

# PROGRESSION DOCUMENT

# HISTORY

Topic	RECEPTION	CYCLE A YEAR 1	CYCLE B YEAR 2	CYCLE A YEAR 3	CYCLE B YEAR 4	CYCLE A YEAR 5	CYCLE B YEAR 6
	Marvellous Me Winter Wonderland Stomping Through Time People Who Help Us On the farm	A Toy Story Into the Unknown Up, Up and Away	Tales of Nottingham Fire, Fire!	Anglo Saxons & the Scots Jewel in the Nile Revolution (Local History)	I am a Warrior! The Roman Empire Tribal Tales	Ancient Greece Crime and Punishment Through the Decades	The Ship of Dreams Magnificent Maya World at War
Substantive Concepts	<b>Marvellous Me</b> <ul style="list-style-type: none"> <li>- Know past events from their life such as when they were a baby.</li> <li>- Compare families to understand similarities and differences.</li> <li>- The different cultural backgrounds of the children in the class.</li> <li>- Different celebrations that are important to us.</li> <li>- Use vocabulary related to time e.g. when I was a baby, now I am older.</li> </ul> <b>Winter Wonderland</b> <ul style="list-style-type: none"> <li>-Understand the past through characters (Santa)</li> <li>-Compare past and current Santa Claus</li> <li>-Identify their own experiences of Santa</li> </ul> <b>Stomping Through Time</b> <ul style="list-style-type: none"> <li>- Know what dinosaurs are and when they lived.</li> </ul>	<b>A Toy Story</b> <ul style="list-style-type: none"> <li>- Popular toys through the 20th century and the early 21st century</li> <li>- Similarities and differences between toys from the past and toys today.</li> <li>- The materials used to make toys and how they have changed through time.</li> <li>- Identify some events and changes that have happened in the development of toys.</li> </ul> <b>Into the Unknown</b> <ul style="list-style-type: none"> <li>- What it means to be an explorer.</li> <li>- What an explorer does both in the past and in modern times.</li> <li>- The achievements of Christopher Columbus.</li> <li>- The impact of Columbus's voyages and what he brought back to Europe.</li> <li>- Neil Armstrong exploration of Space.</li> <li>- Compare the lives and achievements of</li> </ul>	<b>Tales of Nottingham</b> <ul style="list-style-type: none"> <li>- Life in medieval Britain.</li> <li>- Who was Robin Hood – fact or fiction? A hero or villain?</li> <li>- The legacy of Robin Hood.</li> <li>- Understand peasantry and the feudal system.</li> <li>- What London was like in 1666.</li> <li>- The significance of Samuel Pepys and Sir Christopher Wren.</li> </ul> <b>Fire, Fire!</b> <ul style="list-style-type: none"> <li>- The key events leading to the Great Fire of London.</li> <li>- How London changed because of the Great Fire of London.</li> </ul>	<b>Anglo Saxons &amp; the Scots</b> <ul style="list-style-type: none"> <li>- The invasion of the Anglo-Saxons and their purpose.</li> <li>- Anglo Saxon kingdoms.</li> <li>- Art and culture in the Anglo-Saxon period.</li> <li>- The impact of the Anglo-Saxon settlers.</li> <li>- The Christian conversion from Paganism.</li> <li>- The Scots invasions from Ireland to north Britain.</li> </ul>	<b>I am a Warrior!</b> <ul style="list-style-type: none"> <li>- Viking raids and invasions (including Danegeld and Jorvik).</li> <li>- Vikings came from Scandinavia and landed at Lindisfarne for purpose of finding farmland and treasures to make them rich.</li> <li>- The stealing of treasures from Monasteries by the Vikings.</li> <li>- The key people of Viking times.</li> </ul> <b>The Roman Empire</b> <ul style="list-style-type: none"> <li>- Britain was once part of the Roman Empire.</li> <li>- Britain was invaded by Claudius and Julius Caesar.</li> <li>- British resistance to the Roman occupation (Boudica).</li> <li>- Ancient Egyptian creation story</li> <li>- The social hierarchy in Ancient Egypt</li> <li>- The role of the Pharaoh in Ancient Egypt.</li> <li>- The discovery of Tutankhamun.</li> </ul>	<b>Ancient Greece</b> <ul style="list-style-type: none"> <li>- Viking raids and invasions (including Danegeld and Jorvik).</li> <li>- Vikings came from Scandinavia and landed at Lindisfarne for purpose of finding farmland and treasures to make them rich.</li> <li>- The stealing of treasures from Monasteries by the Vikings.</li> <li>- The key people of Viking times.</li> </ul> <b>Crime and punishment</b> <ul style="list-style-type: none"> <li>- How crimes have differed throughout time.</li> <li>- The different types of punishment used over the years.</li> <li>- What leads people to commit crimes?</li> <li>- Has the way we catch and punish criminals improved in the last 100 years?</li> </ul>	<b>The Ship of Dreams</b> <ul style="list-style-type: none"> <li>- Using sources to find out what happened to the Titanic.</li> <li>- Class and social attitudes on-board the Titanic.</li> <li>- The timeline of the events of the Titanic disaster.</li> <li>- Key figures associated with the Titanic.</li> <li>- Why so many people died on the Titanic.</li> <li>- How the Titanic changed history.</li> </ul> <b>Magnificent Maya</b> <ul style="list-style-type: none"> <li>- Importance of Maya gods, beliefs and sacrifices.</li> <li>- Know about some Maya temples and buildings.</li> <li>- The Maya number and writing systems.</li> <li>- Maya society and how they lived.</li> <li>- The impact of the Spanish invasion.</li> </ul> <b>World at War</b> <ul style="list-style-type: none"> <li>- Expansion of the British colonies.</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify how we know dinosaurs existed</li> <li>- Compare the past world to the world now.</li> </ul> <p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>- Identify current help in the community</li> <li>- Compare our community help to those from the past</li> <li>Ready, steady, grow</li> <li>- Role of a farmer (crops)</li> <li>- Compare how we get food now to in the past</li> </ul> <p><b>On The Farm</b></p> <ul style="list-style-type: none"> <li>- Farming tools then and now</li> <li>- Role of a farmer (animal)</li> </ul>	<p>Columbus and Armstrong.</p> <p><b>Up, Up and Away</b></p> <ul style="list-style-type: none"> <li>- The significance of the Wright Brothers.</li> <li>- Compare the Wright Brothers to Amelia Earhart?</li> <li>- Consider why people had been trying to fly.</li> <li>- How would life have been different before aeroplanes?</li> <li>- Explore the spread of flight around the world.</li> <li>- Plot key first flights in Britain, across the Channel, the Atlantic.</li> </ul>		<ul style="list-style-type: none"> <li>- Religion and gods of Ancient Egypt.</li> <li>- Death and burial rituals.</li> </ul> <p><b>Revolution (Local History)</b></p> <ul style="list-style-type: none"> <li>- The reason for the Industrial revolution</li> <li>- What changed during the industrial revolution?</li> <li>- Significant events in the history of Nottingham's industry.</li> <li>- Development of Nottingham Lace, Raleigh bikes and Boots the Pharmacy.</li> </ul>	<p><b>Tribal Tales</b></p> <ul style="list-style-type: none"> <li>- Neolithic 'hunter-gatherers' and early farmers.</li> <li>- Advancements from Stone Age to Bronze Age (weapons, tools, clothing and jewellery).</li> <li>- The main differences between the Stone Age, Bronze Age and Iron Age.</li> <li>- Stonehenge is the world's most famous prehistoric monument.</li> </ul>	<p><b>Through the Decades</b></p> <ul style="list-style-type: none"> <li>- Key events of each decade.</li> <li>- Who was involved in the 'Race to Space' and the importance of animals.</li> <li>- Advancements from Stone Age to Bronze Age (weapons, tools, clothing and jewellery).</li> <li>- The main differences between the Stone Age, Bronze Age and Iron Age.</li> <li>- Stonehenge is the world's most famous prehistoric monument.</li> <li>- Impact of Martin Luther King.</li> <li>- Music and holidays in the 1970s.</li> <li>- Famine and miners' strike in the 1980s.</li> </ul>	<ul style="list-style-type: none"> <li>- Reasons for different wars around the world and the countries involved.</li> <li>- Influence of world leaders.</li> <li>- Evacuation, rationing, Blitz and the Holocaust.</li> <li>- Different weaponry and warfare methods.</li> <li>- The effects of the war on the lives of everyday people.</li> </ul>
<p><b>Disciplinary Knowledge</b></p> <p><b>Historical Enquiry</b></p>	<ul style="list-style-type: none"> <li>- Ask simple questions about images/stories from the past</li> </ul>	<p><b>A Toy Story</b></p> <p>Find answers to simple questions about the history of toys from simple sources of information such as photos, pictures, models.</p>	<p><b>Tales of Nottingham</b></p> <p>Identify different ways in which the past is represented (songs, fables, pictures, film)</p> <p><b>Fire, Fire!</b></p> <ul style="list-style-type: none"> <li>- Understand some of the ways in which we find out about the past.</li> <li>- Ask simple questions about artefacts and sources.</li> </ul>	<p><b>Anglo Saxons &amp; the Scots</b></p> <p>Use sources of information in ways that go beyond simple observations to answer relevant questions.</p> <p><b>Jewel in the Nile</b></p> <p>Use a variety of resources to find out about aspects of life in the Egyptian period.</p>	<p><b>Tribal Tales</b></p> <p>Know how to ask questions about artefacts / sources of information about the Stone Age to the Iron Age and to question the validity and reliability of these.</p>	<p><b>Ancient Greece</b></p> <p>Understand that there is often not a single answer to historical questions.</p> <p><b>Crime and punishment</b></p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p><b>Through the Decades</b></p> <p>Compare sources of information for the study of the different decades in the past.</p>	<p><b>The Ship of Dreams</b></p> <ul style="list-style-type: none"> <li>- Confidently use a variety of sources for independent research about the Titanic.</li> <li>- Construct informed responses that involve thoughtful selection of relevant historical information.</li> </ul> <p><b>World at War</b></p> <p>Devise historically valid questions about the different wars, suggesting where answers may be found.</p>
	<p><b>Historical Interpretation</b></p>	<p>Understand that items can tell us about someone or something – a piece of uniform, an object from a certain place or event</p>	<ul style="list-style-type: none"> <li>- Write their account of a key historical event from their own life.</li> </ul>	<p><b>Tales of Nottingham</b></p> <p>Relate own account of an event and understand that others may give a different version (visit to Sherwood Forest).</p>	<p><b>Anglo Saxons &amp; the Scots</b></p> <p>Explore the idea that there are different accounts of history and what the reasons for this might be.</p>	<p><b>I am a Warrior!</b></p> <ul style="list-style-type: none"> <li>- Understand that sources can contradict each other.</li> </ul> <p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>- Know that people in the past represent</li> </ul>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- Understand that the information available depends on the period studied.</li> </ul> <p><b>Crime and punishment</b></p>

			<p>and artefacts to find out about the past.</p> <p><b>Into the Unknown</b></p> <ul style="list-style-type: none"> <li>- Know how to distinguish between fact and fiction.</li> </ul>	<p><b>Fire, Fire!</b></p> <p>Use sources including eyewitness accounts and Pepys' diary to find out about the past.</p>		<p>events or ideas in a way that persuades others.</p> <ul style="list-style-type: none"> <li>- Look at different versions of the same event and identify differences. (British resistance to the Roman occupation)</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons why there may be different accounts of history.</li> </ul> <p><b>Through the Decades</b></p> <ul style="list-style-type: none"> <li>- Understand that some evidence from the past is opinion, propaganda, or misinformation and that this affects interpretations of history (segregation, famine).</li> </ul>	<p>view and that this can affect interpretation.</p> <p><b>World at War</b></p> <ul style="list-style-type: none"> <li>- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>
Disciplinary Knowledge	<p><b>Cause and Consequence</b></p> <p><b>Continuity and Change</b></p> <p><b>Chronological Understanding</b></p>	<p>Question why things happen and give explanations.</p>	<p><b>Up, Up and Away</b></p> <p>Know that a consequence is something that happens as a result of something else (women became inspirational figures, AE fought for equal rights, development of air travel).</p>	<p><b>Fire, Fire!</b></p> <p>Recognise that significant events happened because of a cause.</p>	<p><b>Revolution (Local History)</b></p> <p>Understand that historical events in our local history have consequences that sometimes last long after the event is over.</p>	<p><b>I am a Warrior!</b></p> <p>Know a series of directly related events, for example the Viking raids, that happened in the lead up to an historical event and the subsequent consequence/s of this.</p>	<p><b>Through the Decades</b></p> <p>Understand why some historians may not agree on the causes of historical events, for example the Miner's strike or the 'race to space'.</p>	<p><b>World at War</b></p> <p>Understand that the consequences of one historical event can sometimes become the cause of another. For example, the sinking of the Belgrano, or the end of WW1.</p>
		<p>Identify new and old things from different periods of time, commenting on changes.</p>	<p><b>A Toy Story</b></p> <p>Understand that some things change, and some things stay nearly the same over different periods.</p>	<p><b>Fire, Fire!</b></p> <p>Know and explain how a key historical event created change which can still be seen today (fire service).</p>	<p><b>Revolution (Local History)</b></p> <p>Identify things that have changed and stayed nearly the same between different periods of time.</p>	<p><b>The Roman Empire</b></p> <p>Understand and describe in detail the main changes to an aspect within a period in history e.g. empire, society, technology, religion.</p>	<p><b>Crime and punishment</b></p> <p>Know and identify reasons for continuity across different periods of time.</p>	<p><b>The Ship of Dreams</b></p> <p>Understand that there are times in history when change happens suddenly and describe the impact of this.</p>
		<ul style="list-style-type: none"> <li>- Understand the difference between things that happened in the past and the present.</li> <li>- Use words and phrases such as old, new, now, yesterday, last week, a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>- Describe things that happened to themselves and other people in the past.</li> </ul> <p><b>Into the Unknown</b></p> <ul style="list-style-type: none"> <li>- Place up to three objects or known events in chronological order on a timeline and label with pictures, words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Recount changes in their own life over time.</li> </ul> <p><b>Tales of Nottingham</b></p> <ul style="list-style-type: none"> <li>- Identify similarities and differences between ways of life in different periods.</li> </ul> <p><b>Fire, Fire!</b></p> <ul style="list-style-type: none"> <li>- Use dates to talk about people or events from the past.</li> </ul>	<p><b>Jewel in the Nile</b></p> <ul style="list-style-type: none"> <li>- Understand that a timeline can be divided into BCE and BC.</li> <li>- Use dates and historical terms to describe events from the Egyptian period.</li> </ul> <p><b>Anglo Saxons &amp; the Scots</b></p> <ul style="list-style-type: none"> <li>- Recognise the different time periods that exist between</li> </ul>	<p><b>I am a Warrior!</b></p> <ul style="list-style-type: none"> <li>- Place some historical periods in a chronological framework.</li> </ul> <p><b>The Roman Empire</b></p> <ul style="list-style-type: none"> <li>- Use a timeline to set out the order things may have happened within the Roman times.</li> </ul> <p><b>Tribal Tales</b></p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- Use dates and historical terms accurately when describing events that happened in Ancient Greece.</li> </ul> <p><b>Crime and punishment</b></p> <ul style="list-style-type: none"> <li>- Create timelines which outline the development of specific features.</li> </ul>	<p><b>Magnificent Maya</b></p> <ul style="list-style-type: none"> <li>- Understand how some historical events occurred concurrently in different locations.</li> <li>- Describe the main changes in a period of history, using terms such as: social, religious, political, technological, and cultural.</li> </ul> <p><b>World at War</b></p> <p><b>Through the Decades</b></p>

					different groups that invaded Britain. - Describe memories of key events in their life using historical vocabulary.	- Understand the concept of change over time, representing this, along with evidence, on a timeline.	- Explain the chronology of different time periods and how they relate to one another on a timeline.	- Make connections and contrasts between different time periods studied and talk about trends over time.
<b>Vocabulary</b>	Now next old new ago past	when I was little a long time ago before I was born event explain source sequence recent remember same/different	past/present chronological order earlier later research timeline historical event artefact evidence similarities differences	BCE/CE decade ancient century period settlers/settlement conquer archaeologists historian historical	version historical argument point of view invaders/invasion	comparison hypothesis influence	societies summarise major influence changes/ continuity persuade viewpoint propaganda significant interpretations	
<b>Specific Vocabulary</b>	Mother, father, auntie, uncle, grandma, grandad, old, young,	<b>Toys</b> Diablo, whip and top Croquet, skipping rope, skittles, Jacob's ladder, marble, hopscotch, wooden, plastic, metal, ragdoll, rocking horse, mechanical, electronic, model, teddy  <b>Into the Unknown</b> exploration, survival, challenge, explorer, discover, journey, navigate, voyage, expedition, astronaut, polar, mission  <b>Up, Up and Away</b> glider, aeroplane, helicopter, aircraft, aviation, mechanic, Invent, inventor, aviator	<b>Tales of Nottingham</b> medieval, peasant, peasantry, archer, outlaw, Sherwood Forest, artefact, legend, bow and arrow,  <b>The Great Fire of London</b> London, capital city, Pudding Lane, bakery, River Thames, Rebuilt, Tower of London, architect, 17th Century, St Pauls Cathedral, diary	<b>The Anglo-Saxons</b> Celts, Britons, Angles, King, Pagan, Augustine, Picts, Rebellion, Scots, Christianity  <b>Egyptians</b> Pharaoh, tomb, pyramid, hieroglyphs, scribe, sarcophagus, papyrus, scarab, amulet, canopic jar, Sphinx, Egyptologist, Ankh, Rosetta Stone	<b>Vikings</b> longboat, trader, raider, Scandinavia, Lindisfarne, Athelstan, Danegeld, longhouse, pillage, Valhalla, Danelaw, monastery  <b>Romans</b> empire, civilisation, legionaries, Hadrian's wall, rebellion, centurion, gladiator, emperor, Londinium, Britannia	<b>Ancient Greece</b> philosophy, Athenian, Spartan, democracy, Olympics, oligarchy, city state, polis, Parthenon, hoplite, acropolis  <b>Decades</b> boycott, segregation, discrimination, protest, racism, strike, civil rights, Jim Crow laws, liberty, austerity, emigration, immigration.	<b>World at War</b> conflict, Axis, Allies, Nazi, evacuation, evacuee, blitz, Holocaust, Luftwaffe, persecution, Kindertransport, air raid, Treaty of Versailles  <b>Maya</b> Codice, Chichen Itza, Cacao, Kukulkán, pok-ta-pok, dynasty, codex, conquistador, glyphs, Día de los Muertos	 <b>Titanic</b> Titanic, R.M.S., Carpathia, maiden voyage, en-route, transatlantic, lookout, iceberg, disaster, lifeboat, unsinkable, survivor, bow, stern
<b>Influential People</b>		Neil Armstrong Christopher Columbus The Wright Brothers Amelia Earhart	Sir Christopher Wren Samuel Pepys Robin Hood Sheriff of Nottingham	Howard Carter King Vortigern Jesse Boot Sir Frank Bowden Richard Arkwright	Julius Caesar Emperor Claudius Boudica Alfred the Great Edward the Confessor	Sir Robert Peel Margaret Thatcher Martin Luther King Steve Jobs Emmeline Pankhurst	Thomas Andrews World leaders Anne Frank	

