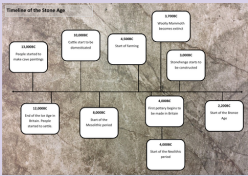





## The Echelford Primary School - History Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding						
<p><b>Comments on images of familiar situations in the past</b></p> <p>Being aware of the past, present, future and the passing of time, e.g birthdays, talking about past events in their lives.</p>	<p>Place known events and objects in chronological order.</p> <p><b>Use a timeline to develop chronological language eg past, present, older, newer–</b></p> <p><b>Describe and discuss historical events beyond living memory–</b> To retell orally and sequence key events using pictures - The Queen.</p> <p><b>Use historical vocabulary eg past, present, long ago, timeline–</b></p>	<p><b>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</b></p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time. Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</p> <p><b>Understand different representations of the past by drawing comparisons</b></p> <p>Identify, discuss and write about similarities and differences between ways of life before and after the historical periods being studied and today by looking at maps, paintings and</p>	<p><b>Develop a range of historical vocabulary eg artefact, chronology, invade, settle</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. Each topic: Normans, Ancient Egyptians and Stone Age.</p> <p><b>Select key information from a range of sources to answer an historical question</b></p> <p>Sequence several events or artefacts. Each topic: Normans, Ancient Egyptians and Stone Age.</p>	<p><b>Order key dates on a timeline to demonstrate chronology of British and world history</b></p> <p><b>Extend chronological understanding by exploring a theme over time eg leisure, entertainment</b></p> <p>Able to order times they have learnt about previously and ones they are learning about. Ancient Sumer.</p> <p>Use historic terms related to the period of study. Use accurate terms for historically significant information. Ancient Sumer, Tudors, Ancient Rome.</p>	<p><b>Examine in depth an aspect of local history from a period beyond 1066???</b></p> <p><b>Extend chronological understanding by exploring a theme over time eg crime and punishment</b></p> <p>Use dates to order and place events on a timeline Understanding from Y4 learning about the Romans that the Anglo Saxons is the next time period to study chronologically. Anglo Saxons</p>	<p><b>Establish clear narratives within and across periods by using secure chronological understanding</b></p> <p>Place current study on timeline in relation to other studies. Use timeline to compare what has been previously studied in Year 6 and other years and how they relate, whilst considering how the change in periods occurred. WWII, Vikings and Anglo Saxons, Mayans</p> <p>Use relevant dates, terms to sequence at least 10 events on a timeline. To be able to discuss and have a solid understanding of key dates from each period and when and each civilisation began and ended. WWII, Vikings and Anglo Saxons, Mayans</p>

		<p>photos and reading primary and secondary sources. Transport, hospitals and the role of nurses and women, Great Fire of London</p> <p>Create a timeline to understand the time between each historical period studied and within each topic where appropriate.</p>				
<p><b>Knowledge:</b></p> <p>Events in the past have already happened. Present refers to what is happening now Future refers to what is yet to happen.</p>	<p><b>Knowledge:</b></p> <p>Chronological means the order in which things happen.</p> <p>Timelines are used to show the order that things happened.</p> <p>The Victorians lived over 120 years ago.</p> <p>Queen Elizabeth reigned from 1952 - 2022.</p>	<p><b>Knowledge:</b></p> <p>The Victorian era lasted from 1837-1901.</p> <p>Christopher Columbus travelled to and explored the New Americas in 1492.</p> <p>The Great Fire of London was from Sunday 2nd September to Thursday 6th September 1666.</p> <p>Emilia Earhart was the first female aviator to cross the Atlantic Ocean in 1932.</p>	<p><b>Knowledge</b></p> <p>The Stone Age began 2.75 million years ago.</p> <p>It was called the Stone Age because stone was the main material used.</p>  <p>The Ancient Egyptians 7500 BC to 30 AD.</p> 	<p><b>Knowledge</b></p> <p>The Tudors reigned between 1485 and 1603.</p> <p>Henry VIII reigned from 1509 - 1547.</p> <p>Ancient Mesopotamia was between 5300 BC and 1940 BC. This spanned the end of the Stone Age and through the Bronze Age.</p> <p>Ancient Mesopotamia is located in the Middle East where the countries of Iraq, Iran and Turkey now lie.</p>	<p><b>Knowledge</b></p> <p>The Victorian period was 1837 to 1901.</p> <p>Ancient Greece began in 625 BC to it falls in AD 476.</p> <p>The Anglo Saxon period spanned from 410 to 1066 AD.</p>	<p><b>Knowledge</b></p> <p>The Viking Age was from 793-1066 AD</p> <p>The Battle of Hastings in 1066 marks the end of the Viking era.</p> <p>The Anglo-Saxons and Vikings coexisted.</p> <p>The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica.</p> <p>People had lived in the area from around 5000 BC and cities started to form in around 300 BC.</p> <p>World War II lasted</p>

				The Ancient Roman period was between 625 BC and 476 AD		from 1939-1945.
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## Historical Interpretations

<p>Learning about and talking about historical events of personal significance and how we might celebrate these in our lives. e.g. Bonfire Night, Pancake Day, Christmas, Diwali, Remembrance Day.</p>	<p><b>Develop understanding of local history eg historical events, people and places</b></p> <p>Relate his/her own account of an event and understand that others may give a different version- With support and relating this to PSHE learning understand that it is OK to have different views and accounts –</p>	<p><b>Know about changes within living memory and how they affected changes in national life eg toys, homes, transport</b> Transport (Emilia Earhart)</p> <p>Describe and write about the changes in a range of transport between Victorian times and today. Understand how the changes in transport are linked to other changes in history, such as invention of electricity, use of different power sources. Transport (Christopher Columbus and Emilia Earhart), Florence</p>	<p>Describe memories of key events in his/her life using historical vocabulary When comparing life to that of Stone Age boy.</p> <p><b>Begin to understand how knowledge of the past is constructed from a range of sources</b></p> <p><b>Develop understanding of how and why the past is represented in different ways</b> Distinguish between different sources – compare different versions of the same story Ancient Egyptians</p>	<p><b>Understand how and why the past is represented in different ways and explain this</b></p> <p>Understand that sources can contradict each other- Two texts could say two different things about one person or period of time due to the age of records, children understand why that happens. Tudors</p>	<p><b>Explore trends, looking at continuity/change and similarity /difference/significance</b></p> <p>Make comparisons between aspects of periods of history and the present day. Whilst studying the Victorians, children will compare what life was like for children during this time period with their lives in the present day. Victorians</p> <p><b>Understand how knowledge of the past is constructed from a range of</b></p>	<p><b>Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts</b> WWII, Vikings and Anglo Saxons, Mayans</p> <p><b>Gain historical perspective by making connections between local, national and international history</b> <b>(Ancient Maya)</b></p> <p><b>Develop perspective and judgement by weighing evidence and sifting</b></p>
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		<p>Nightingale, Great Fire of London</p> <p><b>Describe and understand the significance of historical events beyond living memory (nationally or globally)</b></p> <p>Learn, discuss, sequence and write about the Great Fire of London, including how it started, how it spread and its impact on the people and London itself. Great Fire of London</p> <p><b>Know about local historical events, people and places</b></p>	<p>Look at representations of the period – museum, cartoons etc</p> <p>Ancient Egyptians</p>		<p><b>sources</b></p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>While studying the Anglo Saxons time period, children will study information presented in the form of paintings and tapestries. Victorians, Anglo Saxons, Ancient Greeks</p> <p><b>Understand how evidence is used rigorously to make historical claims</b></p> <p>Evaluate the usefulness of a variety of sources. Victorians, Anglo Saxons, Ancient Greeks</p>	<p><b>arguments eg propaganda</b></p>
<p><b>Knowledge:</b></p> <p>Different countries, faiths and religions celebrate different historical events.</p> <p>Christmas Day is the 25th of December each year around the world.</p> <p>Bonfire Night happens on the 5th November - celebrated in the UK.</p> <p>Remembrance Day is</p>	<p><b>Knowledge:</b></p> <p>My account of events that have happened in the past may differ from other peoples.</p>	<p><b>Knowledge:</b></p> <p>Historical interpretation is how we would describe events from the past.</p> <p>Our interpretation of past events can be supported by sources of information.</p>	<p><b>Knowledge:</b></p> <p>Historical interpretation is how we would describe and explain events from the past - using primary and secondary sources.</p> <p>My life has significant differences to that of a Stone Age child.</p> <p>Artefacts and sources enable us to compare similarities and differences from the</p>	<p><b>Knowledge:</b></p> <p>Historical interpretation is the way in which we describe and evaluate past events through analysing primary and secondary sources.</p> <p>Primary sources can contradict each other relating to historical events.</p> <p>Finding contradiction</p>	<p><b>Knowledge:</b></p> <p>Historical interpretation is the process by which we describe, analyse, and create an explanation of past events.</p> <p>We base our interpretation on primary and secondary sources.</p> <p>Information will vary depending on the</p>	<p><b>Knowledge:</b></p> <p>Historical interpretation is the process by which we describe, analyse and create an explanation of past events.</p> <p>We analyse the evidence, context and points of view.</p> <p>We base our interpretation on primary and secondary sources.</p>

celebrated on the 11th November to remember WW1.			<p>present to the past.</p> <p>There can be a range of representations of historical events.</p> <p>Different sources can help us to compare different versions of the same story.</p>	<p>between sources helps us determine how accurate or reliable a particular source is.</p> <p>Contradiction can only happen when one version of the events cannot be true.</p>	<p>period being studied.</p> <p>Information gathered from the Anglo-Saxon era was often in the form of paintings and tapestries.</p> <p>Information gathered from the Victorian era developed into documents and letters.</p>	<p>Interpreting primary and secondary sources enables us to provide our own explanation of events in the past.</p> <p>We are able to develop our understanding of periods of history through comparing primary and secondary sources.</p> <p>Using different sources of information will lead to different conclusions. It is important to assess what sources are reliable to support our interpretation.</p>
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## Historical Enquiry

Being able to ask and answer simple questions about their past and present.	<p><b>Develop understanding of changes within living memory eg toys, homes, transport</b></p> <p><b>Use artefacts, pictures, stories and online sources to find out about the past</b></p> <p>Find answers to some simple questions about the past from simple sources - Through photos, clips</p>	<p><b>Ask wide range of questions about the past using parts of stories and sources</b></p> <p><b>Use range of artefacts, pictures, stories and online sources to answer historical questions</b></p> <p>Identify what we can find out from these sources and what other sources could be used to find out more. Transport (Christopher</p>	<p><b>Compare different eras considering similarities and differences</b></p> <p>To find out about the way people lived in the Neolithic period. Stone Age</p> <p>I am learning to develop our knowledge on the Bronze Age's culture. Stone Age</p> <p><b>Order key dates on a timeline to</b></p>	<p><b>Regularly generate and answer a range of historically-valid questions about similarities and differences</b></p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. Use inference to understand life in the past and make comparisons between different periods.</p>	<p><b>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda</b></p> <p>Compare sources of information available for the study of different times in the past. Using artefacts, children will compare</p>	<p><b>Address and devise a wide range of historically-valid questions about change, cause, impact and significance</b></p> <p>Using primary and secondary sources, information the children have been taught and their own research on the topic being studied, the children will use these resources to create questions that enable</p>
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	<p>and discussion be able to answer a question such as – Why? What happened? -</p> <p>Describe some simple similarities and differences between artefacts- Children to explain how they are different from appearance and their preferences and why. - Seaside / holidays from the past.</p> <p><b>-Be introduced to different representations of the past and discuss similarities and differences</b> Using simple sources and through discussion can identify a similarity and difference and explain in a sentence using basic topic vocabulary -</p> <p>Sort artefacts from 'then' and 'now'.</p> <p><b>Ask some questions about the past</b></p> <p>Ask and answer questions about how artefacts are different and think of reasons why. Begin to use topic vocabulary</p>	<p>Colombus), Florence Nightingale, Great Fire of London</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Discuss/write about the different representations of the event or person in different sources. Discuss why these sources may show differences and how we know which are accurate. Transport (Christopher Colombus), Florence Nightingale, Great Fire of London</p>	<p><b>demonstrate chronology of British and world history</b> Ancient Egyptians.</p> <p>Develop my chronological knowledge by using dates and terms related to the Stone Age's passing of time. Stone Age</p> <p><b>Understand what types of question are historically-valid and identify how to find the answer</b></p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research Each topic: Ancient Sumer, Tudors, Ancient Egyptians and Stone Age.</p>	<p>Ancient Sumer, Tudors, Ancient Rome.</p> <p><b>Understand how knowledge of the past is constructed from a range of sources</b></p> <p><b>Select and organise relevant information from a wider range of sources to answer a historical question</b></p> <p>Use newspapers, stories, diary entries, places, pictures, objects to find out about daily life, religions and traditions. Ancient Sumer, Tudors, Ancient Rome.</p>	<p>life for children in the Victorian period to the present day. Children will consider whether paintings and tapestries are reliable sources of information in the Anglo Saxon period. They will also consider whether these are primary or secondary sources to build upon their learning of primary and secondary sources in their previous topic of the Victorians. Victorians, Anglo Saxons, Ancient Greeks</p> <p><b>Address and devise a wide range of historically-valid questions about change and cause</b></p>	<p>them to delve further into their own knowledge. These questions will focus on the change they have seen over a period of time, the reasons for this change, any similarities and differences in the sources and the importance that these hold in regards to our own understanding of a particular period of time. WWII, Vikings and Anglo Saxons, Mayans</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Children use different sources of information to build a relevant understanding surrounding a past event or a historical period of time. Through using different information provided to them, children are able to pick out key information that is necessary to build their understanding as well as negating any information that does not aid to the overall</p>
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	independently - Toys					<p>learning. Children can share this understanding both orally and through writing. WWII, Vikings and Anglo Saxons, Mayans</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Using a variety of sources (both primary and secondary) the children are able to build up a clear picture as to how an event or time period occurred in the past. The children use these sources to gain an understanding of how the past is different from the present and how hindsight is used to influence the world today. WWII, Vikings and Anglo Saxons, Mayans</p> <p>Make confident use of a variety of sources for independent research.</p> <p>Children will recap their knowledge of what a 'source' is within history and the different types of sources which are available to gain new</p>
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						information (eg: pictures, recounts, the internet, text books, newspaper reports). These sources are then used to inspire the children to independently find out more about a subject through their own research. WWII, Vikings and Anglo Saxons, Mayans
<p><b>Knowledge</b></p> <p>You can compare the past and present by looking at pictures.</p> <p>You can discuss what has happened at a certain point in time by looking at a picture.</p>	<p><b>Knowledge</b></p> <p>A source tells us about the time we are studying. A source can be a picture, writing or an object.</p> <p>Sources allow me to talk, write and draw about what happened.</p> <p>An artefact is any object that was made or used during a historical period.</p>	<p><b>Knowledge</b></p> <p>A source is a reference of historical information.</p> <p>Sources give us information about events that have happened in the past.</p> <p>There are two types of sources that we can study - primary and secondary.</p> <p>Sources may not give us accurate information.</p> <p>A diary is a source that can tell us what a historical event was like for one person who lived at the time. An example of this is Samuel Pepys' diary during the Great Fire</p>	<p><b>Knowledge</b></p> <p>Sources are something that inform us about a period of History at a basic level. For example: original photographs, newspaper articles or diary entries. These are examples of primary sources.</p> <p>A historical book or history lesson is an example of a secondary source.</p>	<p><b>Knowledge</b></p> <p>Sources can be categorised into <i>primary</i> and <i>secondary</i> sources of information.</p> <p>A primary source is an artefact, document, diary or any other source of information that was created at the time in study.</p> <p>A secondary source is an artefact or document that gives information about a primary source. Secondary sources are derived from an original primary source.</p>	<p><b>Knowledge</b></p> <p>Both primary and secondary sources can be used to support our understanding of the past.</p> <p>We use primary and secondary sources to help build a convincing argument by using credible evidence to question the events of the past.</p>	<p><b>Knowledge</b></p> <p>Primary sources help us relate to the events of the past and promote a deeper understanding of history as a series of human events.</p> <p>Secondary sources support us to interpret, or explain the meaning of primary sources as well as why historical events happened.</p> <p>By analysing and comparing primary and secondary sources, we are able to explore new and different interpretations of past events and construct a balanced argument as a means of</p>

		of London.				historical enquiry.
<b>Organisation and Communication</b>						
Children can speak about past events in their lives using the correct tense.	Talk, draw or write about aspects of the past – Local History of Ashford	<p><b>Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer</b> Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</p> <p>Speak about how he/she has found out about the past. Transport (Christopher Columbus), Florence Nightingale, Great Fire of London</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Write in a range of genres, including diary entries, newspaper reports, chronological recounts and narratives. Include a wide vocabulary of historical terms and subject specific vocabulary in their writing. Transport, hospitals and the role of nurses and women, Great Fire of London</p>	Use an increasing range of common words and phrases relating to the passing of time. Each topic: Ancient Egyptians and Stone Age.	<p><b>Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy</b></p> <p>Use a variety of writing styles including longer pieces. Ancient Sumer, Tudors, Ancient Rome.</p>	<p><b>Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political</b></p> <p><b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b></p> <p>Children will use various methods of presenting in each topic studied. Examples including persuasive writing in Anglo Saxons to confirm conspiracies around planet 9, Victorians, Anglo Saxons, Ancient Greeks</p> <p>Provide an account of a historical event based on more than one source. Children will write about the impact Dr Barnardo had on children's lives in the Victorian period and discuss how this had impacted children today. During the study of</p>	<p><b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b></p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing plans and carry out individual investigations, linking with other subjects. WWII, Vikings and Anglo Saxons, Mayans</p>

					the Anglo Saxons, children will write about conspiracy theories on plant 9. Victorians, Anglo Saxons, Ancient Greeks	
<b>Knowledge:</b>  Vocabulary used to describe the past: Yesterday, last week, last year, ____ years ago, old, then  Vocabulary used to describe the present: Now, new, today, this week.	<b>Knowledge:</b>  Key Vocabulary: year, decade, century, similar, different, memories, important, inventions, artefact	<b>Knowledge:</b>  Key Vocabulary: chronological order, era/period, Parliament, significant, historians, sources (newspapers, letters, websites), evidence, research, investigate, artefact, what?, when?, where?	<b>Knowledge:</b>  Key Vocabulary: chronology, duration, period, significance, timescale, prehistory, prehistoric, civilisation, democracy, Government, primary source, secondary source	<b>Knowledge:</b>  Key Vocabulary: interpretation, invasion, conquer, settlements, archaeology, archaeologist, primary evidence, secondary evidence,	<b>Knowledge:</b>  Key Vocabulary: hypothesis, monarchy, monarch, causation, consequence, BCE, CE, BC, AD, revolution	<b>Knowledge:</b>  Key Vocabulary: Inference, continuity, infer, propaganda, excavate, revolution, ancient civilisations, biased

### Understanding of events, people and changes

<b>Is able to compare and contrast characters from stories, including figures from the past</b>  Understanding the changes humans go through from birth to old age. Understand similarities and differences between themselves and others.	Understanding key features of the way we lived in the past.  Ask and answer relevant basic questions about the past - Toys  Look at artefacts from the past.  Understanding the properties of a Victorian toy from the past whilst explaining the reasons why  Identify some	<b>Describe key people from the past who have contributed to national and international achievements and understand their significance</b>  Learn and write about Christopher Columbus and Emilia Earhart and the importance of their expeditions. Link this learning to the changes in ways people have crossed the Atlantic. Transport (Christopher	Describe changes in Britain from the Stone Age to the Iron Age. Stone Age  Describe the achievements of the earliest civilisations – Ancient Egypt.  Find out about every day lives of people in time studied Stone Age  Compare with our life today Identify reasons for and results of people's action.	<b>Understand how Britain has influenced and been influenced by the wider world</b>  Describe the Roman Empire and its impact on Britain  A study on how and why the Romans invaded Britain, leading into the influence they had on Britain during and after their reign. Ancient Rome	<b>Gain historical perspective by making connections between local, national and international history</b>  Give reasons for some important historical events. Children will write about the impact Dr Barnardo had on children's lives in the Victorian period and discuss how this had impacted children today. Victorians  Describe the Viking	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. The children will come across this theme in all topics. They will use their knowledge of chronology to make continuous links with all Historical Periods studied and how this has impacted the way that society runs
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	<p>similarities and differences between ways of life in different periods - With support, answer simple questions about events. What happened? Why? When? - Toys, Queen Elizabeth</p>	<p>Colombus)</p> <p>Learn and write about the life of Florence Nightingale. Focus our writing on the impact Florence Nightingale had on Scutari hospital, nursing in general after the Crimean War and the way women were viewed in Great Britain. Florence Nightingale</p>	<p>Stone Age, Magna Carta</p> <p>Understand why people may have wanted to do something Magna Carta</p>	<p>Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066.</p> <p>Tudor royalty including family tree and how they came to the throne; comparison between lives of rich and poor and what we can learn from Hampton Court. Tudors</p> <p>Describe the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Sumer; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>A study of the achievements Ancient Sumerians made as well as background their way of life, with a comparison between Ancient Sumer and Ancient Egypt. Ancient Sumer</p>	<p>and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Children will learn about and discuss the different Anglo Saxon tribes and their reasons for settlement in Britain. Anglo Saxons</p> <p>Describe a study of Greek life and achievements and their influence on the western world. Children will study the life of Odysseus, building upon this in their PoR text in literacy. Ancient Greeks</p> <p>Describe a study of an aspect or theme in British History that extends his/her chronological knowledge beyond 1066. Children will study the Victorian period and how events during this time have impacted the lives of children today. Victorians</p>	<p>today. They will be able to verbalise what has happened within these time periods. WWII, Vikings and Anglo Saxons, Mayans</p> <p><b>Develop and apply a range of historical vocabulary eg influential, narratives, perspective</b></p> <p><b>Examine different aspects of history eg social, cultural, political and religious, in different contexts</b></p> <p>Children have the opportunity to note contrasts and trends over time when comparing Anglo Saxon crime and punishment and through comparing Mayan civilisation to British civilisation. The children build upon historical terms throughout the topics they study in the year. WWII, Vikings and Anglo Saxons, Mayans</p> <p>Describe the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward</p>
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						<p>the Confessor.</p> <p>The children will focus on Crime and Punishment throughout the years and the impact this had on the Anglo Saxons and comparing this to modern times. What are the similarities and differences between them both? Vikings and Anglo Saxons</p> <p>Theme: What impact did WW2 have on children in Britain? Children will use their knowledge of evacuation, rationing, school life and propaganda to build up an understanding of life in Britain between 1939-1945 and how it influenced the way children lived.WWII</p> <p>Describe a non-European society that provides contrasts with British History – one study chosen from: early Islamic Civilisation, including a study of Baghdad c.AD 900; Mayan civilisation c.AD 900; Benin (West Africa) c. AD</p>
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						<p>900-1300</p> <p>The children will study Mayan civilisation c.ad 900. They will focus on different elements of their history and compare these with British history. These include: achievements, agriculture and food, beliefs and gods and cities and temples. Mayans</p> <p>Use evidence to support arguments.</p> <p>Children will continuously use primary and secondary sources to support arguments. Children will apply this in all topics learned but will have the opportunity to utilise this when completing the 'History Challenge' at the end of each topic, to summarise their overall learning and understanding. WWII, Vikings and Anglo Saxons, Mayans</p> <p><b>Examine in depth an aspect of local history.</b></p> <p>Children have the opportunity to study local history when</p>
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						<p>studying World War II. Children will use online resources to study bomb sights in the local area, with a focus on the Blitz. They will use this to build a narrative surrounding their knowledge and have this inspired by the understanding that it may relate to their own family history. WWII</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Power, Conflict and Ideas</b>						
	<p><b>Describe significant people from the past</b></p> <p><u>Queen Elizabeth II:</u></p> <p>The Queen was born in Mayfair, London, on 21st April 1926.</p> <p>Queen Elizabeth II sadly passed away on 8th September, 2022.</p> <p>Queen Elizabeth II was the longest reigning monarch. She overtook Queen Victoria, who reigned</p>		<p><u>Egyptians:</u></p> <p>The Pharaohs were the top of the hierarchy who ruled Egypt.</p> <p>The slaves were deemed the bottom of the social hierarchy.</p> <p>Only Kings and Pharaohs were mummified after death.</p> <p><b>Examine in depth an aspect of local history from a period beyond 1066</b></p>	<p><u>The Romans:</u></p> <p>The Roman government consisted of the senate, consuls and assemblies. The senate made up of Rich families of Rome.</p> <p>Ancient Rome began as a kingdom and was ruled over by kings for 240 years and then became a republic. Rome became an empire and was ruled over</p>	<p><u>The Anglo-Saxons:</u></p> <p>The Anglo Saxon's groups were called: Jutes, Saxons and Angles.</p> <p>The Anglo-Saxons were made up of three groups of people from Germany, Denmark and The Netherlands.</p> <p>The Germanic areas which became established following these settlements consisted of seven kingdoms: Kent,</p>	<p><u>World War Two:</u></p> <p>Neville Chamberlain was prime minister of the United Kingdom from 1937 to 1940. He was the Prime Minister who declared war on Germany in 1939.</p> <p>Winston Churchill was the successor of Neville Chamberlain from 1940-1945. He led Britain to victory in World War 2.</p> <p>The government introduced different</p>

	<p>for just over 64 years.</p> <p>Queen Elizabeth II lived in Buckingham Palace in London. She also resided in Balmoral Castle, Scotland, Sandringham House in Norfolk and Windsor Castle.</p> <p>The Queen was married to Prince Philip who was the Duke of Edinburgh. They got married in 1947 at Westminster Abbey.</p> <p>Elizabeth and Philip had four children together: Prince Charles (1948), Princess Anne (1950), Prince Andrew (1960) and Prince Edward (1964). By the end of 2021, Queen Elizabeth II had eight grandchildren and twelve great-grandchildren.</p> <p>Queen Elizabeth II was a part of the Women's Auxiliary Territorial Service for World War II.</p>		<p><u>Medieval Britain:</u></p> <p>Kings were considered to be the top of the social hierarchy with all the control and the peasants at the bottom.</p> <p>King John ruled England after the death of his brother, King Richard I.</p> <p>King John became unpopular during his reign - leading to a social rebellion.</p> <p>The Barons grew tired of the Kings demands and formed a rebellion against the monarchy.</p> <p>King John was forced to sign the Magna Carta - this introduced the notion of democracy.</p> <p>Magna Carta was issued in June 1215 and was the first document to put into writing the principle that the king and his government was not above the law. It sought to prevent the king from exploiting his power, and placed limits of royal authority by establishing law as a power in itself.</p>	<p>by an emperor, Cesar Augustus.</p> <p><u>The Tudors:</u></p> <p>The Tudor dynasty had been established by conquest in 1485</p> <p>Tudor monarchs ruled the Kingdom of England and its realms.</p> <p>Henry the VIII was King of England from 22 April 1509.</p>	<p>Essex, Sussex, Wessex, East Anglia, Mercia and Northumbria.</p> <p>Danelaw was the part of England in which the laws of the Danes dominated those of the Saxons.</p> <p>The Anglo-Saxons came to England as they thought they could win battles now the Roman period had ended.</p> <p>Anglo-Saxon villages were ran by a chief.</p> <p><u>The Victorians:</u> Queen Victoria was the reigning monarch. Her coronation was the 28th June 1838 and she reigned for 63 years. She died on 22nd January 1901.</p> <p><u>Ancient Greece:</u> Democracy was established by the Ancient Greeks which meant all citizens voted on the laws.</p>	<p>schemes during World War 2. These were: Rationing ( a means of ensuring the fair distribution of food and commodities when they were scarce). Make and Do Mend (part of the Government's campaign urging people to repair, reuse and reimagine their existing clothes) and Evacuation ( protection from bombing raids by opposition forces by moving into urban areas).</p> <p>Propaganda was used to spread ideas and influence people. It was used to make the enemy seem negative and raise the morale of people living in Britain.</p> <p><u>Ancient Maya:</u> The Mesoamerican people had a complex political system - a hierarchical government ruled by kings and priests.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Changes that shaped the World</b>						
<p><u>Transport:</u></p> <p>We use transport to move from one place to another.</p> <p>Transport has changed overtime. In the past, people have travelled using horse and cart. In the present people travel using cars. In the future people do and will travel in electric cars.</p> <p>Different modes of transport are used for different reasons. There is more transport available now than in the past.</p> <p><u>Dinosaurs</u></p> <p>Dinosaurs lived in the past and no longer live on earth.</p>	<p><u>Toys:</u></p> <p>Toys are objects that we play with.</p> <p>Victorian toys were usually made from wood, metal, paper or china and they were mostly handmade.</p> <p>Children from civilisations in all points of time and from all around the world played with toys.</p> <p>Toys have been around for thousands of years. The first known toys were made from rocks, stone and string.</p> <p>Many modern toys are computerised.</p> <p>Dolls, teddy bears, board games and construction toys are popular toys which have changed over time.</p>	<p><u>History of Transport:</u></p> <p>Ways to get around have changed over time.</p> <p>Transport across the Atlantic Ocean has changed over time. Christopher Columbus sailed across in a wooden ship. It took several weeks and it was dangerous.</p> <p>The Titanic was a ship that crashed as it crossed the Atlantic.</p> <p>People invented aeroplanes so people could cross the Atlantic more quickly.</p> <p>Now people can get across the Atlantic in a few hours in a modern plane. Modern planes are safer, more comfortable and can carry more people.</p>	<p><u>Stone Age:</u></p> <p>Skara Brae is a historical excavated landmark that has preserved a Stone Age village.</p> <p>The Stone Age ended due to the discovery of materials such as iron and bronze.</p> <p>People from the Stone Age produced some of the first tools and weapons using stone, such as: an axe and hammer.</p> <p><u>Egyptians:</u></p> <p>Ancient Egyptians built pyramids for Pharaohs using concrete slabs.</p> <p>The Egyptians developed their own form of written language called 'hieroglyphics'.</p> <p>Hieroglyphics were able to be translated into the English</p>	<p><u>Mesopotamia:</u></p> <p>Currencies used in Mesopotamia expanded throughout all developed countries.</p> <p>One of the important inventions of Mesopotamia is the wheel. It consists of a mechanical piece of a circular shape that rotates on an axis.</p> <p>Sumerians created moulds for making bricks out of clay - being able to create larger cities.</p> <p>Sumerians were the first to develop the turning wheel, a device which allowed them to mass-produce pottery.</p> <p>Sumerians developed cuneiform script - one of the earliest known systems of writing. It used wedge-shaped</p>	<p><u>The Anglo-Saxons:</u></p> <p>Modern English is the direct descendent of Anglo-Saxon English.</p> <p><u>Ancient Greece:</u></p> <p>The olympics began in Ancient Greece, originally designed as a religious festival honouring Zeus. The games were named after their original location of Olympia.</p> <p>Ancient Greeks invented the basis of geometry. The concept of democracy. They also invented the alarm clock.</p> <p><u>The Victorians:</u></p> <p>Victorians invented electric light bulbs, cars and pedal bicycles.</p> <p>The Industrial Revolution was a time when the manufacturing of goods moved from</p>	<p><u>Ancient Maya:</u></p> <p>The Ancient Maya people were seen as innovators during this time period.</p> <p>The ancient Maya people developed a writing and number system; studied and charted the stars and planets; invented three complex calendars to keep track of time; built temples, palaces, monuments and cities; skilfully farmed the land and established a complex political system - a hierarchical government ruled by kings and priests.</p> <p>Beyond the creation myths, the Maya still identify strongly with their staple crop and the agricultural cycle is still used as an analogy for the cycle of life, death and rebirth and the succession of</p>

	<p><u>Houses and Homes:</u></p> <p>There are different styles of homes such as houses, bungalows, cottages and flats.</p> <p>Houses can be terraced, detached or semi-detached. Terraced: the houses share side walls. Detached: not connected to another building. Semi-detached: one that is joined to a similar house on only one side.</p> <p>Houses in the past have similarities and differences to modern homes,</p> <p>Bronze Age: Houses in the Bronze Age were circular structures with lattice, woven walls. The roofs were covered with turf. The houses had a hole in the roof for a chimney and a door - no windows.</p> <p>Victorian Houses: Traditional Victorian houses often have high roofs, panel style windows, red brick-work and stained glass windows.</p>	<p><u>Great Fire of London:</u></p> <p>A fire started in Thomas Farriner's bakery on Pudding Lane on 2nd September 1666.</p> <p>It spread quickly due to the structure and materials of buildings in Tudor London and the dry, windy conditions.</p> <p>People ran away towards the river. People tried to put out the fire by pulling down buildings. The fire destroyed many buildings in London.</p> <p>The fire was put under control after 4 days.</p> <p>Following the fire, King Charles II ordered changes to the way houses and roads should be built.</p>	<p>language through the discovery of the Rosetta Stone.</p> <p>The Egyptians developed a vital lever irrigation system enabling them to transport water from the Nile to their crops.</p> <p>It is thought that approximately 20,000 slaves built the pyramids in Egypt. This huge labour force was necessary as the pyramids took many years to build. Inside them were various passages and chambers, some with secret entrances and trap doors!</p>	<p>marks on clay tablets.</p> <p>The Sumerians developed a calendar based on the moon and the sun (lunisolar) Their months each had 30 days.</p> <p><u>The Romans:</u></p> <p>The Romans built roads so that the army could march from one place to another. They tried to build the roads as straight as possible, so that the army could take the shortest route.</p> <p>The Romans were the first to introduce coins to Britain. Before the Romans, if you wanted something from another person or trader, you would swap things for what you wanted.</p> <p>The Romans brought Glass to Britain, not only for drinking from, but also for windows in important buildings. Before the Romans, windows did not exist in Britain!</p> <p>The Romans invented concrete</p>	<p>small shops and homes to large factories. This shift brought about changes in culture as people moved from rural areas to big cities in order to work. It went on from the 1750s to the late 1800s.</p>	<p>generations in a family.</p>
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	<p>Houses now: Houses are concrete structures made with bricks and cement. There are 4 walls in each room with windows and a front/back door.</p>			<p>and it was used to build all over the empire. The concrete foundations of the Roman amphitheatre in London were found to be 18 meters thick! They even invented a concrete that could dry out and go hard under water..</p> <p>The Romans created systems that carried water from one place to another using a bridge-like design. Many of these are in use today. Many fountains in Rome are still fed by the original Roman systems that fed them. We still use the general principle to feed towns today.</p> <p><u>The Tudors:</u></p> <p>Henry VIII created the Church of England as a religious body separate from the Roman Catholic Church in order to divorce his first wife, Catherine of Aragon, in an attempt to remarry.</p>		
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Journeys</b>						
<p><u>Transport:</u></p> <p>We use transport to move from one place to another.</p> <p>Different modes of transport are used for different reasons. There is more transport available now than in the past</p>		<p><u>History of Transport:</u></p> <p>Transport across the Atlantic Ocean has changed over time. Christopher Columbus sailed across in a wooden ship. It took several weeks and it was dangerous.</p> <p>The Titanic was a ship that crashed as it crossed the Atlantic.</p> <p>People invented aeroplanes so people could cross the Atlantic more quickly.</p> <p>Now people can get across the Atlantic in a few hours in a modern plane. Modern planes are safer, more comfortable and can carry more people.</p> <p>Christopher Columbus wanted to find a quicker way to Asia for trade. This is the reason he sailed West across the Atlantic.</p> <p>The successful expedition of</p>		<p><u>The Romans:</u></p> <p>The Romans built roads so that the army could march from one place to another. They tried to build the roads as straight as possible, so that the army could take the shortest route.</p>	<p><u>Anglo Saxons</u></p> <p>The Anglo-Saxons came to England as they thought they could win battles now the Roman period had ended</p> <p>The Anglo-Saxons settled in England to find land to farm. Their homelands in Germany, Denmark and The Netherlands were prone to flooding and there was not enough food to survive.</p>	

		Christopher Columbus enabled trade links to be established between Europe and the Americas.				
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Trade and Business</b>
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		<p><u>History of Transport:</u></p> <p>Christopher Columbus wanted to find a quicker way to Asia for trade. This is the reason he sailed West across the Atlantic.</p> <p>The successful expedition of Christopher Columbus enabled trade links to be established between Europe and the Americas.</p>	<p><u>The Egyptians:</u></p> <p>The River Nile was the primary source of life during Egyptian civilization enabling transport and trade through and across Egypt.</p> <p>The first people who settled in Egypt built their lives near the river at around 7,500 BC.</p>	<p><u>Mesopotamia:</u></p> <p>People began to settle and grow crops for food. These early settlements grew into the first cities in the world.</p> <p>Inhabitants for Mesopotamia invented the wheel - leading to the development of large heavy goods vehicles we recognise today. Enabling cross-country trade to flourish.</p> <p>Mesopotamia being between two rivers means that they wanted to be able to transport food between different points. They created several types of wooden sailboats for sailing across the</p>	<p><u>The Anglo-Saxons:</u></p> <p>The Anglo-Saxons settled in England to find land to farm. Their homelands in Germany, Denmark and The Netherlands were prone to flooding and there was not enough food to survive.</p> <p>Anglo-Saxon villages were used for trade and business. They had weaving rooms, craft buildings and craft buildings.</p> <p>The jobs in an Anglo-Saxon village consisted of:</p> <ul style="list-style-type: none"> <li>- Blacksmiths (they forged metal to make tools and weapons).</li> <li>- Woodworkers (they made bowls, wheels and furniture).</li> <li>- Jewellers (they made brooches and ornaments for the</li> </ul>	<p><u>Ancient Maya:</u></p> <p>A reliable food supply was necessary for Ancient Maya civilisation to develop. Farmers in rainforests used the method called: Slash and Burn to clear rainforests and would then plant seeds in the ashes.</p> <p>Maize was an important crop, making up 80% of the Mesoamerican diet.</p> <p>Cacao beans were a key ingredient in Ancient Maya and used to represent the blood of Gods.</p>
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Significant Individuals and their Achievements - Diverse Heroes</b>						
	<u>Queen Elizabeth II:</u>  Queen Elizabeth II was the longest reigning monarch.  Queen Elizabeth II reigned for over 70 years.  Queen Elizabeth II lived in Buckingham Palace in London. She also resided in Balmoral Castle,	<u>Florence Nightingale:</u>  Florence Nightingale was a British nurse and the founder of modern nursing - establishing principles and priorities for British nursing education.  Florence Nightingale transformed health care systems and frontline care leading	<u>The Egyptians</u> <u>Howard Carter:</u>  Howard Carter was a British archaeologist and Egyptologist who discovered Tutuunkhamun's tomb.  Howard Carter's discovery was significant as it was the best-preserved Pharaoh's tomb.	<u>The Tudors</u> <u>Henry VIII:</u>  Created the Church of England. Credited for establishing the Royal Navy.  These were, in order: Catherine of Aragon Anne Boleyn- Behead Jane Seymour- Died in childbirth Anne of Cleves- Beheaded	<u>The Victorians</u> <u>Queen Victoria:</u>  Queen Victoria was the reigning monarch. Her coronation was the 28th June 1838 and she reigned for 63 years. She died on 22nd January 1901.  <u>Dr Barnardo:</u>  Doctor Thomas Barnardo was	<u>World War 2:</u> <u>Winston Churchill:</u>  became the Prime Minister after Neville Chamberlain. He saw Britain to victory. His speeches during the war are still well-known today.  Alan Turing: A famous mathematician that created the 'Enigma Machine': a computer

	<p>Scotland, Sandringham House in Norfolk and Windsor Castle.</p> <p>The Queen was married to Prince Philip who was the Duke of Edinburgh. They got married in 1947 at Westminster Abbey.</p> <p>Elizabeth and Philip had four children together: Prince Charles (1948), Princess Anne (1950), Prince Andrew (1960) and Prince Edward (1964). By the end of 2021, Queen Elizabeth II had eight grandchildren and twelve great-grandchildren.</p> <p>The Queen had some hidden talents. She trained to be a mechanic and a military truck driver.</p> <p>Queen Elizabeth II was a part of the Women's Auxiliary Territorial Service for World War II.</p>	<p>to a change in how women were viewed in Great Britain.</p> <p>The Scutari hospital was unclean and poorly supplied with bandages and soap and the patients did not have proper food or medicine.</p> <p>Florence Nightingale introduced measures of hygiene, cleanliness and care into Scutari Hospital. This led to more people surviving.</p> <p>Following the war, she set up a nursing school in England. Her changes transformed the profession of nursing</p> <p><u>Mary Seacole:</u></p> <p>Mary Seacole was a nurse from Jamaica who wanted to care for soldiers in the Crimean War. She was not allowed to go with the other nurses because of the colour of her skin so she had to set up her own hospital called the British Hotel. She was not recognised in the same way following the Crimean War.</p>	<p>The discovery of the tomb allowed historians to record what an ancient Egyptian tomb looked like - providing new information about life in Ancient Egypt.</p> <p><u>Tutankhamun:</u></p> <p>Tutankhamun was an Ancient Egyptian king who ruled Egypt</p> <p>The discovery of his largely intact tomb in 1922 is considered one of the most significant archaeological discoveries in the modern era.</p> <p>Tutankhamun ascended to the throne at the age of 9.</p> <p><u>Medieval Britain</u></p> <p><u>King John:</u></p> <p>John became King in 1199 after his brother Richard the Lionheart died without any children. King John was very cruel and wasn't liked by the English Barons.</p> <p>In 1215, King John was forced to sign the Magna Carta which ensured certain rights</p>	<p>Catherine Howard- Beheaded Katherine Parr- Divorced <u>The Romans</u> <u>Julius Ceasar:</u></p> <p>Julius Ceasar transformed Rome from a republic to an empire. Julius Ceasar is famous for his military and political reforms.</p> <p><u>Ceasar Augustus:</u></p> <p>Rome's first emperor and is best known for initiating the Pax Romana, a peaceful period of two centuries. He nearly doubled the size of the empire.</p>	<p>influential in the development of the welfare of children. He provided education and a place to live for over 8500 children in his career. Dr Barnardo charities are still in place today.</p>	<p>that could decipher secret messages the Germans were sending each other.</p> <p><u>Ancient Maya:</u> The Ancient Maya's were influenced by a variety of God's. Around a dozen or so Maya Gods have been identified and they could exist at the same time in several different forms. Some of these are:</p> <ul style="list-style-type: none"> <li>• Itzamna - lord of the heavens, day and night and inventor of books and writing.</li> <li>• Kinich Ahaw - The Sun God</li> <li>• Chaak - The god of lightning, thunder, rain and water.</li> <li>• Yum Kaax - God of maize.</li> </ul>
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		<p><u>History of Transport</u> <u>Christopher Columbus:</u></p> <p>Christopher Columbus was an explorer who made four voyages across the Atlantic Ocean by ship.</p> <p>Christopher Columbus was born on October 31, 1451 in Genoa, Italy.</p> <p>He began sailing when he was just a teenager. He went on trading voyages around the Mediterranean Sea.</p> <p>He took his first voyage into the Atlantic Ocean in 1476.</p> <p><u>Amelia Earhart:</u></p> <p>Amelia Earhart was an aviation pioneer and the first female to fly solo across the Atlantic Ocean - making her an important part of women's history.</p> <p>In 1921, Amelia bought her first plane. Her plane was bright yellow and nicknamed</p>	<p>for the people. By signing the document, King John agreed to do his duty as King of England, upholding the law and running a fair government.</p>			
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		<p>the "Canary".</p> <p>In 1937, Amelia and her navigator, Fred Noonan, left America and began her biggest adventure, to fly all around the world - 29 000 miles.</p> <p>Sadly, while trying to travel across the Pacific Ocean, Amelia and Fred never made it to Howard Island.</p>				
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Through a Child's Eyes (Children's Experiences)</b>						
	<p><u><b>Toys:</b></u></p> <p>Toys are objects that we play with.</p> <p>Children from civilisations in all points of time and from all around the world played with toys.</p>		<p><u><b>The Egyptians:</b></u></p> <p>Children learnt to read and write through the use of hieroglyphics</p> <p>Only boys were permitted to go to writing classes to become scribes.</p> <p>Tutankhamun is known as the 'boy king'. Through PoR text children explore his childhood and upbringing, comparing it to their reality.</p> <p><u><b>Medieval Britain:</b></u></p> <p>King John's unpopular ruled shaped the monarchy into what children know today.</p> <p>The Magna Carta was signed at Runnymede, Windsor - a local area. Robin Hood, a fictional legend, is inspired by the story of King John and King Richard.</p>	<p><u><b>Mesopotamia:</b></u></p> <p>Cuneiform allowed children to learn to read and write. Children had set roles in the home.</p> <p><u><b>The Tudors:</b></u></p> <p><b>Spy Master - First Blood book</b></p>	<p><u><b>Anglo-Saxons:</b></u></p> <p>Children were expected to look after livestock and collect water, in Anglo-Saxon villages.</p> <p>Children did not go to school but would instead help with daily farming tasks. They learnt about religion and history through stories and songs.</p> <p><u><b>The Victorians:</b></u></p> <p>Victorian children in rich households had toys to play with and did not have to work. They were educated at home.</p> <p>Victorian children from poor households often had to work long hours completing dangerous jobs such as chimney sweeping and working in the cotton mills.</p> <p>Many children who did not have parents or a family to live with</p>	<p><u><b>World War Two</b></u></p> <p>During World War Two, many people were evacuated from the cities to the countryside where it was believed they would be safer from bombing. In total, over 3.5 million children were evacuated.</p> <p>All children had to wear an identity label and take their gas mask, ration book and identity card.</p> <p>Evacuated children stayed with host families.</p>

					were forced to live in the Workhouses, living in terrible conditions and eating gruel.	
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