

HISTORY PROGRESSION MAP - BISHOPSTEIGNTON PRIMARY SCHOOL

EYFS - History
<p>Understanding the World 3 / 4 year olds:</p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Begin to understand the need to respect and care for the natural environment and all living things. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Reception</p> <ul style="list-style-type: none"> - Draw information from a simple map (Aut - map of school, Sum - route to church) - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. <p>ELG: UTW: People, Culture and Communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

			KS1	LKS2	UKS2
	Golden Thread		Childhood	Rich and Poor and Inequalities in Society	Battles
B	Time Travellers	Focus	Lives of Significant Individuals - Queen Victoria and Florence Nightingale	Stone Age to Iron Age	Anglo Saxons and Vikings
		NC Obj	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements: Queen Victoria, Florence Nightingale 	Changes in Britain from the Stone Age to the Iron Age	Britain's settlement by Anglo Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
		Key Knowledge 5-10 things we want the children to remember.	<ul style="list-style-type: none"> The children will learn what we mean by significant and consider what makes a person significant over time. They will use common words and phrases relating to the passing of time (before, after, a long time ago, past). Queen Victoria became Queen at 18 and reigned from 1837 - 1901 (64 years). During her 63 year reign, there was a huge contrast between how rich and poor Victorians lived. Queen Victoria led the expansion of the British empire. Under Queen Victoria, there were major changes to all aspects of Britain due to exciting discoveries and inventions. Florence Nightingale was a nurse. She made hospitals cleaner for patients and looked after soldiers in the Crimean War. Florence Nightingale laid the foundations of nursing practiced across the world today. She set up the Nightingale Training School for nurses in 1860. 	<ul style="list-style-type: none"> In each 3 periods we will focus on 4 lessons covering food, how they lived, tools and general life. Changes in Britain from the Stone Age to the Iron Age. Including: Late Neolithic hunter-gatherers and early farmers for example Skara Brae Bronze age religion, food, tools and how they lived. Iron Age- farming, culture, food and tools. <p>The stone age is the longest period in human history and is split into different periods - early - late stone age.</p> <p>Stone age houses went from temporary living in caves to more permanent houses. (eg Skara Brae) and then on to hillforts in the iron age</p> <p>The stone age ended and the bronze age started because of the discovery and use of bronze. The bronze age ended and the iron age started because of the discovery and use of iron. The iron age ended in AD43 because of the Roman invasion of Britain.</p> <p>Early people went from being hunter-gatherers to farmers.</p> <p>Farming changed the way that people lived because it gave them a home/settlement.</p> <p>As people started to settle and form larger settlements, they started to have battles.</p> <p>Religion starts to appear as people settle into communities. (eg the emergence of burial mounds and druids in Iron Age).</p>	<p>Knowledge Anglo-Saxons and Scots including: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>Anglo-Saxons settled and established Kingdoms and their own culture in Britain after the Roman withdrawal in 410AD.</p> <p>The Scots invaded from Ireland to North Britain (now Scotland).</p> <p>There is evidence of the Anglo-Saxons in Britain today (e.g seen in place names, artistic influences such as manuscripts and monasteries such as Iona and Lindisfarne).</p> <p>Vikings Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Edward the Confessor and his death in 1066</p> <p>The reasons why Vikings started to raid monasteries and Anglo-Saxon Kingdoms, leading to resistance by Anglo-Saxons including Alfred the Great and Athelstan.</p> <p>Danelaw was established in the 9th century.</p> <p>Athelstan, becomes the first king of "England".</p> <p>The Norman conquest happened in 1066.</p>
	Skills	Chronological Understanding	Children can: <ul style="list-style-type: none"> sequence artefacts and events that are close together in time order dates/levents from earliest to latest on simple timelines 	Children can: <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to 	Children can: <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately;

			<ul style="list-style-type: none"> sequence pictures from different periods 	<ul style="list-style-type: none"> the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<ul style="list-style-type: none"> accurately use dates and terms to describe historical events; understand and describe in some detail the main changes to an aspect in a period in history; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
		Historical Interpretations	Children can: <ul style="list-style-type: none"> observe and use pictures and photographs to find out about the past explain that there are different types of evidence and sources that can be used to help represent the past 	Children can: <ul style="list-style-type: none"> observe and use pictures, photographs and artefacts to find out about the past and see how people have come up with different interpretations 	Children can: <ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past consider different ways of checking the accuracy of interpretations of the past; begin to evaluate the usefulness of different sources
		Historical Enquiry	Children can: <ul style="list-style-type: none"> observe or handle evidence to ask simple questions about the past; 	Children can: <ul style="list-style-type: none"> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information gather more detail from sources to build up a clearer picture of the past 	Children can: <ul style="list-style-type: none"> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses;
		Knowledge and Understanding of Events People and Changes in the past.	Children can: <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present identify similarities and differences between ways of life in different periods know and recount episodes from stories and significant events in history understand that there are reasons why people in the past acted as they did describe significant individuals from the past 	Children can: <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today explain how people and events in the past have influenced life today identify key features, aspects and events of the time studied describe connections and contrasts between aspects of history, people, events and artefacts studied. 	Children can: <ul style="list-style-type: none"> identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms such as culture, religious, social, economic and political when describing the past; examine causes and results of great events and the impact these had on people; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
		Presenting, Organising and Communicating	Children can: <ul style="list-style-type: none"> show an understanding of historical terms, such as <u>monarch</u>, parliament, government, war, remembrance talk, write and draw about things from the past; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. 	Children can: <ul style="list-style-type: none"> present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; start to present ideas based on their own research about a studied period. 	Children can: <ul style="list-style-type: none"> use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; plan and present a self-directed project or research about the studied period.
	Pictures of the Past	Focus	Changes Within Living Memory - Life in Britain from the 1960s to present day	Ancient Egypt	Post 1066 Topic - The Battle of Britain
		NC Obj	<ul style="list-style-type: none"> Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of, for example, Ancient Egypt. 	<ul style="list-style-type: none"> Pupils should study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Pupils should be taught about a significant turning point in British history, for example, the Battle of Britain.
		Key Knowledge	<ul style="list-style-type: none"> The ways in which popular music has changed over the last 60 years - cassettes and CDs, MP3 players and smartphones The ways in which toys have changed over time - differences between wooden, plastic and electronic toys How modern technology has affected the ways in which children play - electronic and non-electronic games The ways in which food has changed over the last 60 years - how modern technology has made it easier to cook and eat food Transport - how improved transport has made the world more connected; cars, trains, aeroplanes, space travel. Communication - how the way people communicate has changed from 20th - 21st centuries. How has schooling changed from 20th - 21st century. 	<ul style="list-style-type: none"> Where Ancient Egypt is geographically and chronologically and know that this was happening at the same time as the stone, bronze and iron age in Britain. The importance of the River Nile for agriculture, transport and trade The discovery of the Tomb of Tutankhamun The hierarchy of Egyptian society and the roles different people played Compare and contrast the home/clothes/food/jobs/burial of different people in different social classes in Ancient Egypt They worshiped Gods and Goddesses What the pyramids are and what we believe they were used for. 	<ul style="list-style-type: none"> The utility of primary and secondary sources Picture source material from the Battle of Hastings, Agincourt, Trafalgar and Waterloo Causes of battles/wars The terms Phoney War and Home Front What happened at Dunkirk Who was Winston Churchill? Why was it called the Battle of Britain? The key events of the Battle of Britain Life during the Blitz Everyday life on the Home Front Life after the Battle of Britain
	Skills	Chronological Understanding	<ul style="list-style-type: none"> Develop an awareness of the decades of the 20th and 21st centuries. Know where decades of the 20th-21st century fit into a chronological framework Identify similarities / differences between ways of life in the 20th century to present day. 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Gain an overview of the significance of the Ancient Egyptian period within the wider narrative of world history. 	<ul style="list-style-type: none"> Extend and deepen their chronologically secure knowledge of history Identify significant events, make connections, draw contrasts and analyse trends within periods and over longer arcs of time
		Historical Interpretations	<ul style="list-style-type: none"> Understand some ways we find out about the past 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms Note connections, contrasts and trends over time Understand how knowledge of Ancient Egypt is constructed from a range of sources Begin to understand that different versions of the past may exist. Become familiar with historical sources and accurate vocabulary relating to the Ancient Egyptian period. 	<ul style="list-style-type: none"> Use historical terms and concepts in increasingly sophisticated ways Understand how knowledge of Britain in this time period is constructed from a range of sources and understand how different types of sources are used rigorously to make historical claims
		Historical Enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Address and sometimes devise historically valid questions Identify and give reasons for, and results of, historical events, situations, changes 	<ul style="list-style-type: none"> Regularly address and devise historically valid questions Pursue historically valid enquiries including some they have framed themselves Discern how and why contrasting arguments and interpretations of the past have been constructed

		Knowledge and Understanding of Events, People and Changes in the past.	<ul style="list-style-type: none">• Recognise why people did things, why events happened and what happened as a result	<ul style="list-style-type: none">• Identify historically significant people and events in situations• Compare aspects of life in Ancient Egypt with life in modern times.	<ul style="list-style-type: none">• Consider/explain the significance of events, people and developments in their context and in the present• Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
		Presenting, Organising and Communicating	<ul style="list-style-type: none">• Choose and use parts of stories and other sources to show understanding• Make simple observations about different types of people, events, beliefs in the 20th and 21st centuries.• Talk about past and present events in their own lives and in the lives of family members.• Use common words and phrases relating to the passing of time• Ask and answer questions• 	<ul style="list-style-type: none">• Construct informed responses by selecting and organising relevant historical information• Establish clear narratives within and across periods studied (Stone Age, Bronze Age, Iron Age, Ancient Egypt).	<ul style="list-style-type: none">• Create relevant, structured and evidentially supported accounts• Analyse / explain reasons for, and results of, historical events, situations, changes•
END POINTS:			Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.