



Nurture. Inspire. Prepare.



Progression in Knowledge and Skills in History

National Curriculum Focus

<u>Purpose of Study</u>	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
<u>Aims</u>	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage One

Key Stage Two

<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 events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Pupils should be taught about: □ changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain 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 a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world 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.
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Cultural Capital

KS1	LKS2	UKS2
Stone Age Workshop Visit to Lichfield cathedral (RE focus but history linked)	Egyptian workshop Trip to Packington Free range farm (Geography focus but history of farming included)	York Vikings trip
Local (Lichfield area) historical figures work linked to house names: Seward, Darwin, Garrick and Johnson Local (Staffordshire) historical figures work linked to Josiah Wedgewood and Wedgewood potteries.		

Links to EYFS – Educational Programme for History

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

History

<u>0-3 Years (Daisies Class)</u>	<u>3 – 4 Years (Daffodils Class)</u>	<u>Reception Children (Sunflowers Class)</u>	<u>ELG</u>	<u>COEL Links</u>
<ul style="list-style-type: none"> I can make sense of my family’s life story (photographs and retellings) To discuss family members. I can notice differences between people. I can explore past and present toys. spinning top, rocking horse I notice differences between people. I know about some people who help us. Dentist, police, doctor. 	<ul style="list-style-type: none"> I can compare what I can do now and what I could do when I was a baby. I can make sense of my own life story. I can make sense of my family’s life story (Photographs and retelling) I can talk about my immediate family and community. Talk about past events – e.g., Covid. I can talk about my immediate family and community. I can describe what makes my school unique Comment on images of the past I can continue to comment on experiences of the past. I can compare transport from the past to now e.g. penny farthing bike/unicycle on bring your bike/scooter to school day. 	<ul style="list-style-type: none"> I can talk about how our school has changed from 2018/19 to the present day, using photograph. I can talk about how I have changed; baby à toddler à child. I can talk about members of their immediate family and community. I can name and describe people who are familiar to me. I can comment on images from the past e.g., homes, schools and transport. Comment on images of familiar situations in the past. Compare and contrast characters from stories inc figures from the past e.g., Tim Peake, Mo Farah, Captain Tom Moore (COVID19) Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<ul style="list-style-type: none"> Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences cause and effect

Streethay Primary School Progression of Knowledge in History

Year 1

Unit of Work	Knowledge progression	Vocabulary
<p>Using photographs to understand the recent, local past.</p> <p>How can we learn about the past through photographs?</p>	<p>Children will study their local area and how it has changed from the past. They will use photos and maps to identify the changes that have been made. They will use sources from the past to understand how the past is different (including photographs). Children will identify how life has changed and the impact upon the place and people.</p> <p>*What are the purpose of photographs and how do they help us and historians learn about the past? *How has photography changed over time? Children will look at how cameras and photographs haven't always looked the same throughout history *My family past and present – children will compare and contrast their family photos with those from the past. *My home past and present – children will compare and contrast their homes to those of the past through the medium of photography. *Our school past and present – children will look at how our school hasn't always been here and use photographs to look at how this change has happened and compare and contrast the use of land before and after the school was built. *Lichfield past and present – children will use photography to look at Lichfield town centre and compare and contrast now and Lichfield in the past.</p>	<p>Photography, camera, past, present, black and white, evidence, long ago, colour, change, similar, difference, family, parents, grandparents, special occasion, houses, electricity, toilets, fashion, style, school, land use, Lichfield.</p>
<p>Learning about the past through our communities and families</p> <p>What can we learn about the past from our families and community?</p>	<p>Within this unit, children will look at how their lives are different to that of their parents and grandparents. They will look at this difference through school, toys, transport</p> <p>*How has school changed since my Grandparents were young? Children will build on knowledge about the location of the school and how it has changed throughout history. Look at change in building, staff, children. Ask staff member or parent to talk to children about what it was like when they went to primary school. How was it the same? How was it different? *How have toy changed since my Grandparents were young? Children look at how toys have changed based on: colour, material, purpose, technology and size. *How has transport changed since my Grandparents were young? Children will learn about and compare different vehicles and modes of transport from the past. How have these changed throughout recent history? *How have clothes changed since my Grandparents were young? Children will learn and compare different clothing styles and fashions from the past. How have these changed throughout recent history? *How have jobs changed since my Grandparents were young? Children will learn about jobs that were done in the past – link to local coal mining. How have these changed throughout recent history? *What is a family tree? Children will learn about their family tree including grandparents and great grandparents. They will create their own using photographs.</p>	<p>School, change, lesson, lunch, teachers, strict, toys, material, purpose, technology, era, train, car, bike, bus, boat, clothing, material, design, popular, fashion, coal mine, job, danger, family tree, siblings, parents, Grandparents, Great Grandparents.</p>
<p>Queen Elizabeth</p> <p>Why was Queen Elizabeth so important?</p>	<p>Children will learn about Queen Elizabeth and what her life was like.</p> <p>*Who was Queen Elizabeth? Children will learn about the term monarch and learn some key facts about Queen Elizabeth and her reign. *How do we choose the next monarch? Children will learn about the Queen's marriage and children and learn about the line of succession. *Life as a child – children will learn about the Queen's life as a child focusing on hobbies. They will compare and contrast children's hobbies from the past to now.</p>	<p>Queen Elizabeth, monarch, Princess, reign, significant, line of succession, throne, marriage, children, line of succession, home-schooled, hobbies, nanny, travelled, past, present, same, different, World War 2, Windsor Castle,</p>

	<p>*Living through the war – children will learn about the Queen’s life through the war, looking at her being evacuated and her role in the military and a mechanic.</p> <p>*The Blitz – children will learn about what it was like to live through the Blitz (evacuation, blackouts, air raid shelters). They will look at the impact this had on the lives of children and the Queen.</p> <p>*The Coronation – The children will look at the Queen’s coronation and what is included within it. They will compare the Queen Elizabeth’s coronation to King Charles’ Coronation.</p>	<p>Evacuation/evacuee/evacuated, air raid, siren, destroyed/destruction, Blitz, bomb, black out, air raid shelter, military, mechanic, Prince Philip, Prince/King Charles, Westminster Abbey, coronation, orb, sceptre, crown, procession, anoint, carriage, balcony</p>
<p>Stories about the distance past What stories do we know about significant people and events from the past?</p>	<p>Children will learn about some significant people and events in the past through stories.</p> <p>*Robert the Bruce (person) – children will learn about Robert The Bruce, who he was and why he is remembered now. They will look at the story of Robert The Bruce and the Spider links with resilience and perseverance.</p> <p>*Robert the Bruce (events) – children will learn basic facts about the war of independence and how Robert the Bruce freed Scotland from English rule. Children will learn about the impact this has on the UK now.</p> <p>*The Gun Powder plot (people) – children will learn about Robert Catesby and Guy Fawkes and some reasons behind their plot to blow up the houses of parliament.</p> <p>*The Gun Powder Plot (events) – children will learn about the night of the event and the consequences of this. They will look at how this is remembered today.</p> <p>*The Titanic (the ship) – children will learn about the ship Titanic and what made it significant even before it sunk. They will think about it’s size, how the sailing experience and facilities were different depending on social class, and the media storm around it being the unsinkable ship.</p> <p>*The Titanic (events) – children will learn about why the sinking of the Titanic was such a disaster. They will learn when and how the boat sank and about the lack of lifeboats and social class impacting the number of dead. They will learn about how this disaster impacted future boat travel.</p>	<p>Significant, people, events, Robert the Bruce, Scotland, battle, Middle Ages, Perseverance, resilience, King, Freedom, rule, Robert Catesby, Guy Fawkes, GunPowder plot, treason, King, government, Catholic, barrels, guards, cellars, arrested, Titanic, construction, class, rich and poor, unsinkable, media, Belfast, Route, New York, Southampton, lifeboats, equipped, iceberg, consequence, result, cold, perish, disaster, Captain Smith</p>
<p>Stories of rulers (before 1800) What is a ruler?</p>	<p>Children will understand what a ruler is and how rulers have impacted upon the lives of people. Children will study have they ruled the land and the people.</p> <p>*Alfred the Great - Children will learn about what it means to rule. They will learn about who Alfred the Great was and when and where he ruled.</p> <p>*Alfred the Great Continued – children will learn about how Alfred the Great ruled and the impact this had. Children will think about whether he was a fair/unfair ruler.</p> <p>*Mansa Musa – children will learn about who Mansa Musa was. They will learn where he ruled and when he ruled – link to Golden Age.</p> <p>*Mansa Musa continued – children will learn the story behind how Mansa Musa became ‘King’ and the impact this had.</p> <p>*Boudicca – children will learn about who Boudicca was and how she was significant as a woman ruler/Queen/warrior. They will learn where and when she ruled and what happened during her rule.</p> <p>*Comparing rulers – children will learn about what is the same/different about the rulers they have studied.</p>	<p>Ruler, rule, ruling, people (as in his or her people), followers, palace, soldier, protect, serve, tribes, nobleman, noblewoman, advisors, monarch, country, peace, battle, Golden Age, University, reign, warrior, Queen, Iceni, similar, different</p>
<p>Ships and Seafarers through Time How did we discover places</p>	<p>In this unit, children will learn about the earliest experiments in floating. They will study how the development of boats emerged. Children will explore trade and exploration at sea. They will focus on life on ships and the legacy of seafaring.</p> <p>*Earliest boats – children will learn about the earliest boats, how they were created and what they were used for.</p>	<p>Boat, early, papyrus, ocean, Ancient Egypt, river, develop, galley, oars, oarsmen, sailing, explorer, deep water, crew,</p>

<p>outside of the UK?</p>	<p>*Early development of boats – children will learn about galley boats and how they had changed from earliest boats, they will compare and contrast this to the earliest boat. *What was life like on a ship? Children will learn about Christopher Columbus and the boats he used to explore the world. They will learn about what life was like for sailors on his ship and the difficulties they faced. *How did ships navigate? Children will learn about how Vikings used to navigate the seas using different methods, they will think about how this is different to today. *Children will learn about exploration through water. They will learn about James Cook and his expedition. They will look at why he went on his expedition and what he found from this. * Trade Links through water – children will learn about Suez Canal and how this is used for trade and the movement of goods. They will look at the difficulties faced if this trade link was blocked.</p>	<p>knots, explorer, sail, journey, expedition, trade, Suez Canal.</p>
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Streethay Primary School Progression of Knowledge in History

Year 2

Unit of Work	Knowledge progression	Vocabulary
<p>Life in London in later Stuart England What was London like in Stuart times?</p>	<p>Children will learn about life in London in the past. They will explore famous events and people such as the great fire of London, Samuel Pepys, the plague, Life in London. *What did Stuart London look like? Children will learn about the Stuart era, they will focus on the houses and what they were like, and the jobs that people did. *The Great Plague – children will learn about the Great Plague and how it spread through London. They will look at what happened to families and people and the impact this has on life in London. *The Great Fire – what happened? Children will look at when and where the Great Fire occurred. They will learn about what started the fire and how people tried to control/stop it. *The Great Fire – Why was it so devastating? Children will learn about the reasons behind the huge devastation left by the great fire and what impact this had on the future. *How was London rebuilt? Children will learn about Christopher Wren and his efforts to rebuilt London. They will learn about how some plans weren't followed. They will look at how he built St. Paul's Cathedral. *How do we know what happened in the Great Plague and Great Fire? Children will learn about Samuel Pepys and his diary. They will look at how it is a historical source, which helps us to understand history.</p>	<p>Stuart, era, densely packed, spinner, gong farmer, water squirters, rat catchers, fire fighters, Great Plague, disease, rats, plague, infected, communities, spread, household, cure, marked, Great fire, bakery, Pudding Lane, leather buckets, King Charles, flammable, devastating, windy, dry, architects, rebuild, St Paul's Cathedral, reconstructed, Christopher Wren, dome, designed, primary source, first-hand, Samuel Pepys, recount, event, historian.</p>
<p>Queen Victoria and the Victorian period. What did the Victorians do for us?</p>	<p>Children will study the life of Queen Victoria and stories of her. They will learn about what life was like focussing on the art and technology within this period. They will learn about life in Victorian London, Brunel and Transport in this period. *Who was Queen Victoria? Children will learn about Victoria as a monarch. They will learn some key feacts about her and her life. *Isambard Kingdom Brunel – children will learn how he was and why he is significant. They will learn about his contribution towards the railway. *Introduction of the railway – children will learn about the invention of the steam engine and how this changed Victorina life. They will focus on how it helped business trade and transport goods more efficiently and cheaply.</p>	<p>Queen Victoria, Victorian, transport, separate, separated, connect, connected, connection, railway, navvies, rope, railway station, exhibition, Prince Albert, bridge, technology, inventions. Holidays, class system,</p>

	<p>*Impact of the railway – children will learn about how the railway impacted the lives of Victorians in other positive ways. They will learn about Victorian day trips and holidays (links to class system in Titanic – same in railway carriages)</p> <p>*The Great Exhibition – children will learn about the Great Exhibition, who organised it, what it was for and why it was so famous.</p> <p>*What did Queen Victoria see? Children will learn about how the Victorian period was famous for new inventions including x-ray machine, motor car, flushing toilets, ice cream etc.</p>	<p>transport, steam engine, monarch, Victoria.</p>
<p>Children's lives in Victorian Times</p> <p>What was it like for children living in Victorian Britain?</p>	<p>Children will study the life of children throughout the period. They will study the lives of children at school, their jobs and including stories of Victorian children.</p> <p>*Children working in the countryside – children will learn about the jobs undertaken by poor children in the countryside and the impact this had on their health and wellbeing.</p> <p>*Children working in towns and cities - children will learn about the jobs undertaken by poor children in towns and cities and the impact this had on their health and wellbeing.</p> <p>*Victorian schools – children will learn about Victorian schools and how they are different to modern-day schooling.</p> <p>*Victorian schools continued – children will compare and contrast Victorian schooling and modern-day schooling.</p> <p>*Children's leisure time – children will learn about how Victorian children spent their leisure time and how this would be different depending on whether they were rich or poor.</p> <p>*Rich and poor children at home. Children will learn about homes in the Victorian era and compare and contrast homes of rich and poor children.</p>	<p>Job, dangerous, coal mine, bird scarer, cattle guards, crop pickers, long hours, pay, conditions, School, 3Rs Reading wRiting and aRithmetic, slates, ink, abacus, strict, change, prefer, expectations, modern day, leisure, skittles, charades, croquet, rocking horse, spinning top, peg dolls, thaumatrope, servants, rich poor, apartments, possessions, paintings, features</p>
<p>Great Change – makers of the World</p> <p>How have different people changed our world?</p>	<p>Children will study people from the past who have made a significant change and impact on our lives today. They will learn about these people, their place in history and changes over time.</p> <p>*James Watt – children will learn about who James Watt was and what he was famous for. They will learn about how he changed the world through the invention of steam engines and the impact it has had on our lives today.</p> <p>*Emmeline Pankhurst – children will learn about who Emmeline Pankhurst was and what she was famous for. They will learn about how she changed the world through the Suffragettes and the impact it has had on our lives today.</p> <p>*Amelia Earhart - children will learn about who Amelia Earhart was and what she was famous for. They will learn about how she changed the world through being a woman pilot and the impact it has had on our lives today.</p> <p>*Earl of Shaftesbury - children will learn about who Earl Shaftesbury was and what he was famous for. They will learn about how he changed the world through reforming factories and the lives of children and the impact it has had on our lives today.</p> <p>*Josiah Wedgwood - children will learn about who Josiah Wedgwood was and what he was famous for. They will learn about how he changed the world through using the canal system for trade and the impact it has had on our lives today.</p> <p>*Harriet Tubman – about children will learn about who Harriett Tubman was and what she was famous for. They will learn about how she changed the world through helping rescue slaves and the impact it has had on our lives today.</p>	<p>change (as noun and verb), inventor, steam engine, improvements, efficient, cheaper, steam power, activist, protest, fought, Suffragettes, rallies, arrested, law, Prime Minister, voting, aviator, pilot, solo, Atlantic Ocean, Hawaii, reform, child labour, factories, chimney sweeps, working day, education, potter, Stoke-on-Trent, pottery, trade, cheap, efficient, transport, goods, enslaved, escape, freedom, Underground Railroad</p>

<p>The Stone Age How did our early ancestors live?</p>	<p>Children will learn about Doggerland and how Britain was connected to Europe. They will learn about hunters and gathers and stone age tools. They will learning what Stonehenge is and life on Skara brae. *The hunters of Doggerland – children will learn about the land bridge between Great Britain and Europe and how our ancestors used this to arrive in Great Britain. *Hunters and Gatherers – children will learn about how Stone Age people found food through hunting and gathering. *What is pre-historic? Children will learn about the term prehistoric and link to cave paintings. *Skara Brae – children will learn about the settlement of Skara Brae and what it told us about how Stone Age people lived. *Stone Henge – children will learn about Stone Henge and look at it's purpose. *Stone Henge continued – children will learn about how Stone Henge was built.</p>	<p>Stone Age, Doggerland, landbridge, ancestor, hunter-gather, nomadic, tool, mammoth, pre-historic, pre-history, Skara Brae, hearth, mound, Stonehenge, Midsummer's day, Mid-winter's day, hammer, shape, ditch, stone circle, 'thousands of years ago'</p>
<p>Neolithic Revolution How did the Neolithic Revolution change the lives of our ancestors?</p>	<p>Children will learn about the Neolithic revolution and how it changed the lives of people living within that time. *Neolithic age – children will learn about the Neolithic age and how it was when people started to learn how to grow food. *Farming – children will learn about how humans began to use animals in farming and how their use was beyond milk and meat. *Burying the Dead – children will learn about how Neolithic people buried their dead, looking at the key features of a long barrow. *Building houses – children will learn about the key features of a neolithic house, they will look at how this differed to the nomadic existence of early Stone Age people. *Making pots – children will learn about how in the Neolithic Age people began making pots and why this was so important to practical life and the arts. Oldest wheel in the world – children will learn about artefacts and the discovery of the wheel. They will learn about why the wheel was invented and the impact it had on the way Neolithic people lived.</p>	<p>Natufian, grow, grain, Neolithic, Farming, famers, tending, plough, wild, domesticated, Mound, bury, dead, long barrow, Buildings, nomadic, wattle and daub, stone, straw, hearth, weave, loom, pots, clay, primitive, wheel, invented, transported</p>

Streethay Primary School Progression of Knowledge in History

Year 3

<u>Unit of Work</u>	<u>Disciplinary Focus</u>	<u>Knowledge progression</u>	<u>Vocabulary</u>
<p>Ancient Egypt How much did Ancient Egypt change over time?</p>	<p>Change and continuity</p>	<ul style="list-style-type: none"> • Location, origin in settlements around the Nile, • Living by the Nile • The role of the Nile in developing belief systems as well as agriculture. • How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. • Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. • How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing 	<p>Valley of the Kings archaeologist excavate tomb ruler ancient Egypt remains hieroglyphics ebony Tutankhamun historian civilisation Nile Mediterranean Sea kingdom crown pharaoh united, unity taxes, tax, taxation fertile mine pyramids Giza scribes sacred carvings overpower enemies chariot ankh hawk Amun Ra (god) Osiris (god) Isis (goddess) dependent Ma'at (goddess) universe order flooded Anubis (god) afterlife underworld soul limb decay preserve embalm mummy, mummification Rosetta Stone translate, translation inscription cartouche carved papyrus</p>

<p>Cradles of Civilisation How similar and how different were Ancient Egypt and Ancient Sumer??</p>	<p>Similarity and difference</p>	<ul style="list-style-type: none"> • The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). • Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. • Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. • Ziggurats 	<p>tablets Sumer Tigris Euphrates Mesopotamia Fertile Crescent trade weaving herding ziggurat cuneiform Gilgamesh epic Assyria Indus valley Shang nomadic cradle bronze altar sacrifices decipher sculptures mythical decorative</p>
<p>Indus Valley Civilisation How do we know about the Indus Valley civilisation?</p>	<p>Evidential thinking</p>	<ul style="list-style-type: none"> • Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) • Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal • Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) • Craftsmanship, trade, barter Puzzles for historians, including rulers and religion 	<p>necklace bangles Mohenjo-Daro merchants market Indus Valley civilisation reconstruction reconstructed Harappa monuments seals sources evidence trench pottery potsherds threshed threshing barley beckon urban citadel fired kiln technology sewage Lothal drain wells draw water jewellery oxen rhinoceroses unicorns terracotta ornaments carnelian barter weights transport prow trade route governed governments robe figurines fertility Asia Asian Hindu granary</p>
<p>Persia and Greece What did Greek city-states have in common?</p>	<p>Similarity and difference</p>	<ul style="list-style-type: none"> • Start with ancient Persia and its empire to set geographical & political context. • Ancient Greek city states, inc. Sparta and Athens. • Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis • Ancient Greek language • Peloponnese War • Greek religion – gods and goddesses 	<p>Darius empire Persian Empire Cyrus Babylon slaves succeeded satrapy satrap taxes tax city-state polis agora acropolis temple gymnasium theatre Zeus displeased shrines owls Olympus Ares Poseidon trident Hera alphabet alpha beta Homer Iliad Achilles besiege messengers surrender surrendered Marathon pass strait</p>
<p>Ancient Greece What can historians learn from the sources from Ancient Greece?</p>	<p>Evidential thinking</p>	<ul style="list-style-type: none"> • Athenian democracy and empire • Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) • Greek literature, inc. epic poetry – inc Homer’s Odyssey. • Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle 	<p>democracy citizens voted assembly Pericles Golden Age declared war Peloponnesian War starve plague allies surrendered enslaved Parthenon architecture architects inspired columns scrolls frieze sculptures pediment spectators chorus masks playwrights Sophocles tragedy comedy satire gestures literature Homer Odyssey Odysseus off course Cyclops Sirens sailors mast nymph disguised revealed philosophy wisdom philosophers Socrates Plato Academy</p>
<p>Alexander the Great How did Alexander the Great conquer so much land?</p>	<p>Causation</p>	<ul style="list-style-type: none"> • Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. • Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. • Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. • Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? 	<p>Macedon puppet king hoplite Philip of Macedon captured hostage sarissa phalanx Delphi oracle prophecy prophesy league League of Corinth Bucephalas assassinated determined Gordium wagon legend pledged loyalty Issus Alexandria Gaugamela chariots retreated victor divine flew into a rage Ptolemy founded scrolls Euclid geometry astronomy astronomer Galen</p>

Streethay Primary School Progression of Knowledge in History

Year 4

<u>Unit of Work</u>	<u>Disciplinary Focus</u>	<u>Knowledge progression</u>	<u>Vocabulary</u>
<p>The Roman Republic</p> <p>How much power did the senate have in the Roman Republic?</p>	Similarity and difference	<ul style="list-style-type: none"> • Foundation myth of Romulus and Remus • River Tiber civilisation • The early kings of Rome • Development of the Roman Republic • Punic wars, Hannibal, Roman army • Roman religion, • Roman myths & legends • Roman roads • Roman politics and government during the Republic 	legend Romulus Remus Tiber shepherd omen 753 BCE Rome senators unity toga temples cunning Sabine festival signal religious seven hills Tarquin Tarquin the Proud Brutus senate represent consuls republic SPQR Peninsula Carthae Carthaginians surrendered Punic Wars heavy fines Hannibal revenge camp cavalry battlefield were lost ambushed Scipio Scipio Africanus criticised patrician plebeians elect representatives overrule enslaved
<p>The Roman Empire</p> <p>What can sources reveal about Roman ways of life?</p>	Evidential thinking	<ul style="list-style-type: none"> • Roman army Julius Caesar • The early emperors (incl Augustus, Claudius, Nero), • Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). • Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) • Amphitheatres and games • Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography) 	survival peninsula province governor centurion legion standard height rebel frontier forts Julius Caesar Gaul Pompey foreign Brutus Ides of March Mark Antony descended cunning Augustus emperor Claudius proclaim advantage aqueducts Nero Colosseum Pompeii Vesuvius vapour Pliny panicked debris Judea rebellion imperial culminated enslaved trophies pockets of resistance
<p>Roman Britain</p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p>	Evidential thinking	<ul style="list-style-type: none"> • The ancient Britons – a land of diversity, a land of migrants (eg Celts). • Celtic language • Celtic culture. • Rebellions: Caractacus, Boudicca. • Roman town: Aquae Sulis • Life on the frontier: Hadrian's Wall Black Romans in Britain 	Britannia veni, vedi, vici invasion Celtic tribes Claudius chieftain Caratacus warriors ambushed captured forces fort ascend breast-plates defeat placed in chains heavy taxes revenge capital city Colchester stationed revolt Iceni Boudicca raised an army razed the ground Londinium Watling Street increased in number heavily outnumbered without delay showed no mercy Aquae Sulis spring fortune strigil hypocaust furnaces palestra intersecting branched off grid aqueducts forum basilica theatre temple frontier height Hadrian Hadrian's Wall approaching Vindolanda wooden tablets garrison
<p>Christianity in three empires</p>	Similarity and difference	<ul style="list-style-type: none"> • This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and 	Bethlehem three wise men frankincense myrrh miracles forgiveness rose from the dead converted baptised sins shepherd

<p>(300-600CE) How did rulers change Christianity</p>		<p>influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> <ul style="list-style-type: none"> 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. 	<p>persecution persecute incense disloyal suspicious amphitheatres memorial martyrs official religion Constantine rivals vision Byzantium Byzantine Empire Constantinople harbour culture cultures mosaic Goths Huns Visigoths sacked marble hippodrome stadium Justinian code innocent law courts rights Empress Theodora court halo baptismal font Aksum plateau terraces lowlands Adulis caravan export ivory tusks perfumes Yemen mints state Ethiopia preserve perilous hewn saints sacred rock-hewn shipwreck Ezana bishop patriarch erected stela Professor</p>
<p>Islamic civilisations (1) Arabia and early Islam Why did Islam spread so far and so fast?</p>	<p>Causation</p>	<ul style="list-style-type: none"> Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam. 	<p>dominated Arabia desert Arabs Islam Makkah pilgrimage pilgrims Bedouin campfires recite Kaaba shrines idols pagan spirits Quraysh Aminah Muhammad pastoral nomads widows orphans warrior pastures clansmen clans blood feud in praise of ancestors heritage Petra reared oases fragrant Khadijah matchmaker turning point followers revelations submission submitting paradise preach scorned betraying disapproved refugees tragedy jeering plunge grove mosque Prophet Medina Arabic negotiate truce</p>
<p>Alexander the Great How did Alexander the Great conquer so much land?</p>	<p>Causation</p>	<ul style="list-style-type: none"> Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? 	<p>warring disputes Caliphs warfare Samarkand Sind territory advance factors liberators tolerant booty inheritance taking them captive treasurers surveyors dynasty Ummayad Damascus criticise rally round Abbasids unfurled banners Abd al-Rahman massacre biblical fugitive Cordoba unwinding turban emir stranger homeland exile urgent stonemasons glance sturdy delicate aisles jade musician lute Peoples of the Book provoked clamped down locust minaret splendour ancestors sought out mihrab adapted production extension Berbers deadly Almohads momentum expelled triumph cathedral enraged town council unique</p>

Streethay Primary School Progression of Knowledge in History

Year 5

<u>Unit of Work</u>	<u>Disciplinary Focus</u>	<u>Knowledge progression</u>	<u>Vocabulary</u>
Islamic civilisations (3) Why were there so many restless minds in Cordoba and in Baghdad?	Causation	<ul style="list-style-type: none"> • Depth focus: Baghdad – the round city. • Where, why and how it was built. • What it looked like. • How we know about it through archaeology, artefacts and written sources. • Why it is so important in understanding medieval Islam. • The House of Wisdom, books and paper, translation of the ancient texts from Greek • The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. • How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance. 	al-Mansur architects Baghdad dirhams astrologers descendants Caspian Sea beyond silk roads decree engineers revenue dome quilts peter out scholars madrasas universities reconstruction numerals evolved calculate observatories astrolabe predict astrology minerals antiseptic influence anatomy arteries nerves surgery medical medical encyclopaedia smallpox qualifications qualified surgeons surgical compass rays of light lenses optics
Anglo-Saxon Britain How have historians learned about Anglo-Saxon Britain?	Evidential thinking	<ul style="list-style-type: none"> • Reasons for migration • Anglo-Saxon kingdoms • Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). • Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). • Early monasteries in British Isles; Bede. • Offa and Cwynethrith of Mercia • How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo 	Picts Scots pillaged Saxons Germanic Jutes Angles North Sea pleas Anglo-Saxons Anglo-Saxon battle-axe throwing axe Frankish axe head Britons legends overcome migrating migrate chief garnet Sri Lanka grave goods conclude amber buckle artefacts high-born nobleman noblewomen high-status glassware settle their differences compensation status ranks widowed Augustine overlord Canterbury monasteries monks scholarship Bede Hilda missionary missionaries Columba Easter Synod of Whitby Cynethryth authority Charters Offa worn on security barrier Offa's Dyke abbey abbess wore on trowel unearthing self-taught earthen mounds rivet meandering silverware helmet decomposed
Vikings in Britain (1 Aethelflaed, Lady of the Mercians How did the Vikings change England?	Change and continuity	<ul style="list-style-type: none"> • The first Viking raids and invasions • King Alfred of the Kingdom of Wessex • The 'Great Heathen Army' • Alfred in Athelney • Alfred's victory over Guthrun, Guthrun's baptism • Danelaw • Scandinavian settlements • Viking links to rest of world - Russia, Constantinople, Muslim trade. • How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. • Women in Wessex and in Mercia 	flanks furrows chasms seeping ploughshare Norsemen Vikings wintered launch ingots spindle spindle whorl daring seat of royal power crypt abandon Anglo-Saxon Chronicle according to encounter tremble illuminated pace widespread martyrdom claiming campaigns prowled at bay to and fro ferociously in a good light decisive learned depicts re -enacting threatening warlord occupied sought ancestral residence triumphantly commotion forage ransacked

		<ul style="list-style-type: none"> • Aethelflaed & Aethelred take on the Vikings • Aethelflaed & Edward build burhs and press into the Danelaw. 	shires ealdorman grave war -bands hilt font triumphed shore up fortify wary fortifications burhs fortified prosperous wilderness priory boulders vividly reputation
Norse culture What connections* and similarities did the Norse peoples have with other peoples?	Similarities	<ul style="list-style-type: none"> • including sagas, art, poetry, folklore. • Nordic gods, goddesses, stories and customs. • Beowulf - depth. • What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics like Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion) • <i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i> 	lush Vinland encampment locals war -cry imminent foreigners heavily pregnant catapult Norse saga seafaring fjords fjord Iceland exile exiled mysterious Greenland Leif Erikson pelts Skraeling myths Midgard Asgard mead hall Valhalla Odin Valkyries Loki trickster inspired Thor amulet giants eddas runes revealed Ragnarok Yule pilot course hoisted mast Inland manoeuvred harbour stern upended crew portaging portage good spirits construction moor Beowulf plight made ready fists bare hands inevitable clasping lurking revenge severed scoured distraught fearsome search party forged subjects dragon slew fatal
Vikings in Britain (2) How did Christianity change as it travelled?	Change and continuity	<ul style="list-style-type: none"> • Aethelflaed and Edward press into the Danelaw. • Athelstan and the unification of the kingdoms: origins of England • The Vikings in Scotland “Edgar the Pacifier” and the assimilation of Vikings • Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). • Britain’s ‘Second Viking Age’ up to 1066. 	Jorvik errands woodturner in tow cellars bellows cobbler awl pendants kingsman thronging detour wharves vessel sable scours loom chivvies idly outrage fragments finds upheaval Changing rulers, changing worlds Core vocabulary taunt stronghold yielding coordinating assault contemplated disgruntled laid to rest consecrated churned acclaim anoint consecration realms sceptre circlets reverently coronation tribute perpetual consequence pious rebuke courtiers hogbacks unique
Alexander the Great How did Alexander the Great conquer so much land?	Causation	<ul style="list-style-type: none"> • Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. • Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. • Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. • Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? 	TBC

Streethay Primary School Progression of Knowledge in History

Year 6

<u>Unit of Work</u>	<u>Disciplinary Focus</u>	<u>Knowledge progression</u>	<u>Vocabulary</u>
London and Migration Through Time (1) How much did London change between the Saxons and the fifteenth century?	Change and continuity	<ul style="list-style-type: none"> • Medieval London (Saxons to fifteenth century) • rich and poor, • powerful and powerless, • women and men, • similarities and differences across society, religion and culture. • Emphasis on trade and migration, as London became more important. • Multi-cultural and multi-ethnic roots of London already being sewn. • Languages spoken in London. • Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered. 	TBC
London and Migration Through Time (2) Who were the Tudor Londoners?	Similarity and difference	<ul style="list-style-type: none"> • Tudor London: • rich and poor, • powerful and powerless, • women and men, • similarities and differences across society, religion and culture. • Black Tudors - How did a historian uncover the silent hidden voices of Britain's black Tudors? past. • Miranda Kauffman's work on Black Tudors. 	TBC
The Kingdom of Benin How do historians continue to build knowledge about Benin?	Evidential thinking <i>(direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5)</i>	<ul style="list-style-type: none"> • Early history and 11th century origins • Architecture Rituals and laws • Divinity and sacredness of the Oba Oral and visual culture. • Thriving city-state in 15th century. • European contact 19th century conflict and destruction. • Ethics of archaeology - why have people argued about the Benin bronzes? • Archaeology now - diversity in archaeologists and historians. 	TBC
London and Migration Through Time (3) What connections* and	Change and continuity	<ul style="list-style-type: none"> • Seventeenth century London • a. Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out? • b. How was London connected with Africa and Asia in the 17th century? c. Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this? 	TBC

<p>similarities did the Norse peoples have with other peoples?</p>			
<p>London and Migration Through Time (4) How did Christianity change as it travelled?</p>	<p>Similarity and difference</p>	<ul style="list-style-type: none"> • Eighteenth and nineteenth century London & the world: • How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). • How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? • How were places and people in London connected with this? • Links with other cities that benefited from the slave trade - Bristol and Liverpool. 	<p>TBC</p>
<p>London and Migration Through Time (5) How did worlds come together in Cordoba?</p>	<p>Similarity and difference</p>	<ul style="list-style-type: none"> • Comparison of two cities: London and Liverpool • Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations. • Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees. The kindertransport – links with Spring 2 Judaism – in London 	<p>TBC</p>