

Brockwell Junior School History Progression Map

History - Understanding the significance of the past.

“How do you know who you are unless you know where you have come from? How can you tell what is going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are – and about what’s next.” Tony Robinson

Year Group	Year 3			Year 4			Year 5			Year 6					
Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July			
	Learning Challenge														
	What were the wonders of Ancient Egypt?	How did the lives of ancient Britons change during the Stone Age?		Who were the Anglo-Saxons and how do we know what was important to them?	How did the arrival of the Romans change Britain?	What did the Vikings want and how did Alfred help to stop them getting it?	The story of The Trojan Horse: historical fact, legend or classical myth?		Eyam and Longshaw Why were the villagers of Eyam heroes to the county of Derbyshire and Beyond?	Why did Britain once rule the largest empire the world has ever seen?	To be or not to be? The Life and Works of William Shakespeare (Home LC)	How could Hitler have influenced a nation like Germany to have followed him?			
		What is the secret of the standing stones?											Linked to Geography learning challenge question: Who are Britain's National Parks for? Local study within the Peak District		
		How do artefacts help us understand the lives of the people in Iron Age Britain?											Why was winning the Battle of Britain in 1940 so important?		
Subject Knowledge Overview Coverage															
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Changes in Britain from the Stone Age to the Iron Age		Britain's settlement by Anglo-Saxons and Scots	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world		A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A non-European society that provides contrasts with British history ~ the Maya civilization c. AD 900			
Skills and Key Concepts															

[illegible]

Our vision is to provide a coherent, progressive and rigorous learning experience for our pupils in order to reach the following end points:

- to equip our pupils with the historical skills and knowledge that will enable them to ready for the curriculum at Key Stage 3.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that our pupils have been engaged and motivated by their learning in history, therefore encouraging them to see the world through the eyes of young historians ~ understanding how events in the past have contributed to shaping the world in which they live today and how gaining such awareness can contribute to building a more informed and sustainable society in the future.

In a nutshell, our mantra is 'learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it.

“Everyone has a history. What you do with it is up to you. Some repeat it. Some learn from it. The really special ones use it to help others. “John Mark Green.