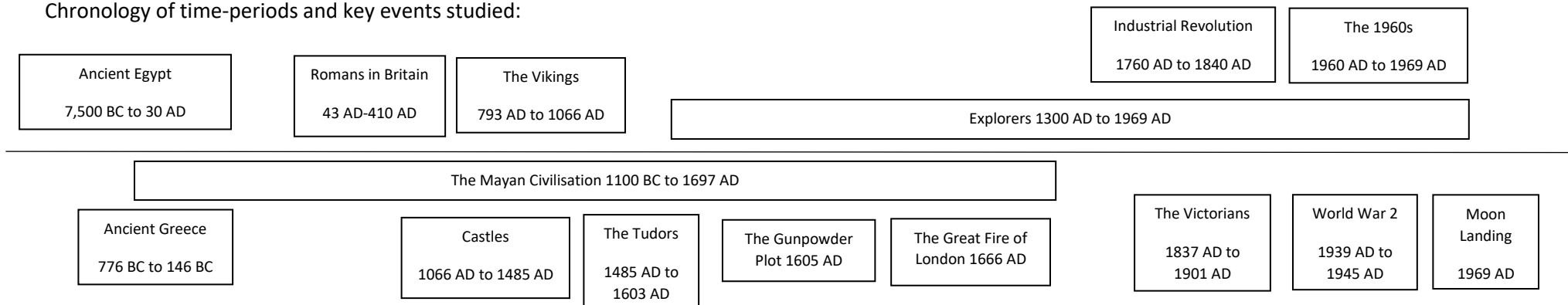


	Enquiry Questions: Autumn	Enquiry Questions: Spring	Enquiry Questions: Summer
Year 1	Toys: <i>How have toys changed over time?</i>	Explorers: <i>How have explorers changed our understanding of the world?</i>	Castles: <i>Why did the Normans build so many castles?</i> <i>Local History Link</i>
Year 2	The Gunpowder Polt: <i>Who was Guy Fawkes and was he a hero or a villain? (Local History Link)</i>	The Great Fire of London: <i>Why is the Great Fire of London an important event in British History?</i>	Let's Go On Holiday: <i>Why did people visit the seaside and how has it changed over time?</i>
Year 3		The Vikings: <i>Why did the Vikings invade and settle in the UK?</i>	Ancient Greece: <i>What lasting impact did the Ancient Greeks have on our lives today?</i>
Year 4	Ancient Egypt: <i>How can we discover what Ancient Egypt was like over 5000 years ago?</i>	The Victorians: <i>How did people's lives change during the Victorian era? (Local History Link)</i>	
Year 5	The Tudors: <i>Why did Henry VIII have six wives?</i>	Space: <i>How has our understanding of Space changed over time?</i>	World War II <i>Why was Britain able to stand firm against the German threat?</i>  <i>What was life like in Desborough during WWII? (Local History Link)</i>
Year 6	The Romans: <i>What lasting impact did the Romans have on Britain?</i>		The Mayans: <i>What made the Mayan civilisation so advanced for their time and how do we know about them today?</i>  <i>The 1960s: How did the 1960s change our lives today?</i>

Chronology of time-periods and key events studied:



Progression in Disciplinary Knowledge

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Knowledge and Understanding</b>	<p>Use everyday language related to time</p> <p>Organise events using basic chronology recognising that things happened before they were born.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Sequence events or objects in chronological order (<i>using photos or artefacts – toys from the past</i>)</p> <p>Be able to recall a key date in British History and talk about why it was important. (<i>1066 – Norman Invasion</i>).</p>	<p>Sequence artefacts/events closer together in time in chronological order. (<i>The Great Fire of London 2<sup>nd</sup> September – 6<sup>th</sup> September 1666</i>)</p> <p>Know where people/events studies fit into a chronological framework. (<i>The life of Guy Fawkes and key events connected to the Gunpowder Plot.</i>)</p>	<p>Understand the terms BC/BCE and AD/CE. (<i>Introduced when looking at time periods relating to Ancient Britain: Stone Age to the Vikings and then revisited when studying Ancient Greece.</i>)</p> <p>Place the time studied on a timeline covering a longer period of time. (<i>Key time periods from the Stone Age to the Vikings.</i>)</p>	<p>Place events from period studied on a timeline going further back in time (<i>Ancient Egyptian civilisation 3100-30 BC</i>).</p> <p>Establish narratives across time periods studied (<i>Key dates from the Victorian era 1837-1901/the impact made by the growth of the British Empire from 1500</i>).</p>	<p>Know and sequence key events of time studied (<i>key dates in the life of Henry VIII/ key dates leading up to the outbreak of WWII and connected to the Battle of Britain</i>).</p> <p>Make comparisons between different times in history (<i>the history of space exploration and knowledge of space from Ancient Egyptians to the Space Race</i>).</p>	<p>Place current study on timeline in relation to other studies (<i>compare the time period covered by the Maya civilisation to events in Europe – the Anglo-Saxon and Viking invasions</i>).</p> <p>Note connections, contrasts and trends over time (<i>the lasting legacy of the Roman Invasion/comparing the more advanced Mayan and Roman civilisations to less advanced.</i>)</p>
<b>Historical Enquiry: investigating and using evidence from the past</b>	<p>Comment on pictures, stories, artefacts and accounts from the past.</p>	<p>Use pictures, photographs and artefacts to find out about the past and begin to ask questions about them. (<i>Toys – original and replica, photographs of toys being used, adverts from the past</i>). (<i>Photos/maps/plans of Rockingham Castle</i>)</p>	<p>Know that there are different types of evidence that can be used to help historians learn about the past. (<i>The Great Fire of London – primary sources including Samuel Pepys’ written account, maps, drawings.</i>)</p>	<p>Understand how archaeologists find out about the past. (<i>Learn about important Viking longship burial sites and what artefacts found by archaeologists tell us about Viking customs and beliefs</i>).</p> <p>Use evidence to ask questions and find answers to questions about the past. (<i>Use photographs of artefacts representing the Viking God Odin to ask and answer questions</i>).</p>	<p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>(<i>Choose from and use photographs of Ancient Egyptian artefacts including the Rosetta Stone and images from the tomb of Tutankhamun.</i>)</p> <p>(<i>Use census returns to investigate occupations in Desborough during the Victorian era.</i>)</p>	<p>Seek out and analyse a wide range of evidence. (<i>Use letters, photos and testimonies to investigate the impact of evacuation on children during WWII</i>).</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. (<i>Explore how the British Government used propaganda to build morale during the Battle of Britain through the use of</i></p>	<p>Select suitable sources of information to form hypotheses about the past. (<i>Romans in Britain – select from a range of documents, artefacts and archaeological evidence when examining how the Roman invasion changed Britain</i>).</p> <p>Understand that no single source of evidence gives the full answer to questions about the past. (<i>Combine knowledge gained from looking at photos of archaeological remains and artefacts with</i></p>

						posters film and radio broadcasts)	Spanish accounts from the 1500s to form an understanding of the Mayan civilisation).
<b>Interpretations of history</b>	<b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b>	<b>Begin to identify the different ways that the past is represented</b> <i>(Interpretations of the Battle of Hastings – different accounts from the time and the Bayeux Tapestry as a pictorial record)</i>	<b>Compare different versions of a past event</b> <i>(Compare two interpretations of the actions taken by the members of the Gunpowder Plot – was Guy Fawkes a villain for plotting against the king or a hero for standing up for his religious beliefs?)</i>  <b>Use stories or accounts to distinguish between fact and fiction.</b> <i>(Compare Samuel Pepys account of the Great Fire of London to stories written later)</i>	<b>Look at more than two versions of the same event or story in history and identify differences.</b> <i>(Explore the representation of the Vikings as a blood-thirsty tribe of warriors compared to other representations of them as farmers, craftspeople and traders.)</i>	<b>Evaluate different representations from the period and consider why they were different.</b> <i>(Explore different visual representations from the time of the British Empire and consider what message was being portrayed and why).</i>	<b>Investigate different versions of events and offer reasons for them.</b> <i>(Explore why Anne Boleyn was portrayed as a witch at the time of her death and how modern historians believe she was a victim of a conspiracy.)</i>	<b>Consider different ways of checking the accuracy of interpretations of the past.</b> <i>(Consider how the Spanish Conquistadors accounts of the Maya were inaccurate and biased and how other sources of evidence may be more accurate).</i>
<b>Significance of events/people</b>	<b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b>	<b>Explore significant historical figures/events and why they are considered important.</b> <i>(Explore the achievements of explorers through history: Ibn Muttata, Ernest Shackleton and Neil Armstrong)</i>	<b>Explore the main events in the life of a significant person</b> <i>(Explain why Guy Fawkes is still known today and recount the key events in his life)</i>	<b>Explore significant events from a significant period in history</b> <i>(Explain why the Viking raid on Lindisfarne was significant and how it led to the Viking invasion of Britain)</i>	<b>Explore how the lives of individuals lead to lasting change in the UK</b> <i>(Learn about significant achievements of key individuals in the Victorian era: Florence Nightingale, Mary Seacole, Dr Bernado, Joseph Swan)</i>	<b>Explore the significance of world events to the lives of everyday people</b> <i>(Learn about how the Space Race and the Apollo 11 landing led to space technology that has changed the lives of everyday people)</i>	<b>Identify historically significant people and events from the periods studied</b> <i>(Explore why Julius Caesar and Boudica are considered significant figures from the past. Explore key events in the Iceni rebellion and how ultimately the rebellion failed)</i>
<b>Continuity and Change</b>	<b>Understand the past through settings, characters and events encountered in books</b>	<b>Understand how the objects people use have changed over time</b>	<b>Understand how a significant event led to a period of change</b> <i>(Learn about the changes to the city of</i>	<b>Understand that some changes last longer than others</b> <i>(Learn about the legacy of the Viking invasion –</i>	<b>Understand how some periods in history led to dramatic change for the lives of everyday people</b> <i>(Learn about</i>	<b>Understand how change over longer periods of time contributes to our lives today</b> <i>(Learn about how</i>	<b>Understand and describe the legacy left behind by invading civilisations</b>

	<p><b>read in class and storytelling</b></p>	<p><i>(Learn about how toys have changed over time – materials but how their purpose has broadly remained the same).</i></p> <p><b>Understand how exploration has changed over time</b> <i>(Learn about the modes of transport used by explorers over time and the dangers of them)</i></p>	<p><i>London due to the Great Fire of 166 and how during a period of rebuilding, key buildings and housing were built with fire safety in mind)</i></p>	<p><i>the city of York, names of days of the week, place names and words with Norse origins)</i></p>	<p><i>the impact of the Industrial Revolution on working people’s lives and how home life changed due to inventions during the Victorian era)</i></p>	<p><i>our understanding of space from ancient times has evolved and led to a period of exploration and greater understanding in modern times)</i></p>	<p><i>(Learn about the legacy of the Roman invasion on towns and cities on the UK, on religion, language and money)</i></p> <p><b>Understand why the 1960s was a decade of social change.</b> <i>(Explore social change through greater gender and race equality, immigration and the peace movement)</i></p>
<p><b>Cause and Consequence</b></p>	<p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></p>	<p><b>Understand how the design of castles changed as a consequence of the Norman Invasion</b> <i>(Learn that the Normans built motte-and-bailey castles for defensive reasons)</i></p>	<p><b>Understand that building regulations and fire protection in Britain changed as a consequence of the Great Fire in 1666.</b> <i>(Learn that new buildings were built of more fire-proof materials and further apart from each other. The modern fire brigade is also a consequence of the Great Fire.)</i></p>		<p><b>Understand that children’s right to an education in the UK is the consequence of the Education Act in 1870.</b> <i>(Learn that the Education Act made it compulsory for children aged 5-10 to attend school, meaning that young children were not forced into child labour.)</i></p>	<p><b>Understand that the English Reformation in 1534 was a consequence of Henry VIII’s need for a male heir.</b> <i>(Learn the reasons why Henry VIII broke away from the Catholic Church and made himself the Supreme Head of the Church of England.)</i></p>	<p><b>Understand that the peace movement in the 1960s was a consequence of growing friction across the world</b> <i>(Learn how people began to peacefully protest as a result of the Cold War, The Vietnam War and the Cuban Missile Crisis).</i></p>
<p><b>Similarity and difference</b></p>	<p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p>	<p><b>Understand how toys have changed over time.</b> <i>(Compare modern toys to toys that parents or grandparents played with.)</i></p>	<p><b>Understand how seaside resorts have changed over time.</b> <i>(Learn about the features of seaside resorts in the past and how these have changed. Learn about how they are used in similar ways today.)</i></p>	<p><b>Understand how the Olympic Games have changed since their creation by the Ancient Greeks.</b> <i>(Learn about the key similarities and differences between the ancient and modern Olympic Games)</i></p>	<p><b>Understand how the lives of people changed during the Victorian era.</b> <i>(Learn about the rapid growth of cities due to industrialisation and how this led to poor living conditions for many. Learn about how life was different for people living in different social classes.)</i></p>	<p><b>Understand how women’s lives changed during WWII.</b> <i>(Learn about how local women took on roles in factories and essential services to support the war effort. Learn that for many women, having a job continued after WWII.)</i></p>	<p><b>Understand how the lives of teenagers changed during the 1960s.</b> <i>(Learn about the new freedom enjoyed by young people in the 1960s and the impact of youth culture.)</i></p>

<p><b>Communicating, presenting and organising ideas</b></p>	<p>Communicate learning through discussion, retelling stories, role-play, drawing, labelling and simple writing.</p>	<p>Communicate learning in different ways including:</p> <p>Drama/role play Writing (reports, labelling, simple recount) Drawing Contribute to a class display or museum</p>	<p>Describe objects, people and events verbally and in writing.</p> <p>Write simple narratives and recounts about the past.</p> <p>Draw and label illustrations to accompany writing.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills.</p> <p>Combine different ways of presenting information when creating ‘double page spreads’.</p>	<p>Present findings about the past in a variety of ways including speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Discuss the most appropriate way to present information depending on the audience.</p>	<p>Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Independently choose the most appropriate way to present information to an audience.</p>	<p>Present information in an organised and clearly structured way.</p> <p>Make use of different ways of presenting information.</p> <p>Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram)</p>
<p><b>Historical Terms</b>  (Year group when key historical vocabulary is first introduced)</p>	<p>before next after yesterday tomorrow old new young</p>	<p>timeline lifetime past present future old modern sequence investigate explain artefact defence castle tower motte and bailey enemy protection power King/queen</p>	<p>date source – primary/secondary historian conspire religion Catholic plot parliament treason execution monarch Tudor plague blacksmith disaster diary significant architect consequence</p>	<p>BC/BCE AD/CE era chronology archaeologist evidence ancient tribe Stone Age Bronze Age Iron Age raid treaty longboat hoard invade settle pagan realm trade city state polytheism democracy</p>	<p>cause consequence continuity excavate burial chamber cartouche Rosetta Stone hieroglyph hierarchy class system ritual offering reign Industrial Revolution British Empire Commonwealth Empress constitutional workhouse slums society orphan cholera epidemic development invention</p>	<p>civilisation technology communication colonisation dynasty succession supremacy divorce treason execution reform heir propaganda morale censorship evacuation allegiance Blitz conscription ration</p>	<p>bias priest codex decline legacy collapse province expansion legion citizenship druid rebellion tactics unrest impact equality civil rights youth culture protest immigration integration prejudice sexism innovation</p>

Key Historical Concepts – Substantive Knowledge

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Invasion and Settlement</b>	Children will be introduced to key vocabulary: fight, battle, travel, building	Know that the Norman Conquest took place in 1066 AD. The Normans fought the British at the Battle of Hastings and won. The Normans then settled in Britain, building castles across the country.	NA	Know that the Vikings followed the Romans and the Anglo-Saxons by successfully invading and settling in Britain.  Know that Viking rule ended on 1066 AD when King Harold was defeated at the Battle of Hastings,	NA	Know that Germany attempted to invade Britain during WWII. The Battle of Britain was the first military campaign fought entirely by air forces.	Know that the Roman Empire invaded large parts of Europe due to its organised army.  The Roman Invasion in 43 AD led to the building of new roads, towns and cities.
<b>Power and Rule</b>	Children will be introduced to key vocabulary: king, queen, ruler, tribe	Know that in medieval times, countries were ruled by a single monarch who had absolute power.	Know that King James was the monarch at the time of the Gunpowder Plot.	Know that The Vikings and the Anglo-Saxons agreed who would rule each part of Britain (Danelaw)  Know that the Ancient Greeks invented a political system called democracy where citizens had a say in how they were ruled. This is the origin of modern democracy.	Know that the Ancient Egyptians were ruled by Pharaohs who were believed to hold divine powers.  Know that from the late 1500s, the British Empire rapidly expanded across the world. The aim of the British Empire was to gain power and wealth and to spread Christianity and British customs.  Know that Queen Victoria was the first constitutional monarch (ruled but held no power).	Know that in Tudor times, producing a male heir to ensure a line of succession was crucial. This is why Henry VIII married 6 times.	Know that the Roman Empire was ruled by an Emperor.  Know that the Maya were ruled by a King (Ajaw – Divine Ruler).
<b>Beliefs and culture</b>	Children will be introduced to key vocabulary: God,	Know that in medieval times, people were	Know that at the time of the Gunpowder Plot, the country was	Know that the Vikings believed in many Gods (Polytheism). They also	Know that the Ancient Egyptians believed in many Gods	Know that Britain was Catholic and ruled by the Catholic Church at	Know that the Maya believed in many Gods (Polytheism). Religious

	worship, religion, belief, tradition	Christian and believed in one God.	Protestant and it was dangerous to be a Catholic. This led to a group of Catholics plotting to blow up Parliament when King James was present.	believed in different realms where Gods and Humans lived.  By the end of the Viking era, most Vikings had converted to Christianity.  Know that the Ancient Greeks believed in many Gods (Polytheism). The twelve Olympian Gods lived on Mount Olympus.	(Polytheism). Ancient Egyptians believed in the afterlife and mummified their Pharaohs to preserve their body in the afterlife.	the start of Henry VIII's rule. By 1534, Henry VIII and broken away from the catholic Church and formed the Church of England.	ceremonies including human sacrifice were carried out to please the Gods.
<b>Society</b>	Children will be introduced to key vocabulary: family, community, past, present, job.	Know that kings of medieval Britain were rich and powerful. Ordinary people (peasants) were poor and worked the land.	Know that in 1666, ordinary Londoners lived in cramped timber-built buildings. There were no toilets or sewers. The monarchy, lords and ladies were richer and didn't have to work.	Know that the Vikings were farmers, traders, craftspeople and storytellers. They traded across Europe.  Know that richer members of Greek Society owned slaves. Only Greek citizens (not women or slaves) could vote at the assembly.	Know that there was a 5-layer class system in Ancient Egypt with the Pharaoh at the top and slaves and servants at the bottom.  Know that the Victorian era was a time of great social inequality with working class people having very little	Know that the traditional role of women in society changed during WWII with many women working to support the war effort.	Know that before the Roman Empire, The Celts had a social hierarchy with Chiefs, Druids and Warriors considered the most important.  Know that the Maya had a social hierarchy with the King at the top and slaves at the bottom.  Know that during the 1960s, there was significant migration from Commonwealth countries (Windrush).
<b>Local history links</b>	Children will share their knowledge of their home time – special buildings and places they visit.	Rockingham Castle is a local motte-and-bailey castle built by William the Conqueror. It is now a family home. Year 1 will visit Rockingham Castle as	During the 16 <sup>th</sup> Century, the Tresham family owned nearby Rushton Hall and built a number of buildings, including Triangular Lodge, to show their Catholic		Children will learn about Victorian buildings that still exist in Desborough and will investigate census returns to explore local occupations including	Children will learn about life in Desborough during WWII – evacuees, textile and footwear factories, The Home	

Progression Document for History 25-26



		part of their history enquiry.	faith. Tresham's oldest son, Francis, was involved in the Gunpowder Plot.		the boot and shoe trade.	Guard and ARP, rationing.	
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