

Gulworthy and Lamerton History Progression Grid

The progression grid outlines the specific knowledge and skills which pupils are expected to learn in each phase, along with the specific vocabulary which supports this understanding.

Historical Enquiry

<p>At EYFS: E1: Children know about similarities and differences between themselves, others, and families, and communities and traditions.</p>	<p>At Key Stage One: E1: Identify different ways in which the past is represented E2: Explore events, look at pictures and ask questions i.e. “Which things are old and which are new?” or “What were people doing?” E3: Look at objects from the past and ask questions i.e. “What were they used for?” and try to answer.</p>	<p>At Lower Key Stage Two: E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. E2: Ask questions and find answers about the past.</p>	<p>At Upper Key Stage Two: E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. E2: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. E3: Investigate own lines of enquiry by posing questions to answer.</p>
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Organisation and Communication

<p>At EYFS: O1: Children talk about past and present events in their own lives and family members.</p>	<p>At Key Stage One: O1: Sort events or objects into groups (i.e. then and now.) O2: Use timelines to order events or objects. O3: Tell stories about the past. O4: Talk, write and draw about things from the past.</p>	<p>At Lower Key Stage Two: O1: Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>At Upper Key Stage Two: O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. O2: Plan and present a self-directed project or research about the studied period.</p>
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Historical Interpretation

<p>At EYFS: I1: Look at their own families and immediate surroundings.</p>	<p>At Key Stage One: I1: Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>At Lower Key Stage Two: I1: Explore the idea that there are different accounts of history.</p>	<p>At Upper Key Stage Two: I1: Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. I2: Give reasons why there may be different accounts of history. I3: Evaluate evidence to choose the most reliable forms.</p>
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Chronological Understanding

<p>At EYFS: C1: Children talk about past and present events in their own lives and family members.</p>	<p>At Key Stage One: C1: Understand the difference between things that happened in the past and the present. C2: Describe things that happened to themselves and other people in the past. C3: Order a set of events or objects C4: Use a timeline to place important events. C5: Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.</p>	<p>At Lower Key Stage Two: C1: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Use a timeline to place historical events in chronological order. C3: Describe dates of and order significant events from the period studied.</p>	<p>At Upper Key Stage Two: C1: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) C2: Order significant events, movements and dates on a timeline. C3: Describe the main changes in a period in history.</p>
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Knowledge and Understanding of events, people and changes in the past

<p>At EYFS: U1: Children know that other children don't always enjoy the same things and are sensitive to this.</p>	<p>At Key Stage One: U1: Recall some facts about people/events before living memory U2: Say why people may have acted the way they did.</p>	<p>At Lower Key Stage Two: U1: Use evidence to describe the culture and leisure activities from the past. U2: Use evidence to describe the clothes, way of life and actions of people in the past. U3: Use evidence to describe buildings and their uses of people from the past</p>	<p>At Upper Key Stage Two: U1: Choose reliable sources of information to find out about the past. U2: Give own reasons why changes may have occurred, backed up by evidence. U3: Describe similarities and differences between some people, events and artefacts studied U4: Describe how historical events studied affect/influence life today. U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
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Overarching Historical Vocabulary			
<p>At EYFS: similarities differences communities traditions past present</p>	<p>At Key Stage One: century chronological order living memory remembers memories opinion fact source interpret enquire/enquiry impact research evidence experts significant recent lifetime</p>	<p>At Lower Key Stage Two: era/period BCE (Before Common Era) ACE (After Common Era) BC (Before Christ) CE (Common Era) AD (Anno Domini) archaeology pre-history biased impact consequences continuity</p>	<p>At Upper Key Stage Two: primary source/evidence secondary source/evidence reliable extent of change extent of continuity evaluate reliable eye-witness Monarchy legacy ambiguous consequences omits decade</p>

Class 1 Cycle A

	Why was Charles sent to prison? (World War 1)	What does it take to become a great explorer?	How do our favourite toys and games compare with the 1960's?
Chronological Knowledge	1914-1918 World War 1 1914 Assassination of Franz Ferdinand 1916 Battle of the Somme 11 th November 1918 Armistice Day	Major focus on Guy Fawkes November 5 th 1605	1961 First man in space 1962 The audio cassette invented 1962 The first computer video game, Spacewar, is invented 1965 Sony markets the CV-2000, the first home video tape recorder. 1967 First heart transplant operation 1966 England won the football World cup 1969 First humans to walk on the Moon
Wider Knowledge	<ul style="list-style-type: none"> • What did Charles do wrong? (communication in war times) • Why were messenger pigeons so important? • Why were messages sent in code? • How did children know a war was happening? • Why were horses important in WW1? • How did other animals contribute to the war effort? 	*Select different representations of the individual so children develop their awareness of different sources of information. <ul style="list-style-type: none"> • When did the individual live? – chronology • Why is this individual remembered? What were the most important events in his/her life? • What were some of the features of the society when she/he lived? 	<ul style="list-style-type: none"> • Why do historians divide up time? • What do people remember about the 1960's? • How do toys of the 1960's compare with toys from today? • Why were there no smart toys in the 1960's? • How can we play with smart toys safely? • What do adults I know remember about the 1960's?
Topic Vocabulary	War Prison Crime Enemy Army Pacifist deserter front line soldier trench defence message retreat casualty rationing	Mathew Henson North Pole Arctic Expedition Ranulph Fienes Amy Johnston Pilot Christopher Columbus Neil Armstrong Explorers	Historian, time, BC, AD, order, years, timeline, chronological, recent, computer, television, decade, century, millennium, order, sequence, moon, transplant, Barbie, The Beatles, videotape recorder, audiocassette, World Cup, Concorde, supersonic, airliner, maiden, flight, Harold Wilson, Prime Minister, toy, game, television, space, change, similar, different, smart toy, computer, internet, app, Wi-Fi, digital, tablet, algorithm, intelligence, simulate, World Wide Web (WWW), Tim Berners-Lee, social networking, CD, DVD, website.

Class 1 Cycle B

	Who is the greatest history maker?	Why do we know so much about where Sappho used to live? The Romans	Why is the history of our locality so important?
Chronological Knowledge	1955 Rosa Parks arrested 1913-2005 Rosa Parks 1993 Mandela wins Nobel Peace Prize 1918-2013 Nelson Mandela 2009-2017 Barack Obama President of America 1822-1913 Harriet Tubman 1605 Guy Fawkes apprehended 1997 Malala Yousafzai born 1867- 1934 Marie Curie 1903 and 1911 Marie Curie wins Nobel Peace Prize 1558-1603 Elizabeth 1	43 AD Romans invade and Britain becomes part of the Roman Empire 61 AD Boudicca leads the Iceni in revolt against the Romans 70 AD Romans conquer Wales and the North 122 – 128 AD Emperor Hadrian builds a wall on the Scottish Border 140 AD Romans conquer Scotland 401 – 410 AD The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle	1927 Sir Arthur Ogilvy discovers jaw bone in Kents Cavern 1540 Sir Francis Drake is born 1577-80 Sir Francis Drake circumnavigated the globe
Wider Knowledge	<ul style="list-style-type: none"> • What does it mean for someone to make history? • Who is the greatest history maker? • How would you like to be remembered as a history maker? 	<ul style="list-style-type: none"> • Who was Sappho and where did she live? (Pompeii) • Why was Pompeii part of the Roman Empire? • What happened to Pompeii? • What evidence exists of Pompeii? • Why do we know so much about where Sappho lived? 	<ul style="list-style-type: none"> • What did Arthur find in 1927 and why was it amazing? • Why did Sir Francis Drake become so rich and famous? • How is Sir Francis Drake remembered today?
Topic Vocabulary	Rosa Parks Nelson Mandela The Obamas Harriet Tubman Guy Fawkes Grace O'Malley Malala Marie Curie Elizabeth 1	Empire Aqueduct Centurion Emperor Invasion Volcano Erupt Vesuvius Archaeologist	Archaeologist Artefacts Kents Cavern Neanderthal people Hero Villain World Spanish Armada Achievement

KS2

	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want and how did Alfred help to stop them getting it?
Chronological Knowledge	<p>43 AD Romans invade and Britain becomes part of the Roman Empire</p> <p>61 AD Boudicca leads the Iceni in revolt against the Romans</p> <p>70 AD Romans conquer Wales and the North</p> <p>122 – 128 AD Emperor Hadrian builds a wall on the Scottish Border</p> <p>140 AD Romans conquer Scotland</p> <p>401 – 410 AD The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle</p>	<p>350 Anglo-Saxons raid English settlements and are beaten back by the Romans</p> <p>410 Romans Leave England and England shores are unprotected</p> <p>449 – 550 Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.</p> <p>450 Saxons, from Germany, settle in Kent.</p> <p>556 Seven kingdoms are created across Britain</p> <p>597 St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury</p> <p>617 Northumbria becomes the Supreme Kingdom</p> <p>779 Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh Border</p>	<p>793 AD Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria.</p> <p>871 AD Alfred the Great becomes king of Wessex.</p> <p>886 AD King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw.</p> <p>900 AD The Vikings establish rule over Scotland.</p> <p>1014 AD Cnut becomes king of the Danes and England</p> <p>1042 AD Edward II returns from Normandy to become king of England. He is better known as Edward the Confessor because of his piety.</p> <p>1066 AD The last Anglo Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.</p>
Wider Knowledge	<ul style="list-style-type: none"> • When did the Romans invade and why? • How do we know about life in Roman Britain? • Did the native Britons welcome or resist them, and why? • Who was Boudicca and why do we remember her? • Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? • Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall) • How do we know so much about the towns the Romans built in Britain? • Why did the Romans organise gladiatorial games? 	<ul style="list-style-type: none"> • Why did the Romans leave Britain? • Who were the Anglo Saxon invaders? • Why did they want to settle in Britain? • What was it like in an Anglo Saxon village? • How did the Anglo Saxons find out about Christianity? • What is the mystery of Sutton Hoo? 	<ul style="list-style-type: none"> • What image do we have of the Vikings and Anglo Saxons? • How did the Vikings try to take over Britain? • How have recent excavations changed our view of the Vikings? • How was the design of Viking longboats so important? • How was Anglo Saxon Britain ruled? • Who was Alfred the Great? • Raiders or settlers – how should we remember the Vikings?
Topic Vocabulary	Roman Empire, emperor, Italy, invasion, city, ruled, weapons, armour, ships, slaves, slavery, countries, Emperor Claudius, Emperor Augustus Caesar, gladiators, amphitheatre, civilisation, Boudica, Celts, Iceni, tribe, legionnaires, archaeologist, Emperor Hadrian, Picts, Caledonia, Scotland, challenge, fierce, warrior, Calgacus, amphitheatre, garden, basilica, gladiator, gladiatorial games, mural, mosaic, senator, nobleman, consul, Colosseum.	Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Illumination Manuscript	Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw Asgard Jarl Karl Figurehead Valhalla

KS2

	How did the lives of Ancient Britons change in the Stone Age?	What is the secret of the standing stones? (Bronze Age)	How do artefacts help us understand the lives of people in Iron Age Britain?
Chronological Knowledge	3,000 BC New Stone Age begins: farming people arrive from Europe. First stone circles erected. 2,100 BC Bronze Age begins 2,000 BC Stonehenge completed 750 BC Iron Age began. Iron replaces bronze as most useful metal.	2,100 BC Bronze Age begins 2,000 BC Stonehenge completed 750 BC Iron Age began. Iron replaces bronze as most useful metal. 2002 the grave of the Amesbury Archer was discovered 5 kilometres from Stonehenge in Wiltshire	3,000 BC New Stone Age begins: farming people arrive from Europe. First stone circles erected. 2,100 BC Bronze Age begins 2,000 BC Stonehenge completed 750 BC Iron Age began. Iron replaces bronze as most useful metal.
Wider Knowledge	<ul style="list-style-type: none"> • How do people often imagine the Stone Age to be like? • Who left their footprints on the beach and what were they doing there? • What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? • Why did Stone Age Britons spend most of their time living in camps rather than in caves? • Why was the Red Lady of Paviland so important? • How were people living in Britain at the end of the Stone Age compared with the beginning? 	<ul style="list-style-type: none"> • Why did the Stone Age come to an end about six thousand years ago? • Why was the Amesbury Archer so important? • Why do people build monuments? • Why did Bronze Age people build monuments at Merrivale? (Trip to Merrivale) • Who was buried in the cist at Merrivale? 	<ul style="list-style-type: none"> • How can we recognise Iron Age hill forts today? • What might hill forts have looked like when they were first built? • How do we know that life wasn't always very peaceful in the Iron Age? • What were stagers and how did Iron Age people use them? • Why have so many wonderful Iron Age artefacts been found underwater?
Topic Vocabulary	Hunter-gatherer Nomad Tribe Skara Brae Bronze/Iron Roundhouse Hillfort Smelting Druid Domesticate	Copper, tin, smelting, bronze, Bronze Age, museum, discovery, artefacts, farming, shield, carcass, sieve, spear, shaft, bracelet, earrings, brooch, armband, axe, arrow, dagger, scythe, archer, grave, Stonehenge, Wiltshire, skeleton, reconstruction, cremated, speculate, warrior, community, status, trade, crafts, metalworking, exchanging, elite, round barrow, mourners, ornaments, quiver, bow, decayed, mystery, standing stones, stone circle, cist, chamber, aligned, summer solstice, accompanies, midsummer, midwinter, acidic, cremated, urn, warrior, chief, peace, trade.	Iron Age, hill fort, hectare, area, mound, earth, earthworks, constructed, hill, steep, wall, earth, ditches, rampart, plateau, remains, decay, organic, decomposed, protection, reconstruction, palisade, sharpened, shelter, grain, pit, vulnerable, gate, weak, dangerous, evidence, tribe, population, religious beliefs, smelting, plough, diet, healthier, fierce, aggressive, Celts, attack, steal, rush, temporary, siege, surrender, stager, swap, exchange, goods, services, heap, offering, gods, goddesses, farmers, ploughing, chariot, shield, ceremony, Battersea Shield.

KS2

	Why did the ancient Maya change the way they lived?	Why was winning the Battle of Britain in 1940 so important?	Local Study
Chronological Knowledge	<p>750 BC The first Maya cities developed</p> <p>50 BC First inscription in Mayan hieroglyphs</p> <p>800-900 AD Building of stepped pyramid of Chichen-Itza</p> <p>822 AD City of Copan deserted</p> <p>869 AD City of Tikal abandoned</p> <p>909 AD Last recorded inscription of classic Maya</p>	<p>30/01/1933: Adolf Hitler becomes Chancellor of Germany. His Nazi Party, or the Third Reich, takes power and Hitler is essentially the dictator of Germany.</p> <p>12/03/1938: Hitler annexes the country of Austria into Germany. This is also called the Anschluss.</p> <p>01/09/1939: Germany invades Poland. World War II begins.</p> <p>03/09/1939: France and Great Britain declare war on Germany.</p> <p>10-22/06/1940: Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe</p> <p>30/05/1940: Winston Churchill becomes leader of the British government.</p> <p>10/07/1940: Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain. They are unsuccessful</p> <p>06/06/1944: D-day and the Normandy invasion. Allied forces invade France and push back the Germans.</p> <p>07/05/1945: Germany surrenders to the Allies.</p>	<p>1543 Sir Francis Drake was born</p> <p>1558 Elizabeth 1 becomes Queen</p> <p>1562 John Hawkins (Drake's cousin) embarks on a slave trade expedition</p> <p>1566 Drake sails on a slave trade expedition</p> <p>1577 Drake sails around the world in the Golden Hind</p> <p>1581 Drake is knighted by Elizabeth 1</p> <p>1581 Drake buys Buckland Abbey</p> <p>1581 Drake becomes Lord Mayor of Plymouth</p> <p>1587 Drake destroys Spanish fleets at Cadiz</p> <p>1596 Drake dies</p>
Wider Knowledge	<ul style="list-style-type: none"> • Where and when did the Maya live? • What was Maya writing like? • How did the Maya tell the time? • What do we know about Maya art and culture? • Did the Maya play football like us? • How do we know about the Maya? 	<ul style="list-style-type: none"> • How serious was the risk of invasion by Nazi Germany in June 1940? • What did Hitler need to do if an invasion was going to succeed? • Why did Britain win the Battle of Britain? 	<ul style="list-style-type: none"> • What is the significance of Drake to Tavistock and Plymouth? • Was Drake a hero or villain?
Topic Vocabulary	<p>Dynasty</p> <p>Maize</p> <p>Codex</p> <p>Hieroglyphics</p> <p>Stela</p> <p>Scribe</p> <p>Bloodletting</p> <p>Cacao</p> <p>Cenote</p>	<p>assassination</p> <p>sovereign</p> <p>Neville Chamberlain</p> <p>tank</p> <p>Blitz, evacuee</p> <p>Nazi</p> <p>German Spitfire</p> <p>soldier</p> <p>Anderson shelter</p> <p>Winston Churchill</p> <p>air raid shelter</p> <p>ration book</p> <p>Adolf Hitler</p> <p>land girls</p> <p>munitions</p>	<p>Sir Francis Drake</p> <p>Elizabeth 1</p> <p>Circumnavigate</p> <p>Lord Mayor</p> <p>Slave</p> <p>Spanish Armada</p> <p>Knighted</p>

KS2

	How did a pile of dragon bones help to solve an Ancient Chinese mystery?	The story of the Trojan Horse: historical fact, legend or classical myth?	Why did Britain once rule the largest empire the world has ever seen?
Chronological	1600 BC Shang dynasty began 1075 BC to 1046 BC King Di Xin's 29-year reign 1046 BC the Zhou army besieged the city of Yin 1046 BC, the Shang dynasty came to an end	776 BC The first Olympic games were held in Olympia 31 BC The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in 322 BC – the capital was Alexandria in Egypt; it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire 700-480BC – Ancient Greek Empire	43 AD Romans invade Britain 1833 Slavery abolished 1982 Falklands War
Wider Knowledge	<ul style="list-style-type: none"> • What was odd about the dragon bones that Wang Yirong bought? • What do the engraved bones tell us about the beliefs of the Shang? • Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? • Rise and fall – how did the reign of King Cheng Tang compare with that of King Di Xin? • What made Fu Hao stand out from the crowd? 	<ul style="list-style-type: none"> • Who were the Ancient Greeks? • What exactly is the story of the Trojan Horse? • What do artefacts and archaeological sites tell us about what life was like in Ancient Greece? • What can we learn from our language about Ancient Greece? • How were the Ancient Greeks governed and are there any similarities with how we are governed today? • How have the Olympic Games changed since they were first held in Ancient Greece? • Which is the most important legacy of the Ancient Greeks? 	<ul style="list-style-type: none"> • Why was it said that the sun never set on the British Empire? • Why did Britain build an empire around the world? • What happened to the British Empire? • What happened in Britain between 2 April and 14 June 1982, and why?
Topic Vocabulary	Dragon, dragon bones, Chinese New Year, culture, myth, legend, folklore; St George and the Dragon; patron saint; terrorised, inhabited, sacrificed; Wang Yirong, decipher; Shang Dynasty, Hwang Ho River; Yellow River, gu; gong, jade, ding, cauldron, li; millet, Cheng Tang; Di Xin, prospered; able; govern; humble; wisdom, drought, seize; overthrow, besieged; Yin Au, Fu Hao, General; Wu Ding, Shangdi,, graverobber.	Democracy Acropolis Parthenon Marathon Olympics Citizen Column	Empire, invasion, occupying, rule; Roman Empire, government, Governor; colony, British Empire, Canada, Australia, Northern Rhodesia, tea, exports, India, raw material, minerals, gold, aluminium, iron ore, Industrial Revolution, machinery, missionary, explorer, David Livingstone, Africa, convert, Christian, religion, education, superior, race, obtain, exploit, slave labour, abolished, inhuman, West Indies, recruitment, regiment, Spain, territory, combined, British Overseas Territory, self-governing, Gibraltar, monarch, Queen Elizabeth II, Head of State, foreign relations, Crown Dependency, transfer of power, domination, Commonwealth of Nations, Falkland Islands, Malvinas Islands, Argentina, sovereign, foreign, colonise, referendum, disputed, legitimate, destiny.