

HISTORY PROGRESSION



EYFS										
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy
Previous year's content			EYFS content				Subsequent year's content			
Substantive Knowledge			<p>Autumn <u>The big question: How have I changed since I was a baby?</u> Spring <u>The big question: Why do we wear different clothes at different times of the year?</u> Summer <u>The big question: What are our favourite celebrations each year?</u> Understanding the World: Past and Present Understanding the World: People, Culture and Community</p> <ul style="list-style-type: none"> As Historians, we will name and describe people that are familiar to us. As Historians, we will talk about members of our immediate family and community. As historians, we will share information and pictures of our own families. As Historians, we will explore different families using real life picture and books. As Historians, we will compare and contrast characters from stories including figures from the past. As Historians, we will comment on images of familiar situations in the past. As Historians, we will share texts, images, and tell oral stories that help us begin to develop an understanding of the past and present. As Historians, we will look at images of familiar situations in the past, such as homes, schools, and transport. <p>Specific topics/themes</p> <ul style="list-style-type: none"> All about me Black History month Bonfire Night- As historians we will, explore why we celebrate bonfire night. Seasons Astronauts and the first moon landing Celebrations Queen Elizabeth II Jubilee/Birthday - As historians we will, talk about the royal family and investigate who is the Queen and what does she do. 				<p>The Big Question: - How has the seaside changed over time? (Changes within living memory) The Victorians and the development of the seaside *UNDER REVIEW*</p> <ul style="list-style-type: none"> As Historians, we will be beginning to explore who the Victorians were and what history means As Historians we will be discussing who the monarch was in the Victorian era and who our monarch is now As historians we will be interpreting what holidays were like in the Victorian era As Historians we will be debating if punch and Judy is appropriate As Historians we will be discussing how the Victorians changed travel As Historians we will be sequencing how holidays have changed over time As Historians we will be comparing holidays in the Victorian era to the ones, we might go on today As Historians we will beginning to understand how the Victorians made holidays to the seaside popular <p>The Big Question: - Why was coal mining so important to Castleford and the people who live here? (Local study – Coal mining in Castleford)</p> <ul style="list-style-type: none"> As Historians, we will be beginning to explore what mining is and why it was significant As Historians, we will be learning how mines have changed over time As Historians, we will be learning where mining took place and why As Historians, we will be learning why mining was important As Historians, we will be learning about collieries in our local area As Historians, we will be learning why mining was important to our local area <p>As Historians, we will be comparing and contrasting modern mining and Victorian mining</p>			
Disciplinary knowledge/ Historical enquiry (Use of sources)			<p>Children will:</p> <ul style="list-style-type: none"> Observe details in pictorial sources Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past. 				<p>Children will:</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, pictures, photographs observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 			
Curriculum links and prior learning			<p>Understanding the world: People, culture and communities</p> <ul style="list-style-type: none"> Throughout EYFS the children will become historians by showing the awareness that passage of time changes us all and that the passage of time changes the world around us. The children will talk about who they are, who they live with, what their occupations are and sequence family members by age (baby, child, adult) <p>Understanding the world: Past and present</p> <ul style="list-style-type: none"> Throughout EYFS the children will become historians by showing the awareness of time in sequential order, that certain events/celebrations will take place during specific points in the year. 				<p>Art</p> <ul style="list-style-type: none"> Katsushika Hokusai – “The Great Wave” Henry Moore Sculptures – Local artist <p>Geography</p> <ul style="list-style-type: none"> Geographical similarities and differences between small area of UK and contrasting non-European country = comparing Bridlington (nearest seaside) to the Caribbean Locate and name 4 countries of the UK and surrounding seas – seashores (now and then) Key human and physical features of surrounding local area <p>History</p> <ul style="list-style-type: none"> Queen Elizabeth/Queen Victoria – Monarchy 			
Progression			<p>Children are confident at:</p> <ul style="list-style-type: none"> Talking about the lives of people around them and their roles in society. Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 				<p>Children are confident at:</p> <ul style="list-style-type: none"> Having some grasp of the feelings of others and simple motives and make comments about he actions and thoughts of others. Drawing some simple conclusions about sources, such as what an artefact was used for 			

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		<ul style="list-style-type: none"> Understanding the past through settings, characters and events encountered in books read in class and storytelling. Telling and retell a story of events Sequencing three or four events of a story Producing a simple family tree Observing details in pictorial sources Distinguishing photographs from pictures 	<ul style="list-style-type: none"> Recognising similarities and differences such as here/there, then/now involving situations, people and events Recognising changes that have happened to their local area/families and compare the differences
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Year 1											
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy	
Previous year's content			Year 1 content				Subsequent year's content				
<p>Substantive Knowledge</p>	<p><u>Autumn</u> The big question: How have I changed since I was a baby? <u>Spring</u> The big question: Why do we wear different clothes at different times of the year? <u>Summer</u> The big question: What are our favourite celebrations each year? Understanding the World: Past and Present Understanding the World: People, Culture and Community</p> <ul style="list-style-type: none"> As Historians, we will name and describe people that are familiar to us. As Historians, we will talk about members of our immediate family and community. As historians, we will share information and pictures of our own families. As Historians, we will explore different families using real life picture and books. As Historians, we will compare and contrast characters from stories including figures from the past. As Historians, we will comment on images of familiar situations in the past. As Historians, we will share texts, images, and tell oral stories that help us begin to develop an understanding of the past and present. As Historians, we will look at images of familiar situations in the past, such as homes, schools, and transport. <p><u>Specific topics/themes</u> All about me Black History month Bonfire Night- As historians we will, explore why we celebrate bonfire night. Seasons Astronauts and the first moon landing Celebrations Queen Elizabeth II Jubilee/Birthday - As historians we will, talk about the royal family and investigate who is the Queen and what does she do.</p>			<p>The Big Question: - Why was coal mining so important to Castleford and the people who live here? (Local study – Coal mining in Castleford)</p> <ul style="list-style-type: none"> As Historians, we will be beginning to explore what mining is and why it was significant As Historians, we will be learning how mines have changed over time As Historians, we will be learning where mining took place and why As Historians, we will be learning why mining was important As Historians, we will be learning about collieries in our local area As Historians, we will be learning why mining was important to our local area <p>As Historians, we will be comparing and contrasting modern mining and Victorian mining</p> <p>The Big Question: - How has the seaside changed over time? (Changes within living memory) The Victorians and the development of the seaside *UNDER REVIEW*</p> <ul style="list-style-type: none"> As Historians, we will be beginning to explore who the Victorians were and what history means As Historians we will be discussing who the monarch was in the Victorian era and who our monarch is now As historians we will be interpreting what holidays were like in the Victorian era As Historians we will be debating if punch and Judy is appropriate As Historians we will be discussing how the Victorians changed travel As Historians we will be sequencing how holidays have changed over time As Historians we will be comparing holidays in the Victorian era to the ones, we might go on today As Historians we will beginning to understand how the Victorians made holidays to the seaside popular 				<p>The Big Question: - Why did London burn so quickly and why hasn't it happened since? (Events beyond living history/Significant historical event) The Great Fire of London/ Guy Fawkes</p> <ul style="list-style-type: none"> As Historians we are learning to create a timeline of significant events As Historians we are learning to ask questions about a significant individual (Samuel Pepys) As Historians we are learning to question why houses were flammable in 1666 As Historians we are learning to explore what life was like after The Great Fire As Historians we are learning to use clues and questions to explore a significant event As Historians we are learning about events that led to the Gunpowder plot As Historians we are learning to investigate if Guy Fawkes was set up As Historians we are learning to explore what happened on the night of 5th November 1605 <p>The Big Question: - How was travel developed throughout history? (Achievements of mankind/Significant events in history) Trains – George Stephenson; Water – Titanic/ Eilan Macarther; Air – Amelia Earhart; Space- Neil Armstrong</p> <ul style="list-style-type: none"> As Historians we are learning to investigate what happened to Amelia Earhart (air) As Historians we are learning to understand why Amy Johnson was a significant individual (air) As Historians we are learning to understand who The Wright Brothers were (air) As Historians we are learning to understand what the Space Race was (space) As Historians we are learning to explore why Tim Peake is a significant individual (space) As Historians we are learning to understand what happened to The Titanic (water) As Historians we are learning to explore how influential Eilan Macarther is (water) As Historians we are learning to understand what George Stephenson did for rail travel (land) <p>The Big Question: - How have woman shown bravery in the past? (Lives of significant individuals of the past) Boudica, Florence Nightingale, Marie Currie</p> <ul style="list-style-type: none"> As Historians we are learning to use chronological order to find out when the Celtic period started and ended As Historians we are learning to explore how Boudicca rebelled against the Roman Army As Historians we are learning to identify where and how the Roman Army invaded Britain 			

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			<ul style="list-style-type: none"> As Historians we are learning to identify different brave women through history As Historians we are learning to explore the life of Florence Nightingale As Historians we are learning to investigate how influential Marie Currie was as a scientist As Historians we are learning to explore how Grace Darling helped people As Historians we are learning to investigate how significant Rosa Parks was through history As Historians we are learning how brave Grace Darling was
Disciplinary knowledge/Historical enquiry	Children will: <ul style="list-style-type: none"> Observe details in pictorial sources Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past. 	Children will: <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, pictures, photographs observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	Children will: <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.
Curriculum links and prior learning	Art <ul style="list-style-type: none"> Katsushika Hokusai – “The Great Wave” Henry Moore Sculptures – Local artist Geography <ul style="list-style-type: none"> Geographical similarities and differences between small area of UK and contrasting non-European country = comparing Bridlington (nearest seaside) to the Caribbean Locate and name 4 countries of the UK and surrounding seas – seascides (now and then) Key human and physical features of surrounding local area History <ul style="list-style-type: none"> Queen Elizabeth/Queen Victoria – Monarchy 	Art <ul style="list-style-type: none"> Katsushika Hokusai – “The Great Wave” Henry Moore Sculptures – Local artist Geography <ul style="list-style-type: none"> Geographical similarities and differences between small area of UK and contrasting non-European country = comparing Bridlington (nearest seaside) to the Caribbean Locate and name 4 countries of the UK and surrounding seas – seascides (now and then) Key human and physical features of surrounding local area History <ul style="list-style-type: none"> Queen Elizabeth/Queen Victoria – Monarchy 	Art <ul style="list-style-type: none"> Sir Christopher Wren (St. Paul’s Cathedral) Sculpture and Form – London Architecture after the GfOf L Geography <ul style="list-style-type: none"> Create simple maps and construct basic symbols for keys (of London before and after fire) Name and locate the 7 continents and 5 oceans – Amelia Earhart Similarities and differences UK and non European country – Compare the London of today to Lae, Papa New Guinea (last sighting of Amelia Earhart) Location of hot and cold places in relation to equator/Poles (A.E travels) <ul style="list-style-type: none"> George Stephenson – Victorian Era – links to year1 History <ul style="list-style-type: none"> London Parliament
Progression	Children are confident at: <ul style="list-style-type: none"> Talking about the lives of people around them and their roles in society. Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understanding the past through settings, characters and events encountered in books read in class and storytelling Telling and retell a story of events Sequencing three or four events of a story Producing a simple family tree Observing details in pictorial sources Distinguishing photographs from pictures 	Children are confident at: <ul style="list-style-type: none"> Having some grasp of the feelings of others and simple motives and make comments about the actions and thoughts of others. Draw some simple conclusions about sources, such as what an artefact was used for Recognising similarities and differences such as here/there, then/now involving situations, people and events Recognising changes that have happened to their local area/families and compare the differences 	Children are confident at: <ul style="list-style-type: none"> Developing a grasp of the feelings, thoughts and motives of others and make comments about them Asking as well as answer simple historical questions Using referencing skills – to find information in topic books or from sources Developing questions from sources used Using time words when verbally explaining

Year 2										
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy
Previous year’s content			Year 2 content				Subsequent year’s content			
The Big Question: - How has the seaside changed over time? (Changes within living memory) The Victorians and the development of the seaside *UNDER REVIEW* <ul style="list-style-type: none"> As Historians, we will be beginning to explore who the Victorians were and what history means As Historians we will be discussing who the monarch was in the Victorian era and who our monarch is now As historians we will be interpreting what holidays were like in the Victorian era 			The Big Question: - Why did London burn so quickly and why hasn’t it happened since? (Events beyond living history/Significant historical event) The Great Fire of London/ Guy Fawkes <ul style="list-style-type: none"> As Historians we are learning to create a timeline of significant events As Historians we are learning to ask questions about a significant individual (Samuel Pepys) As Historians we are learning to question why houses were flammable in 1666 As Historians we are learning to explore what life was like after The Great Fire 				The Big Question: - How do the lives of Victorian children in Castleford differ from ours? (Local Study – History of coal mining) Victorian children to modern day mining. *UNDER REVIEW* The Big Question: - Stone Age Vs Iron Age – When would you prefer to live? (British History) Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> As Historians, we will explain why the Stone Age and Iron Age were important. 			

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	<ul style="list-style-type: none"> As Historians we will be debating if punch and Judy is appropriate As Historians we will be discussing how the Victorians changed travel As Historians we will be sequencing how holidays have changed over time As Historians we will be comparing holidays in the Victorian era to the ones, we might go on today As Historians we will beginning to understand how the Victorians made holidays to the seaside popular <p>The Big Question: - Why was coal mining so important to Castleford and the people who live here? (Local study – Coal mining in Castleford)</p> <ul style="list-style-type: none"> As Historians, we will be beginning to explore what mining is and why it was significant As Historians, we will be learning how mines have changed over time As Historians, we will be learning where mining took place and why As Historians, we will be learning why mining was important As Historians, we will be learning about collieries in our local area As Historians, we will be learning why mining was important to our local area As Historians, we will be comparing and contrasting modern mining and Victorian mining 	<ul style="list-style-type: none"> As Historians we are learning to use clues and questions to explore a significant event As Historians we are learning about events that led to the Gunpowder plot As Historians we are learning to investigate if Guy Fawkes was set up As Historians we are learning to explore what happened on the night of 5th November 1605 <p>The Big Question: - How was travel developed throughout history? (Achievements of mankind/Significant events in history) Trains – George Stephenson; Water – Titanic/ Ellan Macarther; Air – Amelia Earhart; Space- Neil Armstrong</p> <ul style="list-style-type: none"> As Historians we are learning to investigate what happened to Amelia Earhart (air) As Historians we are learning to understand why Amy Johnson was a significant individual (air) As Historians we are learning to understand who The Wright Brothers were (air) As Historians we are learning to understand what the Space Race was (space) As Historians we are learning to explore why Tim Peake is a significant individual (space) As Historians we are learning to understand what happened to The Titanic (water) As Historians we are learning to explore how influential Ellan Macarther is (water) As Historians we are learning to understand what George Stephenson did for rail travel (land) <p>The Big Question: - How have woman shown bravery in the past? (Lives of significant individuals of the past) Boudica, Florence Nightingale, Marie Currie</p> <ul style="list-style-type: none"> As Historians we are learning to use chronological order to find out when the Celtic period started and ended As Historians we are learning to explore how Boudicca rebelled against the Roman Army As Historians we are learning to identify where and how the Roman Army invaded Britain As Historians we are learning to identify different brave women through history As Historians we are learning to explore the life of Florence Nightingale As Historians we are learning to investigate how influential Marie Currie was as a scientist As Historians we are learning to explore how Grace Darling helped people As Historians we are learning to investigate how significant Rosa Parks was through history As Historians we are learning how brave Grace Darling was 	<ul style="list-style-type: none"> As Historians, we will order historical events in chronological order using a timeline. As Historians, we will identify the foods that hunter gatherers ate in the Stone Age. As Historians, we will compare important tools from the Stone Age and the Iron Age. As Historians, we will explain the significance of Stone Age and Iron Age inventions. As Historians, we will explain the importance of Skara Brae in understanding the Stone Age. As Historians, we will make comparisons between settlements in the Stone Age and Iron Age and discuss which we prefer. As Historians, we will enquire about Stonehenge. As Historians, we will decide which period of time we would rather live in (Debate 2 weeks). <p>The Big Question: - What legacy did the Ancient Greeks leave us? (World History/Ancient Civilisations) Ancient Greece</p> <ul style="list-style-type: none"> As Geographers, we will compare geographical features within the UK and Ancient Greece. As Historians, we will order historical events in chronological order using a timeline. As Historians, we will identify similarities and differences between life in the city states Athens and Sparta. As Historians, we will infer information from a range of artefacts to understand what life was like in Ancient Greece. As Historians, we will identify important buildings to infer what life was like in Ancient Greece. As Historians, we will discuss the achievements of a significant individual – Alexander the Great. As Historians, we will infer what school life was like in Ancient Greece and make comparisons to now. As Historians, we will identify the influence of the Greek language on modern English. As Historians, we will use a range of sources to compare similarities and differences between Ancient Greece and contemporary architecture. As Historians, we will explain how city states in Ancient Greece were ruled. As Historians, we will identify how Democracy in Ancient Greece is different from that in the UK today. As Historians, we will discover how the Olympic games have changed over time. As Historians, we will identify the most important legacy of the Ancient Greeks.
<p>Disciplinary knowledge/Historical enquiry (Use of sources)</p>	<p>Children will:</p> <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, pictures, photographs observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	<p>Children will:</p> <ul style="list-style-type: none"> Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.
<p>Curriculum links and prior learning</p>	<p>Art</p> <ul style="list-style-type: none"> Katsushika Hokusai – “The Great Wave” Henry Moore Sculptures – Local artist <p>Geography</p> <ul style="list-style-type: none"> Geographical similarities and differences between small area of UK and contrasting non-European country = comparing Bridlington (nearest seaside) to the Caribbean 	<p>Art</p> <ul style="list-style-type: none"> Sir Christopher Wren (St. Paul’s Cathedral) Sculpture and Form – London Architecture after the GFof L <p>Geography</p> <ul style="list-style-type: none"> Create simple maps and construct basic symbols for keys (of London before and after fire) Name and locate the 7 continents and 5 oceans – Amelia Earhart 	<p>Art</p> <ul style="list-style-type: none"> Tom McGuiness – coal miner and artist (work based on coal mining) compared to David Hockney – painting and colour Sculpture and Form - Charles Lewis – Tiffany Jewellery (Jewellery Designer V stone age jewellery) Drawing, Line & Tone - To explore historical and social culture by observing preserved cave art

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	<ul style="list-style-type: none"> Locate and name 4 countries of the UK and surrounding seas – seashores (now and then) Key human and physical features of surrounding local area <p>History Queen Elizabeth/Queen Victoria – Monarchy</p>	<ul style="list-style-type: none"> Similarities and differences UK and non European country – Compare the London of today to Lae, Papua New Guinea (last sighting of Amelia Earhart) Location of hot and cold places in relation to equator/Poles (A.E travels) <p>History</p> <ul style="list-style-type: none"> George Stephenson – Victorian Era – links to year 1 London Parliament 	<p>Altamira Cave – Spain, Lascaux Cave – France</p> <ul style="list-style-type: none"> Textiles and Printing – Shoji Hamand = Ancient Creek Pottery <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences of human and physical geography of a region of the UK and North America – Mining in Castleford V mining in Texas = use of land, distribution of natural resources including energy and trade links and economical activity Settlement and land use in Iron age and iron age – natural resources, physical geography Similarities and differences in UK and European – Ancient and modern Greece V UK <p>History</p> <ul style="list-style-type: none"> Victorian Era – links to Year 1 Coal mining in Castleford– links to year 1
Progression	<p>Children are confident at:</p> <ul style="list-style-type: none"> Having some grasp of the feelings of others and simple motives and make comments about the actions and thoughts of others. Drawing some simple conclusions about sources, such as what an artefact was used for Recognising similarities and differences such as here/there, then/now involving situations, people and events Recognise changes that have happened to their local area/families and compare the differences 	<p>Children are confident at:</p> <ul style="list-style-type: none"> Developing some grasp of the feelings, thoughts and motives of others and make comments about them Asking as well as answer simple historical questions Using referencing skills – to find information in topic books or from sources Developing questions from sources used Using time words when verbally explaining 	<p>Children are confident at:</p> <ul style="list-style-type: none"> Spotting broad differences in time such as then/now; before/after Spotting broad differences in place such as here/there and them/us Observing quite small details in sources – written, pictorial and artefacts. Drawing some conclusions about sources. Distinguishing differences in sources such as between a picture and a photograph. Gathering information from two or three sources Grasping the essentials of a whole story, including the significant events and personalities Understanding why somebody may have wanted to do something Understanding what may have happened as a result of an event or action Sequencing five or six objects.

Year 3											
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy	
Previous year's content			Year 3 content				Subsequent year's content				
Substantive Knowledge	<p>The Big Question: - Why did London burn so quickly and why hasn't it happened since? (Events beyond living history/Significant historical event) The Great Fire of London/ Guy Fawkes</p> <ul style="list-style-type: none"> As Historians we are learning to create a timeline of significant events As Historians we are learning to ask questions about a significant individual (Samuel Pepys) As Historians we are learning to question why houses were flammable in 1666 As Historians we are learning to explore what life was like after The Great Fire As Historians we are learning to use clues and questions to explore a significant event As Historians we are learning about events that led to the Gunpowder plot As Historians we are learning to investigate if Guy Fawkes was set up As Historians we are learning to explore what happened on the night of 5th November 1605 <p>The Big Question: - How was travel developed throughout history? (Achievements of mankind/Significant events in history) Trains – George Stephenson; Water – Titanic/ Ellan Macarther; Air – Amelia Earhart; Space- Neil Armstrong</p> <ul style="list-style-type: none"> As Historians we are learning to investigate what happened to Amelia Earhart (air) As Historians we are learning to understand why Amy Johnson was a significant individual (air) 			<p>The Big Question: - How do the lives of Victorian children in Castleford differ from ours? (Local Study – History of coal mining) Victorian children to modern day mining. *UNDER REVIEW*</p> <p>The Big Question: - Stone Age Vs Iron Age – When would you prefer to live? (British History) Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> As Historians, we will explain why the Stone Age and Iron Age were important. As Historians, we will order historical events in chronological order using a timeline. As Historians, we will identify the foods that hunter gatherers ate in the Stone Age. As Historians, we will compare important tools from the Stone Age and the Iron Age. As Historians, we will explain the significance of Stone Age and Iron Age inventions. As Historians, we will explain the importance of Skara Brae in understanding the Stone Age. As Historians, we will make comparisons between settlements in the Stone Age and Iron Age and discuss which we prefer. As Historians, we will enquire about Stonehenge. As Historians, we will decide which period of time we would rather live in (Debate 2 weeks). 				<p>The Big Question: - How did the Romans conquer Britain and what was the impact on natives? (British History) The Roman Empire and its impact on Britain *UNDER REVIEW*</p> <p>The Big Question: - Were the Romans the last people to invade Britain? (British History) Britain's settlement by Scots, Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> As a Historian, I will compare life under Roman rule to life after Roman rule. As a Historian, I will analyse reasons why the Angles, Saxons, Jutes and Friesians invaded Britain As a Historian, I will explain why Britain was divided in to Kingdoms As Historians, we will discuss the relationships between Anglo-Saxon kingdoms As a Historian, I will order and evaluate reasons why the Vikings invaded Britain As a Historian, I will explain reasons why Danelaw was established and justify whether King Alfred was great As a Historian I will chronologically order events from the death of King Alfred up to 1066 As a Historian, I will justify who the rightful heir to the throne of England was in 1066 As a Historian, I will present information explaining who invaded Britain after the Romans left 			

HISTORY PROGRESSION



	<ul style="list-style-type: none"> As Historians we are learning to understand who The Wright Brothers were (air) As Historians we are learning to understand what the Space Race was (space) As Historians we are learning to explore why Tim Peake is a significant individual (space) As Historians we are learning to understand what happened to The Titanic (water) As Historians we are learning to explore how influential Ellan Macarther is (water) As Historians we are learning to understand what George Stephenson did for rail travel (land) <p>The Big Question: - How have woman shown bravery in the past? (Lives of significant individuals of the past) Boudica, Florence Nightingale, Marie Currie</p> <ul style="list-style-type: none"> As Historians we are learning to use chronological order to find out when the Celtic period started and ended As Historians we are learning to explore how Boudicca rebelled against the Roman Army As Historians we are learning to identify where and how the Roman Army invaded Britain As Historians we are learning to identify different brave women through history As Historians we are learning to explore the life of Florence Nightingale As Historians we are learning to investigate how influential Marie Currie was as a scientist As Historians we are learning to explore how Grace Darling helped people As Historians we are learning to investigate how significant Rosa Parks was through history <p>As Historians we are learning how brave Grace Darling was</p>	<p>The Big Question: - What legacy did the Ancient Greeks leave us? (World History/Ancient Civilisations) Ancient Greece</p> <ul style="list-style-type: none"> As Geographers, we will compare geographical features within the UK and Ancient Greece. As Historians, we will order historical events in chronological order using a timeline. As Historians, we will identify similarities and differences between life in the city states Athens and Sparta. As Historians, we will infer information from a range of artefacts to understand what life was like in Ancient Greece. As Historians, we will identify important buildings to infer what life was like in Ancient Greece. As Historians, we will discuss the achievements of a significant individual – Alexander the Great. As Historians, we will infer what school life was like in Ancient Greece and make comparisons to now. As Historians, we will identify the influence of the Greek language on modern English. As Historians, we will use a range of sources to compare similarities and differences between Ancient Greece and contemporary architecture. As Historians, we will explain how city states in Ancient Greece were ruled. As Historians, we will identify how Democracy in Ancient Greece is different from that in the UK today. As Historians, we will discover how the Olympic games have changed over time. As Historians, we will identify the most important legacy of the Ancient Greeks. 	
<p>Disciplinary knowledge/Historical enquiry</p>	<p>Children will:</p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. observe or handle evidence to ask simple questions about the past; observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past. 	<p>Children will:</p> <ul style="list-style-type: none"> Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p>Children will:</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research.
<p>Curriculum links and prior learning</p>	<p>Art</p> <ul style="list-style-type: none"> Sir Christopher Wren (St. Paul's Cathedral) Sculpture and Form – London Architecture after the GFof L <p>Geography</p> <ul style="list-style-type: none"> Create simple maps and construct basic symbols for keys (of London before and after fire) Name and locate the 7 continents and 5 oceans – Amelia Earhart Similarities and differences UK and non European country – Compare the London of today to Lae, Papa New Guinea (last sighting of Amelia Earhart) Location of hot and cold places in relation to equator/Poles (A.E travels) <p>History</p> <ul style="list-style-type: none"> George Stephenson – Victorian Era – links to year1 London Parliament 	<p>Art</p> <ul style="list-style-type: none"> Tom McGuiness – coal miner and artist (work based on coal mining) compared to David Hockney – painting and colour Sculpture and Form - Charles Lewis – Tiffany Jewellery (Jewellery Designer V stone age jewellery) Drawing, Line & Tone - To explore historical and social culture by observing preserved cave art Altamira Cave – Spain, Lascaux Cave – France Textiles and Printing – Shoji Hamand = Ancient Creek Pottery <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences of human and physical geography of a region of the UK and North America – Mining in Castleford V mining in Texas = use of land, distribution of natural resources including energy and trade links and economical activity Settlement and land use in Iron age and iron age – natural resources, physical geography Similarities and differences in UK and European – Ancient and modern Greece V UK 	<p>Art</p> <ul style="list-style-type: none"> Sculpture - Antoni Gaudi, Hellenistic Art – Mosaics Printing, Patterns and Textiles – 4 major Nordic Art Style: Osebur, Borre, Vang, Mammen <p>DT</p> <ul style="list-style-type: none"> Cooking and nutrition - Baking bread – Viking and Anglo-Saxon <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences between UK and European Region – UK V Scandinavia Identify equator, Northern and Southern Hemispheres, Poles and the significance/differences <p>History</p> <ul style="list-style-type: none"> Roman Empire – Links to Year 2 Boudica (Brave Women of History) Other invasions of Britain (Vikings, Anglo Saxons and Scots) - links back to Romans in Year 4 term 1

HISTORY PROGRESSION



		History <ul style="list-style-type: none"> Victorian Era – links to Year 1 Coal mining in Castleford– links to year 1 SMSC: <ul style="list-style-type: none"> Stone Age, Victorians, Ancient Greeks – cultural traditions Develop an understanding of the concept of sustainable resources/development and the impact on the world/people 	
Progression	Children are confident at: <ul style="list-style-type: none"> Developing a grasp of the feelings, thoughts and motives of others and make comments about them Asking as well as answer simple historical questions Using referencing skills – to find information in topic books or from sources Developing questions from sources used Using time words when verbally explaining 	Children are confident at: <ul style="list-style-type: none"> Spotting broad differences in time such as then/now; before/after Spotting broad differences in place such as here/there and them/us Observing quite small details in sources – written, pictorial and artefacts. Drawing some conclusions about sources. Distinguishing differences in sources such as between a picture and a photograph. Gathering information from two or three sources Grasping the essentials of a whole story, including the significant events and personalities Understanding why somebody may have wanted to do something Understanding what may have happened as a result of an event or action Sequencing five or six objects. 	Children are confident at: <ul style="list-style-type: none"> Some grasp of more complex time terms such as ancient, modern Detecting continuity Producing timelines Sequencing seven or eight objects Linking cause and effect Offering a reasonable explanation for some events Asking a variety of questions based on the information given/found Simple deductions and inferences Arranging and expressing information in short paragraphs. Making some comparisons across events and periods Simple evaluation of some evidence Reading and comprehending a range of sources.

Year 4											
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy	
Previous year's content			Year 4 content				Subsequent year's content				
Substantive Knowledge	The Big Question: - How do the lives of Victorian children in Castleford differ from ours? (Local Study – History of coal mining) Victorian children to modern day mining. *UNDER REVIEW*			The Big Question: - How did the Romans conquer Britain and what was the impact on natives? (British History) The Roman Empire and its impact on Britain *UNDER REVIEW*				The Big Question: - How was life different for the Maya and the Britons during the Stone ages? (World History/Ancient Civilisations/Non-European) The Mayans			
	The Big Question: - Stone Age Vs Iron Age – When would you prefer to live? (British History) Changes in Britain from the Stone Age to the Iron Age <ul style="list-style-type: none"> As Historians, we will explain why the Stone Age and Iron Age were important. As Historians, we will order historical events in chronological order using a timeline. As Historians, we will identify the foods that hunter gatherers ate in the Stone Age. As Historians, we will compare important tools from the Stone Age and the Iron Age. As Historians, we will explain the significance of Stone Age and Iron Age inventions. As Historians, we will explain the importance of Skara Brae in understanding the Stone Age. As Historians, we will make comparisons between settlements in the Stone Age and Iron Age and discuss which we prefer. As Historians, we will enquire about Stonehenge. As Historians, we will decide which period of time we would rather live in (Debate 2 weeks). 			The Big Question: - Were the Romans the last people to invade Britain? (British History) Britain's settlement by Scots, Anglo Saxons and Vikings <ul style="list-style-type: none"> As a Historian, I will compare life under Roman rule to life after Roman rule. As a Historian, I will analyse reasons why the Angles, Saxons, Jutes and Friesians invaded Britain As a Historian, I will explain why Britain was divided in to Kingdoms As Historians, we will discuss the relationships between Anglo-Saxon kingdoms As a Historian, I will order and evaluate reasons why the Vikings invaded Britain As a Historian, I will explain reasons why Danelaw was established and justify whether King Alfred was great As a Historian I will chronologically order events from the death of King Alfred up to 1066 As a Historian, I will justify who the rightful heir to the throne of England was in 1066 As a Historian, I will present information explaining who invaded Britain after the Romans left 				<ul style="list-style-type: none"> As Historians, we will be discovering who the ancient Maya were As Historians, we will discover the inventions of the Ancient Mayans and describe their present-day impact As Historians and theologians, we will analyse the importance of Mayan Gods to their life As Historians, we will share our understanding of the Mayan social structure As Historians, we will identify the Mayan civilian diet. As Historians, we will create a leaflet explaining why the Mayan civilisation was important 			
	The Big Question: - What legacy did the Ancient Greeks leave us? (World History/Ancient Civilisations) Ancient Greece <ul style="list-style-type: none"> As Geographers, we will compare geographical features within the UK and Ancient Greece. 							The Big Question: - How did the Ancient Egyptian civilisation rise and fall? (World History/Ancient Civilisations) The Egyptians <ul style="list-style-type: none"> As Historians we will begin to make links to the Big Question and discover the beginning of the Ancient Egyptian civilisation using a timeline As Historians we will explore why pyramids were built, how they were built and how they were important within the civilisation As Historians we will understand the mummification process through a practical lesson. As Historians we will explore hieroglyphics and understand how the Rosetta stone helped modern society decipher them As Historians we will explore the importance of the River Nile to the rise of the Ancient Egyptians As Theologists we will look at the religion the Ancient Egyptians followed and the role it placed in their society 			

HISTORY PROGRESSION



	<ul style="list-style-type: none"> As Historians, we will order historical events in chronological order using a timeline. As Historians, we will identify similarities and differences between life in the city states Athens and Sparta. As Historians, we will infer information from a range of artefacts to understand what life was like in Ancient Greece. As Historians, we will identify important buildings to infer what life was like in Ancient Greece. As Historians, we will discuss the achievements of a significant individual – Alexander the Great. As Historians, we will infer what school life was like in Ancient Greece and make comparisons to now. As Historians, we will identify the influence of the Greek language on modern English. As Historians, we will use a range of sources to compare similarities and differences between Ancient Greece and contemporary architecture. As Historians, we will explain how city states in Ancient Greece were ruled. As Historians, we will identify how Democracy in Ancient Greece is different from that in the UK today. As Historians, we will discover how the Olympic games have changed over time. As Historians, we will identify the most important legacy of the Ancient Greeks. 		<ul style="list-style-type: none"> As Historians we will discover the rise of the New Kingdom As Historians we will identify the relationships the Ancient Egyptians had with other civilisations As Historians we will discover the life of Cleopatra As Historians we will explore the conflict between Cleopatra and the Romans. As Historians we will understand that Ancient Egypt was invaded by other nations and the reasons behind this As Historians we will discover what made the Ancient Egyptian Civilisation fall As actors we will act out the key events in Ancient Egyptian life <p><u>The Big Question: - What did the Victorians ever do for us? (British History)</u></p> <p>The Victorians and the Industrial Revolution)</p> <ul style="list-style-type: none"> As Historians we will, identify when the Victorian era was and create a time line of significant Victorian events As Historians we will, describe what life was like in Britain before the Victorian era As Historians we will, explore what life was like for poor children during the Victorian era As Historians we will, identify who helped to improve the lives of poor children during the Victorian era As Historians we will, explain the Victorian education system and compare it to modern day schooling As Victorians we will, explain how Victorian children spent their leisure time As Historians we will, explain how and why Victorians enjoyed more leisure activities As Historians, we will recognise the factors leading to the industrial revolution As Historians we will, identify key inventions of the industrial revolution As Historians we will, explain improvements in transport during the Victorian era As Historians we will, identify the reforms made during the Victorian era As Historians we will, consider what life would be like today without Victorian inventions/influence
<p>Disciplinary knowledge/ Historical enquiry</p>	<p>Children will:</p> <ul style="list-style-type: none"> Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p>Children will:</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past; begin to undertake their own research. 	<p>Children will:</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Begin to question the reliability of sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.
<p>Curriculum links and prior learning</p>	<p>Art</p> <ul style="list-style-type: none"> Tom McGuinness – coal miner and artist (work based on coal mining) compared to David Hockney – painting and colour Sculpture and Form - Charles Lewis – Tiffany Jewellery (Jewellery Designer V stone age jewellery) Drawing, Line & Tone - To explore historical and social culture by observing preserved cave art Altamira Cave – Spain, Lascaux Cave – France Textiles and Printing – Shoji Hamand = Ancient Creek Pottery <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences of human and physical geography of a region of the UK and North America – Mining in Castleford V mining in Texas = use of land, distribution of natural resources including energy and trade links and economical activity 	<p>Art</p> <ul style="list-style-type: none"> Sculpture - Antoni Gaudi, Hellenistic Art – Mosaics Printing, Patterns and Textiles – 4 major Nordic Art Style: Osebur, Borre, Vang, Mammen <p>DT</p> <ul style="list-style-type: none"> Cooking and nutrition - Baking bread – Viking and Anglo-Saxon <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences between UK and European Region – UK V Scandinavia Identify equator, Northern and Southern Hemispheres, Poles and the significance/differences <p>History</p> <ul style="list-style-type: none"> Roman Empire – Links to Year 2 Boudica (Brave Women of History) 	<p>Art</p> <ul style="list-style-type: none"> Sculpture & Form - Canopic Jars Painting and colour – Romero Britto (Brazilian graffiti artist V Banksy (British street art) Painting and colour – L S Lowry = Industrial scenes <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences between UK and South American Country – UK V Brazil = land use, climate, weather, food, economics Identify position and significance of: latitude, longitude, equator, tropics of Cancer and Capricorn Climate zones, biomes Rivers around the world (Nile V Aire) and their impact. Understand how some change over time.

HISTORY PROGRESSION



	<ul style="list-style-type: none"> Settlement and land use in Iron age and iron age – natural resources, physical geography Similarities and differences in UK and European – Ancient and modern Greece V UK <p>History</p> <ul style="list-style-type: none"> Victorian Era – links to Year 1 Coal mining in Castleford– links to year 1 	<ul style="list-style-type: none"> Other invasions of Britain (Vikings, Anglo Saxons and Scots) - links back to Romans in Year 4 term 1 <p>SMSC:</p> <ul style="list-style-type: none"> Empathy of others less fortunate – link to earthquakes and volcanoes (Stems from Romans) Cultural traditions – Scandinavia (Denmark, Sweden, Norway) India and USA 	<ul style="list-style-type: none"> Similarities and differences UK (a developed country thanks to the Industrial Revolution) and a non European county = Ethiopia (Underdeveloped.) Links also with Egypt and the difference in the benefits of the Nile. <p>History</p> <ul style="list-style-type: none"> Compare the Maya (an ancient stone age civilisation) with the British Stone Age - links to year 3 Fall of the Egyptians – links with Romans – year 4 Compare ancient Egypt with other ancient civilisations studied – links with year 3 = Ancient Greece
Progression	<p>Children are confident at:</p> <ul style="list-style-type: none"> Spotting broad differences in time such as then/now; before/after Spotting broad differences in place such as here/there and them/us Observing quite small details in sources – written, pictorial and artefacts. Drawing some conclusions about sources. Distinguishing differences in sources such as between a picture and a photograph. Gathering information from two or three sources Grasping the essentials of a whole story, including the significant events and personalities Understanding why somebody may have wanted to do something Understanding what may have happened as a result of an event or action <p>Sequencing five or six objects.</p>	<p>Children are confident at:</p> <ul style="list-style-type: none"> Some grasp of more complex time terms such as ancient, modern Detecting continuity Producing timelines Sequencing seven or eight objects Linking cause and effect Offering a reasonable explanation for some events Asking a variety of questions based on the information given/found Simple deductions and inferences Arranging and expressing information in short paragraphs. Making some comparisons across events and periods Simple evaluation of some evidence Reading and comprehending a range of sources. Usage of dates, periods, eras including BC,AD,BCE, CE 	<p>Children are confident at:</p> <ul style="list-style-type: none"> Re-telling a story from the viewpoint of somebody involved Using period labels Producing and making use of multi-dimensional timelines Using timescales when referring to changes Using new time terms, e.g. contemporary Matching dates to people and events Grasping different types of change and how the change has taken place Using the language of probability when offering reasons and results Explaining a strange attitude or decision that somebody has made Expanding usage of dates, periods, eras, including BC,AD,BCE, CE Showing some grasp of the thoughts and feelings of other Making inferences about the viewpoints of others Identifying more than one cause and effect for actions Offering some reasons for different versions of events Producing accounts of three or four paragraphs Organising and planning displays.

Year 5											
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy	
Previous year's content			Year 5 content				Subsequent year's content				
Substantive Knowledge	<p>The Big Question: - How did the Romans conquer Britain and what was the impact on natives? (British History) The Roman Empire and its impact on Britain *UNDER REVIEW*</p> <p>The Big Question: - Were the Romans the last people to invade Britain? (British History) Britain's settlement by Scots, Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> As a Historian, I will compare life under Roman rule to life after Roman rule. As a Historian, I will analyse reasons why the Angles, Saxons, Jutes and Friesians invaded Britain As a Historian, I will explain why Britain was divided in to Kingdoms As Historians, we will discuss the relationships between Anglo-Saxon kingdoms As a Historian, I will order and evaluate reasons why the Vikings invaded Britain As a Historian, I will explain reasons why Danelaw was established and justify whether King Alfred was great As a Historian I will chronologically order events from the death of King Alfred up to 1066 As a Historian, I will justify who the rightful heir to the throne of England was in 1066 As a Historian, I will present information explaining who invaded Britain after the Romans left 			<p>The Big Question: - How was life different for the Maya and the Britons during the Stone ages? (World History/Ancient Civilisations/Non-European) The Mayans</p> <ul style="list-style-type: none"> As Historians, we will be discovering who the ancient Maya were As Historians, we will discover the inventions of the Ancient Mayans and describe their present-day impact As Historians and theologians, we will analyse the importance of Mayan Gods to their life As Historians, we will share our understanding of the Mayan social structure As Historians, we will identify the Mayan civilian diet. As Historians, we will create a leaflet explaining why the Mayan civilisation was important <p>The Big Question: - How did the Ancient Egyptian civilisation rise and fall? (World History/Ancient Civilisations) The Egyptians</p> <ul style="list-style-type: none"> As Historians we will begin to make links to the Big Question and discover the beginning of the Ancient Egyptian civilisation using a timeline As Historians we will explore why pyramids were built, how they were built and how they were important within the civilisation As Historians we will understand the mummification process through a practical lesson. As Historians we will explore hieroglyphics and understand how the Rosetta stone helped modern society decipher them 				<p>The Big Question – How have different acts of bravery in the past impacted on our lives today? (British History) The suffragette movement/Martin Luther King/WW1</p> <ul style="list-style-type: none"> Identify who the Suffragettes were and what they stood for Investigate what happened to Emily Davison and evaluate her intentions As Historians we will compare life in England before and after the Suffragette movement and evaluate the effectiveness of their campaign As Historians we will use a variety of sources to create a timeline of significant events which led to the introduction of the Human Rights Act As Historians we will use a variety of sources to identify the key events that led to Great Britain entering WW1. As Historians we will identify the long and short term causes that led to WW1 As Historians we will analyse a range of sources to discuss and debate the impact and outcomes of WW1 on the soldiers As Historians we will evaluate the consequences of WW1 on Europe – but particularly on Germany – and make links to the events that followed (The Holocaust and WW2) <p>The Big Question: How did prejudice lead to the “Darkest period in history” and could it ever happen again? (World History) The cause of the Holocaust</p> <ul style="list-style-type: none"> As Historians we will understand the how and why in the rise of Hitler and the Nazis 			

HISTORY PROGRESSION



		<ul style="list-style-type: none"> As Historians we will explore the importance of the River Nile to the rise of the Ancient Egyptians As Theologists we will look at the religion the Ancient Egyptians followed and the role it placed in their society As Historians we will discover the rise of the New Kingdom As Historians we will identify the relationships the Ancient Egyptians had with other civilisations As Historians we will discover the life of Cleopatra As Historians we will explore the conflict between Cleopatra and the Romans. As Historians we will understand that Ancient Egypt was invaded by other nations and the reasons behind this As Historians we will discover what made the Ancient Egyptian Civilisation fall As actors we will act out the key events in Ancient Egyptian life <p>The Big Question: - What did the Victorians ever do for us? (British History)</p> <p>The Victorians and the Industrial Revolution)</p> <ul style="list-style-type: none"> As Historians we will, identify when the Victorian era was and create a time line of significant Victorian events As Historians we will, describe what life was like in Britain before the Victorian era As Historians we will, explore what life was like for poor children during the Victorian era As Historians we will, identify who helped to improve the lives of poor children during the Victorian era As Historians we will, explain the Victorian education system and compare it to modern day schooling As Victorians we will, explain how Victorian children spent their leisure time As Historians we will, explain how and why Victorians enjoyed more leisure activities As Historians, we will recognise the factors leading to the industrial revolution As Historians we will, identify key inventions of the industrial revolution As Historians we will, explain improvements in transport during the Victorian era As Historians we will, identify the reforms made during the Victorian era As Historians we will, consider what life would be like today without Victorian inventions/influence 	<ul style="list-style-type: none"> As Historians we will evaluate the impacts of WW1 on Germany As Historians we will explore the Nuremberg Laws As Historians we will sequence the events that led to the Holocaust As Historians we will explore the changes of lives of German Jews during WW2. As Historians we will learn about the significant people who went against the Nazi regime – Oskar Schindler, Irene Sendler As Historians we will analyse the life of Anne Frank As historians we will understand the role of the kindertransport As Historians we will explore examples of prejudice that still occur now. <p>The Big Question: What are the reasons for migration to Britain throughout history and how has it shaped the Britain of today? (World history/Non-European)</p> <p>Migration to Britain from the Romans to present day</p> <ul style="list-style-type: none"> As Historians we will explore examples that show how Britain has always been a refuge for people escaping persecution, war and famine As Historians we will explore a range of examples that show how Britain has provided different opportunities for migrants which 'pulled' them to move here. As Historians we will analyse different reasons why England was invaded before 1066. As Historians we will understand how archaeology helps us to gain an insight into the past As Historians we will investigate the diverse experiences of Africans living in England in Tudor times As Historians we will explore the Huguenot and Palatine experience. As Historians we will analyse the experiences of the different communities that lived in Brick Lane. As Historians we will understand the diverse experiences of individuals across many different historical periods As Historians we will learn the impact of migration on food As Historians we will understand the different migrants have influenced British music As Historians we will analyse the ways in which migrants have been portrayed in art As Historians we will describe the impact of migration on the local community <p>As Historians we will understand the role of individuals and events in tackling racism and discrimination</p>
<p>Disciplinary knowledge/Historical enquiry</p>	<p>Children will:</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<p>Children will:</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Begin to question the reliability of sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing co recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.in confidence 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Question the reliability of sources and why/how these can be misinterpreted/biased Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer.
<p>Curriculum links and prior learning</p>	<p>Art</p> <ul style="list-style-type: none"> Sculpture - Antoni Gaudi, Hellenistic Art – Mosaics Printing, Patterns and Textiles – 4 major Nordic Art Style: Osebur, Borre, Vang, Mammen <p>DT</p> <ul style="list-style-type: none"> Cooking and nutrition - Baking bread – Viking and Anglo-Saxon <p>Geography</p>	<p>Art</p> <ul style="list-style-type: none"> Sculpture & Form - Canopic Jars Painting and colour – Romero Britto (Brazilian graffiti artist V Banksy (British street art) Painting and colour – L S Lowry = Industrial scenes <p>Geography</p> <ul style="list-style-type: none"> Similarities and differences between UK and South American Country – UK V Brazil = land use, climate, weather, food, economics 	<p>Art</p> <ul style="list-style-type: none"> Drawing, Line and Tone - Christopher Richard Wynne Nevinson = war art Sculpture and Form - Kenneth Treister – “Hand Sculpture” = Symbolism Art Movement Printing – Lucian Freud portraiture - Jewish refugee now known as one of the most influential British Artists of the 20th Century

HISTORY PROGRESSION



	<ul style="list-style-type: none"> Similarities and differences between UK and European Region – UK V Scandinavia Identify equator, Northern and Southern Hemispheres, Poles and the significance/differences <p>History</p> <ul style="list-style-type: none"> Roman Empire – Links to Year 2 Boudica (Brave Women of History) Other invasions of Britain (Vikings, Anglo Saxons and Scots) - links back to Romans in Year 4 term 1 	<ul style="list-style-type: none"> Identify position and significance of: latitude, longitude, equator, tropics of Cancer and Capricorn Climate zones, biomes Rivers around the world (Nile V Aire) and their impact. Understand how some change over time. Similarities and differences UK (a developed country thanks to the Industrial Revolution) and a non European county = Ethiopia (Underdeveloped.) Links also with Egypt and the difference in the benefits of the Nile. <p>History</p> <ul style="list-style-type: none"> Compare the Maya (an ancient stone age civilisation) with the British Stone Age - links to year 3 Fall of the Egyptians – links with Romans – year 4 Compare ancient Egypt with other ancient civilisations studied – links with year 3 = Ancient Greece <p>SMSC:</p> <ul style="list-style-type: none"> Empathy for those less fortunate (Ethiopian drought/poverty - geography) Explore own feelings about different cultures/people/environments Comprehend moral situations – rainforest/deforestation and develop own attitudes – links to Mesoamerica Explore cultural traditions associated with the Maya civilisations and Ancient Egyptians as well as traditions in the modern world (Egypt/Ethiopia/Amazon) 	<p>Geography</p> <ul style="list-style-type: none"> Locate world countries (including Russia) and compare changes to borders post WW1 Settlement of Jewish people and the birth of Israel post WW2 Similarities and differences between UK and Pakistan and the UK and Poland (highest migration to UK) – land use, settlement, climate, trade and differences/similarities in physical geography Greenwich mean time and time zones, hemispheres, equator <p>History</p> <ul style="list-style-type: none"> Historical acts of bravery – year 1 links Prejudice and links between WW1 and WW2 – prior year 6 topic Migration – links with invasion and settlement – year 4 Romans, year 4 Anglo Saxons, Vikings and Celts Links to changes/influences in culture - Year 3 Ancient Greece, year 5 Ancient Egypt
<p>Progression</p>	<p>Children are confident at:</p> <ul style="list-style-type: none"> Some grasp of more complex time terms such as ancient, modern Detecting continuity Producing timelines Sequencing seven or eight objects Linking cause and effect Offering a reasonable explanation for some events Asking a variety of questions based on the information given/found Simple deductions and inferences Arranging and expressing information in short paragraphs. Making some comparisons across events and periods Simple evaluation of some evidence Reading and comprehending a range of sources Usage of dates, periods, eras, including BC,AD,BCE, CE 	<p>Children are confident at:</p> <ul style="list-style-type: none"> Re-telling a story from the viewpoint of somebody involved Using period labels Producing and making use of multi-dimensional timelines Using timescales when referring to changes Using new time terms, e.g. contemporary Matching dates to people and events Grasping different types of change and how the change has taken place Using the language of probability when offering reasons and results Explaining a strange attitude or decision that somebody has made Expanding usage of dates, periods, eras, including BC,AD,BCE, CE Showing some grasp of the thoughts and feelings of other Making inferences about the viewpoints of others Identifying more than one cause and effect for actions Offering some reasons for different versions of events Producing accounts of three or four paragraphs Organising and planning displays. 	<p>Children are confident at:</p> <ul style="list-style-type: none"> Grasping that society is more than a series of unrelated activities Detecting change and continuity, and commenting on these, e.g. rates of change, types of change, idea of progress and regress Sequencing ten objects Identifying and applying different causes and effects Analysing the motives of individuals and groups Explaining the beliefs of others, including some that are conflicting Further expanding usage of dates, periods, eras including BC,AD,BCE, CE Using a range of sources in an investigation Linking aspects of history across a period Offering comparisons and contrasts across more than one period of history Engaging in an independent investigation Checking the accuracy of depictions and interpretations. Producing accounts of four or five paragraphs, including sub-headings.

Year 6										
Significant Historical Event	Parliament	Monarchy	Discrimination	Settlement	Conflict	Crime and Punishment	Civilisation	Rebellion	Invasion	Democracy
Previous year's content				Year 6 content				Subsequent year's content		
<p>Substantive Knowledge</p> <p><u>The Big Question: - How was life different for the Maya and the Britons during the Stone ages?</u> (World History/Ancient Civilisations/Non-European)</p> <p>The Mayans</p> <ul style="list-style-type: none"> As Historians, we will be discovering who the ancient Maya were As Historians, we will discover the inventions of the Ancient Mayans and describe their present-day impact As Historians and theologians, we will analyse the importance of Mayan Gods to their life As Historians, we will share our understanding of the Mayan social structure As Historians, we will identify the Mayan civilian diet. As Historians, we will create a leaflet explaining why the Mayan civilisation was important <p><u>The Big Question: - How did the Ancient Egyptian civilisation rise and fall?</u> (World History/Ancient Civilisations)</p>				<p><u>The Big Question – How have different acts of bravery in the past impacted on our lives today?</u> (British History)</p> <p>The suffragette movement/Martin Luther King/WW1</p> <ul style="list-style-type: none"> Identify who the Suffragettes were and what they stood for Investigate what happened to Emily Davison and evaluate her intentions As Historians we will compare life in England before and after the Suffragette movement and evaluate the effectiveness of their campaign As Historians we will use a variety of sources to create a timeline of significant events which led to the introduction of the Human Rights Act As Historians we will use a variety of sources to identify the key events that led to Great Britain entering WW1. As Historians we will identify the long and short term causes that led to WW1 						

HISTORY PROGRESSION



	<p>The Egyptians</p> <ul style="list-style-type: none"> As Historians we will begin to make links to the Big Question and discover the beginning of the Ancient Egyptian civilisation using a timeline As Historians we will explore why pyramids were built, how they were built and how they were important within the civilisation As Historians we will understand the mummification process through a practical lesson. As Historians we will explore hieroglyphics and understand how the Rosetta stone helped modern society decipher them As Historians we will explore the importance of the River Nile to the rise of the Ancient Egyptians As Theologists we will look at the religion the Ancient Egyptians followed and the role it placed in their society As Historians we will discover the rise of the New Kingdom As Historians we will identify the relationships the Ancient Egyptians had with other civilisations As Historians we will discover the life of Cleopatra As Historians we will explore the conflict between Cleopatra and the Romans. As Historians we will understand that Ancient Egypt was invaded by other nations and the reasons behind this As Historians we will discover what made the Ancient Egyptian Civilisation fall As actors we will act out the key events in Ancient Egyptian life <p>The Big Question: - What did the Victorians ever do for us? (British History)</p> <p>The Victorians and the Industrial Revolution)</p> <ul style="list-style-type: none"> As Historians we will, identify when the Victorian era was and create a time line of significant Victorian events As Historians we will, describe what life was like in Britain before the Victorian era As Historians we will, explore what life was like for poor children during the Victorian era As Historians we will, identify who helped to improve the lives of poor children during the Victorian era As Historians we will, explain the Victorian education system and compare it to modern day schooling As Victorians we will, explain how Victorian children spent their leisure time As Historians we will, explain how and why Victorians enjoyed more leisure activities As Historians, we will recognise the factors leading to the industrial revolution As Historians we will, identify key inventions of the industrial revolution As Historians we will, explain improvements in transport during the Victorian era As Historians we will, identify the reforms made during the Victorian era As Historians we will, consider what life would be like today without Victorian inventions/influence 	<ul style="list-style-type: none"> As Historians we will analyse a range of sources to discuss and debate the impact and outcomes of WW1 on the soldiers As Historians we will evaluate the consequences of WW1 on Europe – but particularly on Germany – and make links to the events that followed (The Holocaust and WW2) <p>The Big Question: How did prejudice lead to the “Darkest period in history” and could it ever happen again? (World History)</p> <p>The cause of the Holocaust</p> <ul style="list-style-type: none"> As Historians we will understand the how and why in the rise of Hitler and the Nazis As Historians we will evaluate the impacts of WW1 on Germany As Historians we will explore the Nuremberg Laws As Historians we will sequence the events that led to the Holocaust As Historians we will explore the changes of lives of German Jews during WW2. As Historians we will learn about the significant people who went against the Nazi regime – Oskar Schindler, Irene Sendler As Historians we will analyse the life of Anne Frank As historians we will understand the role of the kindertransport As Historians we will explore examples of prejudice that still occur now. <p>The Big Question: What are the reasons for migration to Britain throughout history and how has it shaped the Britain of today? (World history/Non-European)</p> <p>Migration to Britain from the Romans to present day</p> <ul style="list-style-type: none"> As Historians we will explore examples that show how Britain has always been a refuge for people escaping persecution, war and famine As Historians we will explore a range of examples that show how Britain has provided different opportunities for migrants which ‘pulled’ them to move here. As Historians we will analyse different reasons why England was invaded before 1066. As Historians we will understand how archaeology helps us to gain an insight into the past As Historians we will investigate the diverse experiences of Africans living in England in Tudor times As Historians we will explore the Huguenot and Palatine experience. As Historians we will analyse the experiences of the different communities that lived in Brick Lane. 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<p>Disciplinary knowledge/Historical enquiry</p>	<p>Children will:</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Begin to question the reliability of sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing co recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; investigate their own lines of enquiry by posing historically valid questions to answer in confidence 	<p>Children will:</p> <ul style="list-style-type: none"> Recognise primary and secondary sources Question the reliability of sources and why/how these can be misinterpreted/biased Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses; 	

HISTORY PROGRESSION



<p>Curriculum links and prior learning</p>	<p>Art</p> <ul style="list-style-type: none"> • Sculpture & Form - Canopic Jars • Painting and colour – Romero Britto (Brazilian graffiti artist V Banksy (British street art) • Painting and colour – L S Lowry = Industrial scenes <p>Geography</p> <ul style="list-style-type: none"> • Similarities and differences between UK and South American Country – UK V Brazil = land use, climate, weather, food, economics • Identify position and significance of: latitude, longitude, equator, tropics of Cancer and Capricorn • Climate zones, biomes • Rivers around the world (Nile V Aire) and their impact. Understand how some change over time. • Similarities and differences UK (a developed country thanks to the Industrial Revolution) and a non European county = Ethiopia (Underdeveloped.) Links also with Egypt and the difference in the benefits of the Nile. <p>History</p> <ul style="list-style-type: none"> • Compare the Maya (an ancient stone age civilisation) with the British Stone Age - links to year 3 • Fall of the Egyptians – links with Romans – year 4 Compare ancient Egypt with other ancient civilisations studied – links with year 3 = Ancient Greece 	<ul style="list-style-type: none"> • investigate their own lines of enquiry by posing historically valid questions to answer. <p>Art</p> <ul style="list-style-type: none"> • Drawing, Line and Tone - Christopher Richard Wynne Nevinson = war art • Sculpture and Form - Kenneth Treister – “Hand Sculpture” = Symbolism Art Movement • Printing – Lucian Freud portraiture - Jewish refugee now known as one of the most influential British Artists of the 20th Century <p>Geography</p> <ul style="list-style-type: none"> • Locate worlds countries (including Russia) and compare changes to borders post WW1 • Settlement of Jewish people and the birth of Isreal post WW2 • Similarities and differences between UK and Pakistan and the UK and Poland (highest migration to UK) – land use, settlement, climate, trade and differences/similarities in physical geography • Greenwich mean time and time zones, hemispheres, equator <p>History</p> <ul style="list-style-type: none"> • Historical acts of bravery – year 1 links • Prejudice and links between WW1 and WW2 – prior year 6 topic • Migration – links with invasion and settlement – year 4 Romans, year 4 Anglo Saxons, Vikings and Celts • Links to changes/influences in culture - Year 3 Ancient Greece, year 5 Ancient Egypt <p>SMSC:</p> <ul style="list-style-type: none"> • Empathy for those less fortunate • Understanding of different traditions/cultures • Appreciation of how UK has benefitted from migration • Understanding of different views • Importance of recognising and standing up to prejudice • Citizenship, where debates and discussion convey understanding of the impact of people and places • Exploration of our own multi-cultural society 	
<p>Progression</p>	<p>Children are confident at:</p> <ul style="list-style-type: none"> • Re-telling a story from the viewpoint of somebody involved • Using period labels • Producing and making use of multi-dimensional timelines • Using timescales when referring to changes • Using new time terms, e.g. contemporary • Matching dates to people and events • Grasping different types of change and how the change has taken place • Using the language of probability when offering reasons and results • Explaining a strange attitude or decision that somebody has made • Expanding usage of dates, periods, eras, including BC,AD,BCE, CE • Showing some grasp of the thoughts and feelings of other • Making inferences about the viewpoints of others • Identifying more than one cause and effect for actions • Offering some reasons for different versions of events • Producing accounts of three or four paragraphs • Organising and planning displays. 	<p>Children are confident at:</p> <ul style="list-style-type: none"> • Grasping that society is more than a series of unrelated activities • Detecting change and continuity, and commenting on these, e.g. rates of change, types of change, idea of progress and regress • Sequencing ten objects • Identifying and applying different causes and effects • Analysing the motives of individuals and groups • Explaining the beliefs of others, including some that are conflicting • Further expanding usage of dates, periods, eras including BC,AD,BCE, CE • Using a range of sources in an investigation • Linking aspects of history across a period • Offering comparisons and contrasts across more than one period of history • Engaging in an independent investigation • Checking the accuracy of depictions and interpretations. Producing accounts of four or five paragraphs, including sub-headings. 	<p>KEY STAGE 3:</p> <ul style="list-style-type: none"> • 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 • 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 • gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • 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 • gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term time-scales.

HISTORY PROGRESSION



History – Progression of Concepts			
	At the end of EYFS AND KS1 pupils will know:	At the end of LKS2 pupils will know:	At the end of UKS2 pupils will know:
Significant Historical Events	<ul style="list-style-type: none"> Understand that a significant event is an important event in history 	<ul style="list-style-type: none"> Understand that a significant event had an impact on that period of time 	<ul style="list-style-type: none"> Understand that significant events impacted society at the time but can also continue to have an impact on modern life
Parliament	<ul style="list-style-type: none"> Understand that parliament is a group of people who make decision 	<ul style="list-style-type: none"> Understand that the decisions made by parliament did not always a benefit all of society and weren't always fair Understand that parliament is led by an elected government Understand that British parliament is led by a government leader known as a Prime Minister 	<ul style="list-style-type: none"> Understand that parliament has been/can be challenged Understand how the decisions made by parliament have changed over time to be fairer and more indiscriminate Understand that our Prime Minister/Government is elected through a democratic voting process
Monarchy	<ul style="list-style-type: none"> Understand that the Monarchy is led by a King or Queen Understand that the role of the Monarchy has changed over time 	<ul style="list-style-type: none"> Understand that the Monarchy is a form of government that is led by a single person, known as a monarch, at its head. Understand that Monarchs can have titles such as King, Queen, Emperor or Empress Understand that the term "Emperor" was a Monarch who ruled numerous countries/nationalities 	<ul style="list-style-type: none"> Understand how the role of our Monarchy has changed over time Understand that Monarchy throughout (ancient) history has changed from being a religious leader to a head of state. Understand the term "Empire"
Discrimination	<ul style="list-style-type: none"> Understand that discrimination is to treat people who are different unfairly 	<ul style="list-style-type: none"> Understand that the treatment of different groups, on the grounds of race, age, sex or disability is classed as discrimination Understand that discrimination has changed over the course of history and why Understand that there are now laws against discrimination 	<ul style="list-style-type: none"> Understand that discrimination is prejudice against people and a refusal to give them their rights Understand that discrimination involves restricting members of one group from opportunities/privileges that are available to members of other groups Understand that in more modern times, more categories for discrimination have been identified and protected (9 protected characteristics)
Settlement	<ul style="list-style-type: none"> Understand that settlement is an action of people coming together to live in a new area Understand why/how settlement happened in our local area 	<ul style="list-style-type: none"> Understand that settlement often comes after invasion: new arrivals of the invasion or as a result of the movement of communities following an invasion Understand that settlement can also occur as result of industry 	<ul style="list-style-type: none"> Understand that settlement can lead to conflict (Isreal) Understand how settlement to the UK has benefitted in the changes/development of our culture Understand that settlement to the UK is still happening and the impact of this on society today
Conflict	<ul style="list-style-type: none"> Understand that a conflict is a disagreement between two or more people Understand that a conflict can be resolved through a resolution 	<ul style="list-style-type: none"> Understand that conflict is a struggle and a clash of interests, opinion or principles Understand that conflicts throughout history have had varying levels of consequences Understand that conflict still exist 	<ul style="list-style-type: none"> Understand how conflicts of the past have occurred and been resolved Understand that different levels of conflicts can be found within a society and that causes can range from racial, personal, social standing, political and international Understand that conflict can arise due to different cultural values and beliefs Understand the impact of past conflicts/resolutions on today's society
Crime and Punishment	<ul style="list-style-type: none"> Understand that a crime is breaking the rules of society Understand that actions have consequences 	<ul style="list-style-type: none"> Understand that the rules of society are called "laws" and that these are set out by the government Understand that if laws are broken, punishments are decided by the government in a court of law and that these proceedings have changed over time Understand that laws and levels of punishment have changed over time 	<ul style="list-style-type: none"> Understand that laws have to be fair – but that they haven't always been in the past Understand that laws and levels of punishment have changed due to the development of human rights acts etc
Civilisation	<ul style="list-style-type: none"> Understand that civilisation is where large groups of people all live and act in the same way 	<ul style="list-style-type: none"> Understand that civilization means the level of development at which people live together peacefully in communities. Understand that civilisations are advanced in the way they live Civilisation started with the development of cities 	<ul style="list-style-type: none"> Understand that ancient civilization refers specifically to the first settled and stable communities that became the basis for later states, nations, and empires.
Rebellion	<ul style="list-style-type: none"> Understand that rebellion means to go against the rules 	<ul style="list-style-type: none"> Understand that rebellion is an act of resistance towards and established government or leader 	<ul style="list-style-type: none"> Understand that rebellion is the process of resisting authority, control or convention Understand how acts of rebellion in the past have impacted on our lives today
Invasion	<ul style="list-style-type: none"> Understand that invasion is to enter as an enemy by force 	<ul style="list-style-type: none"> Understand that invasion involves the taking over of a country and enforcing new rules of law and changes to society and way of life Understand how invasions of the past have often brought benefits as well as devastation and how these are still present today 	<ul style="list-style-type: none"> Understand that invasion involves the use of military force in order to conquer and rule by force Understand the motives behind some invasions and the link between invasion and empires Understand that invasion is an uprising of power Understand how past invasions have had an impact on the world/society today
Democracy	<ul style="list-style-type: none"> Understand that democracy means that everyone's thoughts and feelings should be valued when making decisions Understand that decision making should be fair 	<ul style="list-style-type: none"> Understand that a democracy is where the people vote on the decisions that are made, make new laws and change existing ones Understand that people vote on changes themselves or elect representatives to vote for them. Understand that democracy is a form of government and that our country is a democratic country 	<ul style="list-style-type: none"> Understand that in a democracy the people should have the power to make decisions. Understand that our country has not always been democratic and why changes were put in place to ensure that it is now Understand that the opposite of a democracy is a dictatorship and the impact that this form of leadership has had in the past/has today

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