality, transport, holidays etc.</p> <p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Bristol Bus Boycott, Rosa Parks, Emily Davison, Florence Nightingale, Mary Seacole, Grace Darling.</p> <p>Identifying that the past is remembered or ‘constructed’ in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times – Bonfire Night and Remembrance Day.</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>And by drawing comparisons to KS1 topics such as Hackworth and Seaside Holidays</p> <p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history</p>	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building an understanding of post-1066 Britain through WW1 and its impact in our local area.</p> <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p> <p>Building an understanding of mining in the North East and its impact, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs

<p>Sequencing the past/Chronology</p>	<p>To recognise past and present events in their own life and those of their family.</p> <p>To know that people and places change over time.</p> <p>To understand and use vocabulary associated with changes over time.</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order – development of trains</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC etc.</p> <p>Identifying and comparing people from different periods of time – Rosa Parks, Emily Davison, Florence Nightingale, Mary Seacole, Grace Darling.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</p>	<p>Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements</p> <p>Developing an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact – Hackworth’s railways leading to the growth of the railway; railways linked to seaside holidays; holidays linked to local economy and growth of settlements</p> <p>Placing Stone, Bronze and Iron Ages into wider contexts</p> <p>Placing early civilisations into chronological context – in-depth Egyptians</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Placing the Ancient Greeks into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations (including those covered in previous year groups)</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons</p> <p>Placing WW1 Britain into chronological context and it’s legacy and impact today</p> <p>Placing the mining era of the North East into chronological context and it’s legacy and impact today</p>
<p>Continuity and change</p>	<p>To understand that some things change and some things stay the same by exploring buildings in our village, toys from the present and past and occupational roles.</p> <p>To know that change can happen over short or longer periods of time.</p>	<p>Identifying that changes have happened in history that can impact on today – Timothy Hackworth and the development of trains; changes in seaside holidays</p> <p>Identifying that there are reasons for continuities and changes and stating some of these</p> <p>Identifying that continuity or change can be a good thing or a bad thing</p> <p>Identifying that changes throughout history have had important consequences – development of railways, changes following work of significant women.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change from the mining era to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment,

		<p>Identifying WHY some things have stayed the same throughout history – people living in towns/cities etc.</p>	<ul style="list-style-type: none"> • beliefs <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<ul style="list-style-type: none"> • beliefs <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuity and change in the North East from the WW1 to the modern day.</p>
<p>Cause and effect</p>	<p>To understand the importance of significant events such as Bonfire Night, Remembrance Day, World Cup, Olympics.</p>	<p>Identifying that certain events and individuals have had major consequences in history – Timothy Hackworth’s developments led to national railways etc.</p> <p>Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms ‘cause’ and ‘effect’ – work of Rosa Parks in changing rights for black people.</p> <p>Identifying that certain events and individuals have had major consequences in history – role of Rosa Parks, Emily Davison in changes for black people.</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night.</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them – Mary Seacole and Florence Nightingale.</p>	<p>Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p> <p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.</p>	<p>Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.</p> <p>Identifying that one event can have multiple effects – invasions of Britain by Anglo Saxons and Vikings</p> <p>Identifying the effect of mining in the North East on today’s world as either positive or negative.</p> <p>Identifying the effect of WW1 in the North East on today’s world as either positive or negative.</p> <p>Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?</p>

<p>Significance and interpretation</p>	<p>To identify some significant individuals such as King Charles III, and Jill Scott.</p> <p>To explore why some people are important.</p>	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – Timothy Hackworth – growth of the area, growth of railways nationally etc.</p> <p>Begin to understand what makes someone or something significant</p> <p>Identifying why certain people/events are significant in the wider context of history – Rosa Parks work and their impact on the rest of the world etc.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p> <p>Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints</p>	<p>Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’</p> <p>Identifying the significance of WW1 achievements and their impact on today (locally)</p> <p>Interpreting the achievements of the mining era as a turning point in British history in the context of then and now – who felt more of their impact, us or them?</p> <p>Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?</p>
<p>Carrying out a historical enquiry</p>	<p>To explore the achievements of some individuals, eg. Jill Scott.</p>	<p>Did Timothy Hackworth help to change JUST our area?</p> <p>Guided enquiry using knowledge from topic. E.g.</p> <p>What was Rosa Parks biggest achievement?</p> <p>Making semi-independent decisions and using evidence provided to justify</p>	<p>How much did the Romans really impact Britain?</p> <p>Independent enquiry using pre-selected primary and secondary sources</p> <p>Begin to make independent decisions and use evidence to justify</p> <p>Make independent decisions and using evidence to justify</p> <p>Were the Ancient Greeks all that important for us now?</p> <p>Independent enquiry on the impact of the Greeks on western civilisation</p>	<p>Did WW1 impact our area?</p> <p>Why was mining so important to our local area?</p> <p>Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p>
<p>Using sources as evidence</p>	<p>To explore objects and identify their place in history, for example, old or modern toys.</p>	<p>Analyse a variety of artefacts/objects to infer about an individual or event – Timothy Hackworth’s suitcase</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings</p>

		<p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p> <p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus</p> <p>Identify why viewpoints differ and why bias might skew these viewpoints</p>	<p>Identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Conducting an enquiry about who were more advanced – the Maya or Vikings – using sources as evidence in a debate</p> <p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Begin to make references to evidence as justification</p>
<p>Vocabulary and communication</p>	<p>To use the vocabulary associated with the passing of time or words associated with the future.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable' 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression' 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>

Vocabulary – Topic Specific

Y1/2	Norman Cornish & the pitmen painters	
	Timothy Hackworth and the development of the railways	
	Seaside Holidays	
	Remembrance and Bonfire Night	
	Diverse historical figures and their achievements	

Y3/4	Changes in Britain from the Stone Age to the Iron Age.	Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticated
	The Roman Empire and its impact on Britain.	Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <u>Ancient Egypt</u>	Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone
	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced

Y5/6	Britain's settlement by Anglo-Saxons and Scots.	Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready
	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 and Vikings	Vikings – Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla, Maya - Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolkin
	A local history study - mining	
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW1	