

## Rowdown Primary History Progression Overview

	Progression Overview KS1 By Year	
	Year 1	Year 2
Key Concept	Exploration, Invention	<p><b>Conflict and disaster</b></p> <p><b>Injustice, Invention</b></p> <p><b>Hierarchy and power</b></p>
Skills	<p><b>Chronological Understanding:</b> Sequence events in their life; Sequence 3 or 4 artefacts from distinctly different periods of time; Match objects to people of different ages</p> <p><b>Range and depth of historical knowledge:</b> Recognise the difference between past and present in their own and other's lives; They know and recount episodes from stories about the past</p> <p><b>Interpretations of history:</b> Use stories to encourage children to distinguish between fact and fiction; Compare adults talking about the past; How reliable are their memories?</p> <p><b>Historical enquiry:</b> Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p><b>Organisation and communication:</b> Communicate their knowledge through: discussion, drawing pictures, making models, writing, using ICT</p>	<p><b>Chronological Understanding:</b> Sequence artefacts closer together in time; check with reference book; Sequence photographs etc. from different periods of their life; describe memories of key events in lives</p> <p><b>Range and depth of historical knowledge:</b> Recognise why people did things, why events happened and what happened as a result; Identify differences between ways of life at different times</p> <p><b>Interpretations of history:</b> Compare 2 versions of a past event; Compare pictures or photographs of people or events in the past; Discuss reliability of photos/ accounts/stories</p> <p><b>Historical enquiry:</b> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>

# Rowdown Primary History Progression Overview

		<p><b>Organisation and communication:</b> Communicate their knowledge through: discussion, drawing pictures, making models, writing, using ICT</p>
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>-How school was different to our school today; Daily routines in the 1950's</li> <li>-The different process involved in washing clothes in the past; What tools were used to wash clothes; How has washing clothes changed overtime</li> <li>-how was the food prepared in a Victorian kitchen; Washing up, fetching water, plumbing, storing food; How the kitchens changed over the years.</li> <li>-Timeline of homes, what were the old homes like; How the homes are different from the homes in the past.</li> <li>-The materials that the toys are made of and changed overtime; How the old/new toys are used/played; -If their parents played with similar/different toys</li> <li>-Understand the meaning of old and new; create a time line.</li> <li>-identify patterns between age of toy and material (plastic/softer materials for modern and more metal/wood for older)</li> <li>-Who Grace Darling was;-What the lighthouse used for; What Grace Darling and her family had to do to keep the lighthouse working</li> </ul>	<ul style="list-style-type: none"> <li>-Understand what the primary and secondary sources are; What the primary sources are for the Great Fire of London; What the secondary sources are for the Great Fire of London</li> <li>-What a fire drill is for and how we respond to the risk of fire today; What people did 350 years ago to fight against the risk of fire; How tackling with fire has changed overtime</li> <li>-Who/What started the Great Fire of London; Why people didn't call the fire brigade; Why the Lord Mayor was not concerned about the fire</li> <li>-Who Samuel Pepys was; Why he is significant; Who Charles II was; What people did during the fire</li> <li>-What the conditions of the buildings were like; the use and the condition of the firefighting equipment; How the Lord Mayor's delay caused the fire to spread</li> <li>-How the fire destroyed many parts of London; Who Christopher Wren was; Events that happened after the fire; How the rebuilding of the city helped to shape modern London</li> <li>-Florence Nightingale lived in the Victorian era; She came from a wealthy Victorian family; What the expectations were of her in Victorian times; What Florence Nightingale's ambitions were</li> </ul>

# Rowdown Primary History Progression Overview

	<p>-What Grace Darling learned from her father; Why Grace Darling rescued people from the shipwreck</p> <p>-How people knew about what Grace Darling did; What the girls of Grace Darling's age were expected to do; How Grace Darling's time was different for girls than the present time; How Grace Darling changed people's opinions</p> <p>-What Ellen MacArthur was like as a child; What era Ellen MacArthur was born; What made Ellen MacArthur become a sailor</p> <p>-What solo sailing is; What challenges Ellen MacArthur faced; What inspired her to Solo Circumnavigate around the globe; Why Ellen MacArthur's achievement is significant</p> <p>-Explain the challenges Ellen MacArthur and Grace Darling had to overcome; Identify the similarities and differences</p>	<p>-Why did she travel to Scutari Hospital; What the conditions were at the hospital; What the nurses did at the hospital</p> <p>-What difficulties she had to endure; What she changed at the hospital; How these changes helped the patients at the hospital; What the hospital was like before and after her arrival</p> <p>-When and where Mary Seacole was born; What her mother taught her; Why she travelled to England; Why she was turned down to join Florence Nightingale as a nurse</p> <p>-Why and where Mary Seacole built a hotel; What happened to Mary Seacole after the war</p> <p>-What the health conditions were like during the Crimean War; How Florence Nightingale and Mary Seacole improved the care of the wounded soldiers during the war; What today's nursing owe Florence Nightingale and Mary Seacole</p> <p>-Who the Queen Victoria was; How she became the queen; How old she was when she were crown; What the significant events were in her life</p> <p>-What the word empire means; What countries were part of the empire; How the empire was controlled and ruled</p> <p>-How the steam, steel used and the number of factories were established; How the population moved from the countryside to the towns; How the new technology changed the way of life for poor and rich</p> <p>- Life was very different for a poor and a rich Victorian child; How a poor child had to work from a very young age; What kinds of they</p>
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# Rowdown Primary History Progression Overview

		<p>were expected to do; What a workhouse is; What kinds of things a child in a rich house was able to do</p> <p>-What invention is and why is important; How people felt about the inventions in the Victorian era; What Queen Victoria did to encourage new inventions; What inventions still exists today</p> <p>-Her marriage to Prince Albert; What she did after the death of Prince Albert; What British people think of her after her death</p>
<p><b>Vocabulary</b></p>	<p>Decade, Era, Past, Present, Compare, Washday, Artefacts, Mangle, Dolly-stick Contrast, Significant, Change, Invention, transport, Domestic life</p> <p>Old, Past, Present, Era, New, Materials, Wooden, Plastic, Past, Traditional, Timeline, Compare, Purpose</p> <p>Lighthouse, Rescue, Victorian Era, Famous, Solo Sailing, Solo Circumnavigation, Navigate, Shipwreck, Media,</p>	<p>Primary Source, Secondary Source, Lord Mayor, Timber, River Thames, Rebuild, Demolish, Destroyed, Spread Thatched Roof, Baker, Bakery, Pudding Lane</p> <p>Nursing, Conditions, Victorian Era, Nursing, Crimean War, Prejudice, Reject, Establish, Patience, Lantern</p> <p>Reform, British Empire, Population, Parliament, Industrial Revolution, Reform, Workhouse, Victorians, Coronation, Rich, Poor, Wealthy</p>

Can write in colour to represent the term of learning: Autumn Spring Summer

## Rowdown Primary History Progression Overview

	Progression Overview LKS2 By year	
	Year 3	Year 4
Key Concept	<p><b>Community and culture</b>  <b>Exploration and invention</b>  <b>Invasion, injustice</b></p>	<p><b>Community and culture</b>  <b>Conflict and disaster</b>  <b>Invasion, injustice</b></p>
Skills	<p><b>Chronological Understanding:</b> Place the time studied on a timeline - Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts</p> <p><b>Range and depth of historical knowledge:</b> Find out about everyday lives of people in time studied -Compare with our life today - Identify reasons for and results of people's actions -Understand why people may have wanted to do something</p> <p><b>Interpretations of history:</b> Identify and give reasons for different ways in which the past is represented -Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc</p> <p><b>Historical enquiry:</b> Use a range of sources to find out about a period - Observe small details – artefacts, pictures -Select and record information relevant to the study -Begin to use the books and internet for research</p>	<p><b>Chronological Understanding:</b> Place events from period studied on timeline - Use terms related to the period and begin to date events - Understand more complex terms eg BC/AD</p> <p><b>Range and depth of historical knowledge:</b> Use evidence to reconstruct life in time studied -Identify key features and events of time studied -Look for links and effects in time studied - Offer a reasonable explanation for some events</p> <p><b>Interpretations of history:</b> Look at the evidence available - Begin to evaluate the usefulness of different sources -Use text books, online resources and their own historical knowledge</p> <p><b>Historical enquiry:</b> Use evidence to build up a picture of a past event -Choose relevant material to present a picture of one aspect of life in time past -Ask a variety of questions -Use the books and internet for research</p> <p><b>Organisation and communication:</b> Recall, select and organise historical information -Communicate their knowledge and understanding.</p>

# Rowdown Primary History Progression Overview

	<p><b>Organisation and communication:</b> Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT</p>	
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>- Where Ancient Greece was -The different city states that existed in Ancient Greece -How the different states were governed and ruled</li> <li>- The cultural achievements of Greece - The Olympic Games - The birth of democracy</li> <li>- The major Greek Gods -How Athens got its name -What Greeks believe happened when people died</li> <li>- How Socrates became the 'father of Western philosophy' - Why Plato built an Academy - What Aristotle believed and who he taught</li> <li>- The difference between Athens and Sparta - The Spartans elite army - How Athens tried to defend itself</li> <li>-Who Alexander the great was - Which countries he conquered -How he conquered them so successfully -The legacy he left behind</li> <li>-How do we know about the Stone Age? -Where did the Stone Age people live? -what did they eat? -What evidence do we have and how it can help us understand prehistoric period?</li> <li>-When the prehistoric period was, -Understand the dinosaurs and humans did not exist in the same time period, -Who studies this</li> </ul>	<ul style="list-style-type: none"> <li>-Children examine a range of replicas of Anglo Saxon Artefacts. What are they made of? -What might they be used for? -What do they tell us about Anglo Saxon life?</li> <li>-The Scots invasion from Ireland, -The Picts invasions from the north -The Angles, Saxons and Jutes</li> <li>- What Anglo-Saxons ate, -What Anglo-Saxon villages looked like, -The jobs Anglo-Saxons did, -How Anglo-Saxon society was organised</li> <li>-The pagan beliefs of the Anglo-Saxons, -The importance of Norse mythology, -How Augustine reintroduced Christianity to England</li> <li>-What the five major kingdoms from Anglo-Saxon Britain were, -What the social hierarchy looked like during Anglo-Saxons, -What the meaning of local place names that originate from Anglo-Saxon times</li> <li>-Who King Alfred was, - Why King Alfred was a significant figure in Anglo-Saxon history, -Why King Alfred was called the Great</li> <li>-Where the Vikings came from, -What life was life in the Viking homelands, -What Britain had to offer to invaders, -How the Vikings settled in Britain</li> </ul>

# Rowdown Primary History Progression Overview

<p>period of history, -What was life like for the first humans, -What the prehistoric Britain was like, -What the important events are in the Stone Age, -sequence events in chronological order</p> <p>-The three periods of the Stone Age: Palaeolithic, Mesolithic and Neolithic, -What the characteristics of these periods are, -Why the Stone Age divided into these periods, -What the historical evidence of these periods are</p> <p>-What materials were available, -How the Stone Age clothes changed in each period, -What different types of clothes they wore</p> <p>-What an invention is, -What was invented in which period, -How the inventions changed through each period and why, -The Stone Age inventions that are still used today</p> <p>-How life is different now to in the Stone Age, -How humans hunted in the stone age, -What life was like in a Stone Age settlement</p> <p>- How Rome began, - How Rome became a Republic, -What made the Roman Empire become so powerful and widespread?</p> <p>-Who could join the Roman army, - What tools and equipment they used, - How was the Roman organised, - What did the Roman soldier wear/carry, -What types of weapons they used</p> <p>-How the Romans change Britain, -Roman towns, cities and buildings, -Roman roads, -Government and taxes, -Roman plumbing and sewage, - Roman coins, Roman numerals, - What mining did the Romans do in Britain</p> <p>-What different purposes the building had, -What a villa is and its features, -What mosaics are, -Why the colosseums were used for</p> <p>-What the Roman baths were used for, -Why the amphitheatres were used for</p>	<p>-What were the long ships used for? -How were they built and what materials were used? -What made it so sturdy and powerful? -What was life at sea like for the crew? -What did they eat? -Where did they sleep? How did they navigate?</p> <p>-What primary and secondary sources we have about the Vikings</p> <p>-What the monks say about the Vikings and How reliable these sources are, -What the Saxon and Viking accounts of the same events</p> <p>-How to analyse the historical evidence to really understand what the Vikings were like</p> <p>-What similarities and differences are there between British law and Viking Law? -Who were the Thing and what was their role? -How were punishments decided? -What happened to people that were outlawed?</p> <p>- The similarities between the Norse and Anglo Saxon</p> <p>-Why the Vikings came back to Britain, -What the Vikings brought to Britain, -Why the Vikings are important, -What legacy the Vikings left behind</p> <p>-learn about the aftermath of the death of Edward the Confessor, find out who were the claimants to the throne, -reasons why each of the claimants should be the next king</p> <p>- The events leading up to and during the Battle of Hastings, - The different claims to the throne, - The importance of the Domesday book, -What Bayeux Tapestry is</p> <p>-The qualities of a good Mediaeval King, - The main events of King Richard's life, -The King Richard: fact or fiction, -The main events of King John's life, -What Magna Carta has established</p>
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## Rowdown Primary History Progression Overview

	<p>-How Boudicca defeated the Romans in several battles, -Boudicca a true legend or a fiction, -What reliable evidence we have that she existed, -Why Boudicca important in British history</p> <p>-The collapse of the Roman Empire, -How the empire has become too big to support itself, -What changes occurred in Europe after the fall of the Roman Empire</p>	<p>-Why he is named 'the Confessor', -In what ways was Edward the Confessor a 'great and terrible King'? -Edward I's accomplishments, -His conquest of Wales and wars with Scotland</p> <p>-How the Hundred Years' War started, -What caused the war to last over one hundred years, -Who Joan of Arc was, -How the war ended -The changes in Europe around religion in this period, -The factors influencing Henry's desire to break with Rome, - The direct results of the Reformation</p>
Vocabulary	<p>Hellas/Hellenes, Polis, Democracy, Philosopher, Golden Age, Pythagoras, Socrates, Plato, Aristotle, Alexander the Great, Agora</p> <p>Period, Existed, Archaeologists, Excavate Palaeontologists, Settlement, Hunter, Homo sapiens, The Ice Age, Palaeolithic Era, Mesolithic Era, Neolithic Era, Neanderthals, Gatherer, Evolved, Invention</p> <p>Amphitheatre, Aqueduct, Barbarian, Centurion, Citizen, Republic, Client King, Culture, Dictator, Emperor, Empire, Government, Impact, Latin, Legion, Paganism, Rebellion, Taxes, Toga, Villa, Mosaics</p>	<p>Anglo-Saxons, Picts, Celtic, Britons, Paganism, Christianity, Kingdom, Shire</p> <p>Vikings, Berserkers, Danelaw, Raid, Monastery, Longship, Pagan, Monotheist, Polytheist, Invade, Raid, Settlement</p> <p>Monarch, Claimant, Government, Democracy, Crusades, Domesday Book, Magna Carta, Feudal system, Feudalism, Baron, Knights, Peasant, Reformations, Mediaeval, Tapestry</p>
	<b>Progression Overview UKS2 By year</b>	
	<b>Year 5</b>	<b>Year 6</b>
Key Concept	<p><b>Conflict and disaster</b></p> <p><b>Hierarchy and power</b></p> <p><b>Community and culture</b></p>	<p><b>Hierarchy and power</b></p> <p><b>Conflict and disaster</b></p> <p><b>Injustice</b></p>



## Rowdown Primary History Progression Overview

<p><b>Skills</b></p>	<p><b>Chronological Understanding:</b> Know and sequence key events of time studied, - Use relevant terms and period labels, - Make comparisons between different times in the past</p> <p><b>Range and depth of historical knowledge:</b> Study different aspects of different people - differences between men and women, -Examine causes and results of great events and the impact on people, - Compare life in early and late 'times' studied, -Compare an aspect of life with the same aspect in another period</p> <p><b>Interpretations of history:</b> Compare accounts of events from different sources – fact or fiction, -Offer some reasons for different versions of events</p> <p><b>Historical enquiry:</b> Begin to identify primary and secondary sources -Use evidence to build up a picture of a past event, -Select relevant sections of information, -Use the books and internet for research with increasing confidence</p> <p><b>Organisation and communication:</b> Recall, select and organise historical information, - Communicate their knowledge and understanding.</p>	<p><b>Chronological Understanding:</b> Place current study on timeline in relation to other studies, -Use relevant dates and terms</p> <p><b>Range and depth of historical knowledge:</b> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, -Compare beliefs and behaviour with another time studied, -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation, -Know key dates, characters and events of time studied</p> <p><b>Interpretations of history:</b> Link sources and work out how conclusions were arrived at, -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion, - Be aware that different evidence will lead to different conclusions, -Confidently use the books and internet for research</p> <p><b>Historical enquiry:</b> Recognise primary and secondary sources, -Use a range of sources to find out about an aspect of time past, -Suggest omissions and the means of finding out, -Bring knowledge gathered from several sources together in a fluent account</p> <p><b>Organisation and communication:</b> Select and organise information to produce structured work, making appropriate use of dates and terms.</p>

## Rowdown Primary History Progression Overview

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>- The unification of Germany, -The international treaties that existed between different countries, -The assassination of Archduke Franz Ferdinand, - timeline of early events</li> <li>-Why was there a need to ration, - The new weaponry of the First World War, -Trench warfare and the conditions in the trenches</li> <li>-The success of Hitler’s book ‘Mein Kampf’ -The global economic disaster in 1929, -Hitler’s talents as an orator</li> <li>-How the Blitz affected the daily life of Londoners, -What happened to London during the Blitz, -What the civilians did during the Blitz, -How much of London was destroyed during the Blitz</li> <li>-Who the evacuees were, -Who took in evacuees during WW2, -Who was evacuated and why, -Where evacuees stayed</li> <li>- How we learn about the periods of history that were a long time ago</li> <li>-Understand that our knowledge of past is constructed from a range of resources, -What artefacts are, -What the artefacts tell us about the past civilisations</li> <li>- Understand what a society is, - examine roles in modern society, -understanding the civilisation of ancient Egypt, - introduce the roles e.g Slave, priest and Pharaoh</li> </ul>	<ul style="list-style-type: none"> <li>-What the War of the Roses was and who was involved, -How the Tudor dynasty began, -Who was King Henry VII?</li> <li>-How Henry VIII became the king,-What Henry VIII was like in appearance, - What Henry VIII was like in personality, - How Henry VIII changed over the years and why, - How Henry VIII is remembered</li> <li>The relationship between Henry VIII and the Catholic Church. The significance of the Pope, -What is meant by the ‘Defender of the Faith’ -What was meant by the English Reformation and the causes of such - the problems Henry VIII encountered in 1533</li> <li>- What Elizabeth I looked like, -How she was perceived, -How did people know what she looked like? - How did she control her image?</li> <li>-How Elizabeth I became queen, -What difficulties did she face? What were her views on marriage?-How did she overcome these and how was her popularity affected?</li> <li>-Why France and Russia formed alliances in 1894, -The importance of the First German Naval Law, -What role the Balkan League played before the war, -Why Germany declared war against Russia and France</li> </ul>

# Rowdown Primary History Progression Overview

	<p>- What was important to people during ancient Egyptian life, -Looking at the society and their values and beliefs, - Understanding the different deities,</p> <p>-Where Ancient Egypt was, -The different city states that existed in Ancient Egypt, -How the states were governed and ruled</p> <p>-Why mummification was important for ancient Egyptians, -What is the process of mummification, -Who were mummified, -How mummification helped us to learn about the ancient Egyptians</p> <p>-How ancient Egyptians invented the alphabet, - How the ancient Egyptian writing is different than modern writing, -Why writing was important in ancient Egyptians</p> <p>-When and where Mayan civilisation began, -How the rainforest environment affect the Mayans, -Which period in history was Britain at, -Spot the Mayan civilization on a timeline</p> <p>-What was their religion?</p> <p>-How does this compare to European ancient civilisations? -What can we learn about the Ancient Maya from the Maya that are alive today?</p>	<p>-Why WW1 started, -What role the British Empire played during the war, - What is an alliance? -Why did some countries form alliances? - How did these alliances affect the state of play in Europe and lead to a world war? - Timeline of alliances leading to the outbreak of war. 19th Century to 20th.</p> <p>-What were the main battles fought during WWI and what did the soldiers carry with them as weapons?</p> <p>-What did a WWI soldier look like? (uniform/kit), -What was trench warfare and why was it used? -What were the conditions for soldiers in the trenches? -What were the soldiers' daily routines/problems/diseases in the trenches?</p> <p>-How people found out about the war, progress and the conditions of the soldiers, -How the jobs changed and new jobs created, -How the Government gained more power during the war, -Why the food waste was controlled</p> <p>-How equal American society was, -What the Age of Consensus in America was, -What was the middle class of America like at the Age of Consensus</p> <p>-What Jim Crow Laws were, -What the Declaration of Independence and the Constitution of America guaranteed, -How schools were segregated, -How civil rights campaigners challenged this</p> <p>-About Rosa Parks' role in the NAACP, -What nonviolent civil disobedience is, - What the Montgomery bus boycott was</p>
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# Rowdown Primary History Progression Overview

		<p>-Who Martin Luther King Jr was, -About the March on Washington          -About Martin Luther King’s famous ‘I Have A Dream’ Speech</p> <p>-The ongoing discrimination following desegregation, -Police brutality against black protestors and activists, -The influence of the media on the general public</p>
<p><b>Vocabulary</b></p>	<p>Blockade, , Trench Warfare, Propaganda, Rationing, Western Front, Atomic Bomb, Blitzkrieg, The Holocaust, Nazi Party, The Blitz, Evacuee, Gas Mask</p> <p>Nile, Pharaoh, Sphinx, Hieroglyphics, God, Goddess, Tomb, Pyramid, Canopic Jar, Food and Farming, Science, Technology, Architecture, Beliefs, Ancient, Modern, BC, AD, Mummy, Mummification</p> <p>Nation, Civilization, Myth, Settlement, Trade, Discovery, Migration, Navigation, Architecture, Art</p>	<p>Tudors, dynasty, the War of the Roses, reformation, Catholic, Protestant, execution, monarch, reign, suitor, foreign policy, poverty, allies, Armada</p> <p>No Man's Land, Trenches, Trench Warfare, Rations, Bombing Raids, Shelter, Trench Foot, Shell Shock, Triple Alliance, Gas Mask, Navy</p> <p>Boycott, Civil Rights, Civil Disobedience, Integration, Segregation, Separate But Equal, NAACP, Non-violence, Racism, Minority, Ethnicity, Declaration</p>