

Eastbury Primary School: HISTORY Progression Map 2020

SUBJECT: HISTORY						
	Autumn		Spring		Summer	

<p>Year 1</p>	<p>Topic Title: Changes through time.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory. Explain why people may have acted the way they did. <p>Key Skills:</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. <p>Chronological understanding</p> <ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. <p>Historical enquiry</p> <ul style="list-style-type: none"> Explore events, asking questions “which things are old and which are new?” “what were people doing?” Look at objects from the past and compare them with modern objects <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. ProtestantCatholic, treason, Christopher Wren, Mary Seacole, overseas territory.</p>	<p>Topic Title: Gunpowder Plot and Great Fire of London</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Explain why people may have acted the way they did. <p>Key Skills:</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. <p>Chronological understanding</p> <ul style="list-style-type: none"> Order a set of events or objects. Use a timeline to place important events (eg. Great Fire of London, Gunpowder Plot) <p>Historical enquiry</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. The Stuarts, Gunpowder plot, Parliament, King James, Protestant, Catholic, treason, Christopher Wren, Mary Seacole, overseas territory.</p>	<p>Topic Title: Focus study on individual (Mary Seacole/ Rosa Parks.</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Focused analysis of the events of a significant individual (Mary Seacole, Rosa Parks) <p>Key Skills:</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. The Stuarts, Gunpowder plot, Parliament, King James, Protestant, Catholic, treason, Christopher Wren, Mary Seacole, overseas territory.</p>
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<p>Year 2</p>	<p>Topic Title: Florence Nightingale</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. • Recall some facts about people/events before living memory. <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Describe things that happened to themselves and other people in the past. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Florence Nightingale, Crimean War, historians, medicine, Empire, pioneer, evidence.</p>	<p>Topic Title: Significant historical event</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Use a timeline to place important events (eg. Battle of Hastings, Queen Elizabeth and the Spanish Armada) • Order a set of events or objects. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Florence Nightingale, Crimean War, historians, medicine, Empire, pioneer, evidence.</p>	<p>Topic Title: Changes in living memory</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore events, asking questions “which things are old and which are new?” “what were people doing?” • Look at objects from the past and compare them with modern objects. • Identify different ways in which the past is represented. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. <p>Key Vocabulary</p> <p>Decade, ancient, timeline, living memory, inventions, decade, modern, date order, memory, older generation, opinion, century, long ago, artefact. Florence Nightingale, Crimean War, historians, medicine, Empire, pioneer, evidence.</p>	
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<p>Year 3</p>	<p>Topic Title: Stone Age to Iron Age</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early farmers, Skara Brae, Bronze Age religion eg. Stonehenge) • Iron Age hill forts, tribal kingdoms and art and culture during the Iron Age. • Use evidence to describe the culture and traditions from Stone Age - Iron Age. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. <p>Key Vocabulary Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>	<p>Topic Title: Ancient Egypt</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • An overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. <p>Key Vocabulary Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>	<p>Topic Title: Roman Britain</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Roman impact on the British Isles - including Julius Caesar's attempted invasion in 55-54 BCE, the structure and power of the Roman army - the successful invasion by Claudius and the conquest of the British Isles (eg. Hadrian's Wall) and resistance to Roman conquest. (eg. Boudicea) • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. <p>Key Skills:</p> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past and develop understanding of using primary sources. • Explore that there are different accounts of history. • Use archaeological evidence to predict and make assumptions as to what may have happened in the past. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. • Identify key events in the history of the British Isles - understanding the significance of the Roman Empire upon the future developments of the British Isles (eg. Roman Baths, Caerwent, Fishbourne Roman Palace) <p>Key Vocabulary Era, BCE/CE, Stone age, Iron age, Neolithic, Britons, Romans, Emperor, conquest, Ancient Egypt, mummies, Caesar, nomad/nomadic, hill fort, religion, Skara Brae, Celts, Boudicea, archaeology, pyramids, sphinx, invasion, tomb, pharaoh.</p>
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<p>Year 4</p>	<p>Topic Title: Anglo-Saxons / Scots</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Roman withdrawal from Britain in CE 410 and the fall of the western Roman Empire. • Scots invasions from Ireland to north Britain (now Scotland). • Anglo-Saxons invasions, settlements and kingdoms; place names and village life culture and Christianity (eg. Canterbury, Iona, and Lindisfarne) <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts. • Describe how historical events affect/influence life today. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE and CE. • Order significant events and dates on a timeline. • Describe the main changes in a period of history. • Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy. <p>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>	<p>Topic Title: Vikings</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Viking raids and the resistance of Alfred the Great and Athelstan. • Edward the Confessor and his death in 1066 - prelude to the Battle of Hastings. <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts. • Describe how historical events affect/influence life today. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE and CE. • Order significant events and dates on a timeline. • Describe the main changes in a period of history. • Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy. <p>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>	<p>Topic Title: UK Parliament</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Establishment of the parliament - division of the Houses of Lords and Commons. <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts. • Describe how historical events affect/influence life today. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE and CE. • Order significant events and dates on a timeline. • Describe the main changes in a period of history. • Development of political system from CE 1600-Present day, including the English Civil War/Oliver Cromwell and the establishment of a constitutional monarchy. <p>Key vocabulary:</p> <p>Chronological order, BCE/CE, Anglo-Saxon, Vikings, Scots, Jutland, longboat, Lindisfarne, continuity, legacy, resistance, kingdoms, invasion, conversion, raids, settlers, democracy, Danegeld, settlements, Christianity, culture, parliament, civil war, Oliver Cromwell, Charles I, constitutional monarchy.</p>
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<p>Year 5</p>	<p>Topic Title: Ancient Greece</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • A study of Ancient Greece - Greek life and achievements and their influence on the western world (eg. Political structure of Greek society: Athenian democracy) • Greek life - religious beliefs (Greek mythology and legends), structure of warfare (Sparta as a centre of war, the battle of Marathon, and wars with the Persians: Trojan Horse) <p>Key Skills:</p> <ul style="list-style-type: none"> • Use evidence to describe the culture and traditions of studied periods. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. • Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order and main changes in a period of history. • Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>	<p>Topic Title: Tudors</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Local history study linked with Tudor dynasty - establishment of Tudor dynasty (Henry VII to death of Elizabeth I) • Major events in the Tudor Dynasty (eg. Battle of Bosworth, Henry VIII and the dissolution of Catholicism, Spanish Armada, Shakespeare) <p>Key Skills:</p> <ul style="list-style-type: none"> • Use evidence to describe the culture and traditions of studied periods. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. • Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order and main changes in a period of history. • Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>	<p>Topic Title: Victorians</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • The importance of the Victorian Era - British Empire (Empress of India), Industrial revolution. <p>Key Skills:</p> <ul style="list-style-type: none"> • Use evidence to describe the culture and traditions of studied periods. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses by people in the past. • Describe similarities and differences between people, events and artefacts. • Make links between some of the features of past societies. (eg. religion and society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order and main changes in a period of history. • Describe the main changes in a period in history. <p>Key vocabulary:</p> <p>Victorians, Tudors, Ancient Greece, democracy, civilisation, primary source, secondary source, legacy, significance, mills, factories, Industrial Revolution, poverty, injustice, urban migration, child labour, nation, empire, reformers, epidemic, turning point.</p>
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<p>Year 6</p>	<p>Topic Title: Life during wartime</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Outbreak of WW2, the impact of Winston Churchill and Adolf Hitler (Nuremburg Rally, 'Fight on the beaches') and significant events (eg. Evacuation, Battle of Britain, D-Day, VE/VJ Day, • The impact of the Holocaust upon the Jewish community - Britain's role (eg. Kinder-transports and Windermere Children) <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts studied. • Describe how the past can influence life in the present. • Establish links and connections between features of past societies (eg. religion, society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Identify and compare changes within and across different periods. • Compare achievements of Shang dynasty with another ancient civilisations of around the same period. (eg. Ancient Egypt) • Understand how historic event occurred concurrently in different locations. • Order significant events, movements and dates on a timeline. <p>Key vocabulary:</p> <p>anachronism, ancient civilisations, Trench warfare, Blitz, conflict, democracy, empire, appeasement, recruit, home front, alliance, morale, Shang, oracle bones, ancestral worship, city state, Emperor, primary source, secondary source, house of wisdom, achievements, legacy, Caliph, astronomy, reliability, propaganda</p>	<p>Topic Title: Shang Dynasty</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Achievements of the Shang dynasty, role of religion and social structure (eg. Oracle bones, Gods and deities, warfare during the Shang (General Lady Fu Hao). <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts studied. • Describe how the past can influence life in the present. • Establish links and connections between features of past societies (eg. religion, society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Identify and compare changes within and across different periods. • Compare achievements of Shang dynasty with another ancient civilisations of around the same period. (eg. Ancient Egypt) • Understand how historic event occurred concurrently in different locations. • Order significant events, movements and dates on a timeline. <p>Key vocabulary:</p> <p>anachronism, ancient civilisations, Trench warfare, Blitz, conflict, democracy, empire, appeasement, recruit, home front, alliance, morale, Shang, oracle bones, ancestral worship, city state, Emperor, primary source, secondary source, house of wisdom, achievements, legacy, Caliph, astronomy, reliability, propaganda</p>	<p>Topic Title: Islamic civilisation (Baghdad c.900)</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Achievements of the early Islamic empire - influence of education and technology. Key events in the Islamic empire - 4 caliphs and establishment of Baghdad, technological, medical and education advancements, the fall of the Islamic empire (Mongol invasion of Baghdad) <p>Key Skills:</p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between people, events and artefacts studied. • Describe how the past can influence life in the present. • Establish links and connections between features of past societies (eg. religion, society) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini) • Identify and compare changes within and across different periods. • Compare achievements of Shang dynasty with another ancient civilisations of around the same period. (eg. Ancient Egypt) • Understand how historic event occurred concurrently in different locations. • Order significant events, movements and dates on a timeline. <p>Key vocabulary:</p> <p>anachronism, ancient civilisations, Trench warfare, Blitz, conflict, democracy, empire, appeasement, recruit, home front, alliance, morale, Shang, oracle bones, ancestral worship, city state, Emperor, primary source, secondary source, house of wisdom, achievements, legacy, Caliph, astronomy, reliability, propaganda</p>
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