



History Progression of Knowledge

Year 1/2/3 Year A	Toys – changes within living memory <ul style="list-style-type: none"> • Explain how we can find out about the past. • Explain what are our toys like now. • Explain what my favorite was when I was a baby. • Explain what were our parents' toys like and how do we know. • Explain what were our grandparents' toys like and how do we know. • Explain how have children's toys changed since our grandparents were little. 	The Great Fire of London <ul style="list-style-type: none"> • Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. • Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time. • Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire. • Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1. • Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes. • Investigate the way the Great Fire is remembered and think about the way that this can change over time. 	Local History Study tbc
Year 1/2/3 Year B	Changes in Technology <ul style="list-style-type: none"> • Explain how we can find out about the past. • Explain how has technology changed how we write. • Explain how has technology changed how we talk. 	Hospitals and Healthcare <ul style="list-style-type: none"> • Explain how we can find out about the past. • Explain who was Florence Nightingale and why was she important. • Explain who was Edith Cavall and why was she important. 	Ancient Egypt <ul style="list-style-type: none"> • Investigate early civilisations around the world, considering the key features that marked them out from tribal settlements that had gone before (e.g. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians).

	<ul style="list-style-type: none"> • Explain how has technology changed the way we are entertained. • Explain who are the important inventors in the history of technology. • Explain how has technology changed our lives over the last 60 years. 	<ul style="list-style-type: none"> • Explain when did Florence and Edith become significant. • Explain why did Florence Edith act the way they did. • Explain how did Florence and Edith change our hospitals. 	<ul style="list-style-type: none"> • Focus on Ancient Egypt – explain what do artefacts tell us. • Identify the impact of the landscape on everyday life, and in particular the role of the River Nile. • Explore Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites. Explain why were these built on such massive scale. • Investigate the lives of the Pharaohs – explain how did they rule. • Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.
Year 1/2/3 Year C	Explorers <ul style="list-style-type: none"> • Discuss the concept of ‘explorers’, asking questions about their role, the kind of people they might have been and the way exploration might have changed over time. Gather prior knowledge of famous explorers and their journeys. • Look at historical maps and use this to recognise that in the past the entire world was not ‘known’ or mapped. Consider how discoveries of new places / countries / resources might change the world. • Focus on the life of Christopher Columbus - where did he go (and where did he think he was going), why was his journey significant, what equipment did he use, what was life like aboard one of his ships, how did his journey change the world? • Contrast this with life of Neil Armstrong - how was his voyage of exploration similar / different? How did his journey effect the modern world? 	Stone Age to Iron Age <ul style="list-style-type: none"> • Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this timeline - what was earliest life in Britain like? • Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities (e.g. flint examples found in Letchworth & Baldock). • Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life? • Consider changes during the Iron Age - particularly the shift to tribal kingdoms & life based around local hill forts. Identify the impact of this on farming, art & culture, and link to the local area. 	

Year 4/5/6 Year A	<p>Shang Dynasty</p> <ul style="list-style-type: none">•Explore what life was like in ancient China.• Understand that early humans in China adopted a hunter-gatherer lifestyle, and then later, people began to settle near rivers.• Explain how did the Shang Dynasty begin, and what was it like there.• Explain who Tang was and describe what he was like as a ruler.• Explain about the different roles that people had in Shang society.• Discuss what the similarities and differences were between the rich and the poor in Shang society.• Explain how bronze was made in ancient China.• Understand what warfare was like in Ancient China.• Explain the legacy Shang Dynasty left behind.• Explain the greatest achievements of the Shang Dynasty of ancient China.	<p>Groovy Greeks</p> <ul style="list-style-type: none">•Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta.• Understand what made the Greek armies and navies so effective.• Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.)• Research life in Ancient Greece, using artefacts where possible (e.g. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?)• Explore the impact of Ancient Greece on modern world (e.g. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none">•Explore life in Britain before the Roman invasion (recapping learning on Iron Age life).• Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful?• Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (e.g. Boudica) and the building on Hadrian’s Wall.•Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religion• Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc.
Year 4/5/6 Year B	<p>Britain’s settlement by Anglo-Saxons and Vikings</p> <ul style="list-style-type: none">•Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in Ad 410 - what impact would this have had on everyday life?• Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.• Investigate life in Anglo-Saxon settlements (e.g. return to tribal communities, decline of Roman cities, pagan religions).• Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of ‘England’.		<p>Ancient Maya</p> <ul style="list-style-type: none">• Place Mayan civilisation on a timeline, and position it in relation to other historical periods and civilisations that have been studied across KS1 & KS2.• Understand what it was like to live in Mayan society, comparing their homes, schools, clothes, food and warriors with other historical civilisations that have been studied across KS2.• Describe what life was like for different people living at the same point in history (e.g. men /

	<ul style="list-style-type: none"> • Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne). • Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.) • Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why long ships were so effective. • Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc. • Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'.); Ethelred, the Danegeld and the invasion of King Canute. 	<p>women, rich / poor, military / priests / civilians etc).</p> <ul style="list-style-type: none"> • Explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (e.g. comparing Mayan and Egyptian pyramids). • Investigate sources of information on life in Mayan society, and consider the reasons why many questions about them are hard to answer. • Recognise that much of our knowledge comes from later invaders, and the discuss the reasons why these may be biased or incomplete.
Year 4/5/6 Year C	<p>Crime and Punishment</p> <ul style="list-style-type: none"> • Explain what crime and punishment means. • Describe what was crime and punishment like in Roman Britain. • Describe what was crime and punishment like in the Anglo-Saxon period. • Describe what was crime and punishment like in the Tudor period. • Describe what was crime and punishment like in the Tudor period. • Describe what was crime and punishment like in the Stuart period. • Describe what was crime and punishment like in the Victorian period. • Describe how the police force develop through the 20th century. • Explain how are crime and punishment like today compared with the past. 	<p>World War II</p> <ul style="list-style-type: none"> • Understand and describe the key facts of World War 2 (eg. who fought in the War, why it is called a "world" war, the reasons why it was fought.) • Explore the way the War was fought, and identify how it was similar / different to what had been used before (e.g. in WW1) and modern militaries. • Investigate the lives and role of key leaders, such as Churchill and Hitler. • Identify the impact of the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee. • Focus on The Battle of Britain, looking at key events, a comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side. • Consider "The Battle of Britain" as a 'turning point' in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings & Victory in
		<p>Local History Study</p> <p>tbc</p>

		Europe. Debate arguments for and against the view that this was a decisive turning point in the War.	
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