

History - progression

Historical Knowledge

Reception:

Extend - to say what is the same and different about different objects / artefacts.

Year 1:

Recap - NA

Victorians

Extend - To learn about Victorian life for different groups within society (men and women, children, rich and poor)

Extend - To recognise key Victorian figures (Queen Victoria - compare to current queen) Bazalgette, Cadbury, Mary Seacole / Florence Nightingale.

Extend - To recognise local Victorian figures (Pease family and their influence on Darlington) To know that these people lived at the same time in the 19th Century.

Extend - To begin to develop an appreciation of human achievements and aspirations who have had a great impact on society particularly inventors and social **philanthropists**.

Extend - Use drama and role play to say how and why people did things in the past - Particularly effective for the Stimulus to give children a taste of the past and set the scene.

Extend - Use different sources to find out about the past including artefacts (use of Resource boxes from the Head of Steam) and the artefacts we have in school. Use visits (Head of Steam and local walk)

Extend - Creating our own questions about artefacts.

Victorian Language - artefacts, Monarch, Queen Victoria, Queen Elizabeth, poor, rich, wealthy, inventions, inventors, science, sewers, hygiene, household, education, 19th Century

Year 2:

Recap-What did the children learn about how Victorian life was different from today ?

Great Fire of London

Extend - Learn about key historical places in London that are still present today.

Compare to famous modern buildings. What features are different?

Extend - Learn about key historical figures from 1666 - Thomas Farynor, Samuel Pepys and King Charles II. Compare monarchs.

Extend - How did they influence modern day? Artefacts.

Extend - Compare firefighting techniques and how they compare to today.

Extend - Compare homelessness and reasons for this.

GFoL Class assembly to show what they have learnt and present learning.

Vocabulary - GFoL, capital, homeless, evidence, thatched, architect, source, ember, cobbles, water squirt, monarch, diarist, tragedy, disaster

People Who Changed History

Recognise that life for everyone was different prior to the achievements of individuals.
Explorers - Captain Cook and Neil Armstrong / Tim Peake,
Inventors - William Caxton and Tim Berners-Lee,
Equality in society - Rosa Parks and Emily Davison, Jesse Owens and Nelson Mandela,
Use drama to develop empathy and understanding of people of the time.
Presentation to Year 3 of new learning for People Who Changed History

Vocabulary - compare, modern, innovation, leader, explorer, activist, famous, pioneer.

Year 3:

Recap - Remind the children about how life was very different in the past. Link to GFoL and how society changes over time.

Egyptians

Extend - Compare modern and ancient Egypt. Emphasis that this was one of the first civilisations. Introduce the time frame of millennia.
Extend - Learn about everyday people and events in Ancient Egypt, compare rich and poor, men and women, children and adults
Extend - Learn the main influences on the ancient Egyptians ie gods, River Nile. Learn about famous Egyptian individuals Rameses II, Cleopatra, Tutankamun plus Howard Carter. What impact did these people have on the lives on everyday people?

Vocabulary - Egyptians civilisation pharaoh slaves cause consequence cultural religious, sarcophagus, tomb, excavation, mummy, mummified, preserved, embalmed, canopic jars, Howard Carter, Lord Canarvon, Tutankhamun, Cleopatra, Arkenarten, Seti, Osirus, Ra, Anubis hieroglyphics Rosetta Stone, ceremony, Sphinx, Giza,

Romans

Extend - Where is Rome and what is it like now?
Extend - Learn about how the empire spread and impact on Britain.
Extend - Learn about the military and power of the army.
Extend - Learn about famous Roman individuals Julius Caesar, Hadrian,
Extend - Learn about who tried to fight the Romans? Boudica.
Extend - Study what changed as a result of these people.
Extend - How do the Romans still influence life in Britain today?
Extend - Identify why people acted the way they did and the result of their actions.
Extend - What was it like to live as part of the Roman empire?
Extend - Learn about what happened to Britain once the Roman empire collapsed.

Vocabulary - Roman - advanced, empire, military, leader, resistance, technology, culture, emperor Julius Caesar, Hadrian, Celts, Boudicca, army, weapons, armour, roads, lifestyle,

baths, heating systems, invade/ invasion, settle, influence. mosaic, legions, fort, General, defeated, conquest.

Year 4:

Recap - Use of artefacts and what we can learn from them.

Invaders

Extend - Learn about where Vikings / Anglo Saxons came from and why they came to Britain.

Extend - Compare the importance of trade to a country's economic success. Link to modern needs to success and impact of Brexit.

Extend - Identify key features and events, skills and characteristics of Viking and Anglo Saxon life using evidence to reconstruct life in these times.

Extend - Offer sensible explanations for some events.

Extend - Learn about the skills and characteristics that enabled the Vikings to be such successful warriors.

Extend - Explore how Britain changed as a result of the Viking / Anglo-Saxon invasion.

Extend - Learn about the impact on language and the influence of Anglo Saxon language on the way we communicate today.

Vocabulary - Invaders, Settlers, Viking, raids, longboat, prow, rigging, Norseman, warrior, monastery, settlement, e.g. Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik, , emigration, immigration, refugee, conquest, Lindesfarne.

Greeks

Extend - Learn about a study of Greek life - including sport and culture.

Extend - Learn about achievements and their influences on the western world.

Extend - Explore Greek mythology.

Extend - Explore the expansion and dissolution of the Greek empire and the effect this has had on the world.

Extend - Explore and discuss how the Ancient Greeks have influenced our lives today by looking at language and architecture influenced by classical Greek design.

Extend - Learn about the social systems and compare this to modern Britain. Who has power and control?

Extend - Learn how a democracy works and how citizens, then and now, can act to influence decisions.

Vocabulary - empire, civilization, society - Emperor, leader hierarchy, democracy, philosopher, myth

Year 5:

Recap - How do we know about the past? Role of an archeologist

The Stone Age

Extend - Role and skills of an archaeologist in order to find out about life so long ago. Sorting and evaluating evidence.

Extend - What does a site like Skara Brae tell us?

Extend - Look at different eras within the Stone Age, comparing and contrasting them.

Extend - Learn about what Humans needed to survive during the Stone Age. Asking and answering questions about Stone Age life.

Extend - Stone Age Culture. The role of cave art when informing us about the past.

Extend - Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.

Extend - Roles of men and women.

Vocabulary - Neanderthal, nomads/nomadic, animals eg woolly mammoth sabre tooth tiger Bronze Age, Skara Brae, Orkney Islands, civilisation, archaeology

Mayan Culture (South America)

Extend - To learn where the Mayan culture fits into international history, comparing with what was happening in Britain at the same time.

Extend - Compare the history and effects of invasion in both areas and the survival of the Maya and Anglo-Saxon culture.

Extend - Explore life for the Mayans including buildings and the organisation of Maya cities, investigating some aspects of daily life.

Extend - learn about the social systems and compare to modern Britain. Who has power and control?

Extend - Mayan legends.

Extend - The importance of trade.

Vocabulary - location, rainforest, Religion - sacrifice, gods, belief, temples, pyramids, priests, ritual, buildings - solid structures, tribe, society - Emperor, leader, caste, slaves, peasants, hierarchy, chocolate, spices.

Year 6:

WW2

Recap - What do the children understand about events which happened in the 20th Century? Remind them of the context of the last 100 years.

Extend - Causes of WW2 and the build-up in Germany of anti-Semitism (links to Global Goals and reduce inequalities)

Extend - Which countries were involved and where did they fight?

Extend - The Holocaust and the impact of Jews both in the occupied countries and in Britain.

Extend - What were the key events during the war? Including the Battle of Britain and the Blitz. Know key dates from WW2.

Extend - What was life like for an evacuee and what happened as a result of WW2? Rationing and Depression.

Extend - Impact on men and women, children, industry.

Extend - Compare Britain at war with other times studies e.g. when attacked by the Romans. How was WW2 different from this?

Extend - What have we learned from the mistakes and successes of significant figures from WW2?

Vocabulary British Empire, Nazi Party, depression, air raid, allies, censorship, civil defence, concentration camp, D day, coupons, rationing, forces, Anne Frank, holocaust, host family, evacuee, military, Jews, occupied, prisoners of war, propaganda, Resistance fighter, siren, war crime

Local study -

Recap - How can you building knowledge of yourself? Remind children about their house, their family, changes over short and longer periods of time.

Extend - Personal study different aspects of life for different people in their local area (men women, old, young, different races and nationalities).

Extend - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Extend - Influence of the railways to Darlington and find out about George Stephenson.

Extend - Research local landmarks and what we can learn from them.

Extend - Look at maps over time and develop an understanding of how Darlington has changed and developed.

Extend - Learn about how is it changing now? Look to the future and current developments (Westpark, possible building projects).

Local study - community, town centre, suburbs, developed, evolved, railway system, progress, industrial revolution, locomotion, George Stephenson, Joseph Pease, inventions, engineer, independence, industry, redevelopment