

Foston CE, Terrington CE VA & Stillington Primary Schools in Collaboration with Langton Primary School Progression Map

Subject: History



Subject Intent:

- An excellent knowledge and understanding of how historical periods and concepts are built upon over time.
- To develop a sense of identity through learning about the past and how history has shaped their own lives.
- Children to make comparisons between historical periods previously taught, developing their chronological knowledge and understanding from the Stone Age to the present day.
- Promote an enthusiastic engagement in history, developing curiosity, the ability to think critically and communicate ideas confidently through reflection, debate, and evaluation of the past.

Enhancers:

Sustainability
Creativity
Diversity
Community

Langton Primary School Values: Excellence, Respect, Nurture, Collaboration, Creativity and Resilience

Key Concept	Overview	EYFS	Key Stage 1	Key Stage 2- Cycle A / C		Key Stage 2- Cycle B/ D	
British History	Topic	Celebrations -Bonfire night	Why do we celebrate bonfire night? Why do we celebrate Remembrance Day?	Anglo-Saxon Settlements		Roman Britain	
	Objectives NC	-To comment on images of familiar situations in the past.	Event beyond living memory	Viking and Anglo-Saxons		The Roman Empire	
	Milestones	-To learn how people celebrate special times in different ways.	-To show an understanding of concepts such as: civilisations, parliament, monarchy, democracy and war and peace. -To describe significant people from the past	-To suggest suitable sources of evidence for historical enquiries. -To use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.	-To select suitable sources of evidence, giving reasons for choices. -To seek out and analyse a wide range of evidence in order to justify	-To use evidence to ask questions and find answers to questions about the past. -To describe different accounts of a historical event, explaining some of the reasons	-To use sources of evidence to deduce information about the past. -To select suitable sources of evidence, giving reasons for choices.

				<ul style="list-style-type: none"> -To give a broad overview of life in Britain of Ancient until Medieval times 	<ul style="list-style-type: none"> claims about the past. -To refine lines of enquiry as appropriate. -Give a broad overview of life in Britain from Medieval until the Stewart and Tudor times. 	<ul style="list-style-type: none"> why the accounts may differ -To suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> -To use sources of information to form testable hypotheses about the past. -To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Knowledge	<ul style="list-style-type: none"> -To know that Guy Fawkes day is also referred to as 'Bonfire Night' -To know Guy Fawkes lived a long time ago. -To know what a firework is. -To know bonfire night is celebrated. <p>Political Monarchy</p>	<ul style="list-style-type: none"> -To learn what the gunpowder plot was and why they tried to blow up the King and the Houses of Parliament. -To know the laws are made in the Houses of Parliament. -To know that Guy Fawkes was caught on that on the 5th November 1605 -To know how bonfire night is commemorated. -Know the countries involved in WW1 -Why Remembrance Day is celebrated 	<ul style="list-style-type: none"> -To know that the Vikings came from Norway, Denmark and Sweden -To know the Anglo-Saxon's reaction to the raids -To know that the Vikings were feared because they were barbaric -To learn about how the Anglo-Saxons and Vikings co-existed and how England was divided -To know that 'burghs' served as a base for Viking raids and as a centre for trade -To know that in Viking laws everyone was responsible for their own actions and if they broke the law, they had to make restitution to the victim/ family -To name significant Anglo-Saxons such as Aethelflaed, Edward the Elder and Athelstan took to try and unify England -To know the Danes conquered Britain by holding lightning raids, taking captives and valuable goods 	<ul style="list-style-type: none"> -To know that Rome began as a monarchy, then a Republic and then an Empire -To know Julius Caesar progressed through the military to become the dictator of the Roman Empire -To know there were several tribes and no single leader in Britain in 43 CE -To know about life in Britain after the Romans by building up towns and cities, sewers and roads -To know that the Iceni's were a celtic tribe –To that Boudicca became queen of the Iceni tribe and revolted against the Romans -To know Ancient Greece influenced Roman religion by Roman's Gods/ Goddess being based on Greek Gods/ Goddesses -To know the Roman Empire split in two due to the large size of the Empire 			

			-how remembrance day is celebrated around the world Political Monarchy	-To know that in the Battle of Hastings King Harold was killed and William the Conquer became King Social Conflict	-To know after the Roman Empire there was continuity in agriculture, trade, language and religion in Britain Empire
	Vocabulary	Bonfire night, celebrate, firework, Guy Fawkes	King, houses of parliament, conspiracy, Catholics, gunpowder, plot, commemorate Remember, World War, poppy	King Alfred, defeated, divided, settlement, Aethelflaed, Edward the Elder, Athelstan, unify, conquer	Julius Caesar, Empire, Republic, dictator, Boudicca, Iceni Tribe
Understanding Chronology	Topic	All About Me -My Family	How have people's lives changed in living memory?	Medieval Monarchs	Prehistoric History
	Objectives NC	-To talk about members of their	Changes in living memory	A study of history that extends pupils' chronological knowledge beyond 1066	Stone Age to Iron Age

	Milestones	<p>immediate family and community.</p> <ul style="list-style-type: none"> -To name and describe people who are familiar to them. -To talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> -To place events and artefacts in order on a timeline. -To label timelines with words or phrases such as: past, present, older and newer. -To recount changes that have occurred in their own lives. -To find answers to questions about the past 	<ul style="list-style-type: none"> -To understand the concept of change overtime, representing this, along with evidence, on a timeline. -To use dates and terms to describe events. 	<ul style="list-style-type: none"> -To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -To identify periods of rapid change in history and contrast them with times of relatively little change. -To use dates and terms accurately in describing events. 	<ul style="list-style-type: none"> -To place events, artefacts and historical figures on a timeline using dates. -To use dates and terms to describe events. -To give a broad overview of life in Britain of Ancient until Medieval times 	<ul style="list-style-type: none"> -To identify periods of rapid change in history and contrast them with times of relatively little change. -To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. -To give a broad overview of life in Britain from Medieval until the Stewart and Tudor times.
	Knowledge	<ul style="list-style-type: none"> -To know who is in our family. -To learn how families are related to us and acknowledge that all families are different. -To know how families and family 	<ul style="list-style-type: none"> -To learn the genres of music and music media from 1950s- 2010s -To compare what toys were like in the past and present -To know the materials used to make toys in the past/ present and the impact of technology 	<ul style="list-style-type: none"> - To know that in the Battle of Hastings King Harold was killed and William the Conqueror became King -To know Thomas Beckett was friends with King Henry II and then disagreed about the rights of the church and he was assassinated by four knights. -To know King Henry II struggled to take back power from the church as they saw themselves as the ultimate authority on matters of morals and faith 	<ul style="list-style-type: none"> -To know extant is species alive today -To know extinct is species no longer alive -To know that Wolly Mammoth, Sabar-Tooth tigers and Giant Sloths lived in the Ice Age -To know Palaeolithic, Mesolithic, and the Neolithic were the key periods in the stone age and their similarities/ differences 		

		members change over time. History and Me	-To understand how cars have changed over time -To compare how trains have changed over time -To where the food we eat today comes from -To know technology has impacted communication changed over time Social Artefacts and Technology	-To know Henry II was part of the House of Anjou and strengthened the legal system, established a system of royal courts and increased the power of the royal treasury -To know the Crusades are a series of a religion wars between Christians and Muslims -Who is Henry VIII and his six wives? -To know Martin Luther rejected Catholicism because he believed the church had become corrupt -To know the reformation split Christianity into two branches – Catholics and Protestants -To know Mary I was the first queen and tried to restore Catholicism -To know King Philip II of Spain is Catholic and had a vast empire and led the Armada -To know the Spanish Armada was a fleet of ships Monarchy	-To know that artefacts show us how life evolved during the stone age and how they used to live -To learn about a nomadic lifestyle and how life in a Neolithic settlement changed from hunting wild animals to a farming lifestyle -To know how farming changed how humans lived by allowing us to grow food Artefacts and Technology
	Vocabulary	Family, relative, change, unique, aunt, uncle, grandparents	Genre, past, present, technology, invention, communication,	Battle of Hastings, Thomas Beckett, reformation, House of Anjou, monarch, reign, Spanish Armada	Extant, Extinct, Paleolithic, Mesolithic and Neolithic Eras, artefact, nomad, Archeology, settlement
World History	Topic	Christmas Story		World War 2	Cold War
	Objectives NC	-To compare characters from stories, including figures from the past.		Theme in History that extends chronological knowledge beyond 1066	Theme in History that extends chronological knowledge beyond 1066
	Milestones			-To describe the characteristic features of the past, including beliefs, attitudes and -To understand that no single source of evidence gives the full answer to questions about the past.	-To describe the characteristic features of the past, including beliefs, attitudes and -To describe the characteristic features of the past, including beliefs, attitudes and experiences of

				<p>experiences of men, women and children</p> <p>-To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>	<p>experiences of men, women and children</p> <p>men, women and children</p> <p>-To describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>
Knowledge	<p>-To remember the key parts of the Nativity Story</p> <p>-To know Jesus is special in the Christian Faith</p> <p>-To know that Shepherds and Kings visited baby Jesus, Mary and Joseph</p> <p>People, Culture and Beliefs</p>		<p>-To know that Neville Chamberlain, Winston Churchill, Adolf Hitler were key figures during World War 2</p> <p>-To understand propaganda was used during World War 2 to motivate and persuade</p> <p>-To understand that people rationed during and after World War 2 because of the shortage of food and labour</p> <p>-To know World War 2 impacted Healthy Eating due to a reduced meat supply</p> <p>Conflict</p> <p>Social</p>	<p>-To know that the Cold War happened due to increased tension post WW2 and different political ideas.</p> <p>-To know the Cold War was between USA and Soviet Russia</p> <p>-To understand that the Cold War ended due to the end of the Soviet Union and beginning of modern Russia in 1991</p> <p>-To know a Proxy war is started by a powerful person/country who does not become directly involved</p> <p>-To know that the Vietnam War is an example of a Proxy war</p> <p>-To understand that there was an Arms race and Space race which were integral to both sides demonstrating their power and influence and boosting national and international support.</p> <p>Political</p> <p>Social</p>	

	Vocabulary	-nativity, Jesus, Christian, faith, Christmas, shepherds, king		-Blitz, evacuee, blackout, air raid shelter, ARP warden, gas mask, propaganda, rationing	Capitalism, communism, Eastern bloc, Proxy war, solidarity, Warsaw Pack, Nato	
World History	Topic	Diwali	Explorers and Adventurers	Ancient Egypt	Ancient Greece	
	Objectives NC	-To recognise people, have different beliefs	Lives of Significant Individuals	The achievements of the earliest civilizations	Ancient Greece	
	Milestones	-To know how people celebrate special times in different ways.	-Describe historical events. -Describe significant people from the past. -Recognise that there are reasons why people in the past acted as they did.	-Describe the social, ethnic, cultural or religious diversity of past society. -Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology	-Describe the social, ethnic, cultural or religious diversity of past society. -Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology, continuity, century, decade, legacy	-To place events, artefacts and key figures on a timeline using dates -To use literacy, numeracy and computing skills to communicate information about the past to a good standard
	Knowledge	-To know that the festival of Diwali can be celebrated by creating rangoli and Mehndi patterns -To remember the key parts of the Diwali story, e.g. who Rama and Sita are -To know that Diya lamps are important because Rama and Sita	-To know that an explorer makes journeys to see new unfamiliar areas -To know explorers, need to be brave, confident, curious and bold -To know that Amelia Earhart is the first woman to fly solo across the Atlantic Ocean -To know a biography is an account of	-To know that the River Nile is important because it provided a means of travel, and was used to transport materials -To know that Pharaohs ruled Ancient Egypt -To name some jobs had in Ancient Egypt Bakers, for example, scribe, priest, merchant -To know that Ancient Egyptians travelled and traded using the river Nile and that this was the main trading route -To learn why the pyramids were built as monuments to house the tombs of the pharaohs. -To understand that Hieroglyphs are a writing system that uses pictures and symbols instead of letters and words.	-To name some artefacts that survived from Ancient Greece, e.g., the Pergamon Altar -To know that Greek Culture influenced Rome, such as the myth of Hercules/Heraclides and Roman/Greek Gods and Goddesses similarities -To know that the Minoans were a Bronze Age civilisation and the first advanced civilisation in European. -To understand the features of prosperity, peace and happiness that was the Golden Age of Ancient Greece (480BC – 410BC) -To understand Athenian democracy (first democracy) was where citizens voted	

		<p>followed the light home</p> <p>People, Culture and Beliefs</p>	<p>someone's life written by another person</p> <p>-To know that Neil Armstrong was an explorer who visited space</p> <p>-To know explorers used technology, such as, compass and telescope</p> <p>-To know the explorers we have today, e.g. Ernest Shackleton</p> <p>Foundations of the Modern World</p>	<p>-To understand the mummification process as part of the Egyptian afterlife: announcement of death, embalming the body, removal of the brain, internal organs removed, canopic jars, drying out the body, wrapping the body</p> <p>-To understand that Tutankhamun's tomb is important because it let archaeologists record what an Egyptian king's tomb looked like and learn more about ancient Egypt</p> <p>Foundations of the Modern World</p>		<p>directly for laws rather than vote for a representative (like an MP or PM)</p> <p>-To know some of the major Greek gods and what they represented – Zeus, Athena, Hades, Poseidon</p> <p>-To know some Ancient Greek inventions that are still used today: water wheels, odometers, Olympics.</p> <p>Empire</p> <p>Foundations of the Modern World</p>	
	Vocabulary	Diwali, Rama, Sita, Rangoli pattern, celebrate, mehndi, diya lamp	-Aviation, pilot, explorer, navigator, astronaut, expedition	-pharaoh, River Nile, kingdom, conquer, irrigation, afterlife, hieroglyphs, Tutankhamun, archaeology		Athenian, artefacts, democracy, Olympics, myths, afterlife, underworld, God, Goddess,	
Non-European Society	Topic	Birthdays	Mandela Day	Baghdad		Shang Dynasty	
	Objectives NC	-To see themselves as a valuable individual	Changes in living memory	Non-European Society		The achievements of the earliest civilizations	
	Milestones	-To know people celebrate special times in different ways.	-Show an understanding of the concept of nation and a nation's history -Recognise that there are reasons why people in the past acted as they did.	-describe the social, ethnic, cultural or religious diversity of past societies	-describe the social, ethnic, cultural or religious diversity of past societies	-compare some of the times studied with those of other areas of interest around the world	-compare some of the times studied with those of other areas of interest around the world -use dates and terms accurately in describing events
	Knowledge	-To understand that we celebrate Birthdays to	-To know that Nelson Mandela helped end Apartheid in 1990s,	-To understand the elements of early Islamic beliefs		-To know when and where the Shang Dynasty existed and developed.	

		<p>appreciate the life of someone</p> <ul style="list-style-type: none"> -To know the month of your Birthday -To know that Birthdays can be celebrated with presents, cake, balloons and a party <p>History and Me</p>	<p>which kept black and white people separated in South Africa and didn't allow them to vote or own land</p> <ul style="list-style-type: none"> -To know Nelson Mandela wanted equality, and everyone to be equal in status, rights and opportunity -To know that Nelson Mandela became the first black president of South Africa -To know that people celebrate Mandela day every year on the 18th July (his birthday) to remember how he led to great change. <p>Political</p>	<ul style="list-style-type: none"> -To know that the Silk Road was the first global trade route and was used for trade, ideas and religion -To know that the House of Wisdom was also known as the Grand Library of Baghdad that acted as a centre for knowledge and it' -To know that early Baghdad influenced the European and worldwide trade that is used in modern life <p>(if more than 3 lessons)</p> <ul style="list-style-type: none"> -Explore the art, culture and learning of early Islamic civilisations <p>Social</p>	<ul style="list-style-type: none"> -To understand what daily life was like for people in the Shang Dynasty. -To explore the religious, polytheistic beliefs of the Shang people and that Shangdi was the main god. -To know that Fu Hao was a female military general and a high priestess. -To understand that the Shang Dynasty ended when the Zhou invaded around 1046 BC. -To explore some of the accomplishments of the Shang Dynasty in maths and astronomy. -To identify some of the major cities of the Shang Dynasty: Zhengzhou and Anyang. <p>People, Culture and Beliefs</p>
	Vocabulary	Celebrate, gift, card, month, decorate	Apartheid, equality, race, rights, prejudice, racism	Silk Road, House of Wisdom, Caliph, Grand Vizier, Baghdad, Golden-age, currency, caravan	Bronze Hu, Dynasty, Emperor, Chariot, Domesticate, Mandate of Heaven, Fu Hao, Shamanism, Oracle Bones, Shamans
British History	Topic	All About Me	The Great Fire of London		World War 1
	Objectives NC	-Talk about the lives of the people around them and their roles in society.	Changes in living memory		Aspect or theme in British History that extends pupils Chronological knowledge beyond 1066
	Milestones		-Identify some of the different ways the past has been represented	-	<ul style="list-style-type: none"> - Suggest causes and consequences of some of the main -To use original ways to present

		<ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> -Observe or handle evidence -Use dates where appropriate. -To ask questions -To identify some of the different ways the past has been represented 		<ul style="list-style-type: none"> events and changes in history. -Describe changes that have happened in the locality of the school throughout history. 	<ul style="list-style-type: none"> information and ideas - Seek out and analyse a wide range of evidence in order to justify claims about the past. -Use dates and terms accurately in describing events. -Understand that no single source of evidence gives the full answer to questions about the past.
Knowledge	<ul style="list-style-type: none"> -To Know who is in my family -to Know that families are different -To know how their family has changed -To understand how their home has changed over time <p>History and Me</p>	<ul style="list-style-type: none"> -To know that in 1666 London did not have any cars but had lots of animals, housed in sheds with flammable hay and straw -To know the Great Fire of London was put out using buckets of water, water squirts and fire hooks used to pull buildings down to create fire breaks -To know that because of the Great Fire of London building were built out of brick, streets 	-	<ul style="list-style-type: none"> -To know that the assassination of Archduke Franz Ferdinand was the spark that caused World War One to break out, but tensions between European powers already existed. -To understand the events that took place within Battle of the Somme and the features and impact of trench warfare. - To know the US entered World War One because of German attacks on merchant and passenger ships; that Germany signed an armistice, and this led to the end of World War One. <p>Political</p>		

			<p>were wider and trades using fire to be outside the city</p> <p>-To know a timeline of the events that took place during the Great Fire of London and that is lasted for 5 days</p> <p>Artefacts and Technology</p>			
	Vocabulary	Grandparent, aunt, uncle, change, time, past, present	London, firefighter, bakery, River Thames, Samuel Pepys, diary, Tower of London		Trench, Allied powers, Conflict, Armistice, Artillery, Bayonet, Infantry, No Man's Land	
British History	Topic	Christmas Traditions	Florence Nightingale	Vikings and Anglo-Saxons – link to York		Roman Britain
	Objectives NC	-To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Changes in living memory	Viking and Anglo-Saxons		The Roman Empire
	Milestones		<p>-To ask questions such as: what was it like for people, what happened, how long ago</p> <p>-Describe significant people from the past.</p> <p>-To use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	-describe changes that have happened in the locality of the school throughout history.	-identify continuity and change in the locality of the school.	<p>-Select suitable sources of evidence, giving reasons for choices.</p> <p>-Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>-Refine lines of enquiry as appropriate.</p> <p>-Understand that no single source of evidence gives the full answer to questions about the past.</p>
	Knowledge	-To know Christmas celebrations in other countries,	-To know that Florence Nightingale was a nurse and was also known as the 'lady with a lamp'	-To know that the Vikings came from Denmark, Norway and Sweden		-To know Julius Caesar conquered the Roman Republic with military power and became the dictator of the Roman Empire.

		<p>e.g. real candles on Christmas trees in Denmark and in Spain they open presents on 6th January</p> <p>-To know how Christmas is celebrated with Christmas trees, sending Christmas cards and children being visited by Father Christmas</p> <p>-To know Christmas traditions have changed, for example, toys given in the past were wooden</p> <p>-To name Christmas tree decorations in the past, e.g. popcorn and cranberry string and present, e.g. fairy lights</p> <p>Social</p>	<p>-To understand that nursing changed over time as nurses were trained and hospitals were cleaned, helping stop the spread of infection</p> <p>- To know that during the Crimean War Florence Nightingale cleaned and organised the wards and provided high quality care to soldiers</p> <p>-To know that Florence Nightingale's influenced others by training nurses and writing books about nursing</p> <p>Social</p>	<p>- To know that Jorvik became the capital of Viking Britain because of its geography (Northern settlement, river Ouse).</p> <p>-To know the meaning of suffixes of place names and streets: 'by', 'thorpe', 'gate'.</p> <p>-To know the importance of the discovery of 'the York Helmet' in 1982 – the best-preserved Anglo Saxon helmet ever found.</p> <p>-To understand the mix of architecture and how the city has developed and been built up between civilisations (easier to build upon rather than tear down and rebuild).</p> <p>Social</p> <p>Artefacts and Technology</p>	<p>-To know what life was like in Britain in 43 CE when Aulus Plautius led the invasion of Britain, beginning in the South East.</p> <p>-To explore what we know about life of Celts in Britain before the Romans (more tribal: no roads, no towns)</p> <p>-To know the lasting impact the Romans had on Britain (by building up towns and cities, sewers and roads).</p> <p>-To know who Boudicca and the Iceni tribe were and how Boudicca united tribes and defeated the Romans in several battles.</p> <p>-To explore the influence of Ancient Greece on Roman religion and their Gods and Goddesses.</p> <p>-To know that the Roman Empire split in two because it was too large to govern as a single body (due to political, cultural and social differences) and was split into East and West.</p> <p>-To know what life was like after the Roman Empire (continuity) withdrew from Britain (to protect Rome and Italy)</p> <p>-To recognise the Roman's impact on today's society.</p> <p>Empire</p>
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	Vocabulary	Christmas messages, advent calendars, gifts, past, present	Crimean war, medicine, military, battlefield, patient, century, soldier, disease, unhygienic, cholera	Jorvik, Eboracum, Eoforwick, '-gate' (street), '-thorpe' (farm), '-by' (settlement/village), archaeology, architecture, civilisation	Julius Caesar, Empire, Republic, dictator, Boudicca, Icenii Tribe
British History	Topic		History of York		
	Objectives NC		Significant historical events, people and places in their own locality.		
	Milestones		-Use words and phrase such as a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time		
	Knowledge		-To know that York was originally called Eboracum by the Romans and Jorvik by the Vikings -To know that the Vikings came to York as invaders but settled -To know that the Minster cathedral was built in 1472 -To know York has City Walls to protect it from invaders		

			History and Me		
	Vocabulary		Jorvik, Eboracum, Romans, Viking, Minster, invade		