

History Curriculum Progression Map

Early Years Foundation Stage

Understanding the World educational programme (taken from the EYFS Statutory Framework):

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals that link to History:

EYFS Understanding the World – ELG Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

In the EYFS, children:

- Look at pictures of themselves now and themselves as babies and talk about how they have changed.
- Learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc.
- Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- Listen to stories that are set in the past.
- Compare things in the past and now, linked to our topics (eg emergency vehicles, houses, space rockets etc).
- Learn the names of some significant people from the past, such as Neil Armstrong, Guy Fawkes, Florence Nightingale.

History Curriculum Progression Map

Autumn

	Year 1 <u>Discovering History</u>	Year 2 <u>Romans in Britain</u>	Year 3 <u>Stone Age to Iron Age</u>	Year 4 <u>Life in Ancient Rome</u>	Year 5 <u>Baghdad c.900 CE</u>	Year 6 <u>World War I</u>
Key Knowledge	<ul style="list-style-type: none"> • The past is all of the things that have already happened. • History is the story of the past. • People who study history are called historians. • Family trees can show us who got married and who had children. • The Royal Family Tree shows us who was the King or Queen in the past. • Historians uses sources to learn about the past. • Books, photos and letters are sources that can tell us about the past. • Archaeologists find out about the past through looking at things found in the ground. • Things found by archaeologists are called artefacts. • Wednesbury was named by the Anglo-Saxons (<u>Woden – a God</u>). • Wednesbury was an industrial town, where lots of things were made (<u>iron mills, forges, blacksmiths, wheelwrights etc.</u>) • People travelled around differently in the past (<u>Wednesbury fire brigade on horse-drawn carts, canal network</u>). 	<ul style="list-style-type: none"> • The Romans were an ancient civilisation that built an empire. • The Romans used their technology and their well-organised, large armies to explore and rule their empire. • People living in Britain (and other parts of Europe) at the time were not as advanced as the Romans. • Archaeologists have found out that Roman soldiers wore armour and carried weapons. • Romans invaded Britain in 43CE. • Boudicca led a rebellion against the Roman invasion. • Romans built towns surrounded by stone walls and roads across Britain. • Hadrian's Wall formed the northern border of the Roman Empire. • After the fall of the Roman empire, many aspects of Roman life remained in Britain. • Romans created written records which is why we know about their history. 	<ul style="list-style-type: none"> • The Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic age. • When the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt. • During the Mesolithic/Middle Stone Age, people in Britain were hunter-gatherers and were usually nomadic. • During the Neolithic period, people began farming and making tools and weapons from stone. • Archaeologists have found settlements and monuments that help us find out about the Neolithic era. • The Bronze Age began when people learned how to make objects from bronze, around 2500 BCE. • Stonehenge is a prehistoric monument built over 5000 years ago. • The Iron Age began around 800 BCE when people learned how to make objects from iron. • During the Iron Age, people belonged to tribes and lived in hill forts. 	<ul style="list-style-type: none"> • Ancient Rome was a powerful empire. • Romans believed that Romulus and Remus founded Rome. • Rome's location, in the centre of the Mediterranean, gave it a powerful position to trade and conquer from. • Rome began as an absolute monarchy and later became a republic. It then became an empire. • Roman society varied vastly during the Roman Republic e.g. patricians, plebeians and slaves. • Pompeii, a wealthy town on the Italian coast, was destroyed by a volcano. • Archaeologist used the preserved ruins from Pompeii to learn about life in Ancient Rome. • Roman leisure activities included the forum, the baths, chariot races and gladiator fights. • Romans spoke in Latin and Latin formed the basis of many other European languages, including English. • Until the 17th Century, most works of science, religion and politics were written in Latin. 	<ul style="list-style-type: none"> • The Islamic Empire spread rapidly after Mohammad's death. • Contributions to Western culture included astronomy, philosophy and mathematics. • Caliph Al-Mansur began the construction of Baghdad in 762 CE. • Many people came to Baghdad to trade and to study. • The ancient city of Baghdad was a round city. In the centre was a Mosque and a palace. • People came to learn in Baghdad from all over the world. One of the places was called The House of Wisdom. • Many important books were translated into Arabic by scholars in Baghdad. • In 1258 CE, Baghdad was invaded and much of the city was destroyed. • The Mongols attacked Baghdad in 1258, destroying the city and many inhabitants. • Thousands of books were thrown into the Tigris River and lost forever. 	<ul style="list-style-type: none"> • Prior to 1914, tension was mounting in Europe with secret alliances • The assassination of Archduke Ferdinand resulted in Austria-Hungary declaring war on Serbia. • Following the assassination, Austria-Hungary declared war on Serbia. • Britain declared war on Germany on 4th August 1914, after Germany invaded Belgium. • WWI was fought on land, at sea and in the air. • On the Western Front, World War I was fought from trenches. Soldiers, who came from all over the world, faced terrible and dangerous living conditions in the trenches. • The land in between the opposing trenches was called 'No Man's Land.' • At sea, naval battles took place in the North Sea and The Atlantic. • Aeroplanes were new and were used for fighting, bombing and directing artillery. • The people on the 'Home Front', took up jobs in factories, farms, offices etc. • The people left at home included many women. • The Home Front was attacked from bombs from German airships and the German navy. • The war ended 11th November 1918 when Germany and the allies signed a ceasefire • The Treaty of Versailles was signed in 1919. • After the war, all men and women over 21 were given the vote in 1928. • Over 15 million people were believed to have been killed during the war and many more injured.

History Curriculum Progression Map

Autumn						
	Year 1 <u>Discovering History</u>	Year 2 <u>Romans in Britain</u>	Year 3 <u>Stone Age to Iron Age</u>	Year 4 <u>Life in Ancient Rome</u>	Year 5 <u>Baghdad c.900 CE</u>	Year 6 <u>World War I</u>
Substantive Concepts	<p>Monarchy</p> <p>Society</p>	<p>Civilisation</p> <p>Conflict and Invasion</p> <p>Empire</p>	<p>Civilisation</p> <p>Religion</p> <p>Society</p>	<p>Civilisation</p> <p>Empire</p> <p>Government</p> <p>Monarchy</p> <p>Society</p>	<p>Civilisation</p> <p>Conflict and Invasion</p> <p>Empire</p> <p>Religion</p> <p>Society</p>	<p>Conflict and Invasion</p> <p>Empire</p> <p>Government</p> <p>Rights and Equality</p> <p>Society</p>
Disciplinary Concepts	<p>Sources and evidence</p> <p>Historical significance</p>	<p>Continuity and change (how the Roman invasion changed life in Britain)</p> <p>Sources and evidence (how we know about the Romans from the things they left behind, included written sources)</p>	<p>Continuity and change</p> <p>Sources and evidence (stone age buildings – Howick House, settlements – Skara Brae and monuments – Stonehenge, iron age – Must Farm and the grave of the Amesbury Archer)</p>	<p>Similarities and differences (how life in Ancient Rome was experienced differently by different people).</p> <p>Sources and evidence (Pliny the Younger’s writing about Pompeii and the preserved ruins).</p>	<p>Continuity and change</p> <p>Sources and evidence</p>	<p>Cause and consequence</p> <p>Continuity and change (in terms of warfare)</p> <p>Similarities and differences (how the war was experienced differently by different people)</p> <p>Sources and evidence</p>

History Curriculum Progression Map

Autumn

	<u>Year 1</u> <u>Discovering History</u>	<u>Year 2</u> <u>Romans in Britain</u>	<u>Year 3</u> <u>Stone Age to Iron Age</u>	<u>Year 4</u> <u>Life in Ancient Rome</u>	<u>Year 5</u> <u>Baghdad c.900 CE</u>	<u>Year 6</u> <u>World War I</u>
Key Vocabulary	Past Present Story History Historian Family tree Ancestor Census Source Information Archaeology / Archaeologist Artefact Transport	Ancient Empire Roman Rome Italy Civilisation Technology Army Legion Soldier Centurion Service Helmet Shield Armour Conquered Invasion Emperor Tribes Defeat Rebellion Iceni Roads Cities Towns York (Eboracum) London (Londinium) Forum Basilica Public baths Trade Hadrian's Wall Roads Connect Canals Aqueducts Sewage Villa	Archaeologist Migration Artefact Palaeolithic Mesolithic Neolithic Stone Age Ice Age Hunter-gatherer Nomad Auroch Stone circles Causewayed enclosure Bronze Age Trade Hill fort Excavation Barrows Wattle Timber Sarsens Bluestone Antler Horseshoe Trilithon Midsommers Day Midwinters Day Quern stone Fort Plough Loom Wattle and daub Druid Conflict Celt	Empire Rome Romulus Remus Mediterranean Century Trade Conquer Society Monarchy Republic Consul Senate Senator Patrician Plebian Slave Pompeii Volcano Vesuvius Pyroclastic flow Preserved Artefact Forum Gladiator Amphitheatre Theatre Chariot race Circus Circus Maximus Colosseum Latin Root words Etymology / etymologist	Islam Empire Persecution Mecca Medina Alhambra Palace Cordoba Mosque Philosophy Caliph / caliphate Tigris River Trade route Fertile City of Peace Dynasty Government Accommodation Avenue Concentric Medicine Law Translation House of Wisdom Scholar / scholarship Mongols Abbasid Caliphate Depopulate Uninhabitable Irrigation Transcontinental Empire	Allies War Empire Triple Alliance Triple Entente Politics Invade Militarism Alliance Nationalism Imperialism Assassination Mechanised warfare Chemical warfare Mustard gas Chlorine gas Technology Navy Army Tank Trenches No Man's Land Entrenching Sapping Tunneling Trench fever Trench foot Frostbite Battle of the Somme Home Front Propaganda Conscription Enlist Battlecruisers Zeppelins Rationing Ceasefire Armistice Treaty of Versailles Democratic Vote Shell shock Territorial Military Financial Economic

History Curriculum Progression Map

Spring

	<u>Year 1 Kings, Queens and Leaders</u>	<u>Year 2 The Tudors</u>	<u>Year 3 Ancient Egypt</u>	Year 4	<u>Year 5 The Industrial Revolution</u>	<u>Year 6 The Suffragettes</u>
Key Knowledge	<ul style="list-style-type: none"> • England has been ruled by Kings and Queens for a long time. • His Royal Highness King Charles III is our current king. • A coronation is when the crown is placed on the king/queen's head. • King John was forced to sign the Magna Carta by the Barons. • King John I made a promise to the people of England when he signed the Magna Carta. • We know about the Magna Carta as it was written down and it still exists today. • Henry III didn't want to listen to the barons and this made them angry. One of them captured him and set up the first parliament. • Parliament had representatives from towns and counties in England. • Parliament was set up to make decisions for the country. • King Charles I was executed (stopped). • There was a time when there was no King of England. • Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'. 	<ul style="list-style-type: none"> • Life was different for the rich and the poor in Tudor England. • Boys and girls were treated differently. • Henry VII was the first Tudor monarch. Henry VIII was his second son. • Henry VIII made himself Head of the Church of England and had six wives. • Henry VIII's three children were Mary, Elizabeth and Edward. • Before the Reformation, England was a Roman Catholic country and the Pope was the head of the church. • Henry VIII became head of the Church of England. • One of the reasons for the reformation was Henry VIII's desire to end his marriage to Catherine of Aragon. • Edward VI was a Protestant and made religious reforms during his short reign. • Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age. • She made a compromise between Catholics and Protestants. 	<ul style="list-style-type: none"> • The ancient Egyptians were an ancient civilization who lived near the Nile in Egypt. • The River Nile floods, creating fertile land to grow crops. • Ancient Egyptians lived near the Nile so they could grow food. • Pharaohs were Ancient Egyptian rulers. • Ancient Egyptian society was hierarchal and the Pharaoh was the leader at the top. Farmers were at the bottom. • The ancient Egyptians believed in many gods and goddesses and prepared for the afterlife. • Ancient Egyptians believed Pharaohs represented Gods on Earth. • Tutankhamun became Pharaoh at the age of 9 when his father died. • The archaeologist, Howard Carter, discovered the tomb of Tutankhamun - a Pharaoh that was mummified. • The Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them. • The Rosetta Stone helped people understand hieroglyphics. 	<p>N/A</p> <p>Summer term topic is to last throughout summer 1 and summer 2</p>	<ul style="list-style-type: none"> • 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery. • It was characterised by the use of steam-powered engines, the spread of factories and machines, mass produced goods and mechanised transport. • The Industrial Revolution accelerated in the 1840s. • Spinning cotton using machines and the water frame were used in factories, which made the process much faster. • The cotton used in machines was often grown by enslaved workers from abroad. • The first steam engine was produced by James Watt and Matthew Boulton in Birmingham in 1776. • The steam engine meant that humans could use the energy in fossil fuels to create power. • The first fully functioning passenger steam train was built by George Stephenson in 1830. • Much of the machinery and buildings needed by the industrial revolution were built out of iron. • Abraham Darby perfected a process for producing iron called the blast furnace. • Because steam engines and blast furnaces needed a huge amount of coal, coal mining became a very important industry. • There was a large surge in child labour during the Industrial Revolution. • In mill towns and coal towns, children were given extremely dangerous jobs to do. 	<ul style="list-style-type: none"> • During the 19th and early 20th century, only wealthy men could vote. • In 1867, the Parliamentary Reform Act increased the electorate to almost 2.5 million men. • John Stuart Mill argued that the Reform Act should allow property-owning women to vote but other MPs did not agree. • The National Union for Women's Suffrage Societies (NUWSS) was led by Millicent Fawcett. • Fawcett wanted women to have the same voting rights as men. • The NUWSS members campaigned peacefully. • The Women's Social and Political Union (WSPU) was led by Emmeline Pankhurst. • Pankhurst fought for suffrage for all women. • The WSPU members (suffragettes) were sometimes violent and broke the law. • Emily Wilding Davison stepped out in front of the King's racehorse and died. • There was also an 'anti-suffrage' movement at the time, with a number of supporters arguing why women should not have the vote. • When WWI broke out, Emmeline Pankhurst stopped the campaign and urged women to support the war effort. • In 1918, women who owned property or were married to a homeowner were given the vote. • In 1928, all women over the age of 21 were given the same voting rights as men.

History Curriculum Progression Map

Spring						
	Year 1 <u>Kings, Queens and Leaders</u>	Year 2 <u>The Tudors</u>	Year 3 <u>Ancient Egypt</u>	Year 4	Year 5 <u>The Industrial Revolution</u>	Year 6 <u>The Suffragettes</u>
Substantive Concepts	<p>Government</p> <p>Monarchy</p>	<p>Monarchy</p> <p>Religion</p> <p>Society</p>	<p>Civilisation</p> <p>Religion</p> <p>Society</p>		<p>Civilisation</p> <p>Society</p>	<p>Government</p> <p>Rights and Equality</p> <p>Society</p>
Disciplinary Concepts	<p>Cause and consequence (what caused the barons to force King John to seal the Magna Carta).</p> <p>Sources and evidence (we know about the Magna Carta as it was written down).</p>	<p>Historical significance</p> <p>Similarities and differences</p> <p>Sources and evidence</p>	<p>Sources and evidence (the Rosetta Stone, looking at how we know about life in Ancient Egypt from the things left behind)</p> <p>Similarities and differences</p>		<p>Sources & evidence (e.g. analysing paintings of the Industrial landscape),</p> <p>Historical significance (beginning to develop children's understanding that historians accord significance to people, events and inventions e.g. the invention of the steam, engine)</p> <p>Continuity & change</p> <p>Similarities and differences (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society)</p>	<p>Sources and evidence</p> <p>Similarities and differences</p>

History Curriculum Progression Map

Spring

	<u>Year 1 Kings, Queens and Leaders</u>	<u>Year 2 The Tudors</u>	<u>Year 3 Ancient Egypt</u>	Year 4	<u>Year 5 The Industrial Revolution</u>	<u>Year 6 The Suffragettes</u>
Key Vocabulary	King Queen Rule Majesty Royalty Inherited Crown Coronation Throne Sceptre Orb Ring Prison Trial Tax Power Barons Magna Carta Parliament Civil war Battle of Lewes Cause Executed Commonwealth Republic Puritan Law Lord Protector	Tudor Rich / poor Peasants Ornate Life expectancy Jousting Lute Harpsichord Archery Heir Marriage / divorce Execute Heir Reformation Break with Rome Catholic Protestant Pope Dissolution of the Monasteries Treason Book of Common Prayer Succession Convert Compromise Settlement Golden Age Colony The English Reformation	Africa Egypt River Nile Flood Silt Fertile Farming Pyramid Pharaoh Vizier Slave Society Hierarchy Polytheistic Book of the dead God / Goddess Papyrus Afterlife Tomb Pyramid Mummification Embalming Valley of the Kings Hieroglyphs Hieroglyphs Scribe Translate		Industrial Revolution Society Industrialisation Factory Engine Mechanise Mass produce Urbanisation Migrate Water frame Mill Textile Cotton Spinning Cottage industry Invention Steam engine Piston Rotary motion Locomotive Steam train Blast furnace Smelting Coalfield Coalmine Mining Scavenger Apprentice	Democracy Vote Wealthy Electorate Suffrage Politics Government Parliament Committee Vote Campaign Petition Suffragist Deeds Radical Hunger strike Arson Marches Protest Opposition Empire Nation Equality Feminist Working-class Gender pay gap

History Curriculum Progression Map

Summer

	Year 1 <u>Parliament and Prime Ministers</u>	Year 2 <u>Powerful Voices</u>	Year 3 <u>Ancient Greece (Y4 PKC)</u>	Year 4 <u>Anglo Saxons, the Scots and the Vikings</u>	Year 5 <u>The Victorian Age</u>	Year 6 <u>The History of Human Rights and Equality in Britain</u>
Key Knowledge	<ul style="list-style-type: none"> Some people didn't want James II to be king. His daughter and her husband became King and Queen of England. William and Mary signed the Bill of Rights. Simon de Montfort is called the Father of the English Parliament. Parliament makes decisions about our country. They meet in the Houses of Parliament. The government makes decisions about how to spend people's taxes and what money should be spent on. The Prime Minister is the leader of the government. The Prime Minister leads the country. Robert Walpole is considered by historians to have been the first Prime Minister. Adults vote to choose the people who run our country. They vote during an election. 	<ul style="list-style-type: none"> In the past, India was under British rule. Gandhi opposed British rule in India and fought for political freedom. Gandhi is remembered for his peaceful protests. Rosa Parks was arrested for refusing to give up her seat to a white man on a public bus. Her arrest led to the Montgomery Bus Boycott, led by Martin Luther King. Rosa Parks and Martin Luther King were influential in the US Civil Rights movement. The Taliban banned girls from going to school. Malala Yousafzai fought for all children to have a right to education. Malala Yousafzai won a Nobel Peace Prize. Greta Thunberg is a Swedish environmental activist who talks about climate change. Greta raised awareness for Climate Change by going on strike from school on Fridays. David Attenborough has made natural history documentaries, teaching people about the earth. Gandhi opposed British rule in India and fought for political freedom. He too speaks about Climate Change. 	<ul style="list-style-type: none"> Ancient Greece was made up of independent city-states, such as Athens and Sparta. City-states ruled individually. Some had kings; others had groups of people in charge. City-states fought for resources and power. Athens was a city-state in Ancient Greece. It is considered to be the birthplace of democracy as they could vote to remove leaders. Only citizens were allowed to vote in Athens. Male slaves and all women were not citizens. The Spartans were fierce warriors and lived very modestly. Spartan boys trained to be soldiers. Sparta and Athens were enemies but they became allies to defeat the Persians. The Battle of Marathon is remembered today when people run 26 miles. Alexander the Great created a vast empire. He conquered the whole of Greece in two years. Plato, Socrates and Aristotle were Ancient Greek Philosophers. Religion in Ancient Greece was polytheistic. The influence of Greek religion saw many similar Gods later in the Roman religion. Ancient Greek myths were retold as a way of explaining the world around them. Ancient Greeks built important buildings with large columns and that this style has been copied around the world. The Parthenon is an example of this. A long time ago, people from England removed some sculptures from the Parthenon and they are now on display in London. Some people think the Elgin Marbles should be returned to Greece. Ancient Olympic Games were a festival to honour the Greek God, Zeus. Ancient Olympic Games included competitive sports, including running, javelin and equestrian events. The Ancient Greeks left an important legacy and are still remembered today. 	<ul style="list-style-type: none"> Anglo Saxons came to England after the Romans left, in around 410 CE. Anglo Saxons comprised of the Angles, Saxons and the Jutes and divided England into kingdoms. During this time, England was divided into kingdoms. The three largest were Northumbria, Wessex and Mercia. The Picts and the Scots were early settlers in Scotland. The Romans were unable to defeat the Picts. Many Anglo Saxons were farmers and grew crops and kept animals. There was a big difference in the lives of the rich and the poor in society. Many Anglo Saxons and Vikings, who originally had Pagan beliefs, converted to Christianity. A monk named Bede wrote a book about Anglo Saxon history and how people converted to Christianity. The Vikings built strong ships that allowed them to explore far overseas. They raided and also traded around the world. The Vikings raided, invaded and some settled in England. In 793 CE, Vikings raided the monastery of St. Cuthbert on Lindisfarne. King Alfred was the Anglo-Saxon King of Wessex. He defeated the Vikings and made an agreement to trade peacefully. The Danelaw was an area of England ruled by Vikings. Many Vikings lived on farms, growing crops and looking after animals. The Vikings did believe in many Gods and Goddesses. Odin, Thor, Loki and Freja are examples of these. Many Vikings converted to Christianity. King Canute was a Viking King; he understood the limits of his power. Later, England had an English King called Edward the Confessor, who left no clear heir. The Battle of Hastings was fought in 1066. William (the Conqueror)'s Norman army was victorious and he became King of England. 	<ul style="list-style-type: none"> Queen Victoria is the second longest reigning monarch in British history, ruling from 1837 to 1901. She had a successful marriage to Prince Albert from Germany. During her reign, the British Empire became one of the largest empires. She had such a profound impact on the culture and life of the nineteenth century, that the period is commonly known as the 'Victorian Age'. The industrial revolution caused cities to grow rapidly. This was called urbanisation. Slums in the city had poor sanitation and were overcrowded. Large cities experienced many problems, such as the spread of disease and overcrowding. The 1834 Victorian Poor Law reformed relief for the poor and as a result, many poor people were forced to live in the workhouse. Workhouses were designed to encourage people to find work, so they made life extremely unpleasant for their inmates. The Great Exhibition took place in 1851. It was designed to showcase amazing objects and inventions from around the world. It was organised by Prince Albert, who took a strong interest in industrial and technological improvements. Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then. In 1870, Parliament made education compulsory for every British child up to 11 year olds, beginning the age of mass education. Queen Victoria's Diamond Jubilee was celebrated on a new invention – the moving camera. 	<ul style="list-style-type: none"> In 1948, the UN established the Universal Declaration of Human Rights. In the UK, the Human Rights Act (1998) protects human rights. Human Rights are the rights and freedoms that belong to every person. Before 1918, women in the UK were denied the right to vote. Before the 1980s, women could not open their own bank accounts, were disqualified from some professions and could legally be paid less than a man for doing the same job. The Equality Act (2010) replaced a number of anti-discriminatory laws with one Act which protects people. The United Nations Convention on the Rights of the Child (1989) is an international treaty that grants all children a set of rights. It came into force in the UK in 1992. Britain has been ethnically diverse for centuries. In the 1960s, the Bristol Bus Boycott took place in response to the bus company refusing to employ anyone who was not white. This was at the same time as the Civil Rights Movement in the USA. The Race Relation Acts in the 1960s and 70s made race discrimination illegal. People of different faiths have lived in Britain for hundreds of years. The Human Rights Act and the Equalities Act protect people from religious discrimination today.

History Curriculum Progression Map

Summer						
	Year 1 <u>Parliament and Prime Ministers</u>	Year 2 <u>Powerful Voices</u>	Year 3 <u>Ancient Greece (Y4 PKC)</u>	Year 4 <u>Anglo Saxons, the Scots and the Vikings</u>	Year 5 <u>The Victorian Age</u>	Year 6 <u>The History of Human Rights and Equality in Britain</u>
Substantive Concepts	<p>Government</p> <p>Society</p>	<p>Empire</p> <p>Rights and Equality</p> <p>Society</p>	<p>Civilisation</p> <p>Conflict and Invasion</p> <p>Empire</p> <p>Government</p> <p>Religion</p> <p>Society</p>	<p>Civilisation</p> <p>Conflict and Invasion</p> <p>Monarchy</p> <p>Religion</p> <p>Society</p>	<p>Civilisation</p> <p>Monarchy</p> <p>Rights and Equality</p> <p>Society</p>	<p>Government</p> <p>Rights and Equality</p> <p>Society</p>
Disciplinary Concepts	<p>Continuity and change</p> <p>Historical significance (historians believe Simon de Montfort to be the 'Father of English Parliament').</p> <p>Sources and evidence (Bill of Rights - we know about this important promise because we can read it).</p>	<p>Historical significance (beginning to develop children's understanding that historians choose to study people who they think are 'significant').</p> <p>Continuity and change (looking at the changes that have happened because of the people being studied e.g. the Montgomery Bus Boycott which stopped segregation on buses in America).</p> <p>Sources and evidence (looking at quotes from the past).</p>	<p>Sources and evidence (looking at how we know about life in Ancient Greece)</p> <p>Similarity and difference (how the lives between rich/poor and males/females differed in this period)</p>	<p>Continuity and change (how did life change in England between 450 and 1066, how did religion change over this time period).</p> <p>Similarities and differences (between the ways the Anglo Saxons and the Vikings lived on their settlements).</p> <p>Sources and evidence (including Julius Casear's account of the Picts, Bede's writings, extracts from the Anglo Saxon Chronicle, and looking at artefacts left behind which tell us about life at the time).</p>	<p>Continuity and change</p> <p>Historical significance (beginning to develop children's understanding that historians accord significance to people, events and inventions e.g. the invention of the steam, engine).</p> <p>Similarities and differences (looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society)</p> <p>Sources and evidence (analysing paintings of the Industrial landscape),</p>	<p>Continuity and change (how life in Britain has changed over time).</p> <p>Significance (the historical significance of people and events such as the Civil Rights Movement, the introduction of important legislation).</p> <p>Similarities and differences (between the way that women and men were treated in the past).</p> <p>Sources and evidence (using primary sources, including local examples).</p>

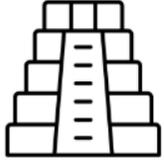
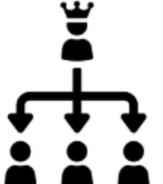
History Curriculum Progression Map

Summer

	<u>Year 1 Parliament and Prime Ministers</u>	<u>Year 2 Powerful Voices</u>	<u>Year 3 Ancient Greece (Y4 PKC)</u>	<u>Year 4 Anglo Saxons, the Scots and the Vikings</u>	<u>Year 5 The Victorian Age</u>	<u>Year 6 The History of Human Rights and Equality in Britain</u>
Key Vocabulary	<p>Laws Government Parliament Bill of Rights Budget Tax Houses of Parliament Prime Minister 10 Downing Street Vote Election Polling Station Party Ballot box Budget Tax</p>	<p>British Empire Rule Colony Peace Independence Protest Peaceful protest Boycott Civil rights Equality Segregation Activist Campaign Nobel Peace Prize Strike Climate change Natural historian Humanity</p>	<p>Civilisation City-states Athens / Athenian Sparta / Spartan Olympic games Tyrant Democracy Vote Ostraca / ostracon Warrior Discipline Persia Allies Enemy Conquered Empire Slavery Gordian knot Philosophy / philosopher Wisdom Student Polytheistic Mount Olympus Zeus Hera Poseidon Hades Titans Prometheus Myth / mythology Moral Hero Centaur Cyclops Sphinx King Midas Arachne the Weaver Theseus Minotaur Parthenon Architecture Acropolis Elgin Marbles Possession Compete Legacy Influence</p>	<p>Anglo-Saxon Kingdom Ruler Mercia Wessex Northumbria Invade Migrate Dark Ages Pict Pictland Hadrian's Wall Dál Riata Trade Raid Settlement Slave Famine Stonemason Carpenter Glassmaker Christianity Pagan Monk Pope Convert Monasteries Vikings Scandinavia Long ships Invasion Conquer Burial site Retreat Defeat Marshland Oath Danegeld Danelaw Law Custom Culture Wattle and daub Thatched roof Pit Odin Thor Loki Freja King Canute Tide Power Edward the Confessor Confession Victorious / victory Knight Chainmail Lance Mace</p>	<p>Reign Monarchy Empire Imperialism Patron Royalty Balmoral Great Exhibition Parliament Coronation Jubilee Industrial revolution Urbanisation Industrialism Factory system Workhouse Slum Poor Law Unemployment Government Crystal Palace Inventions Victorian Age</p>	<p>Liberty Human right United Nations Legal Law Trial Discrimination European Convention Equal pay Equality Gender pay gap Suffragettes Gender / sec Childhood Poverty Refugee Treaty Ethnicity Windrush The Civil Rights Movement Colonisation Government British Empire Slavery Discrimination Racism Boycott Persecution Heretical Catholic Protestant Religion Faith Belief Convention for the Protection of Human Rights and Fundamental Freedoms Equal Pay Act 1970 Race Relations Act 1968 Slavery Abolition Act 1833 UN Convention of the Rights of the Child 1989 United Nations Equality Act 2010</p>

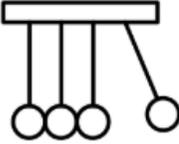
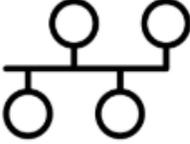
History Curriculum Progression Map

Substantive Concepts Explained

Civilisation	Conflict and Invasion	Empire	Government	Monarchy	Religion	Rights and Equality	Society
							
<p>The way in which a group of people live, how they are organised and what they believe in.</p> <p>A way of life that is more advanced than another way of life.</p> <p>This incorporates exploring settlements and innovations.</p>	<p>To enter a country or group's land as an enemy, by force, in order to conquer or plunder.</p> <p>A prolonged armed struggle.</p> <p>This includes exploring migration and settlement, as well as religion.</p>	<p>A sovereign state made up of many countries or cultures that are ruled by a single individual.</p> <p>This incorporates exploring colonisation and trade.</p>	<p>The system or group of people responsible for organising and managing a country or community.</p> <p>The development of parliament in the United Kingdom.</p> <p>The development of laws and how laws changed over time.</p>	<p>A form of government that has a single person, known as a monarch, as its head.</p> <p>This incorporates exploring power and links directly with 'Empire.'</p>	<p>A group of beliefs and rituals, consisting of rules, stories and symbols which are adopted by the society, a group or a person.</p> <p>The history of religion and the impact of religious issues on freedom, rights and responsibilities.</p>	<p>The rights and freedoms of individuals or groups of people.</p> <p>The development of equality and laws to protect human rights.</p> <p>The contributions of significant individuals in developing change.</p> <p>This includes exploring people who made an impact in their own time or who have since had their significance recognised since. It links directly with society.</p>	<p>How people lived, including how they worked, what their leisure activities were and the impact of their discoveries / interests on the modern world.</p> <p>This includes exploring dimensions of social class, including income, wealth, power, occupation, education, race and ethnicity.</p>

History Curriculum Progression Map

Disciplinary Knowledge Explained

<p>Cause and Consequence</p> 	<p>Continuity and Change</p> 	<p>Chronology</p> 	<p>Historical Significance</p> 	<p>Similarities and Differences</p> 	<p>Sources and Evidence</p> 
<p><i>The reason(s) for and result(s) of the things that happened in history</i></p> <p>The identification and description of reasons for and results of historical events, situations and changes studied in the past.</p> <p>How ideas connect and interrelate. Grouping causes into categories such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Consequence is the result of the cause.</p>	<p><i>How key people, places and events changed or stayed the same over time</i></p> <p>How much really changed over and across time? What kind of change was occurring? Was it social, military, economic? Pace and process: how quickly did things change?</p> <p>What remained the same? What factors were the same?</p>	<p><i>The science of time</i></p> <p>How events and significant people are placed in time.</p> <p>The sequencing of events, stories, pictures and periods over time to show how different times relate to one another and contribute to a coherent understanding of the past.</p> <p>Time-related words, such as before, during and after. BC – before the birth of Christ also known as BCE – before the common era. AD – Anno Domini (the number of years after the death of Christ) also known as CE – common era.</p> <p>There is no 0, only 1BC and AD 1.</p>	<p><i>Why people, events or ideas are important</i></p> <p>Understanding and suggesting reasons why events, periods, societies and people may be considered historically significant.</p> <p>Considering why certain events were not told at the time.</p> <ul style="list-style-type: none"> • Remarkable – it was remarked upon by people at the time and/or since • Remembered – it was important at some stage in history within the collective memory of a group or groups • Resulted in change – it had consequences for the future • Resonant – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space • Revealing – of some other aspect of the past. 	<p><i>Similarities and differences within and across periods and societies studied</i></p> <p>How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time</p>	<p><i>How historians use sources to make claims about the past</i></p> <p>A source presents a viewpoint, position or bias from the time it was created.</p> <p>Exploring a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Primary sources: original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources: books and articles about a study that may have not been created at the time.</p>