



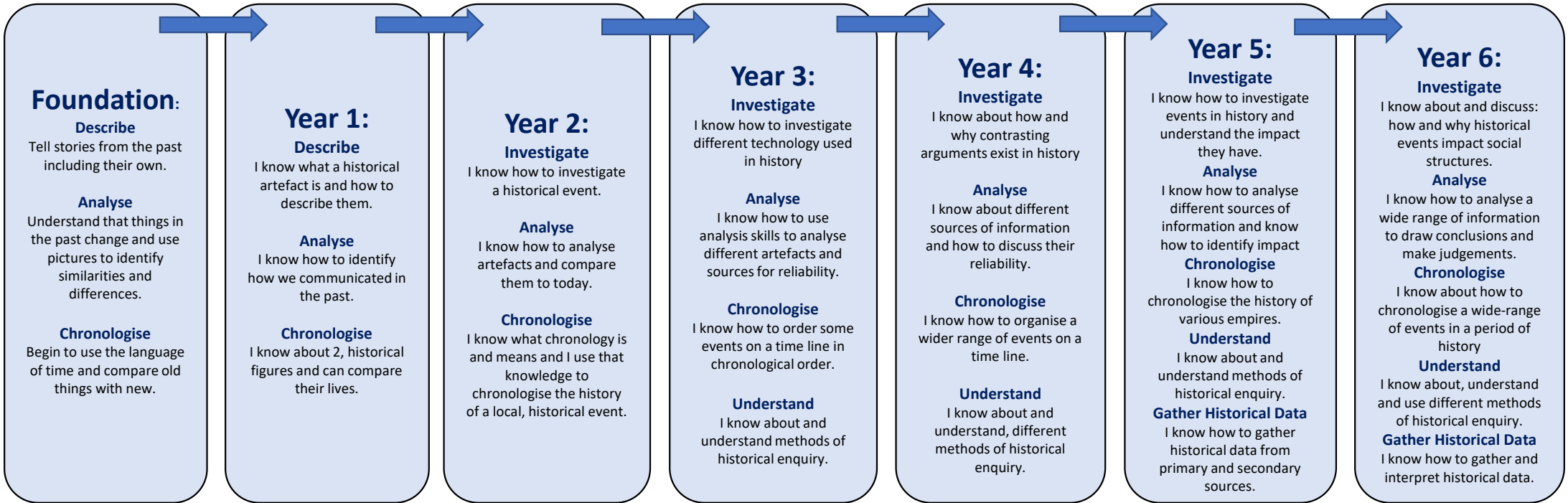
Walter Halls coverage and progression document: History.



At Walter Halls, we want to build upon children’s knowledge of living history, history of their local area and history prior to and after 1066. We have a strand running through our curriculum of possibilities (based on the understanding of the amazing things human’s can do and what opportunities these achievements can lead to) as well as communication (not only looking at how communication has evolved over time but also exposing our children to a wide variety of vocabulary, which enables them to be confident communicators themselves) so that by the end of year 6, the children will be able to link these ideas effectively and chronologically as our curriculum works to build upon prior knowledge with consistent links throughout each unit.

Children at Walter Halls develop confidence and curiosity through exploring, being active in their learning, creating and thinking critically. As the children go through the school they will develop their historical, disciplinary skills in more depth each year so that by the time they leave us in year 6, they are prepared for Key Stage 3.

We work on the following progression of disciplinary skills:





History Progression and Coverage Map: Foundation



Statutory Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>At Walter Halls, we recognise for our children that the communication and language strand forms the foundation of all learning in our curriculum and therefore, there is much overlap between History, geography and the communication of the past, time passing and place. This forms the main strand of our learning alongside:</p> <p>Early learning goals linked to: Knowing some similarities and difference between things in the past and now. Children to draw on their own experiences and wider reading in class.</p> <p>Early learning goals linked to: understanding the past through settings, characters and events encountered in books read in class and story telling.</p>	<ul style="list-style-type: none"> ☉ Language to communicate the passing of time to do with the present- what is happening to them now and things that are significant to them at the moment. ☉ Old is something/someone who lived/has been around for some time. ☉ New is something that has not been here for very long. 	<p>Development matters: 3-4 Begin to make sense of their own life story and family's history. At Walter Halls, children in F1 focus most of their language development skills on building communication in the present and being able to talk about current things in their lives as this fits with the development point of children at this stage understanding themselves. Lots of this language is scaffolded and modelled through provision to build on vocabulary and allow children to begin to communicate time passing.</p> <p>Describe Tell their own stories of their own past</p> <p>Analyse Understand that time is something that passes and that different people have different experiences.</p> <p>Chronologise Begin to use the language related to time</p>	<p>Describe Using pictures of themselves to say what they are doing in them. Language of time modelled within settings to show the passing of time such as, "Yesterday you had long hair and today you had it cut" Later we are going to play Tomorrow you will see</p> <p>Analyse Say who lives with them and talk about their life in the present.</p> <p>Chronologise Say if an item or a picture of an item is old or new. Begin to understand what old and new mean. Examine old pictures/things of people they know.</p>	<p>Old New Change Time Now Today Yesterday Today</p>
	<ul style="list-style-type: none"> ☉ Language to communicate the passing of time to do ☉ When I was a baby, I ... ☉ Before you... ☉ Yesterday I... ☉ At the weekend I ☉ When I was 4, I ☉ New is something that has not been here for very long. ☉ A baby is a new person ☉ An old person is someone who has lived a long time. ☉ Things existed before you. ☉ Knowledge of numbers. ☉ You are age ☉ You will get older ☉ There are people older/younger than you. 	<p>Development Matters Reception: Comment on images of familiar situations in the past. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. At this stage, children's knowledge of themselves has extended outside of their family and they have a greater understanding of number, which helps to understand time passing.</p> <p>Describe Tell stories about the past.</p> <p>Analyse Identify difference between past and present in a familiar setting.</p> <p>Chronologise Look at pictures from the past and use 'now' and 'then'</p>	<p>Describe Children to tell their own life story and family history. Talk about what they know and what they have learnt before. Recall historical information from the past to do with their own life, history- birthdays, events. Use guess who to identify characteristics in pictures of people they know such as... "I think that is... because I know that they like And that person is wearing"</p> <p>Analyse Look at pictures of themselves from the past and identify what has changed: what is the same and what is different? Maintain conversations with others by listening to and responding to what they hear to ask questions such as, "How old is she?" "When did" Show more awareness of time passing through discussion of events such as celebrations past and present, knowing they have grown and will continue to grow, discussing body changes such as teeth falling out and the difference between baby teeth and adult teeth.</p> <p>Chronologise Compare pictures of themselves using old and new language to describe.</p>	<p>Past Present Now Then Old New Change Time Last Next Yesterday Today Later After Before When Days of the week Months of the year.</p>



History Progression and Coverage Map: Year One



Statutory Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<ul style="list-style-type: none"> ⦿ Carrier Pidgeon 1, 150 AD ⦿ Alexander Graham Bell invented the telephone. He received was awarded the patent for this on March 7th 1876 AD ⦿ Morse Code 1844 AD ⦿ Computer 1970 ⦿ Mobile Phone 1980 ⦿ Internet 1990 ⦿ Smart phone 1999 ⦿ Laptop 2000s ⦿ Tablet 2010 	<p>Describe different artefacts and the changes that have happened to them over time.</p> <p>Identify old and new things from across time periods. Identify a person that has made a change to the world in history and talk about what they did.</p> <p>Compare things that are similar and different from the past and today.</p>	<p>Identify Identify what communication is and types of communication that is used throughout history. Identify who invented the telephone and the change this made to communication.</p> <p>Describe Describe how the telephone has changed overtime and why that is.</p> <p>Compare Look at methods of communication and focus on the telephone- compare them to each other- what is the same, what is different and why. Order communication types into past and present.</p>	<p>Carrier Pidgeon Post card Type writer Telegram Letter Oldest Quill and ink Communication Type writer Morse code Computers Technology Emergency communication Email Present history</p>
<p>Children should know 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 but should be taught in the same half-term in tandem.</p> <p>-Children should learn about Bessie Coalman and Neil Armstrong. -They should compare how the two are similar and different and the differences and similarities of their time period. -They should be able to make connections to their other history topic of communication and should be able to describe the difference in technology the two explorers had.</p>	<ul style="list-style-type: none"> ⦿ Bessie Colman was not allowed to be a piolet in America as she was an African American woman. She had to train in France. ⦿ 1922 Bessie performed the first public flight by an African American Woman ⦿ February 1923 she survived her first accident ⦿ 1925 Colman bought her first plane. ⦿ Died on April 30 1926 after falling from plan. ⦿ Neil Armstrong ⦿ July 20th 1969 first moon walk by Neil Armstrong ⦿ First 'spaceship' designed March 16, 1926 	<p>Describe how technology changed to impact the world.</p> <p>Identify and start to understand why during the similar time periods, life was different for people in the past depending on if they are rich or poor, male or female.</p> <p>Compare technology from the past</p>	<p>Describe Describe old methods of flight through planes that Bessie Colman used. Describe the changes that have happened to make it possible to make the first landing on the moon.</p> <p>Identify Who is Neil Armstrong and what is he famous for? Who is Bessie Coleman and how are her experience different to that of Neil's given that she was a woman and black</p> <p>Compare Compare the early aeroplanes Bessie Colman used to those of the early space flights- what are the same? What is different?</p>	<p>Technology Event Memory International Significant Space age Aeroplane Space shuttle Astronaut Pilot Figure</p>



History Progression and Coverage Map: Year Two



Statutory Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<ul style="list-style-type: none"> • The great Fire of London began in 1666. • The Fire started in a bakery n Pudding Lane • Buildings were close together and often made of wood meaning the fire spread quickly. • For many years after the fire, buildings were built further apart and made of stone. • Sir Christopher Wren created a new design for St Paul's cathedral, which was then rebuilt. 	<p>Chronologise: Order pictures and artefacts from within a time period.</p> <p>Analyse: Begin to understand that some things change and some things are similar and why that is. Begin to understand that causes make some things happen and historical events are a result of a cause. Begin to understand that consequences are something that happens as a result of some thing. Know that different sources of evidence can be used to understand what happened in the past and compare them to how things changed.</p> <p>Investigate: Ask questions about the past. Talk about significant events and people from the past.</p>	<p>Chronologise: Order pictures or artefacts from the time of 1666, explaining how the fire of London spread.</p> <p>Analyse: Look at pictures of London and St Paul's cathedral and identify similarities and differences between pictures from the 1600's to the redesign and then to now. Look at artefacts from 1666 and today to do with fire response and ask the question: would the same event have happened today. Understand what caused the fire to happen and the effects it had on London-spot the difference etc. Look at evidence from different sources: Samuel Pepys diary, pictures, newspaper article, maps and diaries etc to draw conclusions about how the fire of London spread and who was effected. Look at the changes that were made as a result of the fire such as fire insurance, equipment, stories, materials to build etc to understand how that impacted how London was rebuilt.</p> <p>Investigate: How the fire of London spread through pictures, video clips and maps of the fire over the days of it spreading Talk about why the Great fire of London was a significant event by looking at the spread and effect in had on London. Look at simple evidence such as diaries and maps from the great fire of London and draw simple conclusions about what happened.</p>	<p>The Great Fire of London: bakery, continuity, change, fire, fire fighter, communicate, technology, draught, diary, fire breaks, water pipe, leather buckets, insurance, firehooks, Peasant</p>
<p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • Fair likely to have begun around 1284. • Fair name likely to have come from the thousands of Geese driven through the city from Lincolnshire to be sold in Nottingham. • A fat roast goose was a traditional Michaelmas treat. • Originally held in September on St Matthews Day but was moved to early October in 1752. • It has not run continuously as it was cancelled because of the plague in 1646 and again during the two world wars. • Goose Fair was a trade event and had a reputation for selling high-quality cheese. • In the 19th century, the fair was shortened from eight days to three days. But after the turn of the century it was increased to 4. • It was moved from its site at the centre of town in the Market Square to its current location of the Forest Rec. 	<p>Chronologise Identify old and new things across periods of time with pictures/artefacts</p> <p>Analyse Recognise similarities and difference in the past and present. Observe and ask questions about the past and what you can learn from it.</p> <p>Investigate How life was different for different people and groups of people at the time period studied. What possibilities the fair opened up for people at the time.</p>	<p>Chronologise Look at pictures of the fair from various time points and order them in time order according to how developed the technology is.</p> <p>Analyse Look at how and why the fair has changed from trade to the rides that are enjoyed today. Examine pictures and artefacts from the history of the fair and ask questions about what happened in that time and why.</p> <p>Investigate Look at how different groups of people such as the peasants, traders and others would have used the fair and what opportunities it would have given them being able to trade their items and make money. What was life like for people at the periods of time where the fair developed.</p>	<p>Rich, poor, trade, peasant, peasantry, significant, local, Michaelmas, reputation, geese driven</p>



History Progression and Coverage Map: Year Three



Statuary Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>Changes in Britain from the Stone Age to the Iron Age</p>	<ul style="list-style-type: none"> ⌚ Paleolithic Period (30,000 BC to 10,000 BC) ⌚ Mesolithic Period (10,000 BC – 8,000 BC) ⌚ The Neolithic Period (8,000 BC – 3,000 BC) ⌚ 13,000 Bc the first cave paintings were drawn ⌚ 10,000-3,500- people learn to farm with different foods. ⌚ 3,500Bc pottery is made and used. ⌚ 2,500 Bc Metal starts to be used to make weapons. ⌚ 800-700 Bc first hill forts built ⌚ 600 Bc coins are made for the first ⌚ AD 43Romans invade Britain. ⌚ The first people came to Britain in 900,000 Bc and so Palaeolithic Britain started. 	<p>Chronologise Sequence several artefacts on a time line using dates, including those that are sometimes further apart.</p> <p>Understand Identify and understand what key things changed between time periods. Begin to understand how Historians investigate the past. Begin to understand how and why lives of people were different in the past.</p> <p>Analyse Use a range of sources to find out about the past and analyse what this tells you about the past.</p> <p>Investigate Investigate the lives of the every day people and compare with lives today. Explain how events have influenced the lives of people today.</p>	<p>Chronologise Examine tools from the past such as those developed for farming and place them in order of development according to the what was used to make them.</p> <p>Understand Examine how farming changed during the Stone age- what possibilities did that create for people? Look at Stonehenge and how nobody really knows what it is or what it was used for. Examine how the stones made it there and what judgements can be made for its uses. Look at the roles of men and women and why they were different.</p> <p>Analyse Look at sources from the stone age such as cave paintings and artefacts. Make judgements about what that tells you about life at that time- was this early communication? How did they communicate at this time?</p> <p>Investigate Examine how the use of stone changed lives and moved towards people moving from caves to a more farming communities. Investigate how the development of the use of tools meant that life became more civilised and how this has gone on to impact us even today. Compare tools from the past to today and look at how items such as knives have evolved.</p>	<p>Farming Cave painting Flint Domesticated Arrow Axes Canoe Excavation Hunter-gatherers Tool Neolithic Nomad Primitive Stonehenge Sewing Settlements Villages</p>
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<ul style="list-style-type: none"> ⌚ 31,000 to 332 BC ⌚ Ancient Egypt was an Empire built by King Menes, who united two Egyptian Kingdoms. ⌚ Life revolved around the Nile, which supported farming, craft and was used for trade. ⌚ The Ancient Egyptians built pyramids. ⌚ When Pharaohs died, priests would prepare bodies with a process called mummification. ⌚ They were then processed called mummification. They were then placed in tombs with precious possessions. ⌚ The ancient Egyptians write in hieroglyphics on papyrus ⌚ The ancient Egyptians worshipped Gods who were responsible for different aspects of life. 	<p>Chronologise Sequence several events on a time line using dates.</p> <p>Understand That some things stayed the same in history and that some things changed and why that was.</p> <p>Analyse Analyse how life was different for different groups of people in the past and why that was.</p> <p>Investigate Investigate the lives of the every day people and compare with lives today. Explain how events have influenced the lives of people today. Investigate historical people from the past and why they are important to today.</p>	<p>Chronologise Look at the time period in relation to the stone age (beginning 1000 years later than the start of the Palaeolithic period) Compare the first pyramid to Stonehenge (being built 500-1000 years after this). Sequence pictures of pyramids/statues or important time periods within this time period.</p> <p>Understand How the Nile changed the lives of the Egyptians- what changed because of its use and what styed the same? What possibilities did it open up for them in terms of trade and farming etc?</p> <p>Analyse Look at the lives of different groups of people: Pharaohs, peasants, girls and boys- how and why are they different.</p> <p>Investigate What life was life for people in those times and how it is different to their lives of today. How did they communicate? What did this allow them to do? Find out about famous pharaohs such as Tutankhamun and how his death impacted others and how the Egyptians dealt with the death of Pharaohs and the discovery of his tomb in the 20's. How he was the last of his dynasty.</p>	<p>Pharaoh Tomb Mummy Mummification Pyramid Hieroglyphics Vizier Scribe Culture Architecture Irrigation Hierarchy preserve</p>



History Progression and Coverage Map: Year Four



Statutory Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<ul style="list-style-type: none"> ⦿ The ancient Maya developed an advanced number system for their time. This included the concept of zero as a place value holder. ⦿ The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, Gods, War. They used Syllabograms. ⦿ The Maya believed in Gods. Each could help or hurt them. The Maya would dance, sing and make offerings as a sign of respect. ⦿ They believe the Earth is the middle world and was large and flat. Above was the upper world and below was the underworld. ⦿ The Maya built pyramids and ornate sculptures in the rainforest. 	<p>Investigate Investigate how key things changed between time periods. Identify the reasons for things staying the same and things changing between time periods.</p> <p>Analyse Analyse different examples of how life was for different groups of people in the past and why that was such as religious beliefs and different rights of people. Use a range of primary and secondary sources to find information and make judgements about the past.</p> <p>Chronologise Sequence several events, artefacts or historical figures on time lines using dates, including those that are further a part.</p> <p>Understand Start to explain the impact that achievements and changes can have throughout different time periods. Find out about the lives of the people in the time period and how this has influenced today.</p>	<p>Investigate How communication developed through early writing in code books and how that links with the early communication of using Papyrus/hieroglyphics and early cave painting of the Stone Age and Ancient Egyptians. Investigate the religious beliefs of the Mayans and how that impacted their daily lives</p> <p>Analyse Analyse the hierarchy that existed during this time and why that was and what that meant for the life of the different people in each of the groups such as: slaves, labourers and farmers, priests and the king.</p> <p>Chronologise Organise the main events in the Mayan history on a time line which has been given to them.</p> <p>Understand The achievements of that time- particularly the number system and their own calendar and how that impacted today's society. Understand how people lived their lives during the time- their housing, food and clothes. How early chocolate was made in drink form for the ruling class.</p>	<p>Coco beans Civilisation Codices Drought Maize Scribes Settlement Temples Code City state Astronomy Agriculture Hierarchy</p>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> ⦿ Ancient Greece was made up of city states such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. ⦿ Ancient Greece became an Empire. Alexander The Great helped the Empire to expand and how after he died, the Romans slowly took over parts of them. ⦿ Many objects produced in Ancient Greece were made by enslaved people. ⦿ The Spartans were known for their cultural development and learning. ⦿ Ancient Athens is where democracy began ⦿ The Olympics were first held in Ancient Greece ⦿ The Ancient Greeks worshipped many Gods ⦿ There are lots of Myths that originate from this time period including the Trojan Horse. 	<p>Investigate Investigate different historical accounts of events and be able to explain and give reasons for this and why the accounts are different. Investigate and explain a series of events that led up to a historical event.</p> <p>Analyse Use a range of primary and secondary sources to find information and make judgements about the past.</p> <p>Chronologies Sequence several events, artefacts or historical figures on time lines using dates, including those that are further a part.</p> <p>Understand Start to explain the impact that achievements and changes can have throughout different time periods.</p>	<p>Investigate The Trojan Horse: myth or fact? What evidence is there to suggest it was real? Why do people think it was not real? Why aren't they sure? Investigate and explain the events leading up to this myth. Use maps and other sources to understand how Ancient Greece was constructed into city states and not a country.</p> <p>Analyse Use a range of sources to find out about life in Ancient Greece and how it formed the basis of life today as we know it. Look at the city states and in particular the Spartans and the Athenians- discuss the differences and similarities between them. Why they fought and how they worked together to protect Greece when needed.</p> <p>Chronologies Examine and order the different time periods of Ancient Greece on a time line.</p> <p>Understand Look at the first Olympics and what happened in them. Who was allowed to enter and why that was and the change this had as they continued to today. Compare to who is allowed in them today (disabled and women etc). The impact that Alexander the Great had on Ancient Greece as a ruler of all and the lasting impact this had on way of life as we know it now. The use of soldiers from North Africa and Europe resulted in the first black people appearing in Britain.</p>	<p>Legacy Civilisation City states Empire Ancient Legacy Democracy Myth</p>



History Progression and Coverage Map: Year Five



Statutory Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary Communication
<p>The Roman Empire and its impact on Britain. This should lead into Britain's settlement by Anglo-Saxons and Scots To explain the demise of Romans in the UK.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The legacy of the Roman culture</p>	<ul style="list-style-type: none"> ⦿ BC Before Christ or before common era ⦿ AD = Anno Domini ⦿ The City of Rome was founded in 753BC ⦿ The Romans built a large empire in Europe. ⦿ They invaded Europe for the first time in 55 BC. This was unsuccessful. ⦿ This invasion was led by Julius Caesar. ⦿ He tried again in 54 BC ⦿ They invaded successfully in 43 AD and this was led by Emperor Claudius ⦿ New roads and towns were built in Britain. ⦿ Some of these roads and towns still exist today ⦿ Trade increased from the rest of the empire increased diversity in towns. ⦿ The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61 ⦿ Occupation of Romans in Britain lasted until 410 AD ⦿ Settlement of Saxons alongside the revolts of the Scots, Picts and Angles ended Roman Britain. 	<p>Investigate Investigate a series of events that led up to a historical event.</p> <p>Analyse That historical events create changes that impact long after an event</p> <p>Chronologise That time periods and time lines can be divided into BC and AD Using increasing number of dates and time line to organise events. Use the dates and times to describe historical events accurately.</p> <p>Understand Know why and how different arguments exist in history Understand and describe in some detail, the main changes to an aspect of history. Understand that historical events have consequences long after the event is over.</p> <p>Gather Historical Data Recognise when they are using primary and secondary sources of information about the past. Select relevant evidence about the past</p>	<p>Investigate Investigate the events that led up to the successful invasion of Britain and be able to explain those events.</p> <p>Chronologise Create a timeline of the main events of the reign of the Roman Empire and cover the use of BC and AD. Discuss key events accurately in relation to the time line</p> <p>Understand Look at the life of a Roman soldier in the army and how that was different to that of an auxiliary soldier or gladiator. Look at the events that led up to the invasion of Britain and why it failed the first few times. Discover which invasion was successful, why that was and who was leading that invasion? Investigate what the Roman's did to modernise Britain and what lasting impact we can still see today. Look at the rebellion of Boudicca and the impact that had on the army. Given she was a woman, why might stories of her rebellion be different depending on who is telling it: how might the Roman's describe her compared with the Scots? Examine how communication changed in this time period and what that meant for the invasion of Britain.</p> <p>Analyse: Use a range of artefacts to examine what life was like for people living in the Roman times and make judgements based on these artefacts. What possibilities did more civilised cultures create for the world? What impact did it have on life today? What lasting influences are visual in today's society?</p> <p>Gather Historical Data: Use a range of primary and secondary sources to make judgements about Ancient Rome and be able to say which is which.</p>	<p>Empire Settlement Trade Invasion Emperor Occupation (territory) Invader Armor Legion Senate Gladiator Amphitheatre Barbarian Citizen Mosaic Citizen Settlers Rebellion</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> ⦿ Anglo-Saxons invaded Britain after the Roman's left. ⦿ Anglo-saxon influence seen today in British place names ⦿ The Vikings invaded Britain in Scotland before heading south to York. ⦿ By AD 878The Vikings had permanently settled in Britain. ⦿ Anglo Saxon's tried to resist Viking take over. ⦿ AD 1042 Edward the Confessor became King. 	<p>Investigate Use a wide range of evidence to collect evidence about the past and consider the reliability of primary and secondary sources.</p> <p>Analyse Give varied examples of how life was similar and different at the same time in different places. Start to give reasons for these similarities and differences.</p> <p>Chronologise That time periods and time lines can be divided into BC and AD Using increasing number of dates and time line to organise events. Use the dates and times to describe historical events accurately.</p>	<p>Investigate Use a range of artefacts and sources to examine the type of lives the Vikings and Anglo-Saxons had and compare and contrast it to the civilised lives of the Romans- how and why were they so more advanced and the Vikings and Anglo Saxons not. Investigate the invasion of Lindisfarne island and the raid and rampage through the monastery.</p> <p>Analyse Look at the use of laws and punishments that were similar and different in Viking society and Anglo Saxon society compare that to the Roman's and rules of law and democracy.</p> <p>Chronologise Create a timeline of the main events of the invasion of the Anglo Saxons and Vikings in relation to the end of the Roman empire and cover the use of BC and AD. Discuss key events accurately in relation to the time line</p>	<p>Danegeld Exile Invade Kingdom Long ship Outlawed Pagon Pillage Raid Wergild</p>



History Progression and Coverage Map: Year Five



Statutory Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
	<ul style="list-style-type: none">⦿ AD 1066 Harold 11 tried to stop Harold of Norway invading Britain and killed him in the Battle of Stamford Bridge.⦿ William the Duke of Normandy thought he should become King and fought Harold in the battle of Hastings 1066.	<p>Understand How one historical event can be the cause of another.</p> <p>Gather Historical Data Identify information available of a range of historically significant people from a period of History and give details about what they did</p>	<p>Understand Understand how King Harold trying to stop Harold of Norway from invading Britain impacted William Duke of Normandy wanting to become King and so causing the Battle of Hastings to happen. The consequences of which ended the Anglo-Saxon and Viking invasions.</p> <p>Gather Historical Data Explain the role the Duke of Normandy had in the Battle of Hastings and the impact this had on the Viking invasion of Britain</p>	



History Progression and Coverage Map: Year Six



Statuary Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning point in British history.: The industrial revolution and the invention of rail</p>	<ul style="list-style-type: none"> ⊗ Victoria was crowned when she was only 18 years old- 1837 ⊗ Britain became the most powerful empire in world history. ⊗ The industrial revolution meant that people moved around. ⊗ The education act 1880 made schooling compulsory for all children aged 5 – 10. ⊗ 21st February 1804 first steam powered railway journey took place. ⊗ 31st March 1838 Great Western makes its maiden voyage. ⊗ 1838 slavery abolished in British Empire. ⊗ 1840 Penny Post implemented. ⊗ 1851 the Great exhibition opened. ⊗ 1856 new process for manufacturing steel developed. ⊗ 9th January 1863 the London Underground opens. ⊗ Emeline Pankhurst votes for women and the women's rights movement. 	<p>Investigate Investigate a particular event in History and explain the long reaching impacts of that event.</p> <p>Analyse Analyse evidence and give varied explanations of how life was similar and different in the past.</p> <p>Chronologise Order and increasing number of significant dates, movements and events on a time line using dates accurately.</p> <p>Understand Understand that there are times in history when change happens suddenly and that these can be described as 'turning points' in history Understand and describe in detail the main changes to an aspect of history.</p> <p>Gather Historical data. Find and analyse a wide range of evidence from the past and use it to make judgements about the past.</p>	<p>Investigate The impact that the abolishment of the Slave trade had in the British empire. What immediate change did that bring about for the Victorians and how society changed and adapted.</p> <p>Analyse Analyse the lives of the rich and the poor in Victorian times. Look at what was similar and different and how the lives of the poor were improved through: health care, education and living standards.</p> <p>Chronologise Organise a range of events which contributed and continued the development of the industrial revolution and the invention and use of the railway.</p> <p>Understand How the industrial revolution brought about immediate change for Victorian people, including the improvement of living standards for the poor. The break through in communication with the invention of the telephone and the penny post and the impact that had on people's lives. Find out and understand about how the invention of transportation. Including trains, meant for the movement of people in Britain. What possibilities did this open up for people living in that time?</p> <p>Gather Historical data. Use a wide range of evidence taken from the Victorian times such as Newspaper clippings, paintings, artefacts, pictures and diary entries to make judgments about the time for different sets of Victorian people.</p>	<p>Culture Discrimination (sexism and racism) Industry Revolution Trade Education Monarch Reform Exhibition Slavery Trade segregation Climate change</p>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A significant turning part in British History: Britain's part in the slave trade and black History</p>	<p>1700's population of Black and Asian slaves, servants and slave trade increases. 1765 The campaign for freedom of slaves begins 1772 decline in slavery in Britain 1833 Slavery Abolition act becomes law in Britain 1880's New black communities formed in Liverpool. 1913 John Archer becomes the first Black Mayor of London Ignatius Sancho- first black man to be given the vote in Britain</p>	<p>Investigate How lives are different at the same time in different places.</p> <p>Analyse Analyse information and give examples that show that things may have been different from place to place at the same time and give reasons for this.</p> <p>Chronologise Order and increasing number of significant dates, movements and events on a time line using dates accurately.</p> <p>Understand That some changes are significant to the time and have lasting impact long after they were implemented.</p> <p>Gather Historical Data Gather data on historically significant people and give detail about them, what they did and the impact they had.</p>	<p>Investigate Where segregation came from and the reasons behind the unequal treatment of people.</p> <p>Analyse Look at a wide range of sources and make own judgements about slavery in Britain. Discuss why life was different for white people and black people in the time just before the slave trade ended and give reasons for that. Explain how this impacted different social structures in the UK and other countries.</p> <p>Chronologise Order a range of important, historical events to do with the slave trade, on a time line.</p> <p>Understand The lasting impact that the abolition of the slave trade in the UK had on social structures and compare that to the rights of people of colour today. Understand the possibilities this gave people of colour at that time. Examine how the laws around racism has changed since the abolition of the slave trade.</p> <p>Gather Historical Data Use a wide range of sources to understand the role Black, British people had in the abolition of the slave trade- focus on people such as: Harold Moody, Mary Prince etc.</p>	<p>Segregation Unequal. Abolition Movement Exploitation Passage Triangular trade Captivity Enslavement Imprisonment Liberation Emancipation.</p>



History Progression and Coverage Map: Year Six



Statuary Knowledge:	Substantive Knowledge	Disciplinary Knowledge 'Think like a Historian'	Lesson Ideas:	Key vocabulary
<p>A local history study. World War and the Nottingham Blitz</p> <p>A significant turning point in British history: The battle of Britain.</p>	<ul style="list-style-type: none"> ⌚ The second world war began on September 3rd 1939. ⌚ Hitler was the leader of the Nazi party in Germany ⌚ Harsh penalties from WW1 such as fines, no longer having a large army or air force and the great depression meant Germany was in a dire state. ⌚ Hitler had invaded Poland and France and Britain had agreed to protect Poland if this happened. They were allies. ⌚ Allies to begin with were Britain, France and Poland. ⌚ Later the USA, and soviet union joined the allies along with countries in their commonwealth. ⌚ Hitler was key in leading the persecution of Jews resulting in the Holocaust and the murder of 6 Million Jews. 	<p>Investigate How the consequences of one event ending, can become the cause of another starting.</p> <p>Analyse Analyse evidence and give varied explained of how life was similar and different in the past.</p> <p>Chronologise Order and increasing number of significant dates, movements and events on a time line using dates accurately.</p> <p>Understand Understand that there are times in history when change happens suddenly and that these can be described as 'turning points' in history Explain why some periods in history may have more changes and some may have continuity.</p> <p>Gather Historical data. Find and analyse e a wide range of evidence from the past and show an awareness of propaganda.</p>	<p>Investigate Investigate the punishments instilled from the first world war as a cause for the second.</p> <p>Analyse The evidence of Evacuee experiences to make judgements as to whether it was a good or bad experience.</p> <p>Chronologise Order the main events of World War 2, including the end of World War 1 with particular focus on the events of Nottingham Blitz.</p> <p>Understand Understand the implementation of rationing and the effects it had, long after the war ended. Understanding the impact of the battle of Britain as a, 'turning point' event in the war and the reasons behind different view points about its success. Look at the roles different people played in the war and the reasons for these roles including black people. Examine the events of the Holocaust and how it impacted the lives of Jewish people in various places around the world. Extend to death camps and how people were treated just for being Jewish.</p> <p>Gather Historical data. Read a range of diaries form the war to make judgments about lives at that time. Research propaganda posters used in the war- what were they for and what did they aim to achieve?</p>	<p>Allies Axis Evacuation Nazi Party Rationing Conscription Luftwaffe Blitz Lang army Homefront Auxiliary officer Billeting officer Black out Assault Occupation (territory) D-Day Landings Air Raid Shelters Persecution Holocaust Concentration Camps Genocide Jewish Judaism Arian Race</p>