

**Key Areas of learning for History**

**Chronological knowledge:**

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

**Historical Knowledge:**

Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

**Historical Enquiry and interpretation:**

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

**Organisation and communication:**

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

**Curriculum Overview**

	<b>Autumn 2022</b>		<b>Spring 2023</b>	<b>Summer 2023</b>
Year 3		Ancient Egyptians	Local Study – History of Priory Junior School	Stone Age to Iron Age
Year 4		Maya		Romans
Year 5			Anglo-Saxons, Scots and Vikings	Ancient Greece
Year 6		WW2		1000 years of Crime and Punishment (Local trip to Galleries of Justice)

	<b>Autumn 2023</b>			<b>Spring 2024</b>	<b>Summer 2024</b>
	<b>Autumn 1 - First 4 weeks</b>	<b>Aut 2 – Last 2 Weeks</b>	<b>Autumn 2</b>		
Year 3	Local Study – History of Priory Junior School	Black History Month (Bob Marley across the curriculum)	Ancient Egyptians		Stone Age to Iron Age
Year 4	Local Study – History of Gedling and Mining	Black History Month (Nelson Mandela across the curriculum)	Romans		Maya
Year 5	Local Study – History of local church (All Hallows is 1089 which is Viking era)	Black History Month (Katherine Johnson across the curriculum)		Scots, Anglo-Saxons and Vikings (Local trip to Perlethorpe)	Ancient Greece
Year 6	Local Study – Nottingham through the war	Black History Month (Malorie Blackman across the curriculum)	WW2		1000 years of Crime and Punishment (Local trip to Galleries of Justice)

The following tables show our knowledge, skills and vocabulary progression across these key areas of history as children progress through our school.

**Bold text:** This refers to sticky knowledge within each section in the progression document as well as key vocabulary (**Know**). *Italics = Skills (Know how to...)*

**History Knowledge Progression**

	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge	<p>Know what a timeline is and how it shows the passing of time.</p> <p>Know that one working timeline is used to show where all events and people studied have occurred and lived.</p> <p>Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.</p>	<p><i>Know how to order significant events from the period studied.</i></p> <p>Know that there is a definitive, chronological order for the periods studied.</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives.</p>	<p><i>Know how to order significant events and dates on a timeline.</i></p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history.</p> <p>Know that change is shown by the similarities and differences between specific periods in time.</p>	<p><i>Know how to order significant events, movements and dates on a timeline.</i></p> <p>Know that the chronological position of periods studied sometimes overlap or occur concurrently.</p> <p>Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.</p>	<p><i>Know how to identify and compare changes within and across different periods.</i></p> <p><i>Know how to use relevant dates and terms when referring to time periods in history.</i></p> <p>Know that the chronology of significant events in periods of history subsequently shaped different societies.</p> <p>Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p>
Range and Depth of Historical Knowledge	<p>Know that some events and people in the past are seen as significant because they result in change.</p>	<p>Know that there are reasons for and results of people's actions in the past.</p>	<p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.</p>	<p>Know that great events had an impact on people's lives and they have shaped society over time.</p>	<p>Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.</p>
Historical Knowledge 1	<p><b>Great Fire of London:</b>            Know that the Great Fire of London happened in 1666.            Know that the fire started in a bakery on Pudding Lane.            Know that buildings were close together and often made of wood, meaning that the fire spread quickly.            Know that for many years after the fire, buildings were rebuilt further apart and made with stone.            Know that Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt.</p>	<p><b>Egyptians:</b>  <b>Know about the geography of Egypt and The Nile.</b>            Know that The Rosetta Stone holds the key to ancient Egyptians writing in hieroglyphics.            Know that the ancient Egyptians built the pyramids.  <b>Know that life revolved around the Nile, which supported farming, craft and was used for trade.</b>            Know that the ancient Egyptians worshipped gods who were responsible for different aspects of life.</p>	<p><b>Romans:</b>  <b>Know who the Romans were and how they built their empire.</b>            Know why the Romans invaded Britain for the first time in 55BC.            Know why the Romans built new towns and roads which increased trade from the rest of the empire.            Know that the Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.            Know that in AD 122, Emperor Hadrian decided that a northern border wall should be built and became known as Hadrian's Wall.  <b>Know that the Romans' legacy can be</b></p>	<p><b>Anglo-Saxons, Scots and Vikings:</b>  <b>Know where Anglo-Saxons and Scots came from.</b>            Know how, when and why the Anglo-Saxons and Scots invaded Britain.            Know how the Anglo-Saxons changed Britain.  <b>Know what life was like in Anglo-Saxon Britain.</b>            Know about Anglo-Saxon runes and what the different symbols represent.            Know about the legend of King Arthur.  <b>Know who the Vikings are and where they came from.</b>            Know why the Vikings have gained such a bad reputation.            Know how the Vikings tried to take over the country and how close they got.            Know how recent excavations changed our view of the Vikings (local link – mass Viking graves in Derby)</p>	<p><b>World War 2:</b>  <b>Know about the outbreak of war.</b>            Know about evacuation.            Know about rationing.            Know about the role of women.            Know and understand the holocaust.  <b>Know the key events of the war and the chronology of this.</b></p>

History Curriculum Progression Priory Junior School

		<p>Know that when pharaohs died, priests would prepare their bodies with a process called mummification.</p>	<p><b>seen in many places around Britain today.</b></p>	<p><a href="https://www.youtube.com/watch?v=cOqeCITZBVo&amp;t=1s">https://www.youtube.com/watch?v=cOqeCITZBVo&amp;t=1s</a>          Know what we can learn about Viking settlements from studying placename endings.          Know how we should remember the Vikings: Raiders or Settlers</p>	
<p>Vocabulary 1</p>	<p>Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.</p>	<p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p>	<p>Celts, citizen, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.</p>	<p>Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.          Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.</p>	<p>Allies, axis, Nazi party, atomic bomb, annex, propaganda, active service</p>
<p>Historical Knowledge 2</p>	<p><b>War and Remembrance:</b>          The First World War took place between 1914 and 1918. People who fought in wars, like Walter Tull, are remembered for their bravery. People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies. Soldiers in the First World War often fought in trenches. Many women took on men's jobs during the First World War. Remembrance Day, on 11<sup>th</sup> November each year, is a time when people remember those who fought in wars.</p>	<p><b>Stone Age to Iron Age:</b>  <b>Know that the Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</b>          Know that in the Stone Age, tools and weapons were made of stone.          Know that the major change that happened later in the Stone Age was that people started to settle in communities and farm the land.  <b>Know how Stonehenge was made and its significance.</b>          Know that in the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.          Know that in the Iron Age, people developed the technology to make iron. This was used to make tools and weapons.</p>	<p><b>Mayans:</b>  <b>Know who the Maya people were, where they came from and their views on the afterlife.</b>          Know that the Maya built cities, pyramids and ornate sculptures in the rainforest.          Know that the Maya believed in many gods. Each could help or hurt them.          Know that the Maya would dance, sing and make offerings to the gods as a sign of respect.  <b>Know that the ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.</b>          Know that the Maya had a writing system and they used syllabograms.          Know what food the Maya ate and why chocolate is important.</p>	<p><b>Greece:</b>          Know some of the main characteristics of Athenians and Spartans.          Know about the influence that Gods had on Ancient Greece.  <b>Know about some things that the Greeks gave to the world (e.g. The Olympics, modern maths, hypocritic oath, philosophy, democracy).</b></p>	<p><b>Crime and Punishment:</b>          Know the Roman legacy.          Know the Anglo-Saxon laws and justice.  <b>Know who Robin Hood was: Hero or Villain?</b>          Know the torturing Tudors.          Know about Victorian prisons.  <b>Know about modern day punishment in England and compare this to America.</b></p>

Vocabulary 2	Army, courage, front line, home front, poppy, remembrance, trenches.	Agriculture, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.	Cacao beans, civilisation, codices, drought, jaguar, maize, scribes.	Ancient, civilization, city states, empire, legacies, democracy, myth, philosophy, hypocritic oath	Bobbies/peelers, deterrent, execution, humiliation, judge, jury, ordeal, treason, victim, trial
--------------	--	--	--	--	---

Historian Skills Progression					
	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry & Interpretation Skills	<p><i>Know how to explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</i></p> <p><i>Know how to observe or handle evidence to ask simple questions about the past.</i></p> <p><i>Know how to use basic evidence to find answers to simple questions about the past on the basis of simple observations.</i></p> <p><i>Know how to use evidence to explain the key features of events.</i></p> <p><i>Know how to sort some objects/artefacts into new and old and then and now.</i></p>	<p><i>Know how to use a range of sources well to learn about the past.</i></p> <p><i>Know how to ask questions in a group about artefacts/sources of information (who, what, when, where, why).</i></p> <p><i>Begin to know how to compare a range of first- and second-hand sources.</i></p> <p><i>Know how to highlight similarities and differences in sources. What can these artefacts tell us about a time period?</i></p> <p><i>Know how to compare different accounts of the same event. (Stories, cartoons, fact vs fiction) e.g facts/information can be proven</i></p>	<p><i>Know how to compare a range of first- and second-hand sources.</i></p> <p><i>Know how to understand primary and secondary sources in terms of their differences in reliability.</i></p> <p><i>Know how to explore different interpretations of historical accounts.</i></p> <p><i>Know how to recognise links in sources of evidence.</i></p> <p><i>Know how to ask simple questions about historical artefacts or images.</i></p> <p><i>Know how to compare a range of first- and second-hand sources. Know how to discuss validity and reliability of these.</i></p> <p><i>Begin to evaluate how useful these sources are.</i></p> <p><i>Know how to use sources of evidence to explain what life was like in a different time period. How are these similar? how do these vary?</i></p>	<p><i>Know how to ask questions about artefacts and sources of information.</i></p> <p><i>Know how to discuss which sources of evidence are the most reliable / useful and why / why not. E.g they provide an accurate understanding of historical events or periods in time.</i></p> <p><i>Know how to evaluate how useful these sources are, and discuss whether fact, fiction or opinion.</i></p> <p><i>Begin to discuss why sources were created (bias) e.g some unfairness.</i></p> <p><i>Know how to recognise when a piece of evidence might be biased.</i></p> <p><i>Know how to gather knowledge from a range of sources to create an account of a specific event in history.</i></p> <p><i>Know how to compare sources and start to think about why they vary.</i></p>	<p><i>Know how to gather knowledge from a range of sources to form opinions and create a fluent account of a specific event in history.</i></p> <p><i>Know how to research evidence from the past in terms of propaganda, opinion or misinformation and understand how this affects interpretations of history.</i></p> <p><i>Know how to consider why a source was created bias.</i></p> <p><i>Know how to ask questions about artefacts and evaluate which sources of evidence they believe are the most reliable and most useful to answer their enquiry.</i></p> <p><i>Know how to link sources and work out how conclusions were made.</i></p> <p><i>Know how to compare accounts of events from different sources (WW2) and offer/find out reasons for different versions of events. Which are the most accurate and why? Why do they vary?</i></p>
Organisation and communication skills	<p><i>Know how to talk, write and draw about things from the past.</i></p>	<p><i>Know how to communicate and display knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models, verbal presentations).</i></p>	<p><i>Know how to communicate and display knowledge and understanding in a variety of ways (discussions, pictures, writing, annotations, drama, building models, verbal presentations).</i></p>	<p><i>Know how to use appropriate terms, matching dates to people and events – record and communicate knowledge in a variety of ways (written, verbal, presentations).</i></p>	<p><i>Know how to select aspects of the time period to research and create a display or presentation.</i></p> <p><i>Know how to use extended writing to explain key aspects of a time period using appropriate historical vocabulary.</i></p>

	<p>Know how to use historical vocabulary to retell simple stories about the past.</p>	<p>Know how to select data and start to organise it to answer historical enquiries.</p>	<p>Know how to select data and organise it to answer historical enquiries.</p>	<p>Know how to work independently and in groups using data to explore historical enquiries.</p>	<p>Know how to work independently and in groups using data to explore different interpretations of historical enquiries.</p>
--	---	---	--	---	--

Black History Month Progression					
	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Introduction to Black History Month Assembly to be held at the start of the month and cover why we celebrate Black History Month</b>				
<b>Black History Knowledge</b>		<p><b><u>Bob Marley – Linking to Third World Country Poverty</u></b></p> <p>Know how to use a range of sources well to learn about the past.</p> <p>Know that there are reasons for and results of people’s actions in the past.</p>	<p><b><u>Nelson Mandela – Linking to Apartheid</u></b></p> <p>Know how to explore different interpretations of historical accounts.</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.</p>	<p><b><u>Katherine Johnson – Linking to Segregation</u></b></p> <p>Know how to evaluate how useful these sources are, and discuss whether fact, fiction or opinion.</p> <p>Know that great events had an impact on people’s lives and they have shaped society over time.</p> <p><b>**Hidden Figures film</b></p>	<p><b><u>Malorie Blackman – Linking to The Windrush Generation</u></b></p> <p>Know how to gather knowledge from a range of sources to form opinions and create a fluent account of a specific event in history.</p> <p>Know that past great events had an impact on people’s lives and shaped society, and that evidence is used to support or refute the explanation.</p>
<b>Vocabulary</b>		Jamaica, reggae, dreadlock, musician, origin, Kingston, Trench Town, Rastafari, legacy, developing country, Grammy	Madiba, president, South Africa, prison, human rights, racial prejudice, peace, segregation, treason, demonstration, life sentence, hard labour, Nobel Peace Prize	NASA, mathematician, astronaut, determination, West Virginia, aeronautics, national advisory committee, West Computers, Apollo 11, Presidential Medal of Freedom, scientist	OBE, Children’s Laureate, Windrush Generation (immigration, empire, passengers, voyage, Caribbean, opportunities, recruited, discrimination, racial, racist, citizen, residence, docked, nation, pioneers, commonwealth, threat, relations)

Local Study Knowledge Progression					
	Yr 2	Year 3	Year 4	Year 5	Year 6
	<b>Introduction to Local History Study Month to be held at the start of the month and cover why we celebrate our local history</b>				
<b>Local History Knowledge</b>		<p>Local Study – History of Priory Junior School</p> <p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <p>Know the history of Priory Junior School. Know the chronology of Head Teachers.</p>	<p>Local Study – History of Gedling mining</p> <p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <p>Know the history of Gedling Colliery. Know the relevance of the Mary Hardstaff Homes to mining. Know what The Pit of Nations is.</p>	<p>Local Study – History of All Hallows Church</p> <p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <p>Know the history of All Hallows Church including Doomsday Book references. Know the chronology of the building.</p>	<p>Local Study – Nottingham through the war</p> <p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <p>Know the history of The Nottingham Blitz. Know the significance of the Air Raid Precautions network.</p>

History Curriculum Progression Priory Junior School

	<p>Know people who attended the school in the past.</p> <p>Visit to alternative local primary school</p>	<p>Visit to local mining monument.</p>	<p>Know what the unique features of the church are.</p> <p>Visit to All Hallows Church</p>	<p>Know what part Nottingham played with evacuees.</p> <p>Visit to local war memorial/monument.</p>
<p>Vocabulary</p> <p>y</p>	<p>Priory, chronological order, timeline, research</p>	<p>Memorial, colliery, alms house, monument, machinery</p> <p><a href="http://www.allhallowsgedling.co.uk/heritage-graves.html">http://www.allhallowsgedling.co.uk/heritage-graves.html</a></p>	<p>Doomsday Book, Anglican, structure, Norman, Saxon, spire</p>	<p>Blitz, Luftwaffe, raid</p>