Wool CE Primary School

History Progression

Overview:
We aim to foster pupils' curiosity about the past as they learn about the lives of people and communities in the past, both in Britain and the wider world. We want children to understand how history, relationships, cultures, religions and diverse societies from the past have shaped the present. We aim to develop historical skills such as asking perceptive questions, analysing evidence form primary and secondary courses, thinking critically and creating arguments for and against and debating ideas. Our curriculum delivery is designed to promote a sense of chronology so that children develop a sense of history and when key events took place.

Aims for the National Curriculum design and technology curriculum:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed1 History
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils will be taught the following knowledge and skills:

	EYFS – Puffins/Robins	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	To develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year To order how people grow, using first, next, last, *e.g. First you are a baby, then you are a child and then you grow into an adult.* **To talk about past and present events** in their own lives and in the lives of family members. To put familiar events in order/sequence, *e.g. meal times.* They are expected to shift away from only referencing the present. They should be able to describe events that have already happened or talk about future plans (e.g., "We went to the park" or "Tomorrow I will watch you"). Minor grammatical errors with irregular tenses Begin to talk about past and present experiences Respond to questions about familiar experiences and routines	**To sequence, in chronological order, at least 3 events, artefacts or pictures,** *e.g. school equipment in chronological order.* To sequence in chronological order at least 3 events within the lives of significant individuals. **To know that a decade is ten years.** **To know that a century is one hundred years**. To know that memories are experiences that have been stored in the brain and can be recalled later. **To talk about 3 or 4 important events in their own lives,** *e.g. moving house, birthday, new baby, visitors.*	**To sequence 4 or more events, artefacts or pictures, including those from the same chronological event.** **To understand that sequencing of events can be used to gain an understanding of cause and consequence.** **To understand that timelines can go back a long way into the past.** **To sequence key events and time periods (including the dates) on a timeline that counts up in 100s of years.** **To recount changes in their own life over time** and sequence events accurately.	**To sequence events that have been previously studied.** **To use a timeline to count back in 1000's of years.** **To use a timeline to place at least 5 significant events of this period in order, counting in 1000s of years.** **To know that timelines are divided into BC and AD, with 0 marking the birth of Jesus.** To understand that the terms BC and AD can be used to help plot a timeline. To understand that when plotting BC dates, the smaller the number, the more recent the event.	**To sequence time periods, previously studied, in order on a timeline, counting in 1000s of years.** **To place periods of British history on a continuous timeline,** *e.g. Romans-Anglo-Saxons-Vikings-Normans.* **To know that BC means 'Before Christ'.** **To know that AD means 'Anno Domini', which is Latin for 'In the year of the Lord'.** To place events within a period studied on a timeline, including dates and terms related.	**To compare places around the world, on timelines, and the events that occurred in these places,** *e.g. changes across Nazi Germany and comparing these to what was happening in Britain.* **To chronologically sequence causes of events,** *e.g. causes of the second world war.* **To identify changes within and across historical periods studied so far,** *e.g. changes to armies, sailing ships.* To understand that we can use key periods as reference points. **To know that CE means 'common era' or 'current era'.** **To know that BCE means 'before the common era' or 'before the current era'.** To understand that some people believe BC/AD to be inaccurate or are non-Christian, and therefore use BCE/CE instead.	**To understand that timelines can be used to show cause and consequence over a time period,** *e.g. how technological developments brought about other changes.* **To use timelines to sequence significant changes, within and across time periods, that impact life today,** *e.g. changes to technology across the Victorian period to today; changes across the industrial revolution.* **To use timelines to place and sequence national and international current events** (such as Covid 19, different prime ministers, Black Lives Matter), **changes to technology** (such as aircraft, computers, apps) **and cultural movements** (such as popular music, equality in society).

Wool CE Primary School

History Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Evidence and Enquiry Connecting Interpreting	**To know that history is a study of what has already happened (the past).** **To comment on images of familiar situations in the past** To understand that photos are a way of showing what happened in the past. **To understand that adults can say what happened in the past.** **To ask why something happened.** They should naturally initiate conversations and ask frequent 'what', 'where', and 'why' questions to explore their environment and check understanding. Ask simple questions such as, what's that? where and who Learn and use new words linked to topics and interests	**To know that a primary source is something that existed at the time of the event.** **To use different sources to find out about the past:** pictures, photos, artefacts, eye witness testimony *(e.g. visitors discussing what they remember).* **To ask and answer a simple question about the past**, using artefacts, pictures or information from an eyewitness, *e.g. What was it like? When? What happened?* **To identify similarities and differences between two artefacts.** **To identify change in their own lives,** *e.g. compare toys they like now with toys they liked as a baby.* To understand that some things repeat and some things change, *e.g. school terms but different year groups.*	**To compare two sources from the same event and identify the similarities and differences.** **To explain which source is the most useful to extract information from.** **To use pictures, photographs, artefacts, visitors/visits to ask a range of questions** (What? Where? Who? Why?) and find simple answers. **To compare aspects of life in different times,** *e.g. fire precautions then and now.*	**To extract evidence from a range of sources to build an understanding of life and changes within a given time period:** *textbooks, ICT, artefacts.* **To understand that sources contain points of view.** **To understand that different types of evidence tell us different things,** *e.g. a plan of Pharaoh's tomb compared to a description from someone entering a tomb.* **To understand that two sources of the same event may be different***, e.g. different opinions, memory, places written from, sides of battle.* To identify simple reasons why the past can be represented in different ways. To present information about the past in different ways and for different purposes. To suggest more complex questions and find relevant information to answer them. **To identify things in the past that have altered the landscape locally.** **To compare their own life to children living in past times**.	**To understand the difference between primary and secondary sources.** **To know that secondary sources are something, which are created by someone who has not lived through the time or event.** **To extract evidence from a range of primary and secondary sources to build an understanding of life and changes within a given time period:** books, articles. **To use sources of evidence to answer specific questions.** To suggest useful sources of evidence to help answer questions. **To compare accounts of events from two different sources and give reasons for why they might be different, considering fact or possible fiction.** To choose the most appropriate way to present information to an audience*, e.g. tables, speaking, ICT, pictures, description.*	**To understand that some sources are created to develop a point of view in those interpreting it.** **To know that material produced at the time (a primary source) can be produced to create a particular feeling or mood, or present a specific view,** *e.g. propaganda posters.* To give reasons why sources are presented in ways that are not always factually correct, *e.g. misinformation, partial knowledge of the event, bias views.* **To identify the difference between fact and opinion in a source.** **To answer questions that require drawing information from multiple sources.** To understand that there is often not a single answer to historical questions. **To present structured and organised findings about the past using a range of methods.** **To compare attitudes in different periods and people in the past**, e.g. Romans/Anglo Saxons/ Vikings: their religions, values, social structures.	**To use a range of sources to formulate their own conclusion about the past.** **To understand that people can discuss and evaluate how useful different sources are** by drawing on: -the balance of fact an opinion. -possible motive of the author. -what information about the past can be extracted from the source. -what is still unknown. **To form own opinions about the past and use a range of available sources to support this.** **To ask historically valid questions to explore the past further***, e.g.* How can the viewpoint differ from one person to another? Are there any other events similar to this? **To choose appropriate sources of evidence to answer questions, considering likely accuracy.** **To research and present information in the most appropriate way,** explaining reasons for choices. **To understand the importance of learning from historical mistakes in shaping the future.**
Continuity and Change Causes Consequences Significance	**To understand that some things change and some things stay the same.** **To remember the name of a significant person or event.**	**To understand that the things that people do can have an effect on something.** **To understand that the actions of significant people created change.** To give a simple suggestion for why people in the past acted as they did. **To identify the main reason that a significant person or event is remembered now.**	**To understand that the things that people do, and significant events that happen, can have an effect on something.** **To know that basic cause and effect can lead up to an event.** **To give reasons for why an individual acted as they did.** To give multiple reasons why a person or event is significant and remembered.	**To understand that everyday life has changed over time.** **To understand how society, everyday life, culture and beliefs have changed over time.** **To understand that historical changes to society, everyday life, culture and beliefs still impacts lives today.** To identify and give reasons for historical events, situations and changes.	**To understand why groups of people or countries acted the way they did,** *e.g. invasion, settlement.* **To understand that there are similarities and differences between similar periods of history in different places.** To identify the impact of a significant person or event on future events, ways of life and beliefs. **To evaluate the impact of a civilisation on Britain**.	**To understand that because groups of people or countries acted in certain ways, there is an impact of these actions on other events.** **To identify why certain events happened and evaluate the impact of them,** *e.g. Why did Hitler invade Austria and Poland?* To understand that significant events can have positive and negative impacts on Britain and the world. **To understand that people within the same time period, but in different places, have different**	**To give reasons to explain why an event is positive or negative.** **To evaluate and summarise the overall impact of time periods on life today,** *e.g. What did the Victorians do for us?* **To identify the overall impact of a time period on British history.** To compare a range of features of past societies and suggest reasons for them, e.g. ideas, beliefs, attitudes, social structures, ethnic diversity.

Wool CE Primary School

History Progression

				To identify the positive and negative things about a period of time, *e.g. Egyptian society.* **To identify the impact of a significant person or time period on future events.**		**views on politics, attitudes and beliefs.** **To understand that smaller events can be seen to be significant in the overall outcome of a wider event,** *e.g. The Battle of Britain, The Blitz.*	
	EYFS	**Y1/2 A**	**Y1/2 B**	**Y3/4 A**	**Y3/4 B**	**Y5/6 A**	**Y5/6 B**
Subject Knowledge	**Changes over time:** -Traditional tales -Using stories to help develop understanding of historical concepts **Significant people:** -The Queen -Everyday heroes, past and present **Daily life:** -What's the same? What's different? *e.g. how homes and food have changed over time* -Changes to phones, computers, washing machines, light bulbs -Generations within our families -Memories of celebrations	**Corfe Castle:** **-To know that castles are a type of home.** **-To know that castles were designed to keep the people inside safe** (e.g. kings and queens) **and to stop enemies from getting in.** -To know that castles have many features to stop people from attacking. **-To know that Corfe Castle was built by William the Conqueror.** **-To know that Corfe Castle stands on the Purbeck Hills between Wareham and Swanage.** -To know that Corfe Castle was one of the first castles in England to be made of stone. **-To know that Lord and Lady Banks owned Corfe Castle.** **-To know that Mary Banks fought the siege, was very brave and was given the keys to the castle in recognition.** -To know that Corfe Castle was demolished in 1645, and the stone was used by the villagers to make their houses. **-To know that Oliver Cromwell led the attack on Corfe Castle, resulting in it being destroyed.** **Explorers** **Tim Peake:** **-To know that Tim Peake is an English explorer and astronaut.** **-To know that Tim Peake went on a mission to the International Space Station in 2016.** **-To know that Tim Peake became the first official British astronaut to walk in space.** **Amelia Earhart:** **-To know that Amelia Earhart was the first woman to fly a plane solo across the Atlantic Ocean.** **-To know that Amelia Earhart championed for more women to fly planes.**	**Schools:** **-To know that people change as they get older.** **-To know that we do different things at different times of the day and different times of the year** **-To know that schools have changed over the years.** **History of Nursing** **Mary Seacole:** **-To know that Mary Seacole was British, with a mother from Jamaica, and a father from Scotland** **-To know that Mary Seacole travelled alone to help wounded soldiers,** in the Crimean war. **-To know that Mary Seacole helped soldiers get better.** **-To know that Mary Seacole's experience was very different to that of Florence Nightingale.** **Florence Nightingale:** **-To know that Florence Nightingale was an influential nurse** who worked in a hospital in the Crimean war. **-To know that Florence Nightingale changed hospitals and soldiers' lives by making them clean.** **-To know that Florence Nightingale helped recognise how germs spread** (infections). -To know that Florence Nightingale was known as the 'Lady with the Lamp'. **-To know that Florence Nightingale was the founder of modern nursing**. **Saving Lives at Sea** **RNLI:** -To know that the RNLI was founded in 1824. **-To know that the RNLI has boats that travel from the shore to rescue people at sea.** **-To know that the RNLI is run by volunteers.**	**Stone Age to Iron Age:** -To know that there were four different types of humans during the Stone Age: *(tool-makers: homo habilis, fire-makers: homo erectus, Neanderthals: homo neanderthalensis, modern humans: homo sapiens).* -To know **that a hunter-gatherer is a human whose food is obtained by foraging** *(gathering edible wild plants)* **and hunting** *(pursuing and killing of wild animals).* **-To know that early humans lived in caves and, later, simple wooden shelters.** **-To know that humans during the stone age had to protect themselves from wild animals.** -To know that early humans used stone tools, then tin, and copper. -To know that early humans then discovered bronze. **-To know that bronze is harder,** made by mixing tin and copper. -To know that Stonehenge was built in the stone age to bronze age. **-To know that early humans later mined iron (a harder metal), which made tools and weapons better**. -To know that early humans then developed farming and larger kingdoms. **The Roman Empire:** **-To know that the Romans invaded many countries.** **-To know that the Romans invaded Britain twice:** *55-54 BC (Julius Caesar); AD 43 (Claudius).* -To know that Britain was the Romans most northern stronghold. -To know that the Romans defended Britain against the Picts and Scots. **-To know that the Roman Empire expanded across most of modern Europe and Northern Africa.** -To know that the Romans overthrew the Greek Empire. **-To know that the Romans brought many things to Britain that we still**	**Ancient Egypt:** -To know that Memphis was the capital city of Ancient Egypt. **-To know that the River Nile had such importance for a stable society, as it provided water, food, transport and trade.** -To know that there was rich soil brought down when The Nile flooded. **-To understand that having a stable society meant that growth of writing, medicines, building were possible.** **To know that the Egyptians built pyramids**. -To understand that the Egyptians had strong beliefs about the life and death of Pharaohs. **-To understand that the Egyptians worshipped many gods and believed they were extremely important.** -To know that the Egyptians developed many inventions. **Gunpowder Plot:** -To know that James I was King. -To know that King James I was not liked by many – particularly the Catholics. **-To know that there was a plot to kill King James I.** **-To know that treason is any crime against a king or queen** (monarch). -To know that Guy Fawkes was a weapons specialist, who was in charge of 'blowing up' parliament. -To know that someone wrote a letter to warn members of parliament, which then caused Guy Fawkes to be discovered. **-To know that we remember the Gunpowder plot, on 5th November, with bonfires and fireworks.** **-To understand that if the Gunpowder plot had been successful, Britain's religion would have likely changed.** **Ancient Greece:** **-To know that Ancient Greece had lots of different city states.**	**World War II:** -To know that the United Kingdom was formed originally in 1801. **-To understand that a big threat to the UK was the rise of National Socialists, or Nazis, in Germany.** **-To know that World War 2 (WW2) started in 1939, and lasted until 1945.** **-To know some causes of WW2:** *-The German economy was in ruins after WW1* *-Hitler promised to make Germany great again and was elected* *-Germany invaded Poland* *-Japan wanted to grow their empire* *-Many countries had unstable governments after WW1* **-To know that many countries were conquered by the Nazis** **-To know that Britain remained unconquered** **-To know the dates of some of the significant British events that took place within WW2,** *e.g. evacuation, the blitz, Battle of Britain, Dunkirk, D-Day, VE Day.* -To know that the war affected ordinary British people, *e.g. rationing, the blitz, evacuation, campaigns, women's changing role.* **-To know that, later in the war, America helped and WW2 ended in 1945.** -To know that allies are the nations that fought together against Germany in WW2. -To know that the axis are the alliance with Nazi Germany. **-To know that Britain had to rebuild itself after the war** and many societal changes came because of that, *e.g. The NHS, new towns, reconstruction.* **The Tudor Period:** -To know that the Tudor period occurred between 1485 and 1603. **-To know that the Tudors seized power in England at the Battle of**	**Victorian Britain:** **-To know that the Victorians are a group of people named after Queen Victoria.** **-To know that Queen Victoria reigned for over 60 years,** from 1837 until 1901 -To know that Albert was Queen Victoria's husband, and that when he died, in 1861, she wore black every day to mourn him. -To know that Queen Victoria was nicknamed 'Grandmother of Europe'. -To know that, from the Victorian era onwards, Parliament made the decisions for the country. **-To know that the Victorians were famous for new inventions including telephone, car, typewriter and railway.** -To know that children started working in factories from the age of five. -To know that the industrial revolution caused people to move to the cities to find work. **-To know that the industrial revolution had an impact on the development of Britain's infrastructure,** *e.g. cities, roads, transport, plumbing.* -To know that the Victorian era produced many famous authors, *e.g. Dickens, Bronte, Hardy, Kipling.* **Victorian tourism in Swanage:** **-To know that** Isambard Kingdom **Brunel created the First Great Western Railway, including tracks and bridges**. -To know that a ten-mile railway line from Wareham to Corfe Castle and Swanage was opened in 1885. **-To know that the railway allowed for easier transportation of goods.** **-To know that tourists used the railway as a way to travel to Swanage for holidays.** -To know that tourists travelled to Swanage for the fresh sea air. -To understand that the Victorians were fully-clothed at all times on the beach. **-To know that Victorians enjoyed different types of entertainment whilst at the beach**, *e.g. donkey rides, Punch*

Wool CE Primary School

History Progression

		-To know that Amelia Earhart helped found an organisation for women pilots called the Ninety-Nines. -To know that in 1937, Amelia Earhart took off on a flight around the world, and that she travelled more than 22,000 miles when she disappeared. **<u>The Great Fire of London:</u>** **-To know that the Great Fire of London started in a bakery** on Pudding Lane. **-To know that the Great Fire of London spread because houses very dry,** close packed **and burned easily**, and there was a strong wind. -To know that in 1666 houses were old, made of wattle and daub. -To know that the Great Fire of London lasted 3 days. **-To know that the Great Fire of London stopped due to firebreaks and wind stopping.** -To know that Samuel Pepys wrote an eyewitness account of it in his diary.	**-To know that lifeboats have changed in the time that the RNLI has existed,** *e.g. from steam-driven, to motor-powered, to inflatable.* **<u>Grace Darling:</u>** -To know that Grave Darling became a national heroine in 1838. **-To know that Grace Darling was a lighthouse keeper's Daughter.** **-To know that Grace Darling saved nine people from a shipwreck.** -To know that Grace Darling lived in a lighthouse. **<u>Pirates and Harry Paye:</u>** -To know that pirates are people who attack and rob ships at sea. **-To know that Harry Paye was a pirate and an adventurer.** -To know that Harry Paye was born in 1360 and died in 1419. **-To know that Harry Paye lived in Poole.** **-To know that Harry Paye sailed far and wide in search of treasure and glory.** **-To know that Harry Paye intercepted hundreds of French and Spanish ships,** in the waters off the Dorset coast, **in pursuit of their precious cargo, which he brought back to the people of Poole.**	**use today**, *e.g. roads, language, calendar, laws and legal systems, census, concrete, aqueducts and central heating.* -To know that the Romans had slaves, including gladiators. -To know that Roman baths were a building containing a complex of rooms, designed for bathing, relaxing, and socialising. **-To know that a Roman road was a road built by the ancient Romans, typically paved and following a predominantly straight route.** **-To know that Hadrian's Wall was built by the Roman army on the orders of the emperor Hadrian.** **-To know that Boudicca was the Celtic queen of the Iceni tribe of modern-day East Anglia, Britain.** **-To know that Boudicca led a revolt against Rome in 60/61 CE.** **-To know that conquest is the invasion and assumption of control of a specific place.** -To know that a large organisation owned or controlled by one person or group is known as an Empire. -To understand that a rebellion is an act of armed resistance to an established leader. **<u>The Vikings and Anglo-Saxons:</u>** **-To know that the Anglo Saxons came first and were Angles, Saxons and Jutes** (Germanic tribes). -To know that the Angles, Saxons and Jutes invaded Britain in the early 400s onwards, as Roman rule failed. **-To know that the Anglo Saxons settled and eventually became Christians.** -To know that there were seven Anglo-Saxon kingdoms *(Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex).* -To know that the Anglo Saxons had local courts and law, jewellers and craftsmen, Thanes, Ceorls, slaves. **-To know that many modern place names come from Anglo Saxon words.** **-To know that the Vikings came to Britain** in longboats, **raiding.** -To know that the Anglo-Saxons paid the Vikings a tax called Danegeld. -To know that Danelaw was established in some parts of Britain. **-To know that Alfred the Great resisted the Vikings, in southern England.**	-To know that each city state had their own laws, government and money. **-To know that Ancient Greece had many slaves** (and helots)**, so the owners had more leisure.** **-To know that Greece was one of the first countries to practice Democracy,** although only men could vote. -To know that the Greeks worshipped many Gods, including Zeus, Poseidon, Aphrodite and Hermes -To know that Mount Olympus was known, in Greek mythology, as the home of the Gods. **-To know that the Greeks were famous for many things:** *-The Greeks started the Olympics* *-The Greeks founded education* *-The Greeks built complex, beautiful buildings, e.g. acropolis* *-The Greeks invented theatre* *-The Greeks told lots of stories and myths*	**Bosworth**, which was the last significant battle of the Wars of the Roses. -To know that Henry VIII had six wives. -To know that Henry VIII's first wife was not able to give him an heir to the throne, so he wanted to divorce her. -To know that Henry VIII's divorce not being granted by the Pope was a cause of England breaking away from the Roman Catholic Church. **-To know that Henry VIII reformed Christianity in England, and made himself head of the Church of England.** -To know that Henry VIII punished those who did not follow his religious beliefs. -To know that Queen Elizabeth I came to the throne in 1558. **-To know that life in the Tudor period depended very much on whether you were rich or poor, and whether you were a man or a woman.** **-To know that Tudor life improved as the country became wealthier.** **<u>Monarchy, Crime and Punishment:</u>** **-To understand that monarchs used to have absolute power, whereas today monarchies do not.** -To know that monarchy is the oldest form of government in the United Kingdom. **-To know that, over time, monarchs have been forced to pass their power over to Parliament.** **-To know that there have been many significant monarchs throughout Britain's history.** -To know that punishments were harsh in Tudor times. -To understand that, in the past, punishments were harsh in order to deter potential criminals. -To know that, in the past, committing crimes could result in the death penalty. -To know that the organised police force didn't arrive until Victorian times. **-To know that, in the past, children were punished, as well as adults.** **-To know that, in the past, some criminals were transported to faraway colonies,** *e.g. Australia.* -To know that recent changes to technology has resulted in more cyber crimes and terrorism.	*and Judy shows, eating ice cream, promenading etc.* **<u>Maya Civilisation:</u>** **- To know that the Maya civilisation extended from what is now South East Mexico through to Central America.** **-To know that the Maya civilisation was one of the longest lasting civilisations** (the civilisation grew from 2600 BC to around 900 AD and later). **-To know that the civilisation continued until Spanish invaded in 1500s**. **-To know that the Maya were responsible for innovative systems in farming, writing and mathematics**, *e.g. they used glyphs for writing and dots for numbers.* -To know that the Maya were astronomers and developed calendars -To know that the Maya had ceremonial cities with temples and palaces. -To know that the Maya made human sacrifices. **-To know that the Maya developed chocolate, potatoes, maize, tomatoes.** **-To know some reasons as to why the Mayan civilisation may have declined:** *-They used up all of the resources* *-They fought too much between their own cities* *-There was a devastating drought* **-To know that Maya art gives us clues about them.** -To know that Maya ruins were discovered later, *e.g. Chichen-Itza.*

				-To know that the Vikings attacked Wareham from land and from sea (and river). -To know that Wareham was fortified with defensive walls on three sides of the town (the southern side was protected by the River Frome). -To know that Wareham's defences were the 4th largest in the Kingdom. **-To know that the Vikings eventually became Christian.** **-To know that the Normans, in 1066, were the last successful invaders of England.** **<u>The Titanic:</u>** **-To know that the Titanic was the largest ship afloat and many considered it unsinkable.** -To know that the Titanic's maiden voyage began in Southampton in England, with the intended destination of New York, in America. -To know that Titanic struck an iceberg on its starboard side. -To know that out of over 2,000 passengers, only 700 people survived the sinking of the Titanic. **-To know that the sinking of the Titanic is considered one of the worst modern maritime disasters.** **-To know why the Titanic was such a tragic disaster:** *-Cheap building materials were used* *-The Captain didn't slow down after iceberg warnings* *-Telegraph warning messages were ignored* *-There was a lack of lifeboats* *-Lifeboats weren't filled to capacity* *-Only two lifeboats went back to rescue more people* **-To know that the sinking of the Titanic resulted in the SOLAS treaty**, which ensures minimum safety standards to prevent another tragic disaster*, e.g. enough lifeboats for every person on board.* **-To understand that the wreckage of the Titanic** rests at the bottom of the North Atlantic Ocean, and **is used by scientists today to learn more about the Titanic.**		
Vocabulary	first, then, yesterday, today, now, soon, remember, memory, past	old, new, young, days, months, years, before, after, again, discovered, explorer, rescue, decade, century, date order, witness, source, historical	recently, later, change, artefact, sequence, firebreak, thatched, wattle and daub, significant, investigate, research, impact, memorial, evidence, historical witness, timeline	effect, importance, significance, BC, AD, interpret, opinion, ancient, mummification, pyramid, archaeologist, hieroglyphics, Pharaoh, civilisation, monarch, treason, plot	fort, settlement, cause, era, Bronze age, Stone Age, Iron age, Hunter-gatherer, Global, invader, settler, pre-, post-, empire, military, philosophy, democracy, temple, city-state, conquest, philosopher, centurion,	dog-fight, Luftwaffe, technological, religious, political, cultural, prejudice, evacuation, dictator, fascism, refugee, blitz, ration, comparison, reliable, motive	heptarch, peasantry, period, mythology, architecture, middle ages, medieval, causation, monastery, nation, Sutton Hoo, Chichen Itza, glyph, astronomy

Wool CE Primary School

History Progression

					primary source, secondary source, continuity, consequences		

	EYFS	Year 1/2		Year 3/4		Year 5/6	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	Changes in my family		**School Through Time** Change within living memory		Ancient Egypt		
Autumn 2	Memories of celebrations			Stone Age to Iron Age	The Gunpowder Plot King James I Guy Fawkes	**World War II** **The Home Front**	**Victorian Britain**
Spring 1	The Queen	**Explorers**: Tim Peake Amelia Earhart	**History of Nursing** Florence Nightingale Mary Seacole	The Roman Empire and its impact on Britain		**World War II**	**Victorian Tourism and Leisure** (Swanage)
Spring 2	How food has changed	**Great Fire of London**		The Viking and Anglo-Saxon struggle for the Kingdom of England			**The Maya**
Summer 1	How homes have changed		**Pirates and Harry Paye** RNLI Grace Darling	Voyage of The Titanic		**The Tudor Period**	
Summer 2	Everyday Superheroes: past and present	**Corfe Castle** Oliver Cromwell Mary Bankes			Ancient Greece	**The Tudor Period** **Monarchy,** **Crime and Punishment**	

Unit overview: what and when