



Progression Document

History



Barnburgh Academy Vision

Learning to SHINE together!

Barnburgh Academy Core Values

Perseverance

Courage

Independence

Respect

Ambition

Leger Education Trust Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion



HISTORY

'We are not the makers of history. We are made by history.'

Martin Luther King

INTENT

At Barnburgh Primary Academy, we aim to enable pupils to become curious, reflective learners who are able to explain and ask questions competently and confidently. History will clearly contribute towards this, enabling pupils to respond thoughtfully to different learning and stimuli.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary School. Our History curriculum is underpinned by our Core Values in the following ways;

COURAGE

- To have the courage to ask and answer questions related to History.

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder and to not give up.

AMBITION

- To do their best work and then to push themselves beyond what they consider to be their best.
- To develop a desire to achieve something.

RESPECT

- To respect the acts and choices made by people in the past.
- To appreciate the things that we should now be thankful for, because of the actions of people in the past.
- To respect the views of others.

INDEPENDENCE

- To develop confident historians who can think for themselves.

BEYOND THE SUBJECT

We want our History curriculum to help children to;

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

EYFS LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

YEAR 1 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Past and present</p> <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 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. 		<p>Great fire of London</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries] 			<p>Victorians</p> <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 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.

<p>Romans</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain. 		<p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 		
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YEAR 5 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Mayans</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 				<p>Greeks</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life, achievements and their influence on the western world 	

YEAR 6 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Tudors</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		<p>WW1 and WW2</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 			



Chronological Understanding

Curriculum Link with Science: Evolution and inheritance (Y6), Geography: Locational knowledge, Place Knowledge and Human and Physical (all year groups), Maths: place value (al year groups)

KNOWLEDGE PROGRESSION MAP FOR CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That a daily routine or timetable tells us the order of events e.g. register, phonics, free flow, snack time That a routine is when we do things in a certain order. 	<p>Children will know:</p> <ul style="list-style-type: none"> That chronological order is the arrangement of things following one after another in time That timeline is a way of visually sequencing events in chronological order 	<p>Children will know:</p> <ul style="list-style-type: none"> That chronological order is the arrangement of things following one after another in time That timeline is a way of visually sequencing events in chronological order That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	<p>Children will know:</p> <ul style="list-style-type: none"> That a scaled timeline is events are placed on a scale according to actual time distance between events The main periods of history are the Prehistoric, Classical, The Middle Age, Early Modern, and Modern eras. That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	<p>Children will know:</p> <ul style="list-style-type: none"> That a scaled timeline is events are placed on a scale according to actual time distance between events The main periods of history are the Prehistoric, Classical, The Middle Age, Early Modern, and Modern eras. That an event is something that has happened That an artefact is an object made by a human being linked to a historic event 	<p>Children will know:</p> <ul style="list-style-type: none"> That the features of history are the event, the date of the event and the location That while change over time records a change in history, historical continuity focuses on what stays the same That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences 	<p>Children will know:</p> <ul style="list-style-type: none"> That the features of history are the event, the date of the event and the location That while change over time records a change in history, historical continuity focuses on what stays the same That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences

SKILLS PROGRESSION MAP FOR CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Order three events from our daily routine e.g., wake up, breakfast, brush teeth Join in with family customs and routines e.g., bath time, brush teeth, bedtime story and bedtime Talk about simple changes over time e.g., Grandparents use to have wooden toys and we have plastic toys 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) Label timelines with pictures, words or phrases Explain changes that have happened in their own lives Explain how things have changed since their grandparents were children Use dates to talk about people or events from the past 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Place events or artefacts in order on a timeline Label timelines with pictures, words or phrases and give reasons for their order Explain the difference between long-term and short-term scales Use dates to talk about people or events from the past Connect their new learning of historical people or events to others that they have learnt before 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events, with support Use a timeline within a specific time in history to set out the other of things that have happened, with support Identify different time periods that exist between different groups that invaded Britain Place events or artefacts in order on a timeline, using dates, with support Recognise the concept of change over time, along with evidence, on a timeline 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events Use a timeline within a specific time in history to set out the other of things that have happened Identify different time periods that exist between different groups that invaded Britain Place events or artefacts in order on a timeline, using dates Recognise the concept of change over time, along with evidence, on a timeline 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events accurately Place features of historical events and people from past societies and periods in a chronological framework, with support Create a timeline which outlines the development of specific features, with support Identify main changes in a period of history Explain the concept of continuity and changes over time, supported Explain the chronology of different time periods Make connections and contrasts between different time periods studies, with support 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use dates and historical terms to describe events accurately Place features of historical events and people from past societies and periods in a chronological framework Create a timeline which outlines the development of specific features Identify main changes in a period of history Explain the concept of continuity and changes over time Explain the chronology of different time periods Make connections and contrasts between different time periods studies

VOCABULARY PROGRESSION MAP FOR CHRONOLOGICAL UNDERSTANDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Sequence Order Routine</p>	<p>Chronological order Timeline Sequence</p>	<p>Event Artefact Long term Short term</p>	<p>Scaled timeline Periods of history Prehistoric Classical The middle age Early modern Modern eras</p>	<p>Scaled timeline Periods of history Prehistoric Classical The middle age Early modern Modern eras</p>	<p>Features Connections Contrast</p>	<p>Features Connections Contrast</p>

STICKY KNOWLEDGE FOR CHRONOLOGICAL UNDERSTANDING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What does past mean? Something that has already happened • What does present mean? Something that is happening now • What is a sequence? Putting things in order 	<ul style="list-style-type: none"> • What does chronological order mean? That chronological order is the arrangement of things following one after another in time • What is a timeline? That timeline is a way of visually sequencing events in chronological order • How have things changed from the past to present? For example, in Victorian times. Various answers 	<ul style="list-style-type: none"> • What is an event? That an event is something that has happened • Name a significant event that affected our local community. Mining • What is an artefact? an artefact is an object made by a human being linked to a historic event • Name two significant people in history that have similar backgrounds. Florence nightingale and Mary Seacole or Christopher Columbus and Neil Armstrong 	<ul style="list-style-type: none"> • What is a scaled timeline? A scaled timeline is events are placed on a scale according to actual time distance between events • What are the three main periods of history called? Stone age, bronze age and iron age • When did the prehistory begin in Britain? 2.5 million years ago 	<ul style="list-style-type: none"> • Name three main periods of history. The Middle Age, Early Modern, and Modern eras. • What date was the Viking age from and to in European history? 800–1050 CE • Who built the first roads in Britain? The Romans 	<ul style="list-style-type: none"> • When were the first Olympic games held? 1896 • What was central America known as in the Mayan period? Maya Civilisation • What were the connections and contrasts of Olympic games in the past and present? Various answers 	<ul style="list-style-type: none"> • What year did the Tudor dynasty begin? 1485 • When did WW1 start and finish? 28 Jul 1914 – 11 Nov 1918 • When did WW2 start and finish? 1 September 1939 – 2 September 1945



Historical Enquiry

Curriculum Link with English (all year groups), Art and design: Work of other artists, architects and crafts people (all year groups), Science: evolution and inheritance (Y6), Science: rocks (Y3)

KNOWLEDGE PROGRESSION MAP FOR HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That we can find out about the past from books, photographs and ask adults That they can find out about changes over time by asking questions. 	<p>Children will know:</p> <ul style="list-style-type: none"> That people use letters, diaries, speeches, and photographs to find out about the past That evidence is a collection of facts or information that suggests whether something is true or false. 	<p>Children will know:</p> <ul style="list-style-type: none"> That people use letters, diaries, speeches, and photographs to find out about the past That evidence is a collection of facts or information that suggests whether something is true or false That the internet can be used to research the life of someone who used to live in my area, and a famous Briton 	<p>Children will know:</p> <ul style="list-style-type: none"> That evidence is a collection of facts or information that suggests whether something is true or false That historical evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. That artistic or visual artifacts, like paintings and other works of art, photographs or political cartoons can also be historical evidence That archaeologists are scientists who study the history of humans by looking at what man-made objects were left behind. 	<p>Children will know:</p> <ul style="list-style-type: none"> That evidence is a collection of facts or information that suggests whether something is true or false That historical evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. That artistic or visual artifacts, like paintings and other works of art, photographs or political cartoons can also be historical evidence That making connections between different time periods studied is a relationship between two or more things That contrasts between different time periods studied is showing differences 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no That when analysing a range of evidence, you have to observe, reflect and question That a historical argument provides reasoning as to why and how an event happened in the past 	<p>Children will know:</p> <ul style="list-style-type: none"> That a good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no That when analysing a range of evidence, you have to observe, reflect and question That a historical argument provides reasoning as to why and how an event happened in the past That propaganda is material that aims to push a particular political point of view or agenda, often by using biased or misleading information

SKILLS PROGRESSION MAP FOR HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how we can find out about the past e.g., ask a grown-up 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how people find out about the past Explain how evidence is collected and used to make historical facts Ask questions such as: What was it like for people? What happened? How long ago? Answer questions using different sources such as information books, with support 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how people find out about the past Explain how evidence is collected and used to make historical facts Ask their own questions Answer questions using a specific source such as information books Research the life of someone who use to live in my area, and a famous Briton using a range of resources 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Identify which suitable sources of evidence can be used for historical enquiries Use more than once source of evidence for historical enquiry Describe what an archaeologist does Research to find out facts about the time period they are studying 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers about the past Identify which suitable sources of evidence can be used for historical enquiries Use more than once source of evidence for historical enquiry Describe what an archaeologist does Research to find out facts about the time period they are studying Compare and contrast different forms of evidence in their research Explain what it was like for men, women and children in the given time period they are studying 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise historical questions about the period they are studying Analyse a range of evidence to justify claims about the past Explain that no single source of evidence gives the full answer to questions about the past Explain that historical artefacts have helped us understand more about British lives past and present Select suitable sources of evidence and give reasons for their choices Give a reason to support a historical argument 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Devise historical questions about change, cause, similarities, differences and significance relating to the period they are studying Analyse a range of evidence to justify claims about the past Explain that no single source of evidence gives the full answer to questions about the past Explain that historical artefacts have helped us understand more about British lives past and present Select suitable sources of evidence and give reasons for their choices Give a reason to support a historical argument Explain propaganda

VOCABULARY PROGRESSION MAP FOR HISTORICAL ENQUIRY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Photographs Books Questions	Letters Diaries Speeches Photographs Evidence True False	Evidence Resources	Newspaper Article Death certificate Love letters Political speeches Artistic artefact Visual artefact Archaeologist	Newspaper Article Death certificate Love letters Political speeches Artistic artefact Visual artefact Archaeologist Connection Contrast	Analyse Historical argument	Change Cause Similarities Differences Analyse propaganda

STICKY KNOWLEDGE FOR HISTORICAL ENQUIRY

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Why is it important to ask questions? To find out answers to our questions • What type of books help us find information? Non fiction • Where can you find information about dinosaurs? Books and internet 	<ul style="list-style-type: none"> • What does it mean if something is true? It is right • What does it mean if something is false? It is wrong • How can you find out information about people in the past? Letters, diaries, speeches, photographs 	<ul style="list-style-type: none"> • What is the internet used for? To find out information • What is evidence? <i>Evidence</i> is a collection of facts or information that suggests whether something is true or false • How is evidence collected? Evidence can be in the form of written materials, such as newspaper articles, death certificates, love letters, and political speeches. 	<ul style="list-style-type: none"> • Name 2 types of historical evidence. Letters and speeches • What is a type artistic or visual artefact? Painting • What does an archaeologist do? Archaeologists are scientists who study the history of humans by looking at what man-made objects were left behind. 	<ul style="list-style-type: none"> • What does contrast mean? Contrast between different time periods studied showing differences • Name 2 types of historical evidence Death certificate and newspaper articles • Why is it important to use more than one source of evidence for a historical enquiry? To gain a more accurate understanding of history 	<ul style="list-style-type: none"> • What is an open-ended question and why are they a good source for historical enquiries? Good example of a historical question is an open-ended question that invites multiple answers, interpretations, and explanations, rather than a simple yes or no • What does 'analyse' mean? To study or examine something in detail to understand or discover more about it • How do historical artefacts help enquiries? Artefacts help to learn how people lived in specific times and places 	<ul style="list-style-type: none"> • What does an historical argument show? Historical argument provides reasoning as to why and how an event happened in the past • What is propaganda? propaganda is material that aims to push a particular political point of view or agenda, often by using biased or misleading information



Knowledge and Interpretation

Curriculum Link with Geography: Place Knowledge (Y3-6), Design and Technology: Construction (all year groups)

KNOWLEDGE PROGRESSION MAP FOR KNOWLEDGE AND INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That they can put daily routine events in order That a daily routine tells us what happens in order That the past is something that has already happened That present means what is happening now The kind of materials toys use to be made of e.g., wood and metal The kind of materials that toys are made from now e.g., plastic 	<p>Past and Present Children will know:</p> <ul style="list-style-type: none"> That chronological order mean putting events in order that they happened That a timeline is can organize events That they can put their life events in an order That the past is something that has already happened That present means what is happening now <p>Great Fire of London Children will know:</p> <ul style="list-style-type: none"> That the Great Fire of London started on Sunday 2nd September 1666 in a baker's shop on Pudding Lane. The baker's name was Thomas Farriner. That in 1666, London had no fire brigade. That many buildings were being destroyed by the fire or pulled down with hooks to try to stop the fire from spreading. That people had to carry their belongings to safety using boats on the river Thames. <p>Victorians Children will know:</p> <ul style="list-style-type: none"> That Queen Victoria had four sons and five daughters. That Queen Victoria reigned for 63 years and 7 months. That she reigned longer than any king or queen before her. That poor children often had to work instead of going to school. That many children worked with their parents at home or in workshops, making matchboxes or sewing. That children could also earn a bit of money as chimney-sweeps, messengers or crossing sweepers. That Florence Nightingale was a nurse and she saved the lives of many soldiers during the War 	<p>Significant Individuals Children will know:</p> <ul style="list-style-type: none"> That people can be ordered on a timeline That Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates. That Christopher Columbus became famous as the explorer who found new lands called 'The Americas'. That Christopher Columbus found the Americas by accident. That Neil Armstrong became the first man to walk on the Moon in 1969. That Rosa Parks was a woman of strong character who was deeply committed to her beliefs That Emmeline Pankhurst fought for women's right to vote <p>Mining Children will know:</p> <ul style="list-style-type: none"> That the Earth's crust contains many minerals and materials. That to get these valuable natural resources, people must dig into the ground. The holes that they dig are called mines. That some mines are narrow shafts, or tunnels, that go very deep underground. That coal is a black or brown rock that releases energy in the form of heat. That the National Union of Mineworkers had staged a nationwide strike to prevent the closure of 20 coal mines Margaret Thatcher was the first female Prime Minister of the United Kingdom. She was nicknamed 'The Iron Lady'. <p>The Local Area Children will know:</p> <ul style="list-style-type: none"> That they go to school in Barnburgh That we are on the boarder of Barnsley, Doncaster and Rotherham Conisbrough Castle is one of South Yorkshire's most striking landmarks. The castle was the centre of a great Norman lordship, given by William the Conqueror to William de Warenne published in 1819 	<p>Egypt Children will know:</p> <ul style="list-style-type: none"> That the ancient Egyptians were experts at farming and construction because they were very inventive. That they invented a solar calendar That they invented a writing system called hieroglyphs. That the ancient Egyptians were ruled by kings and queens called pharaoh That mummification is a process where the skin and flesh of a corpse can be preserved. That Egyptians built giant pyramids as monuments to the pharaohs. The pyramids were also tombs for the pharaohs. They were designed to protect a pharaoh and his belongings after death. That the Nile provided the people with means for transport, help with irrigation for farming, some food such as fish, and even created fertile soil for growing crops <p>Stone, Bronze and Iron Age Children will know:</p> <ul style="list-style-type: none"> That Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. That Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. That each period is named after the main material used to make tools at that time. That Stonehenge is a stone circle in Wiltshire, England. It lines up with the Sun during midsummer and midwinter. That in the Stone Age, tools were made from stone, wood and bone. They were used for digging, hunting and chopping. That in the Bronze Age, bronze tools were sharper, stronger and more efficient. That in the Iron Age, iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy. 	<p>Romans Children will know:</p> <ul style="list-style-type: none"> That in AD 43, the Roman emperor Claudius launched an invasion of Britain That most people in the city of Rome lived in crowded apartment buildings called insulae that were five to seven stories high. That the first Romans lived in houses called domus that had a dining room and an atrium—an open-air courtyard that often had a pool at the center Romans invaded to make their empire as big and powerful as possible That the first roads in Britain were built by the Romans That Hadrian's Wall was a barrier to keep invaders from the north out of the Roman province of Britain <p>Anglo Saxons and Vikings Children will know:</p> <ul style="list-style-type: none"> That the Viking age in European history was from about AD700 to 1100. That during this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. That the name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid' That Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes. 	<p>Mayans Children will know:</p> <ul style="list-style-type: none"> That the Mayan civilization and culture was well established by 1000 BCE, and it lasted until 1697 CE That they lived in an area of North America that was known as Mesoamerica but which is now the countries of Mexico, Guatemala, Honduras, El Salvador and Belize. This area is often referred to as Central America today That they practiced a belief system called animism. Animism is the belief that objects, places and creatures all possess a distinct spiritual essence, or soul. For the Maya, all things - animals, plants, rocks, rivers, weather systems, human handiwork and perhaps even words - were alive That the two most well-known creation stories are recorded in the Popol Vuh and Chilam Balam <p>Greeks Children will know:</p> <ul style="list-style-type: none"> That in c6000–c3000 BC, People started to farm and make produce in Neolithic Greece. That in 776 BC, the first Olympic Games were held in Olympia That Greece is located in Southern Europe, between Albania and Turkey. That Athens is the capital of Greece That Socrates, Plato and Aristotle were some of the greatest philosophers of their time, and their ideas are still influential today. That in ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. 	<p>Tudors Children will know:</p> <ul style="list-style-type: none"> That the Tudors were a Welsh-English royal dynasty who ruled 1485 to 1603 Henry VII became king after his defeat of Richard III at the Battle of Bosworth Field in 1485 That Henry VIII was King of England and Ireland from 21.04.1509 until 28.01.1547 That Henry VIII had six wives who were called: Catherine of Aragon, Ann Boleyn, Jane Seymour, Anne of Cleaves, Catherine Howard and Catherine Parr That it took seven years for Henry VIII to rid himself of his first wife known as the King's 'Great Matter'. Executions such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason or heresy. <p>WW1 and WW2 Children will know:</p> <ul style="list-style-type: none"> That the First World War was 1914 - 1918 That WW1 started after the assassination of Archduke Franz Ferdinand on 28th June 1914. That the war was fought between two groups: the Central Powers and the Allied and Associated Powers That the war ended in 1918, at 11am on the 11th November. That the poppy is a symbol of remembrance as they grew on the old battlefields. That the Second World War lasted from 1939 to 1945. That on one side were the Axis Powers (including Germany, Italy and Japan). On the other side were the Allied Powers (including Britain, France, the Soviet Union and the USA). That the intense and sudden bombing was called the Blitz. That rationing was introduced in 1940, which meant that each person could only buy fixed amounts of certain foods each week

SKILLS PROGRESSION MAP FOR KNOWLEDGE AND INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Sequence 3 events from the daily routine. Say some parts of the daily routine in order e.g. I have breakfast, then get dressed then go to school. Say that a long time ago toys were made from wood and metal. Say that today lots of toys are made from plastic 	<p>Past and Present Children will be able to:</p> <ul style="list-style-type: none"> Order 3 recent events in chronological order. Create a timeline of past events using pictures and words. Create a timeline of their own life. Make a comparison between their lives and their grandparents. Discuss important dates in recent history. <p>Great Fire of London Children will be able to:</p> <ul style="list-style-type: none"> Explore sources of information to find out facts about The Great Fire of London. Create a timeline of the events of The Great Fire of London. Create a short scene to explore what it was like for the people of London during The Great Fire. Compare what London was like before and after The Great Fire. Recall historical facts about The Great Fire of London. Collect and present evidence from a range of sources about The Great Fire of London. <p>Victorians Children will be able to:</p> <ul style="list-style-type: none"> Explore sources of information to find out facts about Queen Victoria. Discuss similarities and differences between Victorian life and life in the present day. Collect and present facts about life as a Victorian child. Create a fact file about Victorian life. Learn about Florence Nightingale and why she was a significant historical figure in the Victorian Era. Learn about Grace Darling and why she was a significant historical figure in the Victorian Era. 	<p>Significant Individuals Children will be able to:</p> <ul style="list-style-type: none"> Sort and group significant individuals. Order significant people on a timeline. Brainstorm the impact of Christopher Columbus. Research information about Neil Armstrong. Discuss the impact of Rosa Parkes. Identify facts and opinions about Emmeline Pankhurst. Compare Neil Armstrong and Christopher Columbus. <p>Mining Children will be able to:</p> <ul style="list-style-type: none"> Identify what a mine is and why they are significant. Discover mines within the local community. Find out who worked in the mines. Research information about coal and how it is collected and used. Compare mines in the 1800's and 1900's. Discover the impacts of the strikes. <p>The Local Area Children will be able to:</p> <ul style="list-style-type: none"> Explore the local area. Identify how the local area has changed over time. Study a significant person within the local community. Identify the features of Conisbrough castle. Find out the significance of Conisbrough castle. 	<p>Egypt Children will be able to:</p> <ul style="list-style-type: none"> Explain who the ancient Egyptians were Describe what life was like in Ancient Egypt Explain mummification Explain why pyramids were built Identify the roles of gods and goddesses Understand hieroglyphics. Explain why the Nile was described as a gift <p>Stone, Bronze and Iron Age Children will be able to:</p> <ul style="list-style-type: none"> Identify the stone age, bronze age and iron age on a time line Investigate what everyday life was like in the stone age bronze age and iron age. Explore the tools made during the stone age, bronze age and iron age. Locate settlements from the periods of the stone age, bronze age and iron age. Describe homes from the stone age, bronze age and iron age. Explain the legacy of the stone age, bronze age and iron age. 	<p>Romans Children will be able to:</p> <ul style="list-style-type: none"> Identify what everyday life was like in Ancient Rome Identify why the Romans invaded Britain and recall key facts about the invasion Understand why and how Romans built new roads and towns in Britain Recognise the importance of Hadrian's Wall to the Romans Understand the lives of soldiers who lived there Understand the lasting impact of the Roman Empire on Britain. Identify issues that led to the fall of the Roman Empire <p>Anglo Saxons and Vikings Children will be able to:</p> <ul style="list-style-type: none"> Understand what life was like as an Anglo-Saxon. Understand how the Anglo-Saxons ruled Britain. Collect information about the discoveries at Sutton Hoo. Understand who the Vikings were. Identify different Viking artifacts and explain what we know about them. Understand how Vikings would travel. Explore what life could have been like in Viking Britain Identify some Viking heroes and understand their importance. 	<p>Mayans Children will be able to:</p> <ul style="list-style-type: none"> Identify the time period of the ancient Mayan civilization Explain how and where the Ancient Maya people lived Identify the religious beliefs of the Maya civilization Compare the two stories of Maya creation Compare the daily life of Mayans and present day <p>Greeks Children will be able to:</p> <ul style="list-style-type: none"> Identify the time period of the ancient Greeks Identify the location of Greece and Athens Explain how and where the Ancient Greeks lived Explain the types of ancient Greek art and culture Identify the difference between Olympic games now and then Create Greek architecture using tinker cad 	<p>Tudors Children will be able to:</p> <ul style="list-style-type: none"> Chronologically order sequence a Tudor timeline of key events Explain how the Tudors came to power Understand who Henry VIII was and why he was a significant Tudor monarch Name the order of Henry VIII's six wives and their fates Explain Henry VII's 'great matter' Name Tudor crimes and punishments <p>WW1 and WW2 Children will be able to:</p> <ul style="list-style-type: none"> Identify when the First World War started and finished Explain who started the First World War Identify who fought in the First World War Identify the weapons used Explain how the First World War ended Identify what the poppy represents Identify when the Second World War started and finished Identify who fought in the Second World War Explain what the Blitz was Explain what rationing was

VOCABULARY PROGRESSION MAP FOR KNOWLEDGE AND INTERPRETATION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Order Routine Sequence Past Present Long ago	<p>Past and Present: order, timeline, past, present</p> <p>Great Fire of London: Baker, Pudding Lane, Thomas Farriner, London, Fire brigade, fire, spreading, River Thames</p> <p>Victorians: Queen Victoria, reigned, chimney-sweeps, Florence Nightingale, nurse, soldiers</p>	<p>Significant Individuals: Christopher Columbus, sailor, explorer, America, Neil Armstrong, Rosa Parks, Emmeline Pankhurst, women's rights</p> <p>Mining: Earth's crust, minerals, resources, mines, shafts, tunnels, pits, coal, strike, Margaret Thatcher</p> <p>The Local Area: Barnburgh, Doncaster, Rotherham, Barnsley, Conisbrough Castle, landmarks, Norman, William the Conqueror</p>	<p>Egypt: farming, construction, solar calendar, hieroglyphs, pharaoh, pyramids, river Nile, irrigation</p> <p>Stone, Bronze and Iron Age: Prehistory, periods, Stonehenge, tools, weapons</p>	<p>Romans: Claudius, invasion, domus, empire, Hadrian's Wall, courtyard</p> <p>Anglo Saxons and Vikings: Scandinavia, longboats, Britain, Ireland, Old Norse, pirate raid, trading</p>	<p>Mayans: civilisation, North America, Mesoamerica, animism, Popol Vuh, Chilam Balam</p> <p>Greeks: Neolithic Greece, Olympic games, Olympia, Athens, Socrates, Plato, Aristotle, philosophers</p>	<p>Tudors: Dynasty, Henry VII, Henry VIII, Battle of Bosworth Field, beheaded, died, divorced, punishment, treason, heresy</p> <p>WW1 and WW2: Franz Ferdinand, assassination, Allied, Associated powers, poppy, remembrance, blitz, Winston Churchill</p>

STICKY KNOWLEDGE FOR KNOWLEDGE AND INTERPRETATION

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Name 2 types of dinosaurs. Various answers What is bonfire night? Bonfire Night celebrates Guy Fawkes and the Gunpowder Plot. How have toys changed over the years? Why are they different? Various answers Name and describe people that help you. Various answers 	<ul style="list-style-type: none"> When did the Great Fire of London Start? Sunday 2nd September 1666 What was the lane called that the fire started on? Pudding Lane How long did Queen Victoria reign for? 63 years and 7 months Who was Florence Nightingale? Florence Nightingale was a nurse and she saved the lives of many soldiers during the War How could children earn money in the Victorian times? By being chimney-sweeps, messengers or crossing sweepers. 	<ul style="list-style-type: none"> Who was the first female Prime Minister? Margaret Thatcher What is an activist? An activist is someone who is active in campaigning for change, normally on political or social issues What are mines? mines are narrow shafts, or tunnels, that go very deep underground. Other mines are large open pits, like canyons. When did the first man walk on the moon? Neil Armstrong What did Emmeline Pankhurst fight for? 	<ul style="list-style-type: none"> What is mummification? Mummification is a process where the skin and flesh of a corpse can be preserved. Why was the River Nile important in Egypt? the Nile provided the people with means for transport, help with irrigation for farming, some food such as fish, and even created fertile soil for growing crops What famous landmark is in Egypt? The Pyramids What is Stonehenge? Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter. 	<ul style="list-style-type: none"> Where did wealthier Romans live? In a domus What did the Vikings buy when they sailed the seas? They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. What type of building did most people live in Rome? Most people in the cities of Ancient Rome lived in apartments called insulae Where did the name 'Viking' come from? The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid' What was the name of the barrier to keep invaders from the north out of the Roman province of Britain? Hadrian's Wall 	<ul style="list-style-type: none"> What is the capital of Greece? Athens What is Animism? Animism is the belief that objects, places and creatures all possess a distinct spiritual essence, or soul. For the Maya, all things - animals, plants, rocks, rivers, weather systems, human handiwork and perhaps even words - were alive Name 3 of the greatest philosophers in the Greek period? Socrates, Plato and Aristotle 	<ul style="list-style-type: none"> How did the Tudors come to power? They came to power when Henry VII became king after his defeat of Richard III at the Battle of Bosworth Field in 1485 Who was Henry VIII? Henry VIII was King of England and Ireland from 21 April 1509 until 28 January 1547 Tell me about his wives Henry VIII had six wives who were called: Catherine of Aragon (Divorced), Ann Boleyn (Beheaded), Jane Seymour (Died), Anne of Cleaves (Divorced), Catherine Howard (Beheaded) and Catherine Parr (Survived) How are the people who died in the Wars remembered now? The poppy is a symbol of remembrance. During the First World War, poppies grew on barren land, such as old battlefields. What was the Blitz? The intense and sudden bombing was called the Blitz.