

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 did the Ancient Egyptians believe?	How did the lives of ancient Britons change during the Stone age, Bronze age and Iron age?		Why did the Romans settle in Britain?	Anglo-Saxons: How hard was it to invade and settle in Britain?	Were the Vikings raiders, traders or something else?	What did the Ancient Greeks do for us?	Why were the villagers of Eyam heroes to the county of Derbyshire and Beyond?	Why was winning the Battle of Britain in 1940 so important? What is it like to live in a warzone?	How did the lives of (working) children change during the Victorian Era?		How was the Jewish nation persecuted as a result of Hitler's rise to power? How did the Maya civilisation compare to the Anglo-Saxons'
NATIONAL CURRICULUM 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		The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of Greek life and achievements and their influence on the western world. Ancient Greece – making a judgement on the story of The Trojan Horse.	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 non-European society that provides contrasts with British history ~ the Maya civilization c. AD 900
SUBSTANTIVE KNOWLEDGE												
	What did the Ancient Egyptians believe? - I can locate where and when the Egyptians lived. - I can describe the key beliefs of the Ancient Egyptians including the creation story, gods and goddesses and mummification. - I can explain the importance of the River Nile to the Egyptians. How did the lives of ancient Britons change during the Stone age, Bronze age and Iron age? - I can explain why pre-history is a long time ago and find BC and AD on a timeline. - I can explain the work of an archaeologist and know why they are valuable in helping us find out about pre-history. - I know that people in the Palaeolithic and Mesolithic parts of the Stone Age hunted and gathered, were nomadic and lived in caves and camps. - I know that Neolithic part of the Stone Age people settled and became farmers and had permanent homes. - I know how bronze transformed prehistoric life (weapons & tools etc). - I know in the Iron age iron was readily available and cheap and that Iron Age people traded and used slaves.			Who were the Romans and why did the Romans settle in Britain? - I can explain why the Romans invaded Britain. - I know how the Britons responded to the Roman invasion (Boudica's rebellion) - I know why the Roman army was so successful Who were the Anglo-Saxons and how do we know what was important to them? - I can explain why the Anglo-Saxons came to Britain. - I can describe Anglo-Saxon life. (Sutton -Hoo) - I can explain how Christianity arrived in Britain. Who were the Vikings?			What did the Ancient Greeks do for us? - I know WHEN Ancient Greek times took place and name key events which took place during this era. - I can describe the legacies which the Ancient Greeks left us: myths & legends, democracy, Olympic Games, language & alphabet and inventions. - I can retell the events of the story of the Trojan horse and make a judgement about whether it happened or not. Why were the villagers of Eyam heroes to the county of Derbyshire and Beyond? - I can retell the main events surrounding the plague of Eyam, Derbyshire. - I can reflect upon the key decision made (and their consequences) by people in Derbyshire during that time. Why was winning the Battle of Britain in 1940 so important? What is it like to live in a warzone? - I know where, when and why WWII & the Battle of Britain took place. - I can describe how the Battle of Britain was won. - I can describe how it felt to live in Britain during WWII in relation to the Blitz and the evacuation process.			How did the lives of (working) children change during the Victorian Era? - I can describe and explain the lives of (working) children during Victorian times and how their lives changed. - I can identify the key people who instigated these key changes and reflect upon their impact. How was the Jewish nation persecuted as a result of Hitler's rise to power? - I can explain how the Jewish nation was persecuted during Hitler's rise to power and consider the impact it had on their lives. How did the Maya civilisation compare to the Anglo-Saxons? - I can describe the key features of the Maya civilisation. I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons. I can explain and evaluate the reasons for the decline of the Maya civilisation.		

DISCIPLINARY SKILLS & CONCEPTS			
<u>Chronological understanding</u> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. Use the words ‘century’, ‘decade’ and ‘ancient civilisation’.	<u>Chronological understanding</u> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history. Use date and topic-related vocabulary which denotes the period.	<u>Chronological understanding</u> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Identify changes within and across historical periods. Use vocabulary related to specific periods.	<u>Chronological understanding</u> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations eg. Ancient Egypt and Prehistoric Britain. Use words and phrases for movements or times of change, eg. Industrial Revolution.
<u>Knowledge and understanding of events, people and changes in the past</u> Use evidence to describe houses and settlements, culture and way of life and people’s beliefs and attitudes. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods.	<u>Knowledge and understanding of events, people and changes in the past</u> Use evidence to describe what was important to people from the past. Identify some ideas,beliefs and attitudes of past cultures, giving reasons for differences. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some events they have studied from the past affect/influence life today.	<u>Knowledge and understanding of events, people and changes in the past</u> Choose reliable sources of information to identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Identify changes and links within and across the time periods studied. Give reasons why changes may have occurred, backed up by evidence. Describe how historical events and people studied affect/influence life today.	<u>Knowledge and understanding of events, people and changes in the past</u> Choose reliable sources of evidence to describe aspects of life, people’s belefs and attitude and differences in status. Make links between some of the features of past societies, e.g. religion, houses, society, technology. Identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence. Describe how some of the events or people studied from the past impact on the immediate future, subsequent periods and on today’s society.
<u>Historical interpretation</u> Identify the difference between fact and opinion. Explore the idea that there are different accounts of history.	<u>Historical interpretation</u> Understand the difference between primary and secondary sources. Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.	<u>Historical interpretation</u> Question the reliability of source material and give reasons why something is or is not reliable. Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	<u>Historical interpretation</u> Evaluate the usefulness and accuracy of different sources, understanding the effect of propaganda, bias, misinformation and opinion. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Form own opinions about historical events from a range of sources.
<u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.	<u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. Suggest sources of evidence from a selection provided to help answer questions.	<u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.	<u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. Select the most appropriate source material, using primary and secondary , for a particular task.
<u>Organisation and communication</u> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Use dates and vocabulary related to the topic accurately.	<u>Organisation and communication</u> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Suggest different ways of presenting iformation for different purposes. Use dates and subject-specific words such as monarch, settlement and invader accurately.	<u>Organisation and communication</u> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT., showing awareness of an audience. Plan and present a self-directed project or research about the studied period. Use dates and terms accurately.	<u>Organisation and communication</u> Communicate ideas about the past in an organised and clearly structured way, and in the most effective /appropriate manner, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. Make accurate use of specific dates and terms.

VOCABULARY – SEE CONNECTED HISTORY PLANNING AND KNOWLEDGE ORGANISERS

What did the Ancient Egyptians believe? amulet giza mummification Egyptologist hieroglyphics burial chamber canopic jars pharaoh pyramids sarcophagus sphinx Polytheism	Who were the Romans and why did they settle in Britain? Boudicca empire inference invasion legacy Romans settlers	What did the Ancient Greeks do for us? empire democracy citizen state legacy civilisation column legend myth conflict siege judgement primary sources secondary sources	How did the lives of (working) children change during the Victorian Era? empire monarch monarchy The Great Exhibition manufacture (v) manufacture (n) slum workhouse ragged schools board schools log book inkwell philanthropist social reformer politician commission factory report Act of Parliament
How did the lives of ancient Britons change during the Stone Age, Bronze age and Iron age? BC AD chronological nomadic smelting thatched archaeologist pre-historic Stone Age Bronze Age Iron Age neolithic artefacts mesolithic paleolithic	Who were the Anglo-Saxons and how do we know what was important to them? Angles Britain convert missionary paganism Pope Saxons settlement Vikings	Why were the villagers of Eyam heroes to the county of Derbyshire and beyond? plague plague doctor epidemic remedy symptoms reverend isolation villagers boundary tailor contagious	How was the Jewish nation persecuted as a result of Hitler's rise to power? refugee segregation Kindertransport Auschwitz Führer refugee propaganda Aryan Nuremberg Laws Kristallnacht ghetto Nazi disarm reparation prejudice Holocaust persecution discrimination Treaty of Versailles
	What did the Vikings want and how did Alfred help to stop them getting it? Anglo-Saxon chronicle bias consequence Danelaw perspective Viking longboat	Why was winning the Battle of Britain in 1940 so important? What is it like to live in a warzone? Adolf Hitler Winston Churchill Invasion imminent threat allies axis Royal Air Force Royal Navy Spitfire Luftwaffe Kriegsmarine Messerschmitt evacuee refugee blitz Anderson shelter Morrison shelter black-out air raid air raid warden	How did the Maya civilisation compare to the Anglo-Saxons? abandon city-state classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest

CULTURAL CAPITAL (CONNECTED) / ENRICHMENT	
Cultural Capital (Connected) / Enrichment	Cultural Capital (Connected) / Enrichment

	Creswell Craggs		Urban Studies Centre: Roman times		Murton Park: Vikings			VE celebration day	Y6's Great British Exhibition		Visit to National Holocaust Museum
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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 ‘use the past to understand the present and change the future.’

“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.