




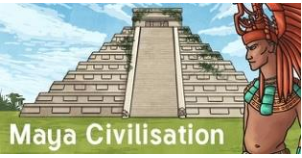






History Knowledge and Concepts Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 and 2 Cycle A	How have toys changed? 		How have explorers changed the world? 		What is a monarch? 	
Year 1 and 2 Cycle B	How am I making History? 		How was school different in the past? 		How did we learn to fly? 	
Year 3 and 4 Cycle A	Stone Age to the Iron Age 		Anglo-Saxons 		Who were the Vikings? 	
Year 3 and 4 Cycle B	Ancient Egypt 		How have children's lives changed? 		The Romans 	
Year 5 and 6 Cycle A	The Tudors 		Ancient Greece 		The Victorians 	
Year 5 and 6 Cycle B	World War II 		Maya Civilisation 		Historical significance 	

<p>Year 1 and 2 Cycle A</p>	<p>How have toys changed?</p> 	<p>How have explorers changed the world?</p> 	<p>What is a monarch?</p> 
<p>Key Concepts</p>	<p>Society, technology, transport, travel</p>	<p>Travel, exploration, society, achievement, determination, resilience, courage, independence</p>	<p>Society, monarchy, politics, legislation, constitution.</p>
<p>Key Vocabulary</p>	<p>Artefact, century, decade, different, evidence, living memory, memory, modern, now, past, present, remember, similar, source, special</p>	<p>Beyond living memory, determination, discovery, equipment, event, exploration, explorer, living memory, North Pole, past, present, solo, timeline, transport, voyage, yacht</p>	<p>Anglo-Saxon, anointing, armed forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, castle, conquer, coronation, crowning, defend, government, invade, investing, keep, William the Conqueror, gatehouse, castle, King Harold Anglo-Saxon (Godwinson), King Harald of Norway (Hardrada)</p>

Substantive Knowledge

- Chronology is events or dates in order that they happen. (Chronological order)
- A timeline orders important dates and facts in chronological order.
- A decade is 10 years, a century 100 years.
- Living memory is a time remembered by people who are alive (roughly the past 100 years.)
- Past has already happened, present are things that are happening now.
- Modern is a way of referring to present times.
- Changes are how things become different.
- Artefacts are objects used by people in the past.
- Children have always played with toys, some now use batteries and power to work.




- More than 100 years ago is called 'beyond living memory.'
- An explorer is a person who travels on long journeys to different places to discover more about them.
- Usually explore places that are challenging to get to and some explorers make discoveries (meaning they find new things).
- Explorers need to take items to help them explore and this is called their equipment.
- Clothing has improved to keep people warm, cool or dry.
- Due to exploration in the past, there are now detailed maps so journeys can be planned more easily.
- In past people travelled on ships with sails.
- We now use aeroplanes or ships with engines, as faster and carry more. (although still can use sailing ships)

- A monarch is a king or queen.
- The monarchy changes over time.
- Recent monarchs in the UK do not have the power to make decisions alone. (Constitutional Monarchy)
- Monarchs in the past had all the power to make decisions. (Absolute monarchy)
- Important roles: Head of State, Head of the Armed Forces, Head of the Church of England, reading and signing documents from the government and supporting charities
- Crowned in a special ceremony called a coronation with special objects – an orb and a sceptre.
- The coronation is a religious ceremony where the monarch is blessed by God.
- King Charles crowned at his coronation although became King as soon as Queen Elizabeth II died.
- William the Conqueror (of Normandy) became King by defeating Anglo-Saxon King

	<ul style="list-style-type: none"> • Some toys have changed and other toys have stayed the same. • Parents and grandparents mostly played with different toys to what we have now. (Blocks etc. always been popular and hard to age as still wooden in many cases) • Older toys often made of wood and metal rather than plastic. • Poor children in Victorian times had very few toys. • When we play, we take part in an activity for enjoyment. • Toys are often important to the people who they belong to. • Toys that are similar are like each other, when different they are not the same. • Plastic: man-made material which is used for many modern children's toys. Easily shaped and moulded. • Teddy bears, first sold in Germany. 	<ul style="list-style-type: none"> • In past, maps created by explorers, who sailed around world discovering new land. (e.g. Christopher Columbus) • Explorers in the past recorded their exploration in diaries and drawings to help them recall their journeys. • Explorers now take photos and videos to share their experiences on social media. Satellites now take photos of Earth. (E.g. Google Earth) • Female explorers were uncommon in the past. • Coat of arms is a special design in the form of a shield that a person or family use as a symbol of identity. • Some people and events are considered more significant than others. Historical significance: person or event that receives attention for changing the lives of others. • Christopher Columbus: sailor and explorer. 1492 set off (using King's ships) to find a new way to get to China and India (Asia) from Spain (Europe), thought sea route 	<p>Harold (Hardrada) at the Battle of Hastings in 1066.</p> <ul style="list-style-type: none"> • Normans built Motte and Bailey Castles using earth and timber. • The motte was the mound and the bailey was the enclosed 'village' where the soldiers and animals lived. • Castles changed over time. After William I, castles became large stone keeps – many which are still standing today. • Portcullis – a strong iron gate. • Walls – most castles had inner and outer walls to make it difficult for attackers to reach the castle. • Gatehouse – entrance to the castle, usually with a drawbridge. • Moat – a steep ditch filled with water around the castle, making it hard for attackers to reach it. • Battlements – stone walls with gaps to shoot arrows through.
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	<ul style="list-style-type: none"> • Modern teddies: Usually have fluffy fur, more rounded in shape, all different colours, shapes and sizes. Often have clothes and accessories. Sometimes use batteries to make noises and light up. • Past teddy bears: more realistic – mohair, long snout, hand-stitched nose, glass eyes, natural-coloured, stiff fur and movable joints. 	<p>too long and dangerous. Crossed Atlantic Ocean instead. Found new lands 'The Americas.' Famous for discovering America, but people living there already.</p> <ul style="list-style-type: none"> • Previously, Christopher Columbus great man for discovering somewhere new for people of Europe. Now, some people think bad for people who lived in the Americas, as Spain sent soldiers to take over the land and people's gold. 	<ul style="list-style-type: none"> • Tower – to give people a better view of the attackers. • Keep – a stone tower on a hill with a lookout. The safest place to be if the castle was under attack. • William the Conqueror was crowned King of England at Westminster Abbey on Christmas Day 1066. • William I built Windsor Castle. • The Bayeux Tapestry tells the story of the Duke of Normandy's conquest of England.
<p>Knowledge Progression Map Statements</p>	<p>Chronological knowledge</p> <p>Know that a simple timeline is used to show where events occurred and when particular people were alive. Yr1</p> <p>Know that a specific time studied has key characteristics that help people understand what it would have been like to live then. Yr1</p> <p>Know that one working timeline is used to show where all events and people studied have occurred and lived. Yr2</p> <p>Know that periods in time have similarities and differences to the present time and that</p>	<p>Chronological knowledge</p> <p>Know that a simple timeline is used to show where events occurred and when particular people were alive. Yr1</p> <p>Know that a specific time studied has key characteristics that help people understand what it would have been like to live then. Yr1</p> <p>Know that one working timeline is used to show where all events and people studied have occurred and lived. Yr2</p> <p>Know that periods in time have similarities and differences to the present time and that helps</p>	<p>Chronological knowledge</p> <p>Know that a simple timeline is used to show where events occurred and when particular people were alive. Yr1</p> <p>Know that a specific time studied has key characteristics that help people understand what it would have been like to live then. Yr1</p> <p>Know that one working timeline is used to show where all events and people studied have occurred and lived. Yr2</p> <p>Know that periods in time have similarities and differences to the present time and that helps</p>

	<p>helps people make connections between their own lives and the past. Yr2</p> <p>Range and Depth of Historical Knowledge</p> <p>Know that people and objects existed, and events occurred before living memory. Yr1</p> <p>Know that some events and people in the past are seen as significant because they result in change. Yr2</p> <p>Historical interpretation</p> <p>Know some reasons why people acted differently in the past. Yr 1</p> <p>Know that there are sources of information to find out about the past. Yr 2</p> <p>Historical Enquiry</p> <p>Know some specific sources that support learning about the past. Yr 1</p> <p>Know that key sources are used to effectively learn about the past. Yr 2</p>	<p>people make connections between their own lives and the past. Yr2</p> <p>Range and Depth of Historical Knowledge</p> <p>Know that people and objects existed, and events occurred before living memory. Yr1</p> <p>Know that some events and people in the past are seen as significant because they result in change. Yr2</p> <p>Historical interpretation</p> <p>Know some reasons why people acted differently in the past. Yr 1</p> <p>Know that there are sources of information to find out about the past. Yr 2</p> <p>Historical Enquiry</p> <p>Know some specific sources that support learning about the past. Yr 1</p> <p>Know that key sources are used to effectively learn about the past. Yr 2</p>	<p>people make connections between their own lives and the past. Yr2</p> <p>Range and Depth of Historical Knowledge</p> <p>Know that people and objects existed, and events occurred before living memory. Yr1</p> <p>Know that some events and people in the past are seen as significant because they result in change. Yr2</p> <p>Historical interpretation</p> <p>Know some reasons why people acted differently in the past. Yr 1</p> <p>Know that there are sources of information to find out about the past. Yr 2</p> <p>Historical Enquiry</p> <p>Know some specific sources that support learning about the past. Yr 1</p> <p>Know that key sources are used to effectively learn about the past. Yr 2</p>
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<p>Year 1 and 2 Cycle B</p>	<p>How am I making history?</p> 	<p>How was school different in the past?</p> 	<p>How did we learn to fly?</p> 
<p>Key Concepts</p>	<p>Living memory, family, celebration, identity, significant events.</p>	<p>Living memory, family, education, identity</p>	<p>Transport, inspirational people, inventions, society, perseverance.</p>
<p>Key Vocabulary</p>	<p>Celebrate, celebration, change, childhood, different, event, family, future, grandparent, living memory, memory, now, present, past, remember, significant, similar, time capsule</p>	<p>Past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred</p>	<p>beyond living memory, decade, evidence, eyewitness, historic, historically significant, living memory, past, present, primary source, source</p>

Substantive Knowledge

- Living memory are things that have happened to people around the last 100 years.
- Different people experience different childhoods.
- Personal history is the past that is specific to you and those around you.
- Grandparents experienced childhood differently to modern times although there may be a few similarities.
- Games, programmes, music, food, clothing etc. all change in some way over time.
- Televisions black and white and not colour and had basic channels.
- Computers not invented or very expensive for some grandparents. (Will depend on age.)
- Grandparents often had wind-up toys or used their imagination – no electronic and very few battery powered toys.

- To compare is to look at similarities and differences.
- Schools change over time.
- Can find out what school was like for our parents and grandparents by using different sources. (A source is a person, place or thing that can give you information – e.g. books, computers, adults.)
- In past children had to sit on their own at wooden desks or in rows.
- We keep warm with heating, but coal fires used to keep children warm in class in the past.
- Had slate or a chalkboard to write on, or in more recent time pen and ink.
- A timeline orders important (something significant) events of the past to the present.
- The past is what has already happened and the present is what we are experiencing now.

- Primary sources are taken at the time of the event by witnesses.
- Montgolfier brothers, first hot air balloon flight carrying two men, France in 1783. Made of paper and silk.
- Aeroplanes were made of wood in the past. Now they are made of aluminium.
- We still have hot air balloons and use planes to travel, although much bigger and carry more people.
- The Wright brothers were inventors who created the world's first engine powered aeroplane.
- An inventor is a person who has made something that has never been made before.
- Wilbur born in 1867 and Orville Wright was born in 1871 in Ohio, USA.
- Became interested in flying due to their favourite childhood toy - a rubber band powered helicopter-like object.
- They experimented with gliders.



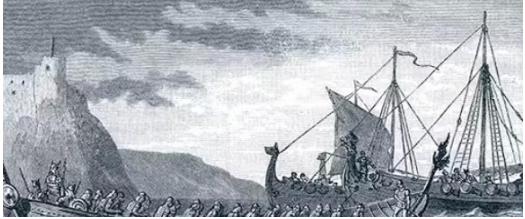
- Toys from the past were made with different materials: metal, wood and card.
- Modern toys are often made from plastic and 'mass produced.'
- Birthdays have always been celebrated with birthday cake.
- Coins and newspapers change with time. (King Charles updated coins, newspaper dates and current affairs)
- Holidays were taken mainly in the UK.
- School was different in the past.
- Time capsule can save information and artefacts from a certain time to help others in the future understand a little more

- Photographs from the past are sometimes only black and white although photographs *showing* the past may be in black and white or colour.
- **Ellen Wilkinson** most remembered for her involvement in the 1935 'Jarrow Crusade' - organised protest against poverty and unemployment in Jarrow, northeast England. 1924, elected as Labour MP, 1945 became Minister for Education. Died, 1947.
- In the past, at 12 years old children could leave school and get a job.
- Teachers used to write on a blackboard, now write on whiteboards or interactive boards.

- On 17 December 1903, their first flight (North Carolina USA) in the 'Wright Flyer' aircraft lasted just 12 seconds.
- Historical significance means a person or event that deserves attention for changing the lives of others. The impact is felt many years later.
- Aeroplane designs were improved and the event inspired future engineers and pilots.
- For Teacher Reference:
- **Bessie Coleman**, first woman of colour to get an international pilot's licence. She put on daring air shows for people to watch – nicknamed 'Brave Bessie.' She dreamt of opening a flying club for all people of colour. 'The air is the only place free from prejudices,' she stated. William Powell, set up the Bessie Coleman Aero Club to encourage people of colour to become pilots after her death in a plane crash, in 1926.
- **Amelia Earheart** born 24th July, 1897 in Kansas USA. Volunteered as nurse in

			<p>WWI and watch pilots train and became interested in flying. 1932, first woman to fly solo across the Atlantic. One of only 16 women in the world at the time to have licence. Amelia wanted to change that.</p>
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<p>Year 3 and 4</p> <p>Cycle A</p>	<p>What would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> 	<p>How hard was it to invade and settle in Britain? (Anglo-Saxons and Scots)</p> 	<p>Were the Vikings raiders, traders or settlers? (Vikings)</p> 
<p>Key Concepts</p>	<p>Early man, evolution, civilization, settlement, occupation, farming.</p>	<p>Building, church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict)</p>	<p>Conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict)</p>
<p>Key Vocabulary</p>	<p>Romans, Anglo-Saxons, Vikings, Tudors, Victorians, period, Palaeolithic, Mesolithic, Neolithic, Skara Brae, settlement, Amesbury Archer, Stonehenge, artefacts, flint</p>	<p>Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid, invaders, settlers</p>	<p>Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid, longboat, invaders, settlers</p>
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> • Pre-history was a long time ago -started about 1 million years ago. • BC stands for, 'Before Christ', meaning before Jesus was born. • AD: Anno Domini, which means in the year of the Lord. Year AD 1 Jesus was 	<ul style="list-style-type: none"> • Angles Tribes from modern day Denmark, settled in Britain from around AD 450. One of the tribes that became known as the first Anglo-Saxons. • Saxons A tribe from the north coast of Europe, settled in Britain from around 	<ul style="list-style-type: none"> • The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. • The Vikings came from Scandanvia. Explored, traded and raided other lands.

born, beginning of recorded history of mankind.

- Stone Age, longest prehistoric period, split into 3 parts: Palaeolithic (old Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age.)
- Skara Brae is a Neolithic settlement (a place where a community of people live) in Orkney Islands, Scotland. No trees grew there so stone used to build houses instead of wood.
- Flint was a rock used to make stone tools and weapons.
- Bronze Age - vast areas of land cleared for farming crops such as barley in fields. Animals kept by community in areas nearby.
- People lived together in settlements.
- Bronze Age tools better than flint as could cut trees quickly, clear land and create fields for farming.

AD 450. One of the tribes that became known as the first Anglo-Saxons.

- King Alfred was first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Kept the west of England and Vikings were given the east, known as Danelaw.
- Anglo-Saxon kings made continuous attempts to regain land from the Vikings.
- Christianity A religion based on the teachings of Jesus Christ.
- Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms.
- Anglo-Saxon influence can be seen in place names in Britain today.
- Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.
- Religion of the early Anglo-Saxons was Paganism. Worshipped many gods.

- Raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.
- Vikings raided in boats known as Viking Longships.
- King Ethelbert The king of Kent, was the first King to convert to Christianity.
- Danegeld - system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.
- King Alfred was first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. He kept the west of England and the Vikings were given the east, known as Danelaw.
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- Stone Age – food found by hunting wild animals for their meat, concealing or disguising themselves; using stone weapons to kill their prey; catching fish; collecting nuts, fruits and insects from the forest.
- Bronze Age, people travelled to exchange metals like tin, copper and bronze as no coins.

Import	Export
Gold	Olive oil
Iron	Wine
Cattle	Glassware
Hunting dogs	Ivory and gems
Animals	
Slaves	




- Periods are named after materials commonly used to make tools
- Start of Iron Age, no coins – trade by bartering: goods are exchanged for other items, without using money and you decide what they are worth.
- In Iron Age, trade increased - hard to agree on goods worth. Coins introduced with fixed value to end arguments through bartering and track the wealth

- At the end of this period, Christianity became the main religion in Britain.
- Many places of worship were built, including Canterbury Cathedral.
- In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.

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	<p>of people. (People now had land, animals and money.)</p> <ul style="list-style-type: none"> • During Iron Age, settlements changed. People lived together in groups, called tribes led by a chief or king. • The Iron Age tribes fought each other over weapons and food. Built hill forts to defend, lived in round houses in greater numbers than in the Bronze Age. • Iron made in Britain - no need to import; cheaper than bronze, shaped more easily; repair iron objects unlike bronze. 		
<p>Knowledge Progression Map Statements</p>	<p>Chronological knowledge</p> <p>Know that there is a definitive, chronological order for the periods studied. Yr 3</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Yr 3</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history. Yr 4</p> <p>Know that change is shown by the similarities and differences between specific periods in time. Yr 4</p>	<p>Chronological knowledge</p> <p>Know that there is a definitive, chronological order for the periods studied. Yr 3</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Yr 3</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history. Yr 4</p> <p>Know that change is shown by the similarities and differences between specific periods in time. Yr 4</p>	<p>Chronological knowledge</p> <p>Know that there is a definitive, chronological order for the periods studied. Yr 3</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Yr 3</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history. Yr 4</p> <p>Know that change is shown by the similarities and differences between specific periods in time. Yr 4</p>

	<p>Range and Depth of Historical Knowledge</p> <p>Know that there are reasons for and results of people's actions in the past. Yr 3</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time. Yr 4</p> <p>Historical interpretation</p> <p>Know that there are different accounts of history. Yr 3</p> <p>Know that evidence is facts and/or information which can be proved. Yr 4</p> <p>Historical Enquiry</p> <p>Know that a wide range of sources are used to effectively learn about the past. Yr 3</p> <p>Know that primary and secondary sources vary in reliability. Yr 4</p>	<p>Range and Depth of Historical Knowledge</p> <p>Know that there are reasons for and results of people's actions in the past. Yr 3</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time. Yr 4</p> <p>Historical interpretation</p> <p>Know that there are different accounts of history. Yr 3</p> <p>Know that evidence is facts and/or information which can be proved. Yr 4</p> <p>Historical Enquiry</p> <p>Know that a wide range of sources are used to effectively learn about the past. Yr 3</p> <p>Know that primary and secondary sources vary in reliability. Yr 4</p>	<p>Range and Depth of Historical Knowledge</p> <p>Know that there are reasons for and results of people's actions in the past. Yr 3</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time. Yr 4</p> <p>Historical interpretation</p> <p>Know that there are different accounts of history. Yr 3</p> <p>Know that evidence is facts and/or information which can be proved. Yr 4</p> <p>Historical Enquiry</p> <p>Know that a wide range of sources are used to effectively learn about the past. Yr 3</p> <p>Know that primary and secondary sources vary in reliability. Yr 4</p>
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<p>Year 3 and 4</p> <p>Cycle B</p>	<p>What did the Ancient Egyptians believe?</p> 	<p>How have children's lives changed?</p> 	<p>Why did the Romans settle in Britain?</p> 
<p>Key Concepts</p>	<p>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, power, religion, ruler (pharaoh), technology, trade, transport</p>	<p>Childhood, employment, trade, rights, culture, government</p>	<p>City, civilisation, culture, economy (money), power, religion, ruler (King), technology, trade, transport, war (battle, conflict, invasion, army)</p>
<p>Key Vocabulary</p>	<p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb, immortal, mummification, pyramid, preserve, sarcophagus</p>	<p>Childhood, continuity, apprentice, chaffing wheat, master, oath, trapper, hurrier/hurrying, gin, textile mills, bird scarer, domestic servant, working conditions, Factory Acts, Parliament, government, ragged schools, poverty, bill</p>	<p>Boudicca, empire, inference, invasion, legacy, Romans, settlers</p>

Substantive Knowledge

- Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. Longest lasting civilisation.
- Civilisation large group of people with a common language, way of life and governance.
- Life revolved around the Nile, which supported farming, craft and was used for trade.
- They built the pyramids, which often had tombs under them.
- The Pharaohs were seen as God's representative's on Earth.
- When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.
- The ancient Egyptians wrote in hieroglyphics on papyrus.

- Childhood is the period between infancy and adolescence.
- Tudor period is the name of the period from 1485-1603; this was when the Tudor family were the ruling family in England.
- Victorian period 1833-1901 - roughly coincides with the years that Queen Victoria ruled.
- Actions of people can be the cause of change (eg. Lord Shaftesbury).
- Advancements in science and technology can be cause of change.
- 'Historically significant' events are those which changed many people's lives and had an impact for many years to come.
- Society, organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- Rich children had a very different received an education instead of

- An Empire is a large number of countries ruled by one country or ruler.
- An invasion is an occasion when an army or country uses force to take over another country or area.
- To understand that the Roman invasion led to a great increase in British trade with the outside world.
- The Romans invaded because Britain had resources like gold, iron, tin and cattle. Rome wanted to become richer, but it also needed the additional resources to support the rest of its Empire.
- Roman's invaded Britain because they wanted Britain's resources, to gain revenge over the Celts for supplying weapons to the French tribes and to expand their empire.

	<ul style="list-style-type: none"> • Important Egyptian figures had the texts scribed for them on papyrus to be buried with them. • The Ancient Egyptians worshipped gods who were responsible for different aspects of life. • Egypt is in northeast Africa; ancient Egypt was divided into Upper and Lower Egypt; the River Nile flows through the country; large deserts and access to the Mediterranean Sea, the Gulf of Suez, the Gulf of Aqaba and the Red Sea. • River Nile frequently flooded, providing fertile soil for growing crops; water for Egyptians and allowed transport for trade and building projects. • Ancient Sumer, Indus Valley, the Maya, the Bronze Age and the Shang Dynasty were all living at the same time as the Ancient Egyptians. • Five important Egyptian periods: The Old Kingdom, the Middle Kingdom, the 	<p>working. Taught how to read, write, use a weapon and enjoy music.</p> <ul style="list-style-type: none"> • Poor children from the Tudor period worked from a very young age carrying out tasks at home e.g feeding the animals, cleaning the house and agricultural labour. Tended to leave their parents between ages of 7 and 9 to take up apprenticeships or jobs. Girls married from the age of 12 and boys from the age of 14. • Some children separated the chaff from the wheat by beating it; they collected grains; fed the animals and completed other household tasks. • Tudor children worked in the home, fields or as apprentices. • Large families and bread had to be made every day to feed such a large number. • A Master was a skilled employer. Some masters treated their apprentices (trainee workers) like part of the family. 	<ul style="list-style-type: none"> • Julius Caesar first attempted to invade in 55 BC and 54 BC but failed. He enslaved some people and left. • The Romans successfully invaded in AD43 and left in AD410. (Ruled for 367 years) • The well-organised and equipped Roman army was one of the best around, allowing their empire to expand. • Claudius invaded Britain because he needed to prove he was powerful. • Virgil encouraged Romans to believe that it was their duty to make the world a more civilised and peaceful place and that by invading it would give other countries the same improved environment. • Some tribes accepted Roman rule but the Iceni tribe, led by Boudicca, rebelled in AD 60/61 and defeated the Romans at their capital in Colchester.
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	<p>New Kingdom, the Late period and Ptolemaic Egypt.</p> <ul style="list-style-type: none"> • The Old Kingdom period lasted the longest. • The Middle Kingdom Egyptian Period lasted the shortest amount of time. • Egyptian civilisation ended in 30BC, because Egypt became a Roman province. • Egyptian Creation Story: A hill appeared out of the water, and Atum, the creator god, stood on the top; he spat out Shu and Tefnut; Shu and Tefnut had two children, Geb and Nut, and they had four children; Osiris and Isis became king and queen, but Seth was jealous of his brother and killed him to become King of the Earth; Osiris became King of the Underworld; Horus beat his uncle and became King of the Earth. • There are many gods and they have human and animal characteristics 	<p>Others mistreated them: beating them up, making them sleep on the floor and giving them food scraps.</p> <ul style="list-style-type: none"> • Children needed to work to bring money home for their large families and to learn a trade to support themselves as adults • Tudor period started in 1485 when Henry VII came to the throne and ended in 1603 with the death of Elizabeth I. • Children from as young as 5, had jobs in Victorian England, ranging from chimney-sweep to domestic servant, working in coal mines (boys and girls) and textile mills to working in the fields. • There were many accidents in work places and the physical health of children could be poor. • Lord Shaftesbury is a historically significant person who raised awareness of children's poor working conditions and later set up many 'ragged schools'. 	<ul style="list-style-type: none"> • Boudicca's husband, King Prasutugus, made a deal with the Romans to leave half his land to them. Boudicca kept the other half. When he died, the Romans took all his land and mistreated Boudicca and her daughters. • The Celts were lived alongside Romans until they took their land. Then revolts became more common. • The Picts resisted Roman invasion in parts of Scotland. • Romans defeated Boudicca because their army was better equipped, organised and prepared. • Shields were curved to protect the soldier's body from sideways attacks and had an iron bulge for attacking enemies. • Romans transported enslaved people and valuable resources to Rome, transforming the Roman economy and culture.
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| | <ul style="list-style-type: none"> • Polytheism is believing in many gods. • Sekhmet, the goddess of war and healing • Horus was represented by an eye and watched over people; the ankh is the symbol of life. • The Egyptians built pyramids to act as tombs and monuments for the pharaohs (kings) before their journey to the afterlife. Within the pyramids, inner chambers contained all the items the pharaohs would need in the afterlife. • Building a pyramid involved the following processes: <ul style="list-style-type: none"> ○ Finding the workers. ○ Quarrying and transporting the stone. ○ Laying the foundations. ○ Building the core. ○ Adding the casing stones. ○ Creating the inner burial chamber. ○ Decorating the outside | <ul style="list-style-type: none"> • Ragged schools were charities, held after school by volunteer teachers (often local working people). They allowed many children to benefit from a free education and gave them hope, leading to the establishment of full-time education for all. • The types of leisure activities available have changed: can travel further and today's fairground rides are more daring than any Tudor person could ever have imagined due to technological advances. • Holidays did not exist for most people in Tudor times; today, many people enjoy overseas holidays due to advances in travel, such as trains and aeroplanes. • By World War 2, children could see films at the cinema. • Modern Britain, television and gaming consoles are the most popular form of entertainment, due in part to advances in technology. | <ul style="list-style-type: none"> • Legions contained 5,000 soldiers - led by an officer called a legatus. Split into cohorts of 480 men. Each cohort was split into centuries of 80 men. Centurions were responsible for centuries. Each century was split into ten groups of eight men called a Contubernium. • The Romans surrounded their camps with ditches and walls for protection. • The testudo – the tortoise – was designed to protect the soldiers from arrows. • Soldiers formed a box with shields covering sides and their heads, protecting them from the enemy's weapons. If the enemy got too close, the soldier's swords would appear suddenly and counterattack. • Wedge helped the Roman army break through the enemy's front lines. • Soldiers were in a formation that could reach enemy groups without |
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- The Egyptians used the stars to align the pyramids from north to south.
- They hauled limestone blocks (from local quarries) up by ramps, levers and pulleys.
- Pyramids were built by employing enslaved people as labourers.
- The Egyptians believed that the body was the soul's home. When died, their soul travelled to the afterlife and was reunited with the body.
- Mummification prepared body for afterlife and involved removing all of the moisture from the body to leave behind a dry version, which did not decay.
- Pharaohs and wealthy people were mummified.
- The Book of the Dead, includes spells written to protect and help the dead travel to the afterlife and poems to Ra, the sun god - written in the 16th century BC. Many different versions

- Between a third and half of all Tudor children died during infancy. Improvements to hygiene and clean water improved this over time.
- Houses were built close together, so illnesses spread from one family to the next. The size of families eventually decreased, so homes were no longer as cramped and overcrowded which helped prevent disease spread.
- The Tudors and Victorians lacked the scientific knowledge to understand how illnesses and diseases spread and how they should be treated.
- Alexander Fleming's discovery of penicillin in 1928 led to the discovery of antibiotics and significantly reduced the number of children dying from infections.
- A Plague doctor visited victims of the Plague in their homes. They wore masks, leather coats and gloves to stop them from touching infected people. The

- harm. The soldiers were shielded from arrows or spears. The shields fitted so closely together that there were no gaps for enemy weapons to penetrate.
- Some Romans could read and write. They had craftsmen capable of making complicated objects using more than one material
 - Roman legacies: roads - goods moved from place to place; drainage and sewage systems - kept Britons clean and healthy; or education - allowed children to learn and obtain work.

	<p>because wealthy people would hire a scribe to make a special version of the book for them to be buried with which included spells they thought they might need in the afterlife.</p>	<p>stick was so they did not have to touch patients directly.</p>	
	<p>Chronological knowledge</p> <p>Know that there is a definitive, chronological order for the periods studied. Yr 3</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Yr 3</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history. Yr 4</p> <p>Know that change is shown by the similarities and differences between specific periods in time. Yr 4</p>	<p>Chronological knowledge</p> <p>Know that there is a definitive, chronological order for the periods studied. Yr 3</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Yr 3</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history. Yr 4</p> <p>Know that change is shown by the similarities and differences between specific periods in time. Yr 4</p>	<p>Chronological knowledge</p> <p>Know that there is a definitive, chronological order for the periods studied. Yr 3</p> <p>Know the similarities and differences between the specific periods of history studied that go beyond their own lives. Yr 3</p> <p>Know that the characteristics of the particular periods studied will determine their chronological place in history. Yr 4</p> <p>Know that change is shown by the similarities and differences between specific periods in time. Yr 4</p>

	<p>Range and Depth of Historical Knowledge</p> <p>Know that there are reasons for and results of people's actions in the past. Yr 3</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time. Yr 4</p> <p>Historical interpretation</p> <p>Know that there are different accounts of history. Yr 3</p> <p>Know that evidence is facts and/or information which can be proved. Yr 4</p> <p>Historical Enquiry</p> <p>Know that a wide range of sources are used to effectively learn about the past. Yr 3</p> <p>Know that primary and secondary sources vary in reliability. Yr 4</p>	<p>Range and Depth of Historical Knowledge</p> <p>Know that there are reasons for and results of people's actions in the past. Yr 3</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time. Yr 4</p> <p>Historical interpretation</p> <p>Know that there are different accounts of history. Yr 3</p> <p>Know that evidence is facts and/or information which can be proved. Yr 4</p> <p>Historical Enquiry</p> <p>Know that a wide range of sources are used to effectively learn about the past. Yr 3</p> <p>Know that primary and secondary sources vary in reliability. Yr 4</p>	<p>Range and Depth of Historical Knowledge</p> <p>Know that there are reasons for and results of people's actions in the past. Yr 3</p> <p>Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time. Yr 4</p> <p>Historical interpretation</p> <p>Know that there are different accounts of history. Yr 3</p> <p>Know that evidence is facts and/or information which can be proved. Yr 4</p> <p>Historical Enquiry</p> <p>Know that a wide range of sources are used to effectively learn about the past. Yr 3</p> <p>Know that primary and secondary sources vary in reliability. Yr 4</p>
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<p>Year 5 and 6 Cycle A</p>	<p>What was life like in Tudor England?</p>  <p><small>Anne Boleyn. Katherine Seymour. Katherine Howard.</small></p>	<p>What did the Greeks ever do for us?</p> 	<p>What does the census tell us about our local area? (The Victorians)</p> 
<p>Key Concepts</p>	<p>Monarchy, religion, power, empire, war</p>	<p>Ancient civilization, travel, culture, empire, power,</p>	<p>Empire, culture, religion, power, monarchy</p>
<p>Key Vocabulary</p>	<p>Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair, ruler, monarch, portrait, bias, heir, propaganda, litter, accuracy, creator, inventory, valuation, merchant, pewter, enslaved, tournament</p> <p>Anne Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr</p>	<p>assembly constitutional maritime, monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy</p>	<p>Bobbins, can-hooker, carding, census, condition, enumeration books, flax mill spinner, governess, head of household, joiner, overlooker, piecer, reconstruct, schedule, scholar, shilling, suffragette, textile mill, William Dodd, yarn</p>

Substantive Knowledge

- Henry VIII tried to show himself as a powerful authoritative king.
- The ring he wore, the orb and how he stood in portraits are symbols of his power.
- Portraits generally had a positive interpretation of Henry VIII, written evidence shows an alternative viewpoint.
- A census is the primary source because it was written at the time when the evidence was collected.
- The Romans, Anglo-Saxons, Vikings, and the Normans periods of history came before the Tudors.
- Henry VII, first Tudor king who united the country by marrying Elizabeth of York, after a war for the English throne between two rival families (Lancaster and York). Henry won the crown at the Battle of Bosworth where Richard III died.
- The Ancient Greeks period was from 2200BC to 30BC – other civilizations that existed at this time were Ancient Egypt and the Maya civilisation. The Bronze Age and the Iron Age in Britain.
- They worshipped many gods and goddesses. Festivals and ceremonies were held to please them.
- There are lots of myths that originate from this time, including the Trojan War.
- With proximity to Europe, the Middle East and North Africa - essential for trade. Islands and seas meant the Greeks were a **maritime** nation.
- Six Greek Periods: The Minoan civilisation, the Mycenaean civilisation, the Dark Ages, the Archaic period, the Golden Age and the Hellenistic period.
- Greek Gods were Zeus, Hera, Poseidon, Demeter, Athena, Apollo, Artemis, Ares,
- The census, which provides a snapshot of life on one night, is carried out every ten years and is used to help plan the services that a community might need. E.g. hospitals and schools
- Census records: A person's name, age, occupation, birthplace, and relationship to the head of household.
- In Victorian times, a schedule form was delivered to households a few nights before the census was due to be completed. The schedule had to include the details of everyone in the house on the night of the census, which was usually a Sunday.
- The enumerator collected the schedule and transcribed it into the Census Enumeration books.
- Some parts of census missing for many reasons.

- Some see Henry VIII as a tyrant who was cruel and ordered the deaths of his wives. Others think he was a good ruler who was fair and improved the lives of the people.
- A tyrant is king or queen who uses their power cruelly and harshly.
- Catherine of Aragon, Spanish princess and had previously been married to Henry's older brother.
- Had many children but only one survived: a girl, Mary.
- Henry VIII was desperate for a male heir to the throne, which the ageing Catherine could not provide.
- Catherine refused to give Henry a divorce. England was a Catholic country at time, Pope refused to give permission.
- Henry married Anne Boleyn in 1533, his project to divorce Catherine was known as the King's 'great matter.' He broke with the Catholic Church and created a

Hephaestus, Aphrodite, Hermes, and Dionysus.

- Belief gods and goddesses had control over every part of their lives. Worshipped them in temples dedicated to a specific god - brought offerings and prayed for help and protection - if gods were unhappy, punish them.
- Held festivals and sporting events in honour of the gods.
- Family of gods – six of them were the children of Cronos and Rhea; the remaining six were Zeus' children.
- Mount Olympus was home of the Gods.
- Roman civilisation used some of the Greek Gods.
- Athens had a form of democracy; a monarch ruled Corinth. Male citizens participated in the assembly, which made the laws. Lottery system used to select men for a 12-month term on the council which ran the city.

- Head of the household: The person who makes the money to support the household and important decisions.
- Mills were very dangerous places to work as employers put profit over safety.
- Records of births, marriages and deaths, maps, factory and other work records can help us find out about our local area.
- Children working in textile mills were can-hookers who reached the bottom of the container to retrieve flax; piecers who joined individual pieces together. Children changed the bobbins and cleaned the machines before they were turned on.
- Historians need a variety of information and sources to reconstruct a person's life from the past.
- By combining the information on the number of rooms, the occupations of the inhabitants and the presence of

new church, the Church of England, of which he was the head.

- Henry and Anne's only child, Elizabeth, was born in 1533.
- In 1536, Henry had Anne arrested and put in the Tower of London as no male heir. She was executed on 19 May 1536 on Tower Green in the grounds of the Tower of London.
- Henry VIII married Jane Seymour 11 days after the death of Anne Boleyn. Jane gave birth to Edward, Henry VIII's only son and died 12 days after his birth.
- Henry VIII wives:
 - Catherine of Aragon (Spanish princess, divorced – daughter – one child, Mary I)
 - Anne Boleyn (English noblewoman, beheaded – daughter – one child, Elizabeth I).

- Sparta, had an oligarchy (rule by a few) - power was in the hands of two kings who were advised by a council.
- Women stayed at home and girls were taught how to run a household and be mothers to warriors.
- Boys left home at seven to receive an education and then learn how to become warriors.
- The word philosophy comes from the Greek language and means '**love of wisdom**' - study of knowledge; how we think; what we value; and who we are. Asking questions, thinking and discussing ideas

servants from the census, it is possible to assess a household's wealth.

- Families changed over time and we can deduce information from the sources we have.

- Jane Seymour (English noblewoman, died – son Edward VI)
- Anne of Cleves (daughter of the Duke of Cleves, divorced – no children).
- Katherine Howard (English noblewoman, beheaded – no children)
- Katherine Parr (English noblewoman, survived – no children)

- Wanted wife who beautiful and young and could give him a son and male heir.
- Elizabeth I – last of the Tudors, used her portraits as propaganda. One of the few, unmarried female leaders in Europe at the time. Needed to show herself as strong and able to resist any threat of invasion of her country.
- Royal Progresses (tours) showed positive image throughout the county and reduced costs of her household: the people she visited had to pay for the accommodation, food and entertainment for her entire court. Also,

she received many expensive items and cash gifts, which strengthened her treasury.

- Primary sources do not always tell the truth. May be biased.
- By law in Tudor times, every person who died had to have their belongings and possessions recorded by local people.
- Inventories are invaluable to historians as provide lots of information about rich and poor.
- An inventory can be considered a reliable source because it is an official document, likely to be accurate and the people who created it had nothing to gain financially from the inventory.
- Difference in the value of money to today. £30 in Tudor times, would have been a significant sum. Today, worth over £7,000!
- A primary source is an original document from period being studied -

not been changed in any way. Created by someone with direct knowledge of the event studied.

- A secondary source relies on a primary source for information and is a document or a record that was not written at the time of the event studied.
- Black people lived in England during the Tudor period and lived freely – they were not slaves. Came due to trading from countries such as Morocco or Spain, although many Africans.
- Parish registers, letters and official records of the courts of Henry VIII and Elizabeth I, found evidence of over 200 black people living in England. There were many more people of colour living in England at the time, but records/evidence have yet to be found.

**Knowledge Progression Map
Statements**

Chronological knowledge

Know that the chronological position of periods studied sometimes overlap or occur concurrently. Yr 5

Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time. Yr 5

Know that the chronology of significant events in periods of history subsequently shaped different societies. Yr 6

Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another. Yr 6

Range and Depth of Historical Knowledge

Know that great events had an impact on people's lives and they have shaped society over time. Yr 5

Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation Yr 6

Historical interpretation

Know that a piece of evidence may be biased. Yr 5

Know that evidence can be justified based on usefulness and reliability. Yr 5

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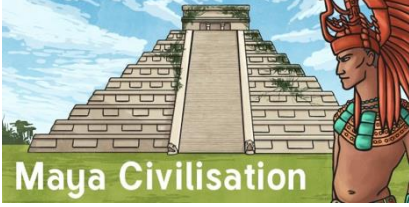

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Know that a piece of evidence may be biased. Yr 5

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	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Yr 6</p> <p>Know that there are reasons why there are different accounts of history. Yr 6</p> <p>Know that evidence is evaluated to determine the most reliable source. Yr 6</p> <p>Historical Enquiry</p> <p>Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time. Yr 5</p> <p>Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events Yr 6</p>	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Yr 6</p> <p>Know that there are reasons why there are different accounts of history. Yr 6</p> <p>Know that evidence is evaluated to determine the most reliable source. Yr 6</p> <p>Historical Enquiry</p> <p>Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time. Yr 5</p> <p>Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events Yr 6</p>	<p>Know that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history. Yr 6</p> <p>Know that there are reasons why there are different accounts of history. Yr 6</p> <p>Know that evidence is evaluated to determine the most reliable source. Yr 6</p> <p>Historical Enquiry</p> <p>Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time. Yr 5</p> <p>Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events Yr 6</p>
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<p>Year 5 and 6</p> <p>Cycle B</p>			<p>Historical Significance</p> 
<p>Key Concepts</p>	<p>Power, commemoration, nation, occupation (of territory), peace, propaganda, society, war (army, battle, conflict, invasion).</p>	<p>Building, city, ancient civilization, conquest, culture, exploration, farming, knowledge, religion.</p>	<p>Power, society, culture, adversity, legacy, achievement</p>
<p>Key Vocabulary</p>	<p>Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.</p>	<p>Cacao beans, civilization, codices, drought, jaguar, maize, scribes.</p>	<p>Achievements, banknote, criteria, historical figure, historical significance, legacy, impact.</p>

Substantive Knowledge

- The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.
- At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.
- Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.
- Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.
- Many men fought in the Second World War and women often took on jobs to

- The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.
- The Maya had a writing system and professional scribes wrote books called codices; included information about astronomy, gods, war and history. They used syllabograms.
- The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to gods as a sign of respect. Believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.
- The Maya built cities, pyramids and ornate sculptures in the rainforest.
- The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans

- Historical significance' means a person or event that deserves attention.
- **Lord Shaftesbury** worked to improve conditions and reform laws for working children in Victorian England; developed 'ragged schools' to provide education for working children.
- **Jane Austen** was an author, **William Turner** was an artist, **Alan Turing** was a mathematician and **William Churchill** was a wartime Prime Minister.

Nominees for the £50 banknote must have:

Contributed to British life.

Significantly impacted science.

Helped others.

Left a legacy.

Overcome adversity.



- 5 R's of significance to evaluate the significance of historical people or

	<p>help the war effort. Some women joined the armed forces too.</p> <ul style="list-style-type: none">• The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.	<ul style="list-style-type: none">• Drank cacao and the cacao beans were eventually used as a form• of currency in the Maya civilisation.• Cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.	<p>events: Remarkable: the person or event was reported on at the time and later. Remembered: the person or event was important to the memory of a group of people. Resonant: the person or event connected with experiences, beliefs or attitudes across time and place. Resulted: the person's actions or the event resulted in change that had consequences for the future. Revealed: the person or event reveals aspects of the past</p> <p><u>For Teacher reference:</u></p> <ul style="list-style-type: none">• Betty Boothroyd was significant because she overcame gender and class stereotyping to become an influential politician. She was the first woman speaker of the House of Commons, inspiring many other women.• Ellen Wilkinson was significant because she was second woman to achieve a place in the British cabinet and believed everyone had right to good education and worked to create
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			<p>laws that allowed all children to go to school regardless of their background.</p> <ul style="list-style-type: none">• William Tuke founded a hospital – The Retreat at York – which pioneered the development of ‘moral treatment’.• Mental health support is discussion point in everyday life. In past, due respect and care was not always given to people who required support• ‘Asylum’ means ‘a place of refuge and safety’ although not now considered appropriate term to describe a hospital for people who require mental health support.• In hospitals, patients were chained up, slept on the floor, had no visitors and were forced to wear straitjackets.• People who require support are still sometimes treated in hospitals – but with much greater care, respect and understanding. He improved the hospitals, helping many people who required care and support.
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			<ul style="list-style-type: none">• Lily Parr was a footballer when FA banned women's football because felt the game unsuitable for women. Continued to work and play at same time.• Betty Snowball faced constraints in cricket as men's game was more popular and WWII also meant games were suspended. She showed that women could play cricket at the highest level.• Public nominated historical figures; nominees researched and focus groups run to investigate opinions. The Bank of England Banknote Character Advisory Committee created a shortlist and the Governor of the Bank of England made the final decision
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**Knowledge Progression Map
Statements**

Chronological knowledge

Know that the chronological position of periods studied sometimes overlap or occur concurrently. Yr 5

Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time. Yr 5

Know that the chronology of significant events in periods of history subsequently shaped different societies. Yr 6

Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another. Yr 6

Range and Depth of Historical Knowledge

Know that great events had an impact on people's lives and they have shaped society over time. Yr 5

Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation Yr 6

Historical interpretation

Know that a piece of evidence may be biased. Yr 5

Know that evidence can be justified based on usefulness and reliability. Yr 5

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Historical Enquiry

Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time. Yr 5

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