

Etwall Primary School – History Progression Map

Our End Goal

What will our historians be able to do when they leave Etwall Primary School?

By the end of their time at Etwall, our Y6 historians will have developed an ambitious knowledge of local, British and world history. The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, investigate evidence, craft arguments and develop their perception and judgement of history and historical sources. They will understand the historical concepts of chronology, change, cause and consequence, similarity, difference and the significance of events and their impact on the future. They will use historical terms and vocabulary effectively and accurately. They will know how to use a wide range of historical sources to enable them to research their own lines of enquiry. Historical learning experiences at Etwall Primary School will inspire our children's curiosity to know more about the past and how it has shaped their futures. They will take away with them a respect of diversity, social responsibility and a positive attitude towards all that history can teach us.

Curriculum Coverage (National Curriculum)

What are the basic requirements from the National Curriculum?

How will local history be inter-woven into the learning experiences we provide for the children?

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
<p>Talk about similarities and differences between today and the past when reading stories set in the past.</p> <p>Understand their own past. Talk about their life before they came to school.</p>	<p>Exciting Explorers A study into the lives of explorers in the past and how they influenced modern day.</p> <p>Transport The children will learn about the changes in living memory and compare aspects of transport between now and the past.</p> <p>To the Rescue The Great Fire of London and its significance on Britain.</p>	<p>Inside the Castle Walls Study some of the most significant Kings and Queens of Britain and plot them in history.</p> <p>Lest We Forget A study into WWII and the impact it had on Britain today.</p> <p>Real Life Superheroes Learn about Nelson Mandela and Rosa Parks and recognise the significance these individuals had on the lives of people today.</p>	<p>Ruthless Romans The Roman Empire and its impact on Britain.</p> <p>Stone Age Rocks Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Kings and Warriors The children will learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Tomb Raiders The achievements of the earliest civilisations – an overview of where and when the first civilisations and an in depth study of Egypt.</p>	<p>Battle of Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British History – the Battle of Britain / World War II</p> <p>Off With Her Head A local history focus on The Tudors with a look at Tutbury Castle.</p>	<p>Chocolate A non-European society that provides contrasts with British history – Mayan Civilisation</p> <p>Gods and Mortals A study of Greek Life and achievements and their influence on the Western World.</p> <p>Raid, invade and Stayed A study into the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>

Procedural Knowledge What skills do we want our historians to have? We want them to analyse, evaluate and solve problems How will these skills build on what went before and help prepare our children for what is coming next?			
EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Begin to:</p> <ul style="list-style-type: none"> Develop a chronological understanding (past and present/long ago and now) Understand that things change over time and know some similarities and differences between things in the past and now Use their experiences and what has been read in class to begin to understand the past through settings, characters and events in books and in storytelling Use common words and phrases related to the passing of time 	<p>Continue to:</p> <ul style="list-style-type: none"> Chronology – develop a secure chronological understanding of people and events studied and how they fit on a timeline. Concepts – identify similarities and differences between different periods of time Interpretation – develop an awareness of the past and begin to comment on how they found things out Enquiry – develop the skills to study history by asking and answering questions and using historical artefacts and other sources Communication – use a wide range of vocabulary and historical terms through recounts, oral and written forms of communication 	<p>Develop:</p> <ul style="list-style-type: none"> Chronology – an understanding that the past is divided into different time periods and be able to order events and people on a timeline. Concepts – their ability to find similarities and differences between different time periods, begin to make connections and contrasts between change, cause and significance Interpretation – an understanding of how the past can be represented and/or interpreted in different ways Enquiry – their ability to answer and devise historically valid questions and use sources to help answer questions about the past Communication – their use of historical terms and vocabulary to recall selected information to describe main events, people and changes through written narratives. 	<p>Can/have/know:</p> <ul style="list-style-type: none"> Chronology – a chronologically secure knowledge and understanding of local, national and global history Concepts – devise questions about change, cause similarity, difference and significance of people and events in a wider context Interpretation – that there are different views about people and events and are beginning to evaluate and carefully select a range of historical sources to gather information Enquiry – can answer and devise historically valid questions. Know how our knowledge of the past is gathered from a range of historical sources and can organise relevant historical information using those sources Communication – use key historical terms and vocabulary confidently and accurately to construct informed responses, included written narratives and analyses

Propositional Knowledge – What key knowledge will our historians have? What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?						
EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
<p>Children in EYFS will develop an awareness of the changes in the world around them.</p> <p>They will know more about how they have changed and will know that time changes us all.</p> <p>They will know about some famous people from the past, including Guy Fawkes when thinking about the topic of celebrations.</p>	<p>To the rescue The Great Fire of London. *The Great Fire of London started on the 2nd September 1666 *The fire of London started in the Bakery in Pudding Lane *Houses in London were built of wood and were very close together so the fire spread rapidly *Samuel Pepys wrote a famous diary and it records events of the time Sir Christopher Wren designed the monument which commemorates the</p>	<p>Inside the Castle Walls *The names of at least 5 of the significant Kings and Queens of England (William the Conqueror, Henry VIII, Elizabeth I, Victoria, Elizabeth II) and order them chronologically.*Queen Elizabeth ruled from 1837-1901 during the Industrial Revolution; she became queen at the age of 18. She ruled the British Empire which consisted of: Australia,</p>	<p>Ruthless Romans *The Roman Empire and its impact on Britain – *Roman Britain was just part of the Roman Empire *55 and 54BC Julius Caesar lands and leaves Britain *60-61 AD Boudicca rebellion *430AD The Romans leave Britain</p>	<p>Kings and Warriors *the Romans left in around 410AD *Vortigern asked Hengest and Horsa from Jutland (Denmark) to fight the Scots *This paved the way for other invaders*By 600AD Britain was divided into 7 kingdoms Northumbria, Essex, Wessex, Sussex, Mercia, Kent, East Anglia*Many town and village names come from the Anglo-Saxons*Anglo-Saxon's lived very differently from the</p>	<p>The Battle Of Britain *The lead of Germany, Adolf Hitler, had plans to take over other countries. Germany invaded Austria. British, French, German and Italian leaders signed a treaty to not invade any other countries. However this agreement was broken by Germany in August 1939.*The Battle of Britain began on 10th July 1940. Battle of Britain is the name commonly given to the effort by the</p>	<p>Chocolate *the Mayan civilisation began around 2000BC to around 1500AD. *The Mayan civilisation were taken over by the arrival of the Spanish in 16th century*The area the Maya used to live is in the east of Central America and covers 5 countries.*The Mayan believed in many different Gods. *Priest were important and believed that they could speak to</p>

	<p>Fire of London *Firemen were founded after this time and how they have changed today.</p>	<p>India, Jamaica, Barbados and many more.*Queen Elizabeth II is our current ruler. She came to the throne in 1952 at the age of 25. She is the longest serving monarch and has been queen for over 64 years.*A castle is a fortress built during the middle ages by royalty.*A castle has many ways to defend the subjects inside eg, keep, arrow slots, turrets, battlements, drawbridge and moat.</p>		<p>Romans.*Anglo-Saxon's lived in small villages* Anglo-Saxons lived near a water source.*Everyone in the village had a purposeful role*The chief lived in a large house in the centre*Anglo-Saxons where Pagan when they arrived in Britain.*They had many festivals.*Many mirror festivals we still celebrate today *The Anglo-Saxons believed in the afterlife and buried the dead with their belongings*Anglo-Saxons were converted to Christianity over the course of 100years* Roman Mink Augustine was sent to convert Anglo-Saxon kings*Lindisfarne was established by the monk Aiden and promoted Christianity</p>	<p>Luftwaffe to gain air superiority over the Royal Air Force (RAF), before a planned sea and airborne invasion of Britain during the Second World War. The Luftwaffe tried to destroy the Royal Air Force.*France, Germany, Poland and England were all involved in WWII during the first year.*Churchill was the English Prime Minister during the time of the war.*The Home Front refers to the efforts made by the people in Britain to support the war eg, rationing, 'Dig for Victory' and evacuation.*Anne Frank was a Jewish German girl that wrote a diary describing how she hid from the German soldiers.*Jewish people were persecuted by the German's. The Holocaust is the term for the killing of over 6 million Jewish people.*D-day marked the turning point in World War II when the Allied forces began to win their fight against the Axis powers.*V-E Day stands for Victory in Europe Day. It marks a very important event in World War 2 - the end of the War with Germany on Tuesday 8 May 1945.</p>	<p>the gods and would be directed by them.*The Maya developed a number and counting system*Compare it with Roman Numerals.*Stephens and Catherwood helped to discover many of the Mayan Cities including Copen.* The Maya wrote books about astronomy, gods, war and history.*These books are called Codex (Codices-plural) and only 3 remain.*Maya hieroglyphics are made up of syllabograms (sounds) and logograms (words)*Compare to Egyptian Hieroglyphs*The Mayan discovered chocolate as they created a chocolatey drink from the beans of the cacao tree.*They used this as currency, medicine and in religious ceremonies</p>
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	<p>Exciting Explorers *The lives of significant individuals in the past who have contributed to national and international achievements. (a comparison) – Columbus and Neil Armstrong/Tim Peake/Ellen McArthur. Columbus</p> <p>*Columbus was born in 1451 in Genoa Italy *Columbus died May 20th 1506 *Columbus was an explorer *Columbus discovered America Columbus had a negative impact on the lives of the people of the West Indies. Neil Armstrong *Neil Armstrong was born on August 5th 1930 in Ohio America *Neil Armstrong died August 25th 2012 *Neil Armstrong was an astronaut *Neil Armstrong was the first man to walk on the moon * Ellen McArthur *Ellen McArthur was born in 1976 in Derbyshire *She first enjoyed sailing with her Aunt *Ellen was an explorer and in 1995 (aged 19) she sailed around Great Britain on her own *In 2001 she decided to sail around the world on her own *She was the youngest person to complete this race and she came 2nd. *This took 71 days and she sailed 26000 miles</p>	<p>Real Life Superheroes The lives of significant individuals in the past who have contributed to national and international achievements. (a comparison) –Florence Nightingale/Nelson Mandela/Rosa Parks/Greta Thunberg Florence Nightingale *Florence Nightingale was born in Florence Italy on 12th May 1820 *Florence was famous for her nursing work during the Crimean War 1854 – 1856 *Florence changed the face of nursing from an untrained profession to a highly skilled medical profession *Florence Nightingale was known as the Lady with the Lamp * Florence died on 13th August 1910</p>	<p>Gods and Mortals Ancient Greece – a study of Greek life and achievements and their influence on the western World. *1200BC The Trojan War begins *776BC The First Olympic Games *500BC Democracy is founded in Athens *480BC The Golden or Classical age of Greece begins *146BC Rome Conquers Greece</p>	<p>Tomb Raiders The achievements of the earliest civilisations – an overview of where and when the first civilisations and an in-depth study of Egypt. *The four early civilisations – Ancient Egypt, Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China. *3150BC Recognised beginning of Ancient Egypt as a civilisation *Ancient Egyptian civilisation grew up around the Nile *2686 -2181 BC The Pyramid builders *Ancient Egyptian writing - hieroglyph *The rulers of Egypt were called Pharaohs *1336BC Tutankhamen becomes Pharaoh</p>	<p>Off With Her Head That the Tudors ruled from 1485-1603. This was the same period of time as the Celts, Romans and Ancient Egyptians in other parts of the world.*The Tudor name is a family name. Two ‘houses’ fought one another for 30 years. After the Battle of Bosworth Field Henry Tudor won and became king *Henry VIII was the youngest son of Henry VII and Elizabeth of York. He was an athletic man in his early years and was very popular. *It was important that Henry had a son (to become King). *Henry split from the Catholic church in order to get a divorce from Catherine (his first wife). The Queen is still the head of the Church of England.*Henry had 6 wives, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr. They were divorced, beheaded, died, divorced, beheaded, survived.*During Elizabeth’s reign Britain was keen to explore the world and became very successful.</p>	<p>Gods and Mortals *793AD Vikings raid Lindisfarne *King Alfred of Wessex from 871-889AD *Athelstan is the first King to unite the English Kingdoms 927AD *King Cnut is King of England, Denmark and Norway between 1028-1035 *Edward the Confessor becomes king in 1042 AD and dies in 1066AD</p>
	<p>Transport Be able to identify that we can travel by air, sea and land in a variety of</p>	<p>Lest We Forget *Britain declared war on Germany on 3rd</p>	<p>Stone Age Rocks Changes in Britain from the Stone Age to the Iron Age.</p>			<p>Raid, Invade and Stayed *The Vikings came from Scandinavian countries. *They used longboats.</p>

	<p>ways: car, boat, plane, tram etc*Begin to recognise the difference between the modes of transport. Understand that there was a time when people used horse and carriage; people could not travel by air.*Transport is used for work, leisure and to transport goods.*The car was first invented by Karl Benz in 1886. It was very different from the car we are familiar to today. People were now able to travel longer distances (see the story of Bertha Benz). Recognise that cars have changed over time with focus on the local connection to Rolls Royce.*The first electric tram was used in Blackpool in 1885. They were used as a means of transport around cities. Trams are still used in Nottingham.</p>	<p>September 1939.*Many children were evacuated from the cities to the countryside where it was believed they would be safer.*As the war progressed, men and women had to register for National Service. This meant they could be called up into the armed forces.*People had to ration their food to make it last</p>	<p>Stone Age – Palaeolithic to 10,000BC/BCE Mesolithic to 4000BC/BCE Neolithic to 2300BC/BCE Bronze Age 2300 to 800BC Iron Age 800BC to 43AD *Early Stone Age Man lived in small nomadic family groups and were hunter gatherers *During the Neolithic period became farmers *3000BC Stonehenge was built *Stone age man used tools *Stone Age man lived in houses</p>		<p>*The Vikings arrived in Britain around 790 AD and raided the monastery at Lindisfarne.*They settled in Scotland and captured the city of York in 866 AD. *The Vikings overthrow the Anglo-Saxon King Alfred the Great. *King Alfred made a deal with King Guthrum so the Vikings ruled the north and east which became known as Danelaw.* Led by Aethelflaed Anglo-Saxon Queen), the Mercians defeated both Welsh and Viking raiders and took Derby.*The Anglo-Saxon Kings often paid the Vikings to stop them raiding Britain which was called Danegeld. * When the Vikings first came to Britain they were pagans, which means they worshipped many gods. Over time, many Vikings converted to Christianity, many festivals were merged eg, Yuletide became Christmas*The individual letters of the Viking alphabet were called runes. *Viking homes were made from natural materials such as wood, sticks and mud or dung. *The Vikings used rhyme to tell stories, known as sagas. *Laws were similar to today and a jury would decide if someone was guilty. *Punishment could be a fine (Wergild) or outlawed*1066 the Battle of Hastings</p>
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	observation, sequence, contrast, research, sources, timeline, research, question, discuss, compare and contrast, similarities and difference, connections, conclusions	Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, investigate, forming conclusions, making links.	Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, investigate, forming conclusions making links, historical perspective judgement. Contrasting arguments and interpretations.
General and Local Area Vocabulary			
Order, compare Discuss, find out, question	modern, past/present/future, memory, information, lives, memorial, monument, local shops and key buildings, castle, train	Achievements, process of change, landscape, settlements, empire, diversity, societies, slave, citizen, dynasties, relationship, identity, challenges, influence, technology, travel, road system, trade, art and culture overview, connections, regional, national and international, architecture, religion, worship, sacrifice, beliefs, temples, senate, inventions, peace, power, conquer, laws, justice, medicine, leisure, baths, theatre, myths, legends, education, prosperity, wealth	Invasions, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice withdrawal, cultural, economic, military, political, religious, social history, civilization, era, achievements, scholars, dynasties, conquer, civilisation, comparison, calendar, astronomy, observatory, wisdom, community impact, merchants, archaeologists