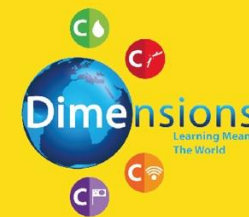




# History



## Knowledge Building

### Perspectives and Interpretation

**Historical interpretation** is the process by which an explanation of **past** events is constructed. **Interpretation** is based on primary and secondary **historical** sources. **Evidence**, contexts and points of view all form the basis of historical interpretation.

Looking at **historical perspective** means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.

### Cause and Consequence

In **historical** terms, every event has a **cause**, and is itself the **cause** of subsequent events, which may therefore be considered its effect(s), or **consequences**. Recognising the relationship between the two is vital to deeper historical understanding and **causal explanation** should be a primary feature in history teaching and learning at all stages within the school curriculum.

### Continuity and Change

**Historical change** is an all-encompassing term used to describe the **changing** of events over the course of time. **Historical change** happens constantly and includes both major events and seemingly insignificant events. **Historical change** takes place through the process of **cause and consequence**. There are sometimes several causes that **continuity** refers to things that stay the same, relatively unchanged, over time.

### Historical Vocabulary

**Historical vocabulary** can be placed into various categories:- language related to the passing of time e.g. yesterday; language related to the measuring of time e.g. decade; historical roles e.g. monarch; concepts and more abstract terms e.g. democracy. Some of the more abstract terms benefit from being taught through concrete and practical examples to help children to fully understand them. They should then be able to interpret historical language within contexts e.g. questions, concepts.

### Similarities and Differences

Comparison is a tool used by historians to analyse historical events, societal features, and values and beliefs within and across different time periods in order to discover things of historical importance or interest e.g. common causes, stages of development or to demonstrate a larger historical pattern. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.

### Chronology

Understanding **chronology** is vital in helping children position their learning within a linear narrative. It involves sequencing, placing and connecting periods of history as part of a framework which should reinforce and increase their depth of knowledge and understanding.

\* **Evidence** is a thread that runs throughout the history curriculum. Evidence can take various forms, including printed sources e.g. documents; physical evidence e.g. artefacts; oral accounts and testimony. Primary sources relate to original, first-hand evidence while secondary sources provide second-hand information that comes from the description, analysis, interpretation and evaluation of primary evidence.

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Order and sequence familiar events	State examples of change	Know what causes everyday things to happen	Understand and use language related to the passing of time	Identify how things can be done differently	Know and identify similarities and differences between themselves and others

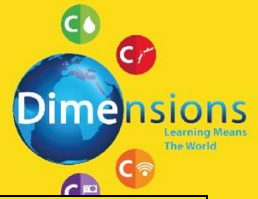
**Learning Progression**

3 – 4 years	Reception
<ul style="list-style-type: none"> <li>• Begin to make sense of their life-story and family's history</li> <li>• Continue developing positive attitudes about the differences between people</li> <li>• Show interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>





# History



## Knowledge Progression

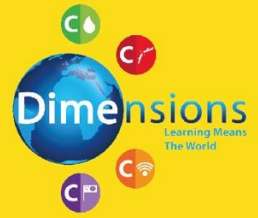
### Explorers 2 / Reception

<p style="text-align: center;"><b>Cycle A - Happy To Be Me</b></p> <ul style="list-style-type: none"> <li>To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time</li> <li>To identify ways their family celebrates special events such as weddings, christenings, birthdays etc.</li> <li>To identify features about themselves that make them individuals</li> <li>To identify how we are similar and different</li> <li>To know who is in their family and how families can differ</li> <li>To know what a community is and identify the communities and groups they belong to</li> </ul> <p><b>Key Vocabulary</b> self-portrait, individual, family, community, appearance, diversity, belonging, today, tomorrow, yesterday, past, time, events, festivals</p>	<p style="text-align: center;"><b>Cycle A - What on Earth...?</b></p> <ul style="list-style-type: none"> <li>To identify old things and recognise what can be done to look after them</li> <li>To identify past events and experiences and discuss what happens/happened at them</li> <li>To know who the older people are in their lives and identify similarities and differences between their childhood and their own</li> </ul> <p><b>Key Vocabulary</b> old, new, things, recycle, events, experiences, artefacts, preserve, look after, grandparents, grandma, grandpa, neighbours</p>
<p style="text-align: center;"><b>Cycle B - Tell Us a Story</b></p> <ul style="list-style-type: none"> <li>To know some stories from different cultures and compare with stories that they have been told and know well</li> <li>To identify the changes that happened to Cinderella and then identify changes in their own lives</li> </ul> <p><b>Key Vocabulary</b> change, different, same, stories, tales, fairy tales, nursery rhymes</p>	





# History



## PATHFINDERS

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Fit people and events into a chronological framework	Identify examples of growth and change over time	Recognise why actions and events happened	Understand and use language related to the measurement of time	Identify different ways in which the past is represented	Know about similarities and differences between societies, including beliefs
Skills Progression					
History Skills Pathfinders 1 / Y1			History Skills Pathfinders 2 / Y2		
Hi1 Use different sources of information to find out about the past Hi2 Find out about the lives of significant people and events from the past and present Hi3 Using episodes from stories about the past, identify the difference between past and present Hi4 Place events in chronological order Hi5 Use common words and phrases related to the passing of time Hi6 Make a personal link to the past by exploring artefacts and images			Hi7 Ask and answer questions about the past Hi8 Explore places and investigate artefacts Hi9 Recognise why people did things and why events happened Hi10 Identify differences between past and present and show how ways of life at different times were different to their own Hi11 Identify different ways in which the past is represented Hi12 Observe and handle a range of sources of information to find out about the past Hi13 Place events and objects in chronological order Hi14 Use a wide vocabulary of everyday historical terms		



## Knowledge Progression



- To understand the way in which the past impacts on the present

Key Vocab: century, coprolite, decade, excavate, fossil, geology, Jurassic, Mary Anning, obituary, palaeontologist, pioneer, theory

#### Cycle A - Powhatan People

Pupils will explore the story of Pocahontas, her relationship with English colonialists and the building of trust between them and her tribe, the Powhatan. Pupils will learn about her life but be aware that some aspects of her story have been embellished or made up to make her story more exciting. They will look at artefacts to compare how the Powhatan tribe and the English colonialists lived and learn about the actions taken by Pocahontas to help the two groups understand one another.

#### Concepts

**NC** - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements

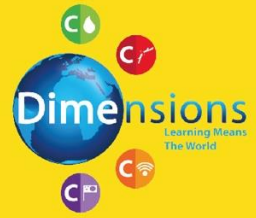
- To know and be able to retell the life story of Pocahontas
- To know what made Pocahontas famous
- To understand the contribution made to cross-cultural relationships
- To understand what makes Pocahontas an inspirational historical figure

Key Vocab: capture, chronological, colonialist, conflict, cross-cultural, culture, masque, native, negotiate, Pocahontas, Powhatan, tribe





# History



## ADVENTURERS

### Knowledge Building

Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Establish clear narratives within periods of history	Make links between events and changes across and within periods of history	Identify the results of events, situations and changes	Understand and use a range of historical terminology, some linked to concepts	Understand that different versions of the past may exist, giving reasons for this	Compare and contrast a range of diverse societies

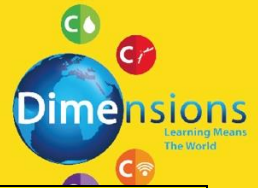
### Skills Progression

History Skills Adventurers 1 / Y3	History Skills Adventurers 2 / Y4
<p>Hi15 Develop their understanding that the past can be divided into different periods of time</p> <p>Hi16 Explore the different ways we can find out about the past and how to understand evidence</p> <p>Hi17 Identify different ways in which the past can be represented</p> <p>Hi18 Recognise similarities and differences between people's lives during different periods of time</p> <p>Hi19 Use dates and vocabulary relating to the passing of time and sequence events</p> <p>Hi20 sequence several events or artefacts</p> <p>Hi21 Begin to give reasons for and results of the main events and changes</p> <p>Hi22 Use sources of information including ICT to find out about events, people and changes</p>	<p>Hi23 Ask and answer a variety of preceptive historical questions</p> <p>Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK</p> <p>Hi25 Identify the impact of the movement and settlement of people in different periods of British history</p> <p>Hi26 Identify how significant events, developments or individuals and groups have influences their locality, the UK and beyond in the recent and distant past</p> <p>Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved.</p> <p>Hi28 Place events, people and changes into correct periods of time on a timeline</p> <p>Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p>Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted</p> <p>Hi31 Communicate knowledge and understanding in a variety of ways</p>





# History



## Knowledge Progression

### Adventurers 1 / Year 3

#### Cycle B - Athens v Sparta



Pupils will begin this unit by using inter-disciplinary skills, employing geographical knowledge in locating Greece on a present-day map and noting some of its key features, and historical knowledge in comparing it with a map of Ancient Greece. A key focus of this unit is comparing the city states of Athens and Sparta and recognise that their differences meant that they did not live peacefully together. Pupils will explore cause and consequence when learning about key events in Ancient Greek times, such as the Persian Wars. They will also learn about continuity through some Ancient Greek legacies that are still influential today, like democracy and the alphabet.

#### Concepts

**NC** - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world

- A. To know the location of Greece
- B. To learn about the Greek Empire
- C. To understand the importance of Athens and Sparta
- D. To know about some of the important battles e.g. The Persian Wars
- E. To learn about Greek mythology
- F. To discover the legacy of the Ancient Greeks e.g. democracy and buildings

Key Vocab: amphitheatre, ancient,

architecture, artefacts, Athens, BC / BCE, civilisation, colonies, Colosseum, conflict,

democracy, empire, leadership, legacy, marathon, Mount Olympus, mythology (gods)

Olympic games, Persian Wars, Sparta, temple, Zeus

#### Cycle A - Come Fly With Me! Africa



Pupils will explore the links between the disciplines of history and geography through this African theme, with a historical focus on the Benin from West Africa. Pupils will learn that the kingdom of Benin was incredibly powerful and influential at the time by studying artefacts that have been left behind.

#### Concepts

**NC** - Pupils should be taught about a non-European society that provides contrasts with British history

- B. To learn about the Benin Early Period

Key Vocab: trading, AD/CE, artefacts, BC / BCE, Benin, civilisation, coral, elected, epoch, era,

exiled, gods, ivory, merchants, misruling, plaque, restore, security

### Adventurers 2 / Year 4

#### Cycle A - Under the Canopy



Using the historical period of the Mayans, pupils will link history and geography together through exploring the roots of two fictional children. They will research the original Mayan meaning of the children's names and then compare these to the origins of their own. Pupils will then collect evidence of how the Mayan people lived in the rainforest in the past, through research, and then share what they find, noting any influences on present day.

#### Concepts

**NC** - Pupils should be taught about a non-European society that provides contrasts with British history

Question 1. To understand where names come from and what they mean

Question 2. To understand the relationship between where we originate from and what our names mean

Question 4. To learn what it would have been like for the Mayans, living in the rainforest

Key Vocab: Pyramid, sacrifice, AD / CE temple

ancestor, ulama, BC / BCE, civilisation, empire, era, evidence, gods, heritage, hierarchy,

hieroglyphs, Mayan, millennia, plaque, plaza

#### Cycle B - Cry Freedom



Pupils will be introduced to the concept of slavery in a sensitive manner, initially discussing some of the historical vocabulary surrounding slavery. Pupils will also learn that slavery has been a feature of societies across the globe for several centuries and they will compare, contrast, and discuss changes to how slavery occurred. Pupils will develop their chronology skills by comparing key events in Sojourner Truth and William Wilberforce's lives and how both these people worked to abolish slavery. Finally, pupils will research, assess, and draw conclusions on the issue of modern-day slavery.

#### Concepts

**NC** - Pupils should be taught about a non-European society that provides contrasts with British history

**NC** - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- A. To know and understand what slavery is and recognise its different forms
- B. To learn about the history of slavery around the world - Europe, Asia, Africa, America
- C. To learn about key figures involved in the abolition of slavery
- D. To learn about modern-day slavery

Key Vocab: Abolition/abolitionist, captive, colonialists, economy, Harriet Tubman, human,



trafficking, master, merchants, middle passage, modern-day, plantation, poverty, slave,

Sojourner, Truth, William Wilberforce





## Knowledge Progression

Adventurers 1 / Year 3	Adventurers 2 / Year 4
<p align="center"><b>Cycle A - Lindow Man</b></p> <p>In this unit, pupils will explore the changes and developments that took place over several millennia in Ancient Britain. They will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. They will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> <li>To know when the Stone Age, Bronze Age and Iron Age took place</li> <li>To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)</li> <li>To know who the Celts were, in particular, Boudicca</li> <li>To know how the people living during these three periods of time influenced the locality</li> <li>To understand how evidence from the past is used to make historical claims</li> <li>To understand the way in which the past impacts on the present</li> </ul> <p>Key Vocab: Boudicca, Bronze Age, Celts, Iron Age, henge, hunter-gatherer, Mesolithic Period, Neolithic Period, nomadic, Palaeolithic Period, prehistoric, revolt, Roman, Skara Brae, Stone Age</p>	<p align="center"><b>Additional Knowledge</b> <b>Cycle A - Law and Order</b></p> <p> Pupils will identify the importance of having their voices heard through debate and discussion inspired by the debates of Ancient Greeks. They will learn more about the place that founded early democracy and hold elections of their own.</p> <ul style="list-style-type: none"> <li><b>NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p>Key Vocab: AD / CE, BC / BCE, ancient civilisation, democracy, elected, government, non-democratic, United Nations (UN), Universal Declaration of Human Rights, society, World War 2</p>
<p align="center"><b>Cycle B - Saxon King</b></p> <p>In this unit, pupils will learn about some aspects of early medieval life in England through the life of a key historical figure, Harold Godwinson. Pupils will have the opportunity to investigate timelines and family trees to understand the chronology of Harold's life and debate his claim to the throne through available evidence. Pupils will use the Bayeux tapestry to note the events of the Battle of Hastings and will start to explore the use of bias in source materials recognising we should always question what we are looking at when working historically.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots</p> <p><b>NC</b> - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Harold Godwinson</li> <li>To know what Harold Godwinson was famous for</li> <li>To understand what makes Harold Godwinson an inspirational historical figure</li> </ul> <p>Key Vocab: battle, Bayeux Tapestry, bias, claim, conquest, dynasty, exile, heir, invasion, monarch, Norman, patronymics, reign, Witan Council</p>	<p align="center"><b>Cycle A - Viking Warrior</b></p> <p>Pupils will explore some of the oral history of the Viking period through the tales told about Ragnar Lothbrok. Pupils will discover that stories of events of this time were often not written down until much later and therefore may not be accurate. As historians, pupils will have to explore further evidence to be sure that certain events took place; Ragnar may not have existed! Pupils will use chronology to plot Viking invasions and relating their time in Britain with that of the Romans and Anglo-Saxons. Pupils will also begin to use questioning and research to find out why the Vikings chose to invade Britain. Finally, pupils will assess evidence of what the Vikings left behind and how they still influence our lives today.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>To know and be able to retell the life story of Ragnar Lothbrok</li> <li>To know the chronology of invaders and settlers in Britain</li> <li>To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact</li> <li>To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions</li> <li>To understand why the Vikings invaded Britain</li> <li>To understand the way in which the past impacts on the present</li> </ul> <p>Key Vocab: Anglo-Saxon, coward, invasion, Jorvik, legacy, legend, longship, Norman, pitch, Raid, Roman, saga, settlement, Viking</p>
<p align="center"><b>Cycle B - "That's All, Folks!"</b></p> <p> Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.</p> <p>Key Vocab: animation, cartoon, CGI (computer-generated imagery), development, discovery, flip book, stop-motion, technology, Walt Disney, zoetrope</p>	

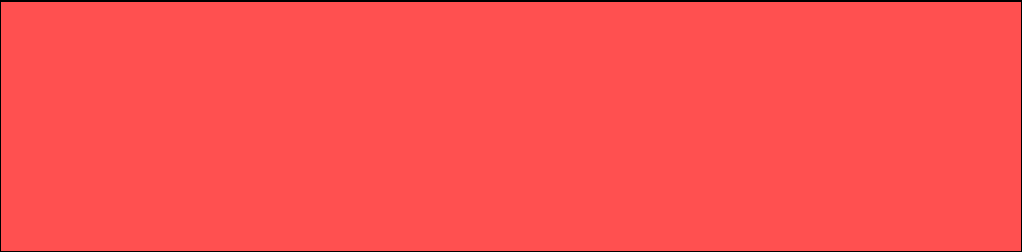


**Cycle A - Lightning Speed**



Pupils will learn about the development of communication over 200 years and then look at the creation of the Internet. They will explore how communication has grown from requiring people to be close by to one another, to sending post to the development of email and the internet as a communication tool. Pupils will learn about Tim Berners-Lee as the creator of the world wide web.

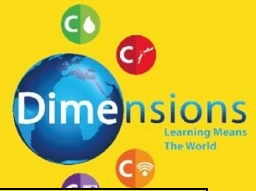
**Key Vocab:** causation, century, decade, development, invention, present day, prophecy, Tim-Berners Lee





NAVIGATORS

# History



## Knowledge Building

Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
Make connections between periods of history	Explain change and continuity across and within periods of history	Analyse and explain the results of historical events, situations and changes	Interpret historical language in the context of concepts and questions linked to periods of history	Explain how and why different historical viewpoints and interpretations have been constructed	Analyse the diverse experiences, beliefs and attitudes of people in past societies

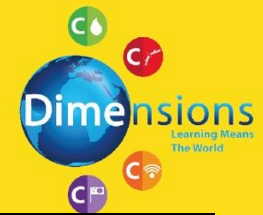
## Skills Progression

History Skills Navigators 1 / Y5	History Skills Navigators 2 / Y6
<p>Hi32 Investigate the characteristic features of, and changes, within, periods of history</p> <p>Hi33 Devise historically valid questions about change, similarity and difference and investigate for find possible answers</p> <p>Hi34 Investigate events in the past using primary and secondary sources</p> <p>Hi35 Identify and describe reasons for and results of historical events, situations and changes</p> <p>hi36 Recognise primary and secondary sources</p> <p>Hi37 Identify and describe the effect of some economic, technological and scientific developments</p> <p>Hi38 Place events, people and changes into correct periods of time</p> <p>Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade</p> <p>Hi40 Interpret historical evidence</p> <p>Hi41 Select and organise relevant historical information, making appropriate use of dates and terms</p>	<p>Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers</p> <p>Hi43 Recognise social, cultural, religious and ethnic diversity of societies</p> <p>Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this</p> <p>Hi45 Recognise and understand the broader chronology of major events in the UK, and some key events in the world, from ancient civilisations to the present day, and locate within this the periods, events and changes they already studied</p> <p>Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them</p> <p>Hi47 Suggest possible omissions and the means of finding out</p> <p>Hi48 Select and combine information from different sources</p> <p>Hi49 Recall, select, organise and communicate historical information in a variety of ways</p>





# History



## Knowledge Progression

### Navigators 1 / Year 5

#### Cycle B - You're Not Invited



In this unit, pupils will take a deeper look at cause and consequence with a focus on Roman invasion and the expansion of the Roman Empire across Europe. Pupils will be expected to think more analytically, giving reasons for invasion and discuss some of the outcomes, recognising that not all outcomes of invasion are negative. Pupils will use timelines to record important battles from the Roman era, noting key people involved. They will also be encouraged to start drawing their own conclusions about historical events, with evidence to support their thinking.

#### Concepts

**NC** - Pupils should be taught about the Roman Empire and its impact on Britain

- A. To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion
- B. To know the location of Italy and the Roman Empire
- C. To understand why the Roman Army was so successful in their invasions
- D. To learn about some of the famous battles that took place during the Roman era
- E. To understand the positive impact of the Roman invasions on the inhabitants of those countries  
Invaded

Key Vocab: armour, army, aqueduct, Augustus, battle, borders, Boudicca, Caesar, census, conquer, consequences, emperor, empire, Hadrian, invasion, leadership, legacy, Nero, Roman, ruler, settlement

#### Cycle A - Come Fly With Me! America



Using a podcast, pupils will listen to the story of how America was discovered and re-tell it in their own words. They will then explore in more depth the impact that European discovery and settlement had on Native American tribes. Pupils will be expected to carry out their own research on a chosen tribe, and then produce a short drama piece on daily life.

#### Concepts

**NC** - Pupils should be taught about a non-European society that provides contrasts with British history

- B. To learn about the discovery of America
- C. To know about the Native Americans

Key Vocab: Columbus, colonisation, conquest, emigrate, immigrant, indigenous, persecution, pilgrim, puritan, republic, Stars and Stripes, State, Thanksgiving Day, tolerance

### Navigators 2 / Year 6

#### Wars of the World



This unit studies war in a much wider context. Pupils will explore the causes of war, including analysing the reasons for the conflict in Gaza. Pupils will develop their research skills by finding out more about either WWI or WWII and presenting their findings to their peers, with opportunity to question each other's findings. They will learn the term 'civil war', recognising that conflict does not just occur between two or more countries. As well as the causes, pupils will discuss the consequences of war and the concept of pacifism in preventing conflict and resolving problems in other ways. Pupils will also recognise that war is not just a historic concept but that there are conflicts still occurring across the globe today.

#### Concepts

**NC** - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Legacy

- A. To know and understand why wars occur
- B. To learn about the two world wars and understand their impact
- C. To understand what a civil war is and have some knowledge of famous civil wars
- D. To know where current wars are taking
- E. To learn about pacifism and the concept of peace

Key Vocab: alliance allies, anti-Semitism, Axis powers, conflict, consequences, civil war, consequence, evacuation, Hitler, holocaust, imperialism, invasion, militarism, mutiny, nationalism, pacifism, solidarity, terrorism, Tripartite Pact, World War 1, World War 2

#### "I Have a Dream..."



Throughout the pathways, pupils have been made aware of the injustice and segregation imposed on black communities across the globe and throughout history. This unit allows pupils to look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.

#### Concepts

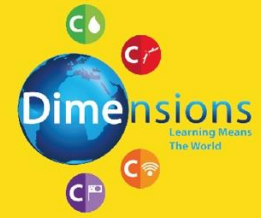
**NC** - Pupils should be taught about a non-European society that provides contrasts with British history

- A. To learn the definition of apartheid
- B. To know about the Jim Crow Laws and how they affected black people
- C. To learn about Martin Luther King and the impact he had on society
- D. To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa
- E. To know about and understand other forms of discrimination e.g. anti-Semitism

Key Vocab: anti-Semitism, apartheid, discrimination, diversity, injustice, Jim Crow Laws, Martin Luther-King, Nelson Mandela, oppression, prejudice, race, primary source, secondary source, segregation, stereotype, supremacy, tolerance



# History



## Knowledge Progression

### Navigators 1 / Year 5

#### Cycle B - A World of Bright Ideas



By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline.

#### Concepts

**NC** - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- A. To learn about important inventions from the past

**Key Vocab:** brand, Calculus, commercial, copyright, development, discovery, economic, innovation, invention, inventor, modify, printing press, scientific, significant, technological, vaccine

#### Cycle B - Pharaoh Queen

Initially, pupils will engage some of their geographical map reading skills by locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. Pupils will then compare a map of modern-day Egypt with that of Ancient Egypt. Pupils will turn their focus to some of the important people and places in Ancient Egypt, particularly focusing on Queen Hatshepsut. They will analyse evidence to find reasons why she became queen when women could not traditionally rule, why the people of Egypt were loyal to her and then, strangely, why almost all evidence of her existence as pharaoh were destroyed. Pupils will write a written account of her life, using all the evidence gathered and conclusions drawn.

#### Concepts

**NC** - Pupils should be taught about an Early Civilization e.g. Egypt

- To know the location of Egypt
- To know about the significant Ancient Egyptian places and individuals
- To know about Ancient Egyptian beliefs and practices
- To understand how evidence is used to make historical claims
- To understand the importance of the River Nile in Ancient Egyptian times
- To learn about the third female pharaoh, Hatshepsut

**Key Vocab:** afterlife, Ancient Egypt, archaeology, architecture, era, Hatshepsut, hieroglyphics, historian, legacy, mummification, Nile, Pharaoh, regent, sarcophagus, Sphinx, Stone Age

### Navigators 2 / Year 6

#### Mission Control



Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.

#### Concepts

- A. To learn about space exploration and discovery
- B. To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts
- C. To learn about the development and role of satellite communication

**Key Vocab:** astronaut, astronomer, causation, conspiracy theory, evidence, exploration, injustice, interpretation, inquisition, Neil Armstrong, primary source, satellite communication, secondary source, technology, viewpoint

#### Time Team

This is a multi-disciplinary study of the local area. The geographical aspect includes a disciplinary focus on processes and changes, linking with a historical disciplinary focus on continuity and change, helping pupils understand how the events of history shape a locality. They also further develop their mapping skills as part of this project.

#### Concepts

**NC** - Pupils should be taught a local history study

- A. To identify and research a famous historical figure who lived in your local area
- C. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time
- D. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time
- E. To know how to apply their knowledge when giving a guided tour of the local area

**Key Vocab:** anachronism, catalyst, change, connections, continuity, historical figure, historical narrative, historical viewpoint, interpretation, locality, national history, regeneration

#### British Bulldog

In this competency unit, pupils will begin by finding out why Winston Churchill is regarded as the UK's most well-known Prime Minister and why his image is still used in popular culture today. They will listen to and study some of his famous speeches during World War 2 and discuss how and why these speeches were so important to the morale of the British people both at home and away fighting. Pupils will investigate the reasons why Winston Churchill is now seen as a controversial figure in British cultures due to some of the views that he held. Additionally, pupils will learn that Churchill was an accomplished painter and will study some of his works in order to produce some artwork of their own in a similar style.



# History



### Concepts

- To know who Winston Churchill was and why he is an important figure  
To know and be able to retell the life story of Winston Churchill
- To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader  
To understand how speech and oratory can have both positive and negative effects
- To know that as well as a politician, Winston Churchill was an accomplished painter  
To know that his views can now be seen as controversial  
To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions

### True Crime? The Pendle Witches

This unit develops skills in selecting, organising, and understanding relevant historical information using an investigative approach. The pupils will learn what evidence is and how sources can be seen as reliable or unreliable depending on whether they are primary or secondary sources or whether they can be corroborated against facts or are hearsay. The pupils will work in teams to analyse evidence to then forward their own verdicts for the trial. They will also look at how persecution can still happen today based on the beliefs, religious or otherwise, of different groups of people.

### Concepts

- To know about some aspects of life in Lancashire in the early 1600s
- To know about the accusations of witchcraft
- To know what evidence is and analyse initial evidence for the Pendle Witch trials
- To know the order of events leading to the Pendle Witches' arrest
- To analyse further evidence in the form of convictions
- To know and understand the role Jennet Device played in convicting the witches
- To know that persecution based on religion and belief still occurs today

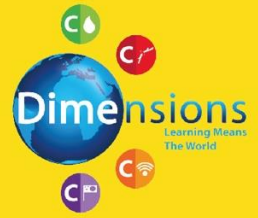
**Key vocab:** accusation, case file, Catholicism, confession, cunning woman, evidence, familiar, gaol, gaoler, lame, magistrate, Protestantism, source, primary, secondary, hearsay







# History



## Intent

### Explorers / EYFS

Our aim in teaching history in Explorers is to make pupils aware of the world around them and how places and people change over time. By the end of the phase, pupils should have a basic understanding of the passing of time and be able to use vocabulary relating to things that have happened in the recent past. Pupils should be aware that, over time, people change by ageing, and they should be able to identify older people in their lives. As well as people, pupils should know that things also change. They will have had opportunity to observe old and new forms of transport, homes and toys and they should be able to identify those that are from the past and those that are from present day, noting a range of similarities and differences. Pupils should also be able to talk about the roles people have had in society in the past and compare those to present-day occupations.

### Pathfinders / KS1

Our aim in teaching history in Pathfinders is to encourage pupils to think about historical change in the wider world. In this phase, pupils will begin to start thinking more chronologically and will have been introduced to simple timelines and dated information. This not only embeds the knowledge of the passing of time but extends it beyond the most recent history of yesterday, last week etc. Pupils will also be expected to know vocabulary such as century and millennium. Pupils should know that changes occur over time across the globe and are effected by many different people. They should be starting to ask questions about how and why changes have happened, such as 'Why did the Elephant Bird become extinct?' or 'How have methods of communication changed?'. In terms of recognising similarities and differences, pupils should not only be able to talk about objects and artefacts that are the same or different but also be aware that beliefs and societies can be compared, for example, the Inuit tribe with their own culture. The Competency Units in this phase have allowed pupils to study a diverse range of individuals, the places and eras they lived in and how they have influenced our lives today. Pupils should know that it is often the decisions and actions of individuals in the past that change our lives in the future.

### Adventurers / LKS2

Our aim in teaching history in Adventurers is to broaden pupils' historical horizons so they are learning not only about the more recent past but also about ancient civilisations. Pupils should be exploring source materials and begin to look for bias and accuracy. In this phase, pupils should recognise that some aspects of the past can be interpreted in different ways, and it is up to them as present-day historians to be aware that people in the past can tell their stories differently. History in this phase also encourages pupils to, not only explore similarities and differences, but inclusivity across diverse societies. In the unit 'Cry Freedom', pupils will compare how slavery has been imposed on a range of societies and how people from very different backgrounds can work towards a common goal (Sojourner Truth and William Wilberforce). Pupils should also now recognise that they should not only question why changes happen over time, but they should review the consequences of those changes, such as the legacies left by the Ancient Greeks or the development of the United Nations after the Second World War.

### Navigators / UKS2

Our aim in teaching history in Navigators is to deepen pupils' skills in thinking historically and historical comprehension. Pupils should now be confident in using and constructing timelines to organise their findings chronologically and make connections across wider periods of time. They should also be aware that they can not only study objects or artefacts to provide evidence of historical events but that these sources can be split into primary and secondary sources. Pupils should be starting to be more confident in analysing these to provide evidence to support their own thoughts and conclusions about how and why historical events happened. It is important, in this phase, that pupils begin to consider that the way things were done in the past cannot always be viewed through the lens of the present. The same beliefs, values and ideals of the present day are often anachronistic with the past (presentism). In this phase, pupils will also have had the opportunity to link their historical knowledge with other subjects such as geography and they should see how these two areas of learning are closely linked. For example, in Pharaoh Queen, pupils should know that the River Nile is a key geographical feature of Egypt, and was key to the survival of Ancient Egyptians, as well as its importance to those living in Egypt today.