

## History Progression document

History	Y1	Y2	Y3	Y4	Y5	Y6
Statutory knowledge	<p><b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p> <p>-‘Keeping in touch’, this should include teaching children about how communication has changed from telegrams, telephones, type writers, letters etc and needs to include how this changed the UK in terms of tourism, emergency services and general communication.</p> <p><b>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</b></p> <p>-Children should learn about Bessie Coalman and Neil Armstrong.</p> <p>-They should compare how the two are similar and different and the differences and similarities of their time period.</p> <p>-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>	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p>-Children should learn about <b>the Great Fire of London</b>. They will need to understand:</p> <p>-How the fire spread so well and look at different sources that tell us about the fire e.g paintings, Samuel Pepys diary, newspaper articles etc.</p> <p>-Identify the differences in that fire and if a fire happened today, by looking at artefacts from then and today.</p> <p><b>Significant historical events, people and places in their own locality</b></p> <p>-Children should learn about <b>Nottingham Castle</b> through the ages. They should learn about:</p> <p>- what it originally looked like</p> <p>-why it was burnt down</p> <p>-Robin Hood and his legacy</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>-late Neolithic hunter-gatherers and early farmers, for example, Skara Brae- what tools they used and how we know so much about the instruments they used</p> <p>- The types of animals and environment they would have experienced</p> <p>-What is Stonehenge</p> <p>-How is the iron-age different to the stone-age- looking at tools and way of life</p> <p><b>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b></p> <p>-Children should know the timeline of the ancient Egyptian civilisation</p> <p>-Children should learn about the structure of ancient Egypt, the pharaohs, slaves, farmers etc.</p> <p>-Children should learn about how ancient Egypt life impacted on the rest of the world eg medicine, farming</p> <p>-Children should learn about God of ancient Egypt and about the legacy of the pharaohs – Mummification and pyramids.</p>	<p><b>the Roman Empire and its impact on Britain</b></p> <p>-Children should be taught about the Roman civilisation and how its empire grew.</p> <p>-They should learn about the impact of the Romans on Britain’s technology.</p> <p>-They should learn about Boudicca’s rebellion</p> <p><b>Britain’s settlement by Anglo-Saxons and Scots</b></p> <p>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>- How did the Anglo-Saxons live?</p> <p><b>a local history study</b></p> <p><b>-Nottingham in the Blitz</b></p> <p>-Children should have an understanding of WW2</p> <p>-Children should be aware of the Nottingham Blitz and have a good geographical knowledge of what happened to Nottingham.</p> <p>- Have an understanding of how WW2 affected the people of Nottingham. E.g evacuation, air raids, black out blinds, rationing.</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p>-Children should learn who the ancient Greeks were</p> <p>-Founding of Olympic Games</p> <p>-Greek Gods and Heroes – communication how stories were told.</p> <p>-Greek army and their empire.</p> <p>- How do we know so much about the Greeks.</p> <p>-How did the Greeks change the world- Alexander the Great, language, medicine,</p> <p><b>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>- resistance by Alfred the Great and Athelstan, first king of England</p> <p>-Edward the Confessor and his death in 1066</p> <p>-Why and how did the Vikings invade?</p> <p>-Vikings impact on England</p> <p>- Anglo-Saxon laws and justice</p>	<p><b>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b></p> <p><b>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</b></p> <p>-Children should follow on their knowledge of crime and punishment from what they have learnt from the Anglo-Saxons in year 5</p> <p>- Children need to understand what laws have been changed for equality – e.g being Homosexual is legalised.</p> <p>- Children should learn about the background of the Victorian times – child labour, factories and poverty and how this affected crime and punishment</p> <p>- Children should understand the context of crimes and punishment and how the law system looks today.</p> <p><b>Black History</b></p> <p>-Children should learn about the slave trade and about Britain’s part in it</p> <p>-Children should learn about segregation and understand how racism affected the lives of individuals</p> <p>-Children should learn about key individuals in the Black civil rights movement</p> <p><b>a non-European society that provides contrasts with British history – Mayan civilization c. AD 900;</b></p> <p>- Children should learn about the location of Maya civilisation in Mesoamerica.</p> <p>- Children should be able to chronologies Mayan civilisation on a time line in comparison to other civilisations.</p> <p>- Children should learn about everyday life of an ancient Maya and understand that the descendants of Maya are still alive to this day.</p> <p>- Children should learn about the legacy of Mayan civilisation and/or compare the achievements of Maya with those of Anglo-Saxons.</p> <p>- Children should learn anout the religious beliefs (compare to beliefs of Ancient Egypt, temples, pyramids, hieroglyphics).</p>
Specific skills to be a historian	<p><b>-Describe</b> different artefacts</p> <p><b>-Identify</b> how we used to communicate</p> <p><b>-Compare</b> the lives of key individuals</p>	<p><b>-Investigate</b> how the fire spread so quickly</p> <p><b>-Analyse</b> artefacts from today and 1666 and discuss if the same fire would break out today.</p> <p><b>-Chronologise</b> the history of Nottingham Castle</p>	<p><b>- Understand</b> methods of historical enquiry</p> <p><b>- Analyse</b> different artefacts and sources and think about how reliable the picture they paint is</p> <p><b>-Investigate</b> the difference in technology between the stone and iron age</p>	<p><b>-Describe</b> how and why contrasting arguments exist about the Romans and Boudicca.</p> <p><b>-Understand</b> methods of historical enquiry</p> <p><b>-Compare and contrast</b> life in Nottingham in the war and life in Nottingham now.</p>	<p><b>-Understand</b> methods of historical enquiry</p> <p><b>-Gather</b> historical data from various sources, including archives, artefacts and books</p> <p><b>Chronologise –</b> the history of the different empires we have looked at e.g Egypt, Romans, Anglo-Saxons in relation to the Greeks</p>	<p><b>-Understand</b> methods of historical enquiry</p> <p><b>Gather and interpret</b> historical data from various sources, including archives, artefacts and books</p> <p><b>Discuss</b> how and why the slave trade has impacted social structure.</p> <p><b>Chronologise –</b> the history of the different empires we have looked at e.g</p>

				- <b>Analyse</b> different sources of information about Nottingham in the War and <b>discuss</b> their reliability		Egypt, Romans, Greece in comparison to Mayan civilisation
Key Vocabulary	<p><b>Changes in the Living Memory:</b> automobile, coach, communication, chronological, letter, mail, past, present, technology, telegrams, timeline, transport, typewriter, computer, laptop, tablet, telephone, dial phone, cell phone, smart phone</p> <p><b>Significant Individuals:</b> Bessie Coleman: pilot, racism, African-American, aeroplane Neil Armstrong: NASA, astronaut, spacecraft, Apollo 11, moon</p>	<p><b>The Great Fire of London:</b> bakery, civilisation, parliament, continuity, change, fire, fire fighter, communicate, technology, draught, diary, fire breaks, water pipe, leather buckets</p> <p><b>Nottingham Castle and Robin Hood:</b> architect, bailey, castle, Civil War, demolish, fortify, legend, moat, outlaw, renovation, sheriff, treasury, peasantry</p>	<p><b>Stone Age to Bronze Age:</b> alloy, artefact, archaeology, BC, bronze, Celts, domestication, flint, hunter-gatherers, iron, settlement, tribe, nomads, Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age, Iron Age,</p> <p><b>Ancient Egypt:</b> afterlife, ancient, artefacts, Canopic jar, civilisation, hieroglyphics, mummification, papyrus, pharaoh, pyramid, sarcophagus, tomb, Rosetta Stone</p>	<p><b>Roman Britain:</b> barbarian, civilisation, continuity, Celts, Caledonia, citizen, empire, emperor, Icen, invasion, legion, Londinium, primary sources, secondary sources, Picts, slave</p> <p><b>Nottingham in the Blitz:</b> air raid, Anderson shelter, Allies, Axis Powers, blackout, Blitz, evacuation, Holocaust, Luftwaffe, Nazi, persecution, rationing, Spitfire</p>	<p><b>Ancient Greece:</b> ancient, civilisation, city-state, democracy, empire, continuity, primary sources, secondary sources, conquest, invasion</p> <p><b>Anglo-Saxons and Vikings:</b> civilisation, danegeld, Danelaw, invade, kingdom, longship, manuscript, outlawed, pagans, pillaged, raid, saga</p>	<p><b>Crime and Punishment:</b> Civilisation, continuity, bobbies/peelers, execution, heresy, highwaymen, hue and cry, judge, jury, ordeal, parish constables, prison, rattles, Reformatory schools, treason, trial, truncheons, victim, weregild</p> <p><b>Black History:</b> Abolish, civil rights, discrimination, equality, heritage, prejudice, racism, segregation, slavery</p> <p><b>Mayan:</b> Civilisation, ritual, jaguar, scribes, codices, maize, cacao beans, calendar, dynasty, sacrifice, temple, hieroglyphics</p>
How we will link possibilities and communication	<ul style="list-style-type: none"> <li>Talk to children about people who have invented things to increase our possibilities – What can we use a telephone for? What can we use computers for? How has this technology changed our lives for the better?</li> <li>Talk about the explorers <b>Bessie Coalman and Neil Armstrong</b>. The differences in their circumstances – e.g Bessie Coalman being an African American female pilot and what possibilities she opened for other women. What possibilities did Neil Armstrong create by going to the moon?</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how firefighters used to be exclusively men and when this was changed- what possibilities were opened up for women then?</li> <li>How would a fire be communicated nowadays? We would call 999, and instantly someone would know about the fire, how is that different from 1666? (mention <b>Samuel Pepys</b> and his diaries)</li> <li>How did people find out about events that took place in 1666 (gossip, witnesses, newspapers)? How did people find out about events in 1969 (Neil Armstrong to be referenced, newspapers, TV, phones, witnesses)? Are all of the sources reliable?</li> <li>Talk about the possibilities that the Castle provided Nottingham and the people of Nottingham – markets, safety etc.</li> <li>Go through <b>Robin Hood</b> theme and talk about the possibilities of him being a real person, what would happen if there was a modern day Robin Hood? Why do people remember him so fondly?</li> </ul>	<ul style="list-style-type: none"> <li>Look at Iron Age tools and compare them to the tools used now (rotary quern vs mill; ploughshare vs tractor). How have tools evolved and how did that impact the daily life of people;</li> <li>Talk about everyday life of hunters-gatherers in comparison to life of Bronze Age settlers and nowadays; what opportunities do people have now?</li> <li>Look at the social structure of the Ancient Egypt Talk about opportunities people had if they belonged to a specific social group. What opportunities do we have now?</li> <li>How did ancient Egyptians communicate? Talk about hieroglyphics. Was it easy to learn to read and write? Could everyone do it?</li> <li>Talk about the possibilities the Rosetta stone opened up for us and how it enabled us to learn the History of different civilisations.</li> <li>Case study of Hatshepsut – female pharaoh; what did she do for the Egypt? Why did she have to wear a beard?</li> </ul>	<ul style="list-style-type: none"> <li>What is the legacy of the Roman Empire in Britain? What possibilities did it create cities, Roman numerals?</li> <li>Talk about the Romans introducing the idea of living in big towns and cities. What possibilities does it create to live in a big city? When Romans retreated in 410 AC, Anglo-Saxons, who were farmers, settled in Britain. Compare the two, talk about advantages, disadvantages, possibilities they create for people living in a city vs village/farm.</li> <li>Talk and compare the communication methods in eras that are studied. Which ones do we still use? Which methods of the communication do we use mostly and why? Why don't we use some of them anymore?</li> <li>What possibilities did the war open for the UK? Look at the introduction of the NHS and social housing.</li> <li>What are the possibilities that were open to children during the war?</li> <li>What were the dangerous possibilities for people during the war, and why was it so dangerous to be 'different' e.g Jewish, disabled in Germany.</li> </ul>	<ul style="list-style-type: none"> <li>Greek Heroes – how are stories passed on?</li> <li>What possibilities did democracy create? Which ruling system is better? Did all social groups benefit from democracy?</li> <li>What possibilities did Ancient Greece create for the world?</li> <li>How did the Vikings communicate and what is their legacy in the English language (place names, surnames, words)? Compare the Viking runes to today's alphabet.</li> <li>What possibilities did the Anglo-Saxons and Vikings create for the UK when they settled?</li> </ul>	<ul style="list-style-type: none"> <li>How was crime communicated across the ages (Anglo-Saxons, Romans, Victorians, WW2)? 999 wasn't invented until 1937 in London. Discuss the ways the crime was communicated and dealt with in the different time periods.</li> <li>Discuss the possibility that some people could be innocent and how today we have more options open to us such as solicitors etc- what possibilities did they have throughout time?</li> <li>Look at the possibilities that have opened up for people – discrimination laws, laws against being homosexual have been overturned.</li> <li>Discuss how the laws were changed to offer equality to all races. Look at Martin Luther King, Rosa Parks and Harriet Tubman. What possibilities did it create for the people of other races?</li> <li>What possibilities did these key people open up for other people?</li> <li>What is the possible outcome of our life now if these key people hadn't stood up for what they believed in?</li> <li>Look at the achievements and the legacy of Maya civilisation (mathematics, concept of 0, architecture, calendars, astronomy, and farming). What possibilities did that create for the world?</li> <li>Compare the communication system of Maya (glyphs), Ancient Egypt (hieroglyphics) and Anglo-Saxons and Vikings (runes).</li> </ul>
Knowledge outcome in preparation for next year group:	Children will be able to explain how technology has enabled us to change the way we communicate with people in our town, country and other countries. Children will know about Neil Armstrong and will be able to compare his exploration with that of Bessie Coleman's. Children will know what these two people did and how that impacted our lives today.	Children will be able to compare the communication methods in 1666 and nowadays. They will be able to discuss if all of the sources are reliable (e.g. diaries). Children will know the main events in the history of the Nottingham Castle and will be able to retell the story of Robin Hood.	Children will be able to explain why the Stone Age to Bronze Age is called pre-historical period (before written records) and how the artefacts we found help us learn more about this time period. Children will be able to investigate the tools and technology from Stone Age to Bronze Age and explain the impact on the daily life.	Children will be able to explain why different historical resources portrait the same event in different ways (Romans vs Boudicca). Children will be able to compare and describe the differences in life now and during the WW2 for the people of Nottingham.	Children will understand how the historians conduct their enquiry and how they use a variety of resources to gather reliable historical data. Children will be able to order historical events on a time line (all the periods covered in year 5 and previous years).	Children will not only be able to gather information from a variety of historical sources but also they will be able to analyse it. Children will be able to order historical events on a time line (all the periods covered in year 6 and previous years). Children will be able to discuss the impact of the slave trade on the social structure and its impact on people's

			Children will be able to analyse artefacts (e.g. hieroglyphics) and talk about their reliability and how they are useful for us to learn about the past events.	They will also be able to explain if all of the sources of information about Nottingham during WW2 are reliable.		attitudes, segregation and the civil rights movement.
How are we linking back to previous year groups learning?		<ul style="list-style-type: none"><li>Y1 – referencing communication methods in 1969 and Neil Armstrong's landing on the moon.</li></ul>	<ul style="list-style-type: none"><li>Referencing communication methods in the times of the Great Fire of London; diaries of Samuel Pepys;</li><li>Looking at the social structure of Great Britain around 1666</li></ul>	<ul style="list-style-type: none"><li>Communication links: Y1 – the invention and development of phones and computers. Communication used by Neil Armstrong; Y3 - Looking at communication methods in Ancient Egypt.</li></ul>	<ul style="list-style-type: none"><li>Referencing the time periods covered in previous year groups in context of how stories were passed on.</li><li>Comparing the Ancient Egypt and its monarchy to Greece's democracy.</li><li>Vikings and their language vs Ancient Egypt and Romans;</li></ul>	<ul style="list-style-type: none"><li>Referencing how Anglo-Saxons and Romans communicated crime and dealt with punishment.</li><li>Referencing Anglo-Saxons, Vikings and Ancient Egypt communication systems in comparison to Maya civilisation.</li></ul>