



History Progression Map

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Being a Historian in EYFS	
By the end of Year F2	Children can talk about the past of their lives. Children can talk about stories from the past. Children know and can recite rhymes from the past.
Being a Historian in KS1	
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
By the end of Y2	Project title: Our Human Rights.
Events beyond living memory that are significant nationally or globally	Know how to observe artefacts from the 17th century to give a sense of chronology and time . Ask questions about the past. Know how to use sources, images, paintings of The Great Fire. Know how to ask questions and how this can tell us about The Great Fire of London. Know what were the causes of the Great Fire of London. Know that in 1666 The Fire Service were not established to keep us safe. Know how the fire spread quickly. Know how the citizens tried to stop the fire. Know significant people- Samuel Pepys, Lord Mayor, King Charles II, monarch, citizen, London citizens
Significant people who	Know the consequences of The Great Fire of London- modern London, rights and safety rules

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have contributed to national and international achievements.	Know how we remember the past through monuments Know how to use historical sources to enquire from key individuals involved, witness, responded to The Fire. Case Study: the right to be free; the right to an education Know that Harriet Tubman was born in United States of America 1820. Know that as a child she was born into slavery. Her mother and father were born in Africa and her family were owned by their master. Know that being a slave in the past means being owned by another person; not being free. She worked in the cotton fields, owned by her owner. Know she didn't have an education because she worked as a child, carrying buckets of water and farming. Know how she felt. Know that her life was different to her landowner. Know this was not equal. Know she witnessed another slave escape and when she was older, escaped herself. Know it was a long journey to freedom. Know how she helped others escape too in a network of helpers, known as 'The Underground Railroad', helped slaves on their way to freedom. Know how throughout her life she helped to free over 70 slaves.
By the end of Y2 The lives of significant individuals in the past who have contributed to national and international achievements.	Project title: Our Safe Place. Case study- Neil Armstrong Know that Neil Armstrong was the first man to walk on The Moon. Know that Neil Armstrong lived over 50 years ago. Know significant events in Neil Armstrong's life. Know the chronology of Neil Armstrong's achievements. Know how to use different sources of information to enquire and find out about Neil Armstrong. <i>In Y12 children will study Christopher Colombus in their project Plastic pollution (cycle B). During the study they can recall key knowledge from the time period and compare aspects in life in different periods.</i> Case study- Mary Seacole Know that Mary Seacole travelled to many different countries in the world helping soldiers in wars. Know that Mary Seacole lived over 150 years ago. Know significant events in Mary Seacole's life. Know Mary travelled to Crimea with her own money to treat cholera in the Crimean War. Know she travelled to many different places and went into a war zone.

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By the end of Y2 Within living memory Significant people who have contributed to national and international achievements- Emeline Pankhurst	Project title: Gender Equality Emmeline Pankhurst Know that Emmeline Pankhurst was born in Manchester, United Kingdom in 1858. Emmeline Pankhurst thought that women should have equal rights to men. Know she fought for equal rights for women. She started the Women's Social and Political Union with her daughters. Members became known as 'suffragettes'. Know suffragettes believed in taking action so that people would listen to them. Know they wrote speeches. Many thought that they were criminals because of this. Know people tried to change the law. Know that some women in the suffragette movement were hurt or imprisoned. Know her achievements were men and women being able to vote. Know the word democracy. Know that globally some men and women today do not have the same rights to vote. <i>Significant women in history is studied again in Y34 as children learn about Boudica as part of their Gender Equality project.</i>
By the end of Y2 Significant people who have contributed to national and international achievements- Rosa Parks	Project title: Creating a Fairer Society Rosa Parks Recap significant people from the past who have fought against being treated unfairly- Emmeline Pankhurst, Harriet Tubman. Know that in 1950s in America black people were treated unfairly. Know that somebody who took action against the unfair treatment of people was Rosa Parks. Know she started the Montgomery Bus Boycott in her local community when she refused to give up her bus seat. Know her refusal was a protest against racism. Know that segregation means when people have different rights due to to the colour of their skin. Know this action changed the laws. <i>Children in Y34 will study other significant people who have fought against inequality- Claudette Colwin, Malala Yousufzai and Nelson Mandela. They will build on their knowledge of inequality from this work in 1/2.</i>
By the end of Y2	Project title: Resilience I can recall who is in my family.

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Changes within living memory. Where appropriate, these should reveal aspects of change in national life. The life of significant individuals in the past that have contributed to national and international achievements	I can ask questions to my grandparents and parents, enquiring about their childhood and changes within their living memory. I know that I can find out about the past by asking questions to people who were there. I know I can find out about the past by looking at artefacts. I know how music has changed in the past 60 years. I know how toys have changed in the past 60 years and challenge gender stereotypes. I know how schools have changed in the past 60 years. I know how food has changed in the past 60 years. I know how transport has changed in the past 60 years. I know significant events and changes in the past 60 years (the coronation of queen Elizabeth and the windrush generation) Case Study: Louis Braille I know that Louis Braille was a significant person in history who overcame a difficulty to achieve. He made reading accessible to blind people and his work is recognised internationally. I can compare Louis Braille with significant others in recent history who are making steps forwards for disabled people and disabled rights (Richard Whitehead, Ade Adepitan) <i>(Children will continue throughout the curriculum to learn about significant people who have contributed to national and international achievements e.g Malala Yousafzai (Y3/4), Martin Luther King (Y5/6))</i>
By the end of Y2 Learn about the lives of significant individuals from the past who have contributed to national and international achievements	Project title: Plastic Pollution and Waste Understand who Christopher Columbus was – a famous Italian explorer Understand what Christopher Columbus did– he sailed from Europe to America in 1492, not knowing where they would land Understand why Christopher Columbus explored. Know he was seeking fortune. He wanted to find a way to reach China by sailing west. Know that his discoveries led to regular contact between Europe and America. Know who Ernest Shackleton was – an adventurer and explorer, who grew up in Ireland and England Know what Ernest Shackleton did – he led expeditions to try to be the first to reach the South Pole. 1901: he went on his first Antarctic expedition, with Robert Scott. They got closer than anyone had before. 1907: Next expedition got closer, but had to be abandoned. 1914: sailed on his ship Endurance, but the ship got trapped in ice. Shackleton and his crew had to survive for months on the ice.

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	Know that Ernest Shackleton wanted a challenge and that was his reasoning for wanting to reach the South Pole.
Being a historian in KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
By the end of Y4 Local History study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Project title: Impact of conflict on children Know historians use archive video, images, first-person testimony from veterans, eye-witnesses accounts to enquire and build knowledge of World War Two and the past. Know that WW2 began in 1939 when Britain declared war on Germany. Know that WW2 was the biggest war ever fought in history. Know that when war was declared, this was not a surprise for Britain. The government had observed actions across Europe for a number of years before. Children had practised using gas masks, being evacuated and had air-raid shelters. Know that during WW2 many men went into the armed forces and women served in factories or in the armed forces Know The Blitz was a period of time, over eight months, during WW2 where key cities, including Nottingham, were targeted intensely during WW2 by German bombs. Use historical sources such as photographs to witness the affects of the Blitz in the local environment. Know that key areas in Nottingham were targeted, industry and factories Boots, Raleigh, Know that food became hard to get hold of, due to imports being stopped coming into the country. Know that rationing was introduced by the government to ensure that food was shared. Know what the term rationing means. Know that propaganda was used to encourage people to grow their own food, repair their own clothes, save water. Know the restrictions in cities like Nottingham during the The Blitz e.g black out windows and ait raid shelters in gardens and houses. Know that evacuation was a way of keeping children safe during the Blitz. Know what evacuation means. Know how to use first hand accounts, primary and secondary sources to find out about evacuation. Know the effects of being separated from your family and education as a consequence of war. Know that the war ended in 1945.

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	<i>WW2 is studied again in UKS2, this time with a larger focus on international relations. They will explore The Holocaust, propaganda and leaders across the world as well as the use of veteran groups to support the affects of war on adults.</i>	
By the end of Y4 Changes in Britain from the Stone Age to the Iron Age. (Late Neolithic hunter-gatherers)	Project title: Our Impact on the Global Environment Know that the earliest humans in Great Britain were hunter-gatherers. They survived by hunting animals and finding food to eat. Know the chronology of the Stone Age 2.5 million years ago to 2500BC. Know the Stone Age lasted for over 2 million years. It's divided into the three different periods, the Early, Middle and Late Stone Age. Know during the early stages, huge ice sheets up to three miles thick covered most of the country. Know the animals that lived during the early stone age- lions, rhinos, bears and woolly mammoths Know Early Stone Age ancestors moved from place to place hunting animals. But by the end of the Stone Age, people had settled in villages to farm the land Know that historians and archaeologists find out about the past through finding evidence and building up a picture of the past. Know the term enquiry and interpretation. Know prehistoric people left no written records, so tools and weapons give evidence about the way people worked and fought. Know stone Age hunter-gatherers had to catch or find everything they ate. They moved from place to place in search of food. Know Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons. Stone Age people cut up their food with sharpened stones and cooked it on a fire. They used animal skins to make clothes and shelters. Know that every day they had to start finding food again! In the early Stone Age, people made simple hand-axes out of stones. They made hammers from bones or antlers and they sharpened sticks to use as hunting spears. Know Stone Age Britons made necklaces and bracelets from tusks, bones and shells. Know people living in caves decorated their walls with pictures of animals. Carvings found on cave walls show giant bulls, stags, horses, bison and birds. No cave paintings have been found in Britain, but Stone Age Britons probably painted scenes like the ones found at Lascaux in France. The Lascaux cave paintings were created around 14,000 years ago. They show animals as well as some human hunters. Some historians believe that Stone Age paintings had a religious meaning. They think the painted animals were meant to represent powerful spirits. <i>Children will study Stone Age again in Y34 cycle B during the project 'Is being a vegan healthy?' project where children will understand how humans developed from hunter gatherers to early farmers.</i>	

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By the end of Y4 Britain's settlement by the Anglo Saxons and Scots (segregation and conflict- Anglo Saxons worth more than Celts)	Project title: Equality and Freedom Know that during the Romans, Anglo-Saxons and Vikings period of time the United Kingdom experienced several waves of invasion. Know that during this 1000-year period there was constant shifting of boundaries, boundaries both on the map and in the minds of the people living then. Different cultures met and clashed time after time. Spiritually, the British moved from a people worshipping Celtic pagan gods at the start of the period to a nation of Christians at its end. Know tensions involved in the settlement as well as ways of life and matters that impact on us still. Know the chronology of the Anglo-Saxon age in Britain was from around AD410 to 1066. Know that new people came to the united kingdom from The North Sea. Know this was a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England. They were not one united group, but lots of waring tribes that settles in different parts of Britain. They were at war against one another. Know that life for children was working- girls were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale. Know that boys learned the skills of their fathers. They learned to chop down trees with an axe, plough a field, and use a spear in battle. They also fished and went hunting with other men from the village. Know the Anglo-Saxons were skilled jewellers, who made beautiful brooches, beads and ornaments from gold, gemstones and glass. Know the Anglo-Saxons had armies, but their soldiers didn't fight all the time. After a battle, they went home as soon as they could and looked after their animals and crops. Know that historians look at artefacts to find out about anglo saxon life. There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain. Know the reasons the Anglo Saxons came to Britain. Know that Hadrian's wall provided a divide amongst The Picts and Scots lived north of Hadrian's Wall. While the Anglo-Saxons were invading from the sea, they attacked from the north.
By the end of Y4 The achievements	Project title: Aspirations The achievements of Ancient Egypt

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of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Know the ancient Egyptian civilisation began 5000 years ago. Know the location- North East Africa, River Nile. Know the chronology. Know the civilisation lasted for 3000 years. Know the achievements of the ancient Egyptians- farming, solar calendar, hieroglyphics, pyramids Know how the civilisation was led- by kings and queens called pharaohs. Know when the pharaohs were good rulers the ancient Egyptians enjoyed a peaceful and prosperous life. When pharaohs were not very good rulers, then Ancient Egypt could suffer from famine, war and invasions by other empires. Know pharaohs were the kings of Ancient Egypt. They ruled over the land, collected taxes from the people, enforced the law and led the Egyptian army against invaders. Know how historians and archaeologists use ancient Egyptian artefacts and ruins to find out about the past. Significant leaders in Ancient Egypt 1)Tutankhamun Know Tutankhamun became pharaoh after the death of his father Akhenaten. Know Akhenaten was a very controversial ruler. He outlawed all of the gods except for one called Aten. Tutankhamun inherited the throne at the age of 9 or 10. Tutankhamun reversed many of his father’s decisions. People were allowed to worship the old gods again and damaged temples were repaired. He moved the Egyptian capital back to Thebes. Know Tutankhamun reigned for roughly 10 years. He died around the age of 18 and was buried in a tomb in the Valley of the Kings. Know his burial place was hidden for many centuries. It was discovered by the Egyptologist Howard Carter in 1922. It contained many amazing artefacts, including Tutankhamun’s famous golden death mask. 2)Cleopatra and Hatshepsut Know that Hatshepsut was the longest reigning female pharaoh of Egypt. Know she is considered to be one of the most successful pharaohs as she commissioned hundreds of grand buildings and established important trade routes. Know Cleopatra VI was the last pharaoh of Egypt. after her reign, Egypt became part of the Roman Empire. <i>Children in Y/6 will learn about leadership through the study of the Ancient Greeks during the best version of me project cycle B</i>
Research inspirational children in history	Inspirational children in world history Recap significant children that learnt before in KS1 and LKS2- Anne Frank, Malala Yousufzai, Louis Braille and introduce children to new people Claudette Colvin, Greta Thunberg. Know the term activist. Know how to use research to find out about inspirational children in history and present knowledge to class. <i>Children will study Martin Luther King as a significant person who fought about change during the best version of me project cycle B.</i> <i>Children will study Greta Thunberg again in Y56 as part of their belonging project where they learn about Asperger’s syndrome.</i>

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By the end of Y4 The Roman Empire and its impact on Britain The British resistance of the Roman Empire, for example, Boudica	Project title: Women's Rights Know about the Roman Empire before they invaded Britain. Understand that for around a century before the Romans invaded Britain they had build an empire across Europe. Know what the word empire means. Know the chronology of when the Roman Empire invaded Britain. Understand that at this time, Britain was ruled by a tribe called the celts. Understand what life was like in Britain at this time and how we know about life in Britain in AD43. Understand the difference between the Roman and Celtic armies. Know that In AD43, the Roman army landed on the beaches in Kent. The Romans wanted Britain's precious metals. They built new forts, new settlements and roads. Know that the Romans brought their way of life to Britain: building new towns, often protected by walls, houses, shops, meeting spaces, workshops, temples and bathhouses. They also built <i>grand country houses called 'villas', aqueducts, drains ,baths. Know that the romans changed Britain with their language, numbers, religion.</i> <i>Know that we find out about the past through archaeological digs and artefacts.</i> <u><i>British Resistance and Boudicca</i></u> <i>Know that when the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight. After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge.</i> <i>In AD60, one leader who chose to fight was Queen Boudica of the Iceni tribe. Know she raised a huge army. Boudica's army blew war horns (carynx) and drove two wheeled chariots. They didn't fear death. Know that the romans had a better trained army (legions) and had armour. Know that the Romans won the battle. Know that historians find out about the past through looking through primary sources such as written accounts(e.g Tacitus)</i> <i>Know that Romans took control of Britain for the next 350 years.</i>

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By the end of Y4 about conflict and social history in British and world history -chronological knowledge beyond 1066	Project title: What Does Fashion Say About Me <u>World War 1 and The British Empire</u> • Know that WW1 began in 1914 and Britain declared war on Germany • Know there was a war between The Triple Alliance and The Triple Entente. Know that countries formed alliances for protection. • Know that WW1 involved countries all over the world- Germany, Great Britain, France, Russia, Italy, Japan, USA • Know that Great Britain ruled empires. Colonies sent supplies, food and soldiers to help in the war effort. • Know some of the countries in the British Empire- India, Canada, South Africa, New Zealand, Rhodesia (included all five continents) • Know that Britain sent over two and a half million men to fight during the war • Know that India sent the most soldiers (know at the time India included Bangladesh and Pakistan). Know the importance of Indian soldiers during WW1 and the untold stories. • Critique whether countries that were ruled by Great Britain should have been allowed their own governments, freedoms, power • Know that the British Empire was ruled by the royal family (monarchy) • Know how soldiers were recruited during WW1. Know groups of people were conscientious objectors. • Know what life was like in a trench during WW1 • Know the roles that men could have during WW1- navy, infantry, air force <i>(Peace and conflict is studied again in Y5/6 during the international relations project where children will learn about WW2)</i> • Look at the uniforms worn by different soldiers during WW2. Critique the purpose of the uniform and interpret how it shows identity • Look at the uniform of the monarchy during WW1 and interpret how it shows identity. • Use historical sources to find evidence and make interpretations <i>(Children have learnt about uniform during EYFS when they have learnt about people who look after us- nurse, doctor, soldier)</i>
By the end of Y4	Project title: Is Being a Vegan Healthy?

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History of farming from Stone Age to 1066 NC changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae	Early stone age hunter gatherers I know that a timeline represents chronology and we can use words such as millennium, century, prehistoric to represent periods of time I know that stone age hunter-gatherers had to catch and search food and find everything they ate. I know they move from place to place in search of food. I know weapons early stone age people hunted with- sharpened sticks and later bows and arrows and spears tipped with flint or bone. People gathered nuts and fruit. They fished using nets and harpoons. I know early stone age people cooked on fires. They used animal skins to make clothes and shelter. I know that daily they had to move and search for food again. I know how to source information from the past. I know that archaeologists source information from the past through looking at artefacts. Neolithic (new stone age) I know that 4000 years ago people started living in a new way. I know that farming began during the stone age. I know that humans settled in one place, built homes and made bigger and permanent communities. I know that early farms chopped down trees, grew crops and vegetables. I know that by 3500BC people in Britain had set up farms, making flour wheat and barley, which they ground into flour. Some farmers grew beans and peas. Others grew a plant called flax, which they made into linen for clothes. I know Neolithic farmers kept animals with herds of cows that had been domesticated, sheeps and dogs. This was probably the beginning of domestic dogs (dogs as pets we keep now) I know the significant change between settlements, staying in one place, markets, villllages, towns, cities and the impact on farming and the changes in food consumption. (cause and effect) I know they tombs and giant stone circles. Some of the monuments and homes they built can still be seen today. Compare Neolithic farms to anglo saxon farms Know that Anglo-Saxon age in Britain was from 410-1066. I know that mix of tribes from Germany, Denmark and the Netherlands settles in England, lived in villages worked on farms. I know that every-day life for Anglo Saxons included ploughing, sowing crops. Children with dogs herded cattle and sheep. <i>(Stone age era is previously studied in Y3/4 in the hunted project and Anglo- Saxons settlements)</i>
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By the end of Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Project title: International Relations Recap knowledge that WW2 began in 1939 when Great Britain declared war on Germany. Know that WW2 was the biggest war ever fought in history. Know its chronology as twenty century conflict. Know the events that led up to the outbreak of World War 2. Know the Treaty of Versailles was in relation to World War I. Know the allied countries- The British Empire, France, USA, Italy, Russia. Know the term treaty means agreement. Know the leaders who were present at the Peace Conference and how the treaty of Versailles was decided. Know how to critique its fairness. Looking at the positives and negatives including- trade, military restrictions, raw materials, reparations, dictatorship. Know the restrictions that were imposed on Germany. Know how the Great Depression 1929 is considered a factor in the outbreak of World War 2. Know Adolf Hitler was the leader of the German National Socialist German Workers' Party. Know that Adolf Hilter became the leader of Germany. Know what life was like in Nazi Germany: work/ labour/ concentration camps, economy, education, persecution of groups such as the Jewish community, ideology, propaganda. Know the leadership of Britain at the time, prime minster, Neville Chamberlain, began an appeasement with Germany. Know what an appeasement is. Know how WW2 broke out, the allied countries and axis countries. Leaders and leadership types- dictatorship, alliances, imperialism, militarism, fascism. Know anti Semitism laws in Germany during WW2: concentration camps, 'Nuremberg Laws', Kristallnacht, the holocaust. Know the events that led to ending the Second World War: the Battle of Britain, the Pearl Harbour attacks, the D-Day landings, Stalingrad, and the nuclear bombing of Hiroshima and Nagasaki. Know historians use archive video, images, first-person testimony from veterans, eye Know key aspects of the after math of WW2: NHS and nationalisation of key industries, USA sending billions of dollars to support the recovery of western Europe, Soviet Union turned many countries in Eastern Europe into satellite states, Many countries which had been colonised were unwilling to return to their pre-war status quo, and many national independence movements sprung up across the world.

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	The UN was founded, adopting the Universal Declaration of Human Rights and creating the Security Council to guard against future wars. Know how support groups support war veterans. <i>Pupils will study modern day conflict in Y5/6 again during their symbols of peace study and childhood migration.</i>
By the end of Y6 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900	Project title: Symbols of Peace Know the chronology 900AD. Compare the chronology with the dark ages of Europe/Britain (Viking era). <i>(Pupils will study the Vikings again in Y56 Cycle B, migration)</i> Know the golden age of Islamic civilisation. Know the Islamic empire, stretching from Spain to India. Know the meaning of the word civilisation. Know the meaning of the word empire. Know that the city of Baghdad in 900AD was a city of over a million people, and the most advanced city in the world. Know the city was developed and structured as a round city, with the most important features in the middle: mosque, house of wisdom which stored the world's knowledge, scholarship, books, education. This architecture was an important design. Know the hierarchy of different groups- servants, scholars Know daily life including markets, trade. Know the important trade routes running through Bagdad. Know the developments of hospitals, universities, government, devices for telling the time during the golden age. Know the word algebra, how it was developed in this civilisation from Roman numerals and how this is still used today. Know that Bagdad's golden era, ended after a few hundred years in when Nomadic warriors destroyed the city. <i>Children will learn about the Kingdom of Benin in Y56 Cycle B which provides a similar chronology and a non European study which contrasts British History. Children will learn about Vikings in Y56 Cycle B which has a similar chronology.</i>
By the end of Y6 The Viking and Anglo Saxon struggle for the United Kingdom.	Project title: Childhood Migration <i>In Y3/4 children have previously studied Anglo Saxons including Britain's settlement by Anglo-Saxons and Scots (Y34) including the scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture and Anglo- Saxon farming.</i> <u>New Learning</u>

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Viking Raids and invasions

Explore the question. Where are English people from? Are all English people migrants?

Before learning about the **Anglo Saxon** and **Viking** struggle recap the **chronology** of Anglo- Saxons. Know that they settled in Britain from AD410- 1066. Understand they arrived in boats from the North Sea. Know they were a mix of tribes from Germany Demark, Netherlands. Understand that Anglo- Saxon life was mostly farming and they were also skilled craftsmen. Recall that we can find out about the past from viewing **artefacts**. Identify the beginning of the Anglo Saxon era on a timeline and compare with other units of history studied e.g **Ancient Baghdad** in Y5/6 (peace and conflict project).

Viking Raids

Understand the **chronology** of the first **Viking raids** (8th Century) and locate on a timeline making comparisons to other periods of history studied. Know in AD793, the Vikings first raided the Anglo Saxons in Britain and began a fierce struggle between the Anglo Saxons and Vikings for control over Britain. Know the famous raid **Lindisfarne** and understand that this was one of the first landing sights for the Vikings. Understand that the Vikings raided because their homeland wasn't fertile and Anglo Saxon Britain was an easy target as Anglo Saxons did not have strong armies (they were mostly famers). Know that Viking families came to settle on these lands. Good farmland was scarce in the Vikings' own countries, and they were looking for a better life. Monasteries (such as Lindisfarne) were easy targets because they were not defended and contained money, food and gifts.

Know that Vikings travelled in **long boats** from their homelands in **Scandinavia**. Know the features of a Viking longboat. Know we can find out about long ships from **archaeological finds**.

Viking life and culture

Understand that the Vikings were mostly **farmers**, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings. Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes. Know that Viking warriors fought using long swords and axes. Know that Vikings lived together in a large home called a **longhouse**. Know that Vikings brought with them their way of life and beliefs. They were **pagan**. The Norse people worshipped many gods and loved to tell stories of magic and monsters around the fire. Know that Vikings had a parliament called Tynwald.

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	<u>Resistance by Alfred the Great The Danelaw</u> Understand that in AD865, Vikings attempted to conquer England rather than raid it. They took control of Anglo-Saxon kingdoms including of Northumbria, East Anglia and most of Mercia. By AD874, almost all the kingdoms had fallen to the Vikings. Know that Alfred the Great resisted and beat the Vikings in battle but could not drive them out of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called the Danelaw. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east. Know that an important city in Danelaw was the city of York 'Jorvik' Understand that a treaty is an agreement/ compromise. <u>Athelstan- the first king of England</u> Know that Athelstan was the grandson of Alfred the Great. Know that he was a famous warrior who defeated the Danes and the Scots. Know that he created the kingdom that we now called 'England'
By the end of Y6 Local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Project title: Gender Identity Children will study local history and the history of Nottingham, in particular around the industrial revolution but also make links to Nottingham textile industry including Nottingham Lace. -To know that life in Britain in the 18th and 19th Century changed from mainly agricultural to a society based largely on manufacturing in mills and factories. Know the term industrialisation -Know that the main cause of industrialisation was due to the developments in machinery, that could do jobs quicker than humans -Know the importance of the developments of Steam engines during this time

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	-To know what life was like for children who worked in mines in Nottingham during the industrial revolution -To know what life was like for children working in textile mills during the industrial revolution -To know the negative effects of industrialisation on children, health and poor societies such as Nottingham City - To know the laws that were passed to make working conditions safer for children - To know how industrialisation has changed Britain today - To use primary and secondary sources to find out about the past
By the end of Y6 Children will learn the theme of social justice and social groups in a non-European society that provides contrasts with British history Benin (West Africa) c. AD 900-1300 theme of civil rights and social justice in British and world history	Project title: Inequalities • Know The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. • Know they started trading with merchants from Europe. • Know the kingdom came to a sudden end in 1897, when a British army invaded and made it part of the British Empire. • Know the British wanted to gain control of Benin so they could get rich by selling its palm oil and rubber. • Know Benin belonged to the British Empire until 1960. Then it became part of the independent country of Nigeria. • Know how to use historical sources such as artworks to find out about village life and religion. • Know how to use historical sources to find out about Europeans and how this provides contrast between the two societies. <u>Discovery of America</u> • Know that it is a widely held view that Christopher Columbus discovered America. • Critique that there were people already living in North America prior to the Europeans having arrived. This included many Native American tribes/ indigenous people in the United States and the Aztec civilization in what is now Mexico.

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-changes in an aspect of social history -chronological knowledge beyond 1066	• Know that in the 1600's the Europeans quickly colonised and took over much of North America. Know that in the 16th century Britain began to establish overseas colonies. • Know that by 1783, Britain had built a large empire with colonies in America and the West Indies. <u>American Civil War</u> • Know that colonism led to slavery. • Know the slave trade took off due to European nations (particularly Portugal, Britain and Spain) wanting slave labour to work their plantations and mines in North and South America. Slave labour meant that New World products such as sugar, tobacco and cotton could be sold to the rest of the world for a very cheap price. • Know the conditions of the Atlantic passage and life as a slave in America. • Critique that slavery had always existed, but it was the scale of Atlantic Slave trade that has made it so infamous. An estimated 11 million Africans were transported across the Atlantic between 1500 and 1867. • Know that this was linked to the American Civil war. North America wanted slavery abolished throughout the country, which conflicted with the southern states wanted to keep slavery who relied on the slave trade to farm crops of cotton and tobacco. The civil war ended in 1865 with victory for the north and the abolition of slavery. • Explore the legacy slavery left behind and Britain's paradoxical position of being a leading light in the abolition movement but also a country who relied heavily of the products of slavery in order to produce its wealth. Explore how Britain relied on citizens of ex-slave colonies, like Jamaica and other Caribbean states, in order to rebuild after the Second World War and the impact that had on British life. <u>Civil Rights Movement</u> • Know that Slavery in the USA was outlawed in 1865. Know this did not mean black Americans did not have equality. • Know in the Northern States many faced informal methods of racial discrimination. • Know in the Southern States passed laws called 'black codes'. Know the Southern States local governments passed laws preventing black people from using white public facilities such as schools and parks (segregation) These were called 'Jim Crow' laws. Know how black Americans suffered poverty. • Know the Ku Klux Klan was established in the Southern states after the American Civil War. The KKK aimed to promote 'white supremacy' by intimidating, attacking and lynching black people. • Know that enslaved people were granted equal citizenship to white people However, in the 1896 Plessy v. Ferguson decision, the Supreme Court ruled that racially segregated facilities if 'separate but equal' did not violate the constitution. This was called segregation. • Know what African Americans were not able to vote (democracy) • Know that there were several attempts to improve the status of black people before 1950: NAACP, protests, activists and marches.
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	- Know that Civil Rights Movement was another phase of black political protest, rather than something entirely new. Recap on how many believe this was led by Martin Luther king and use historical sources to critique how many events led to the Civil Rights Movement such as Rev Oliver Brown, Rosa Parks, Freedom Rides, Malcom X. - Know how the Civil Rights Movement led to legal changes: Civil Rights Act, Movement Act. Know that despite the legal change in laws, black Americans did not achieve economic equality. Although there has been significant progress since the Civil Rights Movement, black Americans still remain a socially disadvantaged group.
By the end of Y6 The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Ancient Greece – a study of Greek life and achievements and their influence on the western world History- Martin Luther king Gain historical perspective by	Project title: The Best Version of Me I know the chronology of Ancient Greece. I know that this was 3000 years ago. I know that Ancient Greece was made up of city-states (Athens, Sparta, Corinth and Olympia). I know Ancient Greek war and conflict including conflicts between states and other enemies such as the Persian Empire. I know the significance of Alexander the Great and his control, lead his army to conquer an empire that stretched as far as Afghanistan and India. I know that the Ancient Greeks invented government and democracy. I know that democracy means ‘rules by the people’ I know how the Ancient Greece culture influenced on the wider world including: language, a centre of learning, arts, sport, philosophy I know that Greek ideas influenced so far because the army led Greece, Persia, Egypt and part of India. The Roman empire was inspired by the Greek way of life and took these ideas to other countries including the U.K. I know how to find out about the past by using a range of sources- secondary and primary. <i>(influence from ancient times has previously been studied in Ancient Baghdad peace and conflict project and links to the continuation of greek philosophy)</i> I know that Martin Luther King is an activist and campaigned for the rights of African Americans during the Civil Rights Movement of the 1950s and 1960s.

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placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	I know that in Martin Luther King's lifetime the Southern United States operated under laws which kept white and black people separated - segregation I know that black people did not have the same rights as white people e.g. the right to vote I know how Martin Luther King was influenced by Rosa Parks and Gandhi I know how the world today is influenced by Martin Luther King.
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