

History Progression Whole School Overview

Subject Leader: Mr Maguire

EYFS		
Three and four year olds	Understanding the World (Past & Present)	* Begin to make sense of their own life-story and family’s history.
Reception	Understanding the World (Past and present)	* Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World (Past and present)	* Talk about the lives of people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Know words and phrases like: old, new and a long time ago.</p> <p>Name a famous person from the past and explain why they are famous</p> <p>-----</p> <p>Organise a number of artefacts by age.</p> <p>Know what a number of older objects were used for.</p> <p>-----</p> <p>Know the main differences between their school days and that of their grandparents</p> <p>To develop some understanding of chronology</p> <p>To begin to use vocabulary associated with the past.</p>	<p>-Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>-----</p> <p>To learn about changes within living memory by exploring toys from today.</p> <p>Ask relevant questions to find out about the past</p> <p>To understand some of the ways in which we find out about the past by identifying different sources.</p> <p>Know how to use books and the internet to find out more information.</p> <p>Compare toys from different times. Identify similarities and differences, explain how and why toys have changed over time</p> <p>Know that children’s lives today are different to those of children a long time ago.</p> <p>To learn about changes within living memory by comparing Victorian toys with modern toys.</p> <p>Know that children’s lives today are different to those of children a long time ago.</p> <p>-----</p> <p>Know how the local area is different to the way it used to be a long time ago.</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</p>	<p>To find out what happened in the Stone Age.</p> <p>To understand when the Stone Age to the Iron Age was in context and the durations of each period</p> <p>To understand where the various Stone Ages, Bronze Age and Iron Age belong on a timeline</p> <p>-----</p> <p>Know how Britain changed between the beginning of the stone age and the iron age.</p> <p>-----</p> <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period</p>	<p>To understand the context of Roman history</p> <p>To place Roman and Roman British history into a chronological context</p> <p>To understand why and when Britain was invaded</p> <p>To identify the reasons why and how Britain was invaded by the Romans</p> <p>-----</p> <p>Continue to develop a chronologically secure knowledge and understanding of world history by learning about where and when the ancient Egyptians lived.</p> <p>To find out about ancient Egyptian life by looking at artefacts and asking perceptive questions</p>	<p>Use a time line to show when the Anglo-Saxons were in England.</p> <p>To understand where the Anglo-Saxons and Scots came from.</p> <p>To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p> <p>-----</p> <p>To Identify the chronological context of the Ancient Greeks</p>	<p>To be able to place Anglo-Saxon and Viking Britain periods of rule into a coherent chronological framework</p> <p>Know where the Vikings originated from and show this on a map.</p> <p>-----</p> <p>To understand the events leading up to the outbreak of World War Two.</p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II.</p> <p>To explain the significance of the Blitz and order events on a timeline.</p> <p>To understand the significance of the Blitz in the context of their broader understanding of the Second World War and its broader historical context</p> <p>How far was the Blitz similar or different to the experiences of people in other countries.</p> <p>To develop a coherent narrative of the war including a British and world dimension.</p> <p>-----</p> <p>To Identify the chronological context of the Ancient Maya</p>

Society	Know the main differences between their school days and that of their grandparents	Know that children’s lives today are different to those of children a long time ago.	<p>To identify the changes in society from the Stone Age to the Iron Age</p> <p>-----</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time.</p>	<p>To understand why and when Britain was invaded</p> <p>To identify the reasons why and how Britain was invaded by the Romans</p> <p>To understand the continuity and change within society from the Iron Age to Roman Britain</p> <p>-----</p> <p>To understand that primary sources need careful analysis and that they can contradict each other</p> <p>Know about at least one famous Roman emperor.</p> <p>-----</p> <p>To learn about the daily lives of many ancient Egyptian people.</p> <p>To understand what was important to people during ancient Egyptian times.</p>	<p>To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p> <p>To know that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>To understand how the AngloSaxons changed Britain.</p> <p>To understand what daily life was like in Anglo-Saxon Britain</p> <p>To use a range of primary sources to solve the mystery of Sutton Hoo</p> <p>To form a conclusion about an event from the past using evidence</p> <p>-----</p> <p>To identify the similarities and differences in Greek society</p> <p>-----</p> <p>Know at least five sports from the Ancient Greek Olympics.</p>	<p>Know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons.</p> <p>To understand the various groups who invaded Britain after Roman occupation and why</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>-----</p> <p>To understand how our knowledge of the impact of the war is constructed from a range of sources</p> <p>To answer questions about the people involved in the war from both Britain and the world</p> <p>-----</p>

Housing	Know words and phrases like: old, new and a long time ago.		To understand and identify changes in housing from the Stone Age to the Iron Age	I can understand and identify continuity and change in housing from Iron Age to Roman Britain	To understand what daily life was like in Anglo-Saxon Britain	To understand how our knowledge of the impact of the war is constructed from a range of sources
	<p>To investigate and identify how homes have changed over time.</p> <p>Know what a number of older objects were used for.</p>		<p>-----</p> <p>To identify and compare key features of settlements from prehistory with today</p> <p>To understand how and why prehistoric people built megalithic structures</p> <p>To begin forming reasoned responses to historical enquiries</p>	<p>-----</p> <p>To understand the continuity and change of housing throughout periods of history</p>	<p>-----</p> <p>To identify the similarities and differences between aspects of Greek and Roman life</p>	<p>-----</p> <p>To identify the similarities and differences between Mayan and Viking housing</p>

Beliefs			<p>To understand how religious beliefs changed from the Stone Age to the Iron Age</p>	<p>To understand the religious beliefs of the Romans and their impact on Britain</p>	<p>To know about Anglo-Saxon art and culture.</p>	<p>To understand Viking religious beliefs</p>
			<p>To understand how and why prehistoric people built megalithic structures</p> <p>To begin forming reasoned responses to historical enquiries</p>	<p>To understand the process of mummification and its impact on today's world</p> <p>I can understand and explain the ancient Egyptian ritual of mummification.</p> <p>I can compare and contrast the powers of different Egyptian gods.</p>	<p>To identify the similarities and differences in Greek and Roman beliefs</p> <p>To identify the impact of Greek beliefs on Ancient Rome</p>	<p>To understand Maya religious beliefs</p> <p>To identify the similarities and differences between Mayan and Viking beliefs</p>

Achievements and impact	<p>Name a famous person from the past and explain why they are famous</p> <p>Know words and phrases like: old, new and a long time ago.</p> <p>To develop an awareness of the past, through finding out about changes within living memory.</p> <p>To find out about events beyond living memory that are significant globally and nationally by learning about Remembrance Day.</p> <p>Know the name of a famous person, close to where they live</p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>-----</p> <p>Name a famous person from the past and explain why they are famous</p> <p>To learn about events beyond living memory that are significant nationally</p>	<p>-Know about a famous person from outside the UK and explain why they are famous.</p> <p>Know what certain objects from the past were used for.</p> <p>Know what we use today instead of a number of older given artefacts.</p> <p>Know the name of a famous person, close to where they live</p> <p>-----</p> <p>Know how to use books and the internet to find out more information.</p>	<p>To understand the significance of the achievements of Stone Age man</p> <p>To form an opinion about the achievements of prehistoric people</p> <p>-----</p> <p>To demonstrate their understanding of the topic and the changes between periods of prehistory</p> <p>To present an argument using knowledge and some evidence</p> <p>-----</p> <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period</p>	<p>To understand the achievements of the Romans and the impact that they had on Britain</p> <p>-----</p> <p>Know about at least one famous Roman emperor.</p> <p>To understand the achievements of the Romans and the impact that they had on Britain</p>	<p>To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p> <p>-----</p> <p>To identify the major Greek achievements and their impact on the western world</p> <p>-----</p> <p>To identify the usefulness of sources and how to interpret them</p> <p>To understand the achievements of the Ancient Greeks</p>	<p>To understand the achievements of different groups throughout history and their impact nationally and internationally</p> <p>-----</p> <p>To understand the significance of World War 2 on the changing the role of women</p> <p>-----</p> <p>To identify the major Mayan achievements and compare them to those of the Vikings</p>

Food			To understand the methods of food collection in prehistoric Britain	To understand the differences in food collection and meal structures between Romans and Celts To identify the impact of Roman foods on British society		

Entertainment			<p>To understand the importance and forms of entertainment for people form prehistory</p> <p>To understand the continuity and change in entertainment throughout prehistory</p>	<p>To identify the types of Roman entertainment and the differences between them and Celtic entertainment</p> <p>To identify the impact of Roman entertainment on British society</p>	<p>To identify the similarities and differences between aspects of Greek and Roman life</p>	

	Year 7 – St Margaret Ward
Autumn	<p><u>What is history? Chronology and sources.</u> These topics are taught and tested.</p> <p>Rationale: all students have the basics and language needed to access the rest of the year’s topics.</p> <p><u>We then begin our detailed study of medieval England, topics include:</u></p> <ul style="list-style-type: none"> • England in the 1060’s. • The life and times of Edward the confessor • The succession crisis • Competing contenders and the Battle of Hastings. <p>Rationale: this draws down knowledge needed at GCSE and allows us the use the skills taught in the first 6 lessons. Students also get to understand how this is a turning point in history</p> <p><u>A new England?</u> The focus here is on looking at Williams’s consolidation of power and the extent to which it created a ‘new England’, including:</p> <ul style="list-style-type: none"> • Castle building • Harrying of the north • Hereward • Feudalism and Domesday. <p>Rationale: students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060</p>
Spring	<p><u>A new England?</u> The focus here is on looking at Williams’s consolidation of power and the extent to which it created a ‘new England’, including:</p> <ul style="list-style-type: none"> • Castle building • Harrying of the north • Hereward • Feudalism and Domesday. <p>Rationale: students see how each of these topics allow us to understand just how much England was transformed by events in 1066. We can then compare and contrast with the England of 1060 based upon the students contextual knowledge and understanding of cause and consequence</p> <p><u>We then look at medieval religious beliefs through the eyes of the people (Church and Doom paintings) before moving onto the Crusades.</u></p> <p>Rationale: students understand the lives of ordinary people before studying the motives behind the crusades and debates surrounding this. This also enables us to consider the medieval world beyond Britain</p>
Summer	<p><u>This term is spend doing a series of detailed investigations:</u></p> <ul style="list-style-type: none"> • Beckett and Henry • Bad king John and Magna Carta • Black Death and Peasants revolt. <p>Rationale each of these topics will see students use a range of historian skills and also introduces new concepts such as economics and politics</p> <ul style="list-style-type: none"> • <u>Medicine</u> • <u>Crime and punishment</u> <p>Rationale: The intention is to cover topics that allow both to draw down from GCSE (Crime) and allow a wider world study e.g. the comparison of the Islamic and Christian world though medicine</p> <ul style="list-style-type: none"> • <u>Wars of the Roses</u> <p>Rationale: This final piece provides the bridge between Y7 and Y8 giving students a secure knowledge-based start to Y8 via their knowledge of the end of the middle ages and the start of the Tudor period</p>

National Curriculum Objectives:

Key stage 1

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age. Examples (non-statutory) could include:
 - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
 - Bronze Age religion, technology and travel, for example, Stonehenge
 - Iron Age hill forts: tribal kingdoms, farming, art and culture
- The Roman Empire and its impact on Britain. Examples (non-statutory) could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - The Roman Empire by AD 42 and the power of its army
 - Successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) could include:
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture
 - Christian conversion – Canterbury, Iona and Lindisfarne
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory) could include:
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066

- A local history study. Examples (non-statutory) could include:
 - a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) could include:
 - the changing power of monarchs using case studies such as John, Anne and Victoria
 - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
 - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
 - a significant turning point in British history, for example, the first railways or the Battle of Britain
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.