

Middlezoy and Othery Primary History Progression Grid

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding.

Historical Enquiry

Skills	<p>At EYFS: E1: Children know about similarities and differences between themselves, others, and families, and communities and traditions.</p>	<p>At Key Stage One: E1: Identify different ways in which the past is represented E2: Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" E3: Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>At Lower Key Stage Two: E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. E2: Ask questions and find answers about the past.</p>	<p>At Upper Key Stage Two: E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. E2: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. E3: Investigate own lines of enquiry by posing questions to answer.</p>
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Organisation and Communication

Skills	<p>At EYFS: O1: Children talk about past and present events in their own liives and family members.</p>	<p>At Key Stage One: O1: Sort events or objects into groups (i.e. then and now.) O2: Use timelines to order events or objects. O3: Tell stories about the past. O4: Talk, write and draw about things from the past.</p>	<p>At Lower Key Stage Two: O1: Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>At Upper Key Stage Two: O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. O2: Plan and present a self-directed project or research about the studied period.</p>
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Historical Interpretation

Skills	<p>At EYFS: I1: Look at their own families and immediate surrroundings.</p>	<p>At Key Stage One: I1: Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>At Lower Key Stage Two: I1: Explore the idea that there are different accounts of history.</p>	<p>At Upper Key Stage Two: I1: Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. I2: Give reasons why there may be different accounts of history. I3: Evaluate evidence to choose the most reliable forms.</p>
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Chronological Understanding

Skills	<p>At EYFS: C1: Children talk about past and present events in their own liives and family members.</p>	<p>At Key Stage One: C1: Understand the difference between things that happened in the past and the present. C2: Describe things that happened to themselves and other people in the past. C3: Order a set of events or objects C4: Use a timeline to place important events. C5: Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.</p>	<p>At Lower Key Stage Two: C1: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Use a timeline to place historical events in chronological order. C3: Describe dates of and order significant events from the period studied.</p>	<p>At Upper Key Stage Two: C1: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Order significant events, movements and dates on a timeline. C3: Describe the main changes in a period in history.</p>
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Knowledge and Understanding of events, people and changes in the past

Skills	At EYFS: U1: Children know that other children don't always enjoy the same things and are sensitive to this.	At Key Stage One: U1: Recall some facts about people/events before living memory U2: Say why people may have acted the way they did.	At Lower Key Stage Two: U1: Use evidence to describe the culture and leisure activities from the past. U2: Use evidence to describe the clothes, way of life and actions of people in the past. U3: Use evidence to describe buildings and their uses of people from the past	At Upper Key Stage Two: U1: Choose reliable sources of information to find out about the past. U2: Give own reasons why changes may have occurred, backed up by evidence. U3: Describe similarities and differences between some people, events and artefacts studied U4: Describe how historical events studied affect/influence life today. U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
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Overarching Historical Vocabulary

Skills	At EYFS: similarities differences communities traditions past present	At Key Stage One: One: century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime	At Lower Key Stage Two: era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre- history biased impact consequences continuity	At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye- witness Monarchy legacy ambiguous consequences omits decade
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British History Cycle One Unit A

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
We are Britain!	Who first lived in Britain?	Who were the Anglo Saxons and the Scots?

Chronological Knowledge	<p>1090 Skipton Castle built b. 24 May 1819, d. 22 Jan 1901: Queen Victoria's life 1837 Became Queen 1840 Married Prince Albert 1952 Queen Elizabeth II</p>	<p>3,000 BC New Stone Age begins: farming people arrive from Europe. First stone circles erected. 2,100 BC Bronze Age begins 2,000 BC Stonehenge completed 750 BC Iron Age began. Iron replaces bronze as most useful metal.</p>	<p>350 Anglo-Saxons raid English settlements and are beaten back by the Romans 410 Romans Leave England and England shores are unprotected 449 – 550 Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany. 450 Saxons, from Germany, settle in Kent. 556 Seven kingdoms are created across Britain 597 St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury 617 Northumbria becomes the Supreme Kingdom 779 Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh Border</p>
Wider Knowledge	<p>Focus One: Royal Family</p> <ul style="list-style-type: none"> • What is the current Royal Family tree? • What is the Queen's job? • Castles – What are the features and purposes of castles? (County link: Skipton Castle) <p>Focus Two: Queen Victoria and her reign</p> <ul style="list-style-type: none"> • What was the Victorian era ? • Who was Queen Victoria married to? • What did the Victorians do for us? 	<p>Focus One: What is Skara Brae?</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers • Early farmers <p>Focus Two: What was the Bronze Age?</p> <ul style="list-style-type: none"> • Religion • Technology • Travel, for example, Stonehenge <p>Focus Three: What was the Iron Age?</p> <ul style="list-style-type: none"> • Hill forts • Farming • Art and culture 	<p>Focus One: Anglo Saxon life in Britain</p> <ul style="list-style-type: none"> • Who were the Anglo Saxon invaders? • Why did they want to settle in Britain? • What was it like in an Anglo Saxon village? • How did the Anglo Saxons find out about Christianity? • What is the mystery of Sutton Hoo?
Topic Vocabulary	<p>Royal Monarch banquet Windsor Castle family crest Queen Victoria Victorian motte bailey dungeon portcullis reign</p>	<p>Hunter-gatherer Nomad Tribe Skara Brae Bronze/Iron Roundhouse Hillfort Smelting Druid Domesticate</p>	<p>Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Illumination Manuscript</p>

British History Cycle One Unit B		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Fizz! Crack! Bang!	Down the pit!	World War II in Britain!

<p>Chronological Knowledge</p> <p>13/04/1570: Guy Fawkes was born in York. 24/03/1603: King James I is crowned King of England. 20/05/1604: Guy Fawkes, Robert Gatesby and several other men meet in the Duck and Drake pub for the first time to begin to discuss their plan. March 1605: The group rent a cellar under the House of Lords and hide 36 barrels of Gunpowder under bundles of firewood. 26/10/1605: Lord Monteagle receives a letter warning him not to attend the opening of Parliament on 5th November 1605. 01/05/1605: King James I is shown the letter received by Lord Monteagle. 04/11/1605: Robert Cecil, the Secretary of State, orders a search under the Houses of Parliament. 05/11/1605: Guy Fawkes is arrested and taken to the Tower of London. 31/01/1606: Guy Fawkes is executed for treason. He is hung, drawn and quartered.</p>	<p>1815: Davy Safety Lamp 1825: Railways such as the Stockton and Darlington railway, began to open so that coal could be transported in bigger quantities. 1842: Coal Mines Act prohibits all women and girls, and boys under 10, from underground work (<i>link back to prior KS1 learning about Queen Victoria</i>) 1985: End of Coal mining in the modern era</p>	<p>30/01/1933: Adolf Hitler becomes Chancellor of Germany. His Nazi Party, or the Third Reich, takes power and Hitler is essentially the dictator of Germany. 12/03/1938: Hitler annexes the country of Austria into Germany. This is also called the Anschluss. 01/09/1939: Germany invades Poland. World War II begins. 03/09/1939: France and Great Britain declare war on Germany. 10-22/06/1940: Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe 30/05/1940: Winston Churchill becomes leader of the British government. 10/07/1940: Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain. They are unsuccessful 06/06/1944: D-day and the Normandy invasion. Allied forces invade France and push back the Germans. 07/05/1945: Germany surrenders to the Allies.</p>
<p>Wider Knowledge</p> <p>Focus One: The Gun Powder Plot</p> <ul style="list-style-type: none"> Why did the Catholics want to get rid of the Protestant King? Why did they want to blow up the houses of parliament? How did the king find out about the plot? <p>Focus Two: Punishment</p> <ul style="list-style-type: none"> What is the Tower of London? What happened to Guy Fawkes? 	<p>Focus One: Local History</p> <ul style="list-style-type: none"> What is the history of mining in Castleford and the wider local area? http://www.castleford.org/history/cas016.html <p>Focus Two: Children working in Victorian coal mines</p> <p>Why was coal so important during Victorian times?</p> <ul style="list-style-type: none"> What did children do in the coal mine? What were the dangers of working in the coal mines? What was The Coal Mining Act? 	<p>Focus One: Causes of the War</p> <ul style="list-style-type: none"> Why did World War II begin? <p>Focus Two: Life In Britain during the War</p> <ul style="list-style-type: none"> What was rationing? What was the role of women? <p>Focus Three: Blitzkrieg</p> <ul style="list-style-type: none"> Why were children evacuated? How did people prepared for the bombings? <p>Focus Four: Battle of Britain</p> <ul style="list-style-type: none"> What was the Battle of Britain? Local Link to Sgt Bruce Smeaton, who crashed his plane near Cutsyke. D-Day and the end of the war
<p>Topic Vocabulary</p> <p>Gunpowder plot Guy Fawkes Houses of Parliament bonfire guard prison execution Catholic</p>	<p>mine shaft trapper collier ripper hurrier disaster reform</p>	<p>Neville Chamberlain tank Blitz, evacuee Nazi German Spitfire soldier Anderson shelter Winston Churchill air raid shelter ration book Adolf Hitler land girls munitions</p>

European or World History Cycle One		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
The Voyage of the Titanic	Who were the Ancient Greeks?	Marvellous Maya!

<p>Chronological Knowledge</p> <p>Jan 1912: Only 16 wooden lifeboats are fitted on-board the Titanic. 10/04/1912: Passengers in Southampton, England, board the ship and the Titanic begins her maiden voyage. 11/04/1912: After stopping in France, the Titanic picks up more passengers in Queenstown, Ireland. 14/04/1912: Throughout the day seven iceberg warnings are received. 14/04/1912: Lookout Frederick Fleet spots an iceberg dead ahead. The iceberg strikes the Titanic on the right side of her bow. Fourteen feet of water pour into the front part of the ship. 15/04/1912: The Titanic Sinks</p>	<p>776 BC The first Olympic games were held in Olympia 31 BC The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in 322 BC – the capital was Alexandria in Egypt; it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire 700-480BC – Ancient Greek Empire</p>	<p>750 BC The first Maya cities developed 50 BC First inscription in Mayan hieroglyphs 800-900 AD Building of stepped pyramid of Chichen-Itza 822 AD City of Copan deserted 869 AD City of Tikal abandoned 909 AD Last recorded inscription of classic Maya</p>
<p>Wider Knowledge</p> <p>Focus One: What happened from the iceberg to sinking? 12:00am: The captain is told the ship can only stay afloat for a couple of hours. 12:25am: The lifeboats begin loading women and children first. The Carpathia, southeast of the Titanic by about 58 miles, picks up the distress call. 12:45am: The first lifeboat is safely lowered away with only 28 of the 65 seats filled. 2:05am: The last lifeboat departs, leaving over 1,500 people on the sinking ship. The tilt of Titanic's deck grows ever steeper. 2:20am: The Titanic's broken-off stern settles back into the water, becoming more level for a few minutes. Slowly fills with water and tilts its end high into the air before sinking into the sea. People in the water slowly freeze to death. 8:50am: The Carpathia leaves the area bound for New York. She has on board 705 survivors of the Titanic disaster.</p>	<p>Focus 1: How can we find out about the civilisation of Ancient Greece?</p> <ul style="list-style-type: none"> Who were the Ancient Greeks? What do artefacts and archaeological sites tell us about what life was like in Ancient Greece? <p>Focus 2: Can we thank the Ancient Greeks for anything in our lives today?</p> <ul style="list-style-type: none"> What can we learn from our language about Ancient Greece? How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic Games changed since they were first held in Ancient Greece? Which is the most important legacy of the Ancient Greeks? 	<ul style="list-style-type: none"> Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? What do we know about Maya art and culture? Did the Maya play football like us? How do we know about the Maya?
<p>Topic Vocabulary</p> <p>iceberg propeller Atlantic lifeboat first class second class third class unsinkable life-belt survivors Captain Edward J Smith passengers White Star Line disaster</p>	<p>Democracy Acropolis Parthenon Marathon Olympics Citizen Column</p>	<p>Dynasty Maize Codex Hieroglyphics Stela Scribe Bloodletting Cacao Cenote</p>

British History Cycle Two Unit A		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
The Great Fire of London	Mapping out the Monarchy	The Tudors

<p>Chronological Knowledge</p> <p>2 September 1666 A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city</p> <p>6 September 1666 The very last fire was extinguished early in the morning by a crew led by Samuel Pepys</p> <p>27 October 1666 Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident</p> <p>1677 The monument to the Great Fire of London was finished</p>	<p>The Normans (1066 – 1154)</p> <ul style="list-style-type: none"> King William I, the Conqueror, 1066 - 1087 <p>Plantagenets (1154 – 1399)</p> <p>The House Of Lancaster (1399 – 1461)</p> <p>The House Of York (1461 – 1485)</p> <p>The Tudors (1485 – 1603)</p> <ul style="list-style-type: none"> King Henry VIII, 1509 - 1547 <p>The Stuarts (1603 – 1649) (1660 – 1714)</p> <ul style="list-style-type: none"> Queen Anne, 1702 – 1714 <p>The House Of Hanoverians (1714 – 1901)</p> <p>Saxe-Coburg-Gotha (1901 - 1910) And The Windsors (1910 – Present)</p> <ul style="list-style-type: none"> Queen Elizabeth II, 1952 - present-day 	<p>1455-1485 The War of the Roses took place between the houses of York and Lancaster</p> <p>22 August 1485 Henry Tudor won the Battle of Bosworth Field, which ends the War of the Roses. He also declares himself king from this date</p> <p>24 June 1509 Henry VIII was crowned king</p> <p>28 January 1547 Henry VIII died</p> <p>15 January 1559 Elizabeth I was crowned queen</p> <p>24 March 1603 Elizabeth I died</p> <p>29 July 1567 Elizabeth's cousin, James VI of Scotland, was crowned king – he is also known as James I of England; this ended the Tudor family line, as James belonged to the House of Stuart</p>	
<p>Wider Knowledge</p> <ul style="list-style-type: none"> Hook: Arrange a fire drill and/or a visit from the fire brigade to excite and engage children in finding out more about how we fight fires today compared with how fires were fought in 17th century. How did the fire start and spread across London? How did people react during the fire? How do we know about The Great Fire of London? How was London rebuilt? 	<ul style="list-style-type: none"> Who was William the conqueror and how did he change England? Why is King John an important king? Can we sort legend from fact? Why did Henry VIII have six wives? (Focus on quest for an heir) How did Queen Anne create the United Kingdom of Great Britain? Why did the Royal family change their name in 1910? How has the role of the monarchy changed over time? 	<ul style="list-style-type: none"> What can we learn about the Tudors through what has been left behind? What happened at The Battle of Bosworth Field? What was Henry VIII like? (Focus on actions taken as a king, how he managed his people, lasting impact on Britain) What do we know about Henry VIII's wives? (Make explicit links back to LKS2 learning) What was life like for ordinary Tudor men, women and children? (Investigate one or more aspects such as clothes, medicine or crime and punishment). 	
<p>Topic Vocabulary</p> <p>London fireman fire brigade escape Pudding Lane Samuel Pepys Lord Mayor River Thames Stuart leather buckets King Charles II plague fire chain gunpowder wealthy un- wealthy possessions</p>		<p>Royalist parliament coronation rebellion unification assassination sovereign</p>	<p>Henry VII Henry VIII Tudor rose monarch heir wattle and daub timbered peasant executioner Wars of the Roses gallows ducking stool</p>

British History Cycle Two Unit B		
Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Transport	What did the Romans ever do for us?	Vikings vs. Anglo Saxons: Britain is the prize!

<p>Chronological Knowledge</p> <p>3,500 BC The wheel is invented in Iraq 1825 The first passenger railway opens 1885 The car is invented 1900s Electric trams begin running in many towns 1903 First airplane flight - The Wright Brother 1961 Yuri Gagarin became the first human in space and the first human to orbit the Earth. 1969 - The Apollo 11 spacecraft landed on the Moon and Neil Armstrong became the first man to walk on the Moon.</p>	<p>43 AD Romans invade and Britain becomes part of the Roman Empire 61 AD Boudicca leads the Iceni in revolt against the Romans 70 AD Romans conquer Wales and the North 122 – 128 AD Emperor Hadrian builds a wall on the Scottish Border 140 AD Romans conquer Scotland 401 – 410 AD The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle</p>	<p>793 AD Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria. 871 AD Alfred the Great becomes king of Wessex. 886 AD King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw. 900 AD The Vikings establish rule over Scotland. 1014 AD Cnut becomes king of the Danes and England 1042 AD Edward II returns from Normandy to become king of England. He is better known as Edward the Confessor because of his piety. 1066 AD The last Anglo Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.</p>
<p>Wider Knowledge</p> <ul style="list-style-type: none"> • What are the different modes of transport and can we place them on a timeline? • What were the early modes of transport? • How have cars changed since they were invented? • Who was George Stephenson? · How have people in history tried to fly • What is the history of space travel? * Transport visit should be planned in where possible – transport museum or trip on an old train or canal boat. 	<p>This unit is structured around three sequential history enquiries: When did the Romans invade and why?</p> <ul style="list-style-type: none"> • Why did they invade Britain? • How do we know about life in Roman Britain? (Castleford and York) <p>Did the native Britons welcome or resist them, and why?</p> <ul style="list-style-type: none"> • Who was Boudicca and why do we remember her? <p>How did they influence the culture of the people already here?</p> <ul style="list-style-type: none"> • How did Celtic people live? • Why did the Romans settle in Castleford/York? 	<ul style="list-style-type: none"> • What image do we have of the Vikings and Anglo Saxons? • How did the Vikings try to take over Britain? • How have recent excavations changed our view of the Vikings? • How was Anglo Saxon Britain ruled? • Who was Alfred the Great? • Raiders or settlers – how should we remember the Vikings?
<p>Topic Vocabulary</p> <p>motor car automobile penny farthing steam train steam ship hot air balloon transport bicycle tram rocket horse and carriage aeroplane George Stephenson The Wright brothers canal boat</p>	<p>Empire Aqueduct Centurion Emperor Boudicca chariot invasion</p>	<p>Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw Asgard Jarl Karl Figurehead Valhalla</p>

European and World History Cycle Two		
Key Stage One Let's Explore	Lower Key Stage Two Ancient Egyptians	Upper Key Stage Two Baghdad AD 900

Chronological Knowledge		<p>c.3100BC – People began to settle in the area of Ancient Egypt. c.2700BC – The first pyramid structure of ‘Saqqara’ was built for Pharaoh Djoser. c.2250BC – The Great Pyramid of Giza was built. 332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p>	<p>762 CE Caliph Al-Mansur founds city of Baghdad 764-768 CE Construction of city of Baghdad 786-809 CE Fifth Abbasid Caliph, Harun al-Rashid, establishes the House of Wisdom and the Baghdad hospital 1096 CE Crusades begin 1258 CE Mongols sack Baghdad</p>
Wider Knowledge	<p>*Select different representations of the individual so children develop their awareness of different sources of information.</p> <ul style="list-style-type: none"> • When did the individual live? – chronology • Why is this individual remembered? What were the most important events in his/her life? • What were some of the features of the society when she/he lived? 	<ul style="list-style-type: none"> • What did the Ancient Egyptians believe? How do we know? • How different were beliefs in Ancient Egypt from today? <ul style="list-style-type: none"> • How did religion affect life in Ancient Egypt • How did Civilisation adapt to the needs of Egyptian life? 	<ul style="list-style-type: none"> • How different was Baghdad to London around 900AD? • What was in the House of Wisdom? • Who was Ibn Battuta and how did his Rihla help us? • Who was Al-Zahrawi and what could we learn from Muslim medicine? • What did early Islamic civilisation leave behind?
Topic Vocabulary	<p>Emelia Earhart Christopher Columbus Mae C Jemison tragedy Bruce Smeaton pilot Helen Sharman astronaut explorers</p>	<p>Pharaoh Scarab Amulet canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Ankh Rosetta Stone</p>	<p>Abbasid Caliphate Caliph Hajj House of Wisdom Mongols Crusades Scholar Bazaar Caravan Algebra</p>