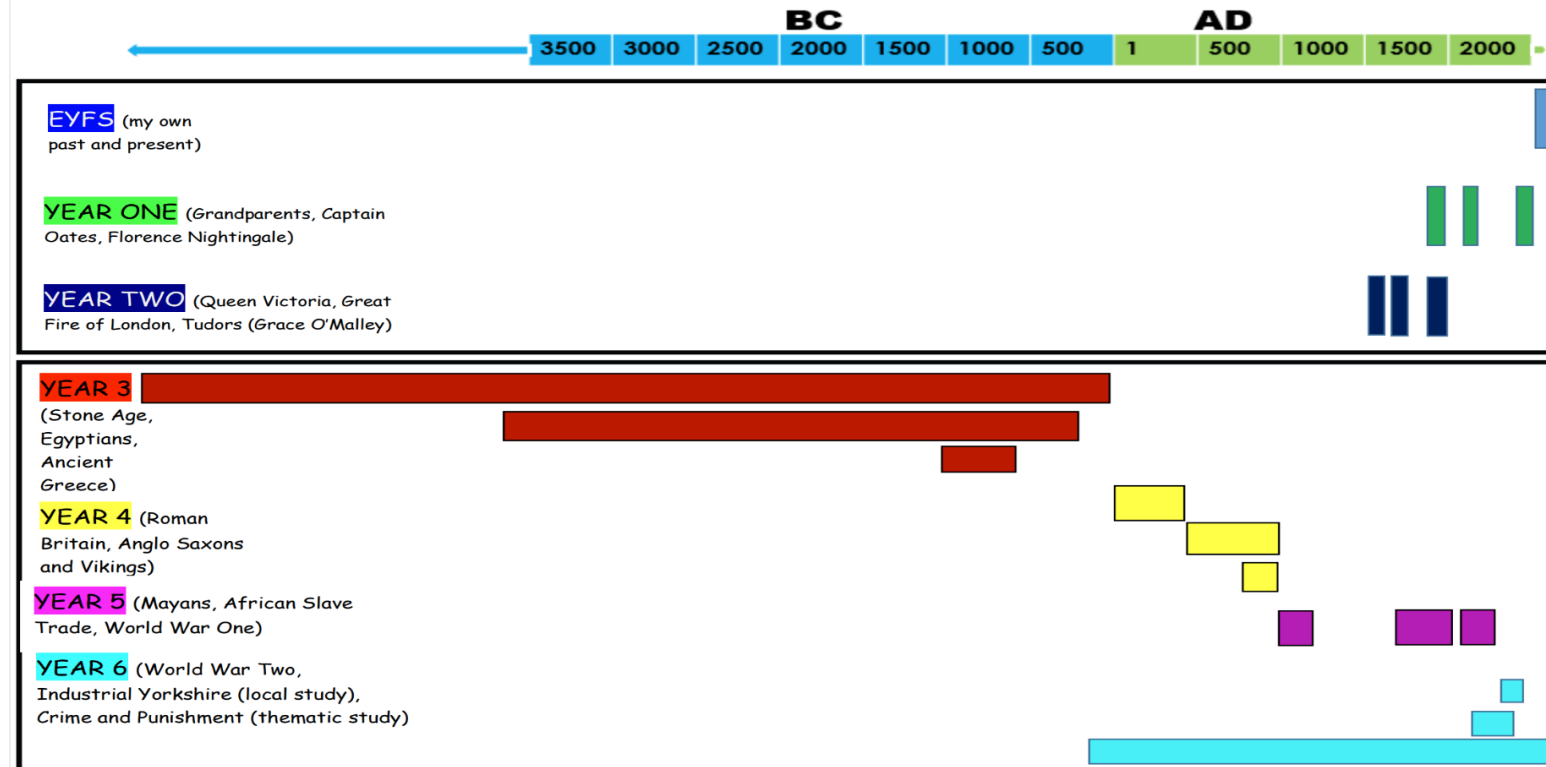




## History Progression at Meanwood C of E Primary School



CURRICULUM SUBJECT:	History	SUBJECT LEADS:	Luke Smith
What are the Y6 end of school end goals?	<ul style="list-style-type: none"><li>• Be able to come to their own conclusions about key historic events and eras by responding to enquiry questions.</li><li>• Have a good knowledge of local History and how key events and eras have impacted and influenced the local area.</li><li>• Be able to recall key facts and dates from events and eras studied and have these remain in the long-term memory.</li><li>• Have a deep understanding of the concepts of Empire, Monarchy, War, Religion and recognise their impact and influence on the modern-day world.</li><li>• Have a deep understanding of chronology.</li><li>• Understand how historians find out about the past by asking searching questions and investigating literature, real-life experiences, sources and artefacts available to us.</li><li>• Have a genuine interest in History and a real sense of curiosity about how humanity has reached the point it has today.</li></ul>		





## History Progression at Meanwood C of E Primary School



### How is the curriculum at Meanwood C of E Primary School sequenced towards these end points?

#### EYFS

How have I changed since I was a baby?	<ol style="list-style-type: none"> <li>1. Know the toys that children played with when they were a baby and compare them to today.</li> <li>2. Know how they have changed from a baby to now.</li> <li>3. Know differences from when our parents were our age.</li> <li>4. Know that we often have similar features to our family members.</li> </ol>
Why do we wear different clothes in different seasons?	<ol style="list-style-type: none"> <li>1. Know that seasons change during the year.</li> <li>2. Know how to sequence the seasons and the clothes that we wear in each season.</li> <li>3. Be able to sequence events in their own day.</li> <li>4. Know how to plot a simple timeline.</li> </ol>
What are our favourite celebrations each year?	<ol style="list-style-type: none"> <li>1. Be able to talk about events in school or at home that interest them.</li> <li>2. Know the special ways we celebrate in school and at home.</li> <li>3. Know how to identify artefacts associated with the events that they enjoy celebrating.</li> <li>4. Know how old they are and when their birthday is.</li> </ol>

#### Year 1

What has changed since my <b>Grandparents</b> were children?	<ol style="list-style-type: none"> <li>1. Know where the 1960s and their own lives fit on a timeline of the last 100 years.</li> <li>2. Know that Queen Elizabeth came into power in 1952 and know about how children celebrated her coronation.</li> <li>3. Know the similarities and differences between children's lives in the 1960s and today including: the music they listen to, the schools they attend and the toys they play with.</li> </ol>
Would <b>Captain Oates</b> have survived if his expedition took place today?	<ol style="list-style-type: none"> <li>1. Know that Captain Oates is remembered in Meanwood because his grandparents had a house in Meanwood Park.</li> <li>2. Know that in March 1901 during the Boer War in South Africa, Captain Oates fought for Britain and refused to back down in the face of an ambush.</li> <li>3. Know that it took six months for Captain Oates to get to Antarctica on the Terra Nova.</li> <li>4. Know the similarities and differences between Oates' expedition and expeditions that happen today.</li> </ol>

#### Year 2

What was great about Great Britain during <b>Victorian</b> times?	<ol style="list-style-type: none"> <li>1. Know that Victoria's reign as <b>monarch</b> (1837 – 1901) is known as the Victorian Era and that during this time, she ruled over Great Britain and many other countries too. This was called the British Empire and was the largest empire in history.</li> <li>2. Know the similarities and differences between <b>monarchs</b> Queen Victoria and Queen Elizabeth 1 and 11.</li> <li>3. Know how Victoria came to be queen at such a young age and that she married Albert after she was queen.</li> <li>4. Know about life in Victorian times and be able to describe some Victorian inventions and compare these to present-day versions.</li> </ol>
Did the <b>Great Fire</b> make London a better place?	<ol style="list-style-type: none"> <li>1. Know how the Great Fire started and spread across London and how we know about it today.</li> <li>2. Know how London was rebuilt after the Great Fire.</li> <li>3. Know the similarities and differences by comparing present-day London to the London that existed before 1666.</li> <li>4. Know that the monarchy was blamed for the Great Fire of London due to the ongoing war with France and Holland.</li> <li>5. Know the religious beliefs of the London population and how this couldn't have been an act of God.</li> </ol>



## History Progression at Meanwood C of E Primary School



Did <b>Florence Nightingale's</b> achievements change the way we live today?	<ol style="list-style-type: none"><li>1. Know that Florence Nightingale is famous for being a nurse and saving the lives of soldiers in the Crimean War</li><li>2. Know that Florence Nightingale became known as the Lady with the Lamp as she carried a lamp to check on her patients throughout the night.</li><li>3. Know that Florence Nightingale changed things for the better including cleaning up hospitals, introducing patient beds and giving training to nurses.</li><li>4. Know that Florence Nightingale felt she had a calling from God and that he told her to go out and help people.</li></ol>	Should we call <b>Grace O'Malley</b> a pirate?	<ol style="list-style-type: none"><li>1. Know the key events of Grace O Malley's life and be able to sequence them.</li><li>2. Know and compare how ships have changed over time.</li><li>3. Know the key events and be able to retell the story of when Grace O Malley met Elizabeth I</li><li>4. Know the similarities and differences of life in the 16th and 17th centuries and compare to the present day.</li></ol>
Year 3		Year 4	
What was new about the <b>Stone Age</b> ?	<ol style="list-style-type: none"><li>1. Know what 'pre-historic' means and know that it roughly dates from 2.5 million years ago to 1,200 BC</li><li>2. Know the three periods of the Stone Age were the Palaeolithic Period, Mesolithic Period and Neolithic Period and compare them against each other and modern society.</li><li>3. Know the difference between hunter gatherers and Neolithic ways of living.</li><li>4. Know that early humans developed religious beliefs to help explain the world around them.</li><li>5. Know what Stone Henge is and what this might tell us about the past.</li></ol>	What happened when the <b>Romans</b> came to Britain?	<ol style="list-style-type: none"><li>1. Know who the Romans were, when the Roman Empire ruled and who ruled it.</li><li>2. Know why and when the Romans invaded Britain and what made them so powerful.</li><li>3. Know who Boudicca is and how she reacted to the Roman Empire.</li><li>4. Know that religion played an important part of Roman daily life and similarly to Ancient Greece and Egypt, they believed in many different Gods and Goddesses.</li></ol>
How much did <b>Ancient Egyptians</b> achieve?	<ol style="list-style-type: none"><li>1. Know the Egyptian Empire rose during the period of the New Kingdom, and this was when the country reached its richest and most powerful.</li><li>2. Know that Ancient Egypt is one of the earliest examples of Monarchy and know that a Pharaoh was considered a god and they ruled absolutely, with all power of government.</li><li>3. Know that The Egyptian Pharaohs made the Egyptians battle many times and that Pharaoh Tuthmosis III took his army to war 17 times</li><li>4. Know that Ancient Egyptians used innovative techniques which allowed them to use the River Nile to help them farm and survive.</li><li>5. Know that in Ancient Egypt, they have their own creation story belief based on their own Gods and Goddesses.</li></ol>	Was the Anglo-Saxon period really a <b>dark age</b> ?	<ol style="list-style-type: none"><li>1. Know that Anglo Saxons arrived after the collapse of the Roman Empire.</li><li>2. Know that Anglo Saxons conquered Britain and why.</li><li>3. Know who the Anglo-Saxons were, the jobs they worked and how they protected themselves when fighting in a battle.</li><li>4. Know that the Anglo Saxons were pagans when they first came to Britain but they gradually moved to Christianity as time passed.</li><li>5. Know what an Anglo Saxon settlement looked like.</li></ol>
What did the <b>Greeks</b> do for us?	<ol style="list-style-type: none"><li>1. Know how Ancient Greek life including democracy, the Olympic Games, temples and art all influenced the modern world and be able to make comparisons.</li></ol>	Would the <b>Vikings</b> do anything for money?	<ol style="list-style-type: none"><li>1. Know that Vikings invaded Britain from the Anglo Saxons.</li><li>2. Know that that the Vikings settled in East Anglia, the north of England and parts of the Midlands.</li></ol>



## History Progression at Meanwood C of E Primary School



	<ol style="list-style-type: none"><li>2. Know who Alexander the Great was and understand how he threw over the Persian Empire to create his own which stretched across three continents.</li><li>3. Know that Sparta and Athens fought a long war called Peloponnesian War from 431 to 404BC..</li><li>4. Know that, similarly to Ancient Egypt, The Greeks believed that their gods and goddesses controlled everything.</li></ol>		<ol style="list-style-type: none"><li>3. Know that the Vikings ruled Britain for nearly 100 years.</li><li>4. Know that the Vikings wore tunics and trousers made of local materials like wool and flax and they mostly used axes and swords for weapons.</li><li>5. Know that Vikings worshiped many different Gods and Goddesses, like the religions of Ancient Greece and Rome</li></ol>
Year 5		Year 6	
How do <b>Mayan and Viking</b> civilisations compare?	<ol style="list-style-type: none"><li>1. Know that each individual Mayan city had its own King or Queen and that these monarchs were often at war with each other wanting each other's cities.</li><li>2. Know that the Maya believed in a large number of nature gods and that some were considered more powerful than others.</li><li>3. Know about different aspects of the Mayan life including clothes, writing, maths and religion and compare it to that of the Viking culture.</li><li>4. Know that the Mayan Empire influenced future empires such as the Aztec Empire</li></ol>	Was <b>World War 2</b> a justifiable event?	<ol style="list-style-type: none"><li>1. Know the events that lead to the Second World War and the rise of Hitler.</li><li>2. Know that the Allied forces were: UK, Soviet Union, USA and France and that the Axis Powers were: Germany, Hungary, Italy and Japan.</li><li>3. Know that the Blitz was the bombing of cities by the German Air Force (Luftwaffe) and that blitz is short for blitzkrieg and that Winston Churchill was Prime Minister by then.</li><li>4. Know about Operation Pied Piper and the War effort including the part Women played in the effort</li><li>5. Know that the Holocaust was the persecution of Jews during WWII and the role of propaganda in Germany</li><li>6. Know about the Battle of Britain and Pearl Harbour</li><li>7. Know that Germany surrendered on 7th May 1945 and that World War 2 ended on 2nd September 1945.</li></ol>
How did the <b>African Slave Trade</b> affect Britain?	<ol style="list-style-type: none"><li>1. Know the Atlantic slave trade involved the transportation by slave traders of enslaved African people and when this took place</li><li>2. Know what the trade triangle and middle passage was and the effect the trade triangle had on the nations and people involved.</li><li>3. Know that the British government abolished the slave trade across the British Empire in 1807.</li><li>4. Know what the 1833 Slavery Abolition Act was and how it came about.</li><li>5. Know what The Empire Windrush was and when it sailed from the Caribbean to Tilbury and know the impact The Empire Windrush had on British society and how it influenced everyday life and culture.</li></ol>	How has <b>Crime and Punishment</b> changed over time?	<ol style="list-style-type: none"><li>1. Know the legacy of the Romans in the current justice system through the use of a court, judge, jury and lawyer.</li><li>2. Know about the Anglo-Saxon legal system and how it's similar/different to the Roman system and the modern legal system.</li><li>3. Know that the two crimes that preoccupied the Tudors were vagrancy and treason and understand the reason for this.</li><li>4. Know who Robert Peel was and how he set up the metropolitan police during Victorian times.</li><li>5. Be able to make connections and note contrasts and trends over time by evaluating knowledge gained of the history of crime and punishment in Britain.</li></ol>



## History Progression at Meanwood C of E Primary School



What was life like during <b>World War One</b> ?	<ol style="list-style-type: none"> <li>1. To know when and why World War 1 started and ended.</li> <li>2. To know about the technological advances during World War One.</li> <li>3. To know what life was like in the trenches during World War One.</li> <li>4. To know how British Propaganda influenced World War One.</li> <li>5. To know what the Treaty of Versailles was.</li> </ol>	How has the <b>Industrial Revolution in Yorkshire</b> contributed to life today?	<ol style="list-style-type: none"> <li>1. Know that Titus Salt was born in Morley in 1803 and was an industrial giant in the Victorian age.</li> <li>2. Know that Titus Salt opened a mill in Saltaire in 1853 that included housing for his workers. Know that Titus Salt was knighted by Queen Victoria in 1869.</li> <li>4. Know that that the last house in Saltaire was finished in 1876 and a year later Titus Salt died.</li> <li>5. Know that that Titus Salt was a congregationalist by religion and constructed a chapel at Saltaire.</li> </ol>
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## Procedural Knowledge and Skills

Constructing the Past					
Key Stage One	<p>Know where people and events fit within a chronological framework.</p> <p>Study historical periods, some of which they will study more fully later.</p> <p><i>Can describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot).</i></p>	Lower Key Stage Two	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p> <p><i>Can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i></p>	Upper Key Stage Two	<p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><i>Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).</i></p>



## History Progression at Meanwood C of E Primary School



### Sequencing the Past

EYFS and Key Stage One	<p>Know where people and events fit within a chronological framework.</p> <p>Develop awareness of the past, using common words and phrases relating to the passing of time</p> <p><i>Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. plot their own, parents and Grandparents births on a timeline)</i></p>	Lower Key Stage Two	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><i>Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).</i></p>	Upper Key Stage Two	<p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p><i>Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Crime and Punishment developments).</i></p>
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### Change and Development

EYFS and Key Stage One	<p>Identify similarities and differences between ways of life in different periods.</p> <p>Study changes within living memory.</p> <p><i>Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify similarities and differences between life as a child in the 1960s and today).</i></p>	Lower Key Stage Two	<p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).</i></p>	Upper Key Stage Two	<p>Address and devise historically valid questions about change, similarity, and difference.</p> <p>Note connections, contrasts and trends over time.</p> <p><i>Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting Crime and Punishment over time).</i></p>
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## History Progression at Meanwood C of E Primary School



### Cause and Effect

EYFS and Key Stage One	<p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Study the lives of significant individuals who contributed to national and international achievements.</p> <p><i>Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot).</i></p>	Lower Key Stage Two	<p>Address and devise historically valid questions about cause.</p> <p><i>Can comment on the importance of causes and effects for some of the key events and developments within topics.</i></p>	Upper Key Stage Two	<p>Address and devise historically valid questions about cause.</p> <p><i>Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).</i></p>
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### Significance and Interpretations

EYFS and Key Stage One	<p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p> <p>Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of Captain Oates).</p>	Lower Key Stage Two	<p>Address and devise historically valid questions about significance.</p> <p><i>Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</i></p> <p><i>Can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).</i></p>	Upper Key Stage Two	<p>Address and devise historically valid questions about significance.</p> <p><i>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance.</i></p> <p><i>Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about Mayan life)</i></p>
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## History Progression at Meanwood C of E Primary School



### Using Sources as Evidence

EYFS and Key Stage One	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of Grace O Malley).</i></p>	Lower Key Stage Two	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>The pupil can recognise possible uses of a range of sources for answering historical enquiries.</i></p>	Upper Key Stage Two	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).</i></p>
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