

**WEST MEADOWS PRIMARY SCHOOL  
PROGRESSION IN HISTORY**



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical knowledge</b>		<p><b>This is where we live</b> <i>Elsecar Heritage Centre &amp; Elsecar by the sea</i> For many years Elsecar was a colliery village</p> <p>The pit closed in the 1980s</p> <p>Elsecar used to be farms up until the 18<sup>th</sup> Century</p> <p>Many of the buildings in Elsecar were built by Earl Fitzwilliam</p> <p>John and William Darwin &amp; Co of Sheffield opened the first furnace at Elsecar Ironworks (at the bottom of Forge Lane) in 1795</p> <p>Elsecar by the sea began in 1910</p> <p>The reservoir and canal were used for swimming and boating</p> <p>Elsecar by the sea brought in tourism during the Edwardian times</p> <p>Elsecar by the sea was a holiday destination for the residents of Yorkshire during the 20<sup>th</sup> Century</p> <p><b>When I was a lad</b> <i>Transport, toys and entertainment</i> Know the similarities and differences between now and when parents/grandparents/ great grandparents were little (similarities/differences)</p> <p>Know how transport has changed over the last century</p> <p>Know how toys have changed over the last century</p> <p>Know how technology has changed over the last century</p> <p>Know why transport/toys/technology has changes over the last century.</p>	<p><b>The Titanic</b> The Titanic was built in Belfast.</p> <p>Know the chronology of the Titanic's voyage (set sail-10<sup>th</sup> April 1912, hit the iceberg- 14<sup>th</sup> April, sank-15<sup>th</sup> April 1912).</p> <p>The Titanic sank in the Atlantic Ocean. Know the planned route of The Titanic (Southampton-Cherbourg, France-Queenstown (now <u>Cobh</u>), Ireland- New York, America).</p> <p>Know what life was like for different passengers on the ship (e.g. accommodation, facilities, food).</p> <p>Know the contributing facts to the sinking of the Titanic and the high number of deaths (going to quickly, ignoring iceberg warnings, design faults).</p> <p>Know the names and roles of important people (Captain J Smith, Thomas Andrews, Bruce Ismay).</p> <p><b>Explorers</b> <i>Christopher Columbus, James Cook, Robert Scott, Amelia Earhart, Neil Armstrong</i> Know where and when the identified explorers were born.</p> <p>Know where in the world the identified explorers explored.</p> <p>Know when the identified explorers died.</p> <p>Know how the identified explorers travelled (e.g. ship, plane).</p> <p>Know why their explorations were significant.</p>	<p><b>Ancient Egypt</b> Know why people chose to settle in certain areas in Ancient Egypt (e.g. near the banks of the river Nile).</p> <p>Know the importance of the River Nile to the Ancient Egyptians (e.g. water for crops, mud for bricks and pots, fishing, papyrus reeds, transport).</p> <p>Know that Ancient Egyptian society was very hierarchical and each group had a different role to play in Egyptian society.</p> <p>Know what daily life was like for all groups of people (e.g. settlements, housing, leisure, clothing, trade).</p> <p>Know that hieroglyphics are a formal writing system used by the Ancient Egyptians.</p> <p>Know that mummification was the process of preserving a body and why this process was very important to the Egyptians.</p> <p>Know that the bodies of important people, such as pharaohs, were placed in pyramids, which were built as tombs.</p> <p>Know that the ancient Egyptians were polytheists.</p> <p>know how Ancient Egyptian society has impacted on modern society (e.g. dams, irrigation systems, calendar, the first paper).</p> <p><b>Firedamp and Davy Lamps</b> <i>Mining and Cortonwood</i> Know why the coal industry was important (e.g. providing fuel to power iron and steel works/ mills / factories / railways, providing heat at home).</p> <p>Know how mining changed over time (e.g. equipment, machinery, child labour, safety laws, worker shortage during WWI).</p> <p>Know about the dangers of mining (including miners that were killed in accidents, pockets of gas suffocating the miners and causing explosions as well as collapsing tunnels and flooding).</p> <p>Know the historical significance of mining in the local area (in particular Cortonwood mine)</p> <p>Know about the 1984/1985 miners' strikes</p>	<p><b>Traders &amp; Raiders</b> <b>Anglo-Saxons</b> Know how the Roman withdrawal contributed to Anglo-Saxon settlement.</p> <p>Know reasons why the 'Angles', 'Saxons' and 'Jutes' invaded and settled in England.</p> <p>Know that the many people migrated to England from Germany (the 'Angles' &amp; the 'Saxons') and South Denmark (the 'Jutes') to become the 'Anglo-Saxons'.</p> <p>Know that Anglo-Saxon Britain was divided into seven kingdoms.</p> <p>Know what the religious beliefs were before the spread of Christianity and how the spread of Christianity impacted Britain.</p> <p>Know what Anglo-Saxon daily life was like for all groups of people (e.g. settlements, housing, leisure, clothing, beliefs, trade).</p> <p><b>Vikings</b> Know that the Vikings came from the Scandinavian countries of Denmark, Norway and Sweden.</p> <p>Know reasons why the Vikings invaded and settled in England.</p> <p>Know about significant events from the Viking period (e.g. attack on Lindisfarne, invasion of York, the Battle of Stamford Bridge, Battle of Hastings)</p> <p>Know what daily life was like for the Vikings (e.g. settlements, leisure, clothes, beliefs, trade)</p> <p><b>Hola Mexico</b> Know about significant events from the Mayan period.</p> <p>Know that Mayan cities had a similar layout to each other and what this looked like.</p> <p>Know that Mayan cities were often found near trade routes and good farmland.</p> <p>Know Mayans about Mayan beliefs.</p> <p>Know the hierarchy of the Mayan civilization (inc. priests, warriors, craftsmen, traders, farmers and slaves).</p> <p>Know Mayan merchants traded to many goods including salt, cotton, honey and jade.</p> <p>Know about the Mayan calendar (Tzolkin).</p> <p>Know the reasons which led to the demise of the Mayan civilization.</p>	<p><b>The Roman Empire and its impact on Britain</b> Know what daily life was like (clothing, school, food, housing, jobs and leisure)</p> <p>Know about life in the Roman army</p> <p>Know the history of the first Roman invasion (N.B. the first invasion was 55B.C led by Julius Caesar but failed. Second invasion in 43AD led by Claudius – successful)</p> <p>Know about the Iceni tribe and their rebellion against the Romans.</p> <p>Know when the Romans left Britain (410AD) and why they left</p> <p>Recall some of the key names of important people during the Romans time in Britain and their roles (Emperor Claudius, Julius Caesar, Boudicca)</p> <p>Know the significance of Romulus and Remus.</p> <p>Know when Hadrian's Wall was built and why</p> <p>Know how beliefs changed during the Roman Empire</p> <p>Know the legacy left behind by the Romans (language, buildings, roads, baths, Roman names for months and planets)</p> <p><b>Britain at War</b> Know the cause of WW2 including the key dates and significant individuals</p> <p>Know about significant events including Battle of Britain, The Blitz and D-Day)</p> <p>Know the impact of WW2 and the Blitz on Britain including evacuation, rationing and jobs.</p> <p>Know what led to the end the war including dates and significant individuals</p>	<p><b>Tribal Tales (Stone Age, Bronze Age and Iron Age)</b> Know that the names of the ages refer to the preferred materials used by humans for tools and weapons.</p> <p>Know that there were three stages to the Stone Age (Palaeolithic, Mesolithic and Neolithic)</p> <p>Know how the Bronze Age began when the Beaker people arrived from Europe and brought new ways of making metal</p> <p>Know that at the same time in another part of the world was the Egyptian civilization.</p> <p>Know that humans evolved in to separate species (e.g. Neanderthals, Homo Sapiens, Homo Habilis).</p> <p>Know what life was like for humans in the Stone Age, Bronze Age and Iron Age, e.g. settlements, trade, beliefs and farming.</p> <p>Know the tools and other innovations of humanity during Stone Age to the Iron age (e.g. the invention of wheel and coins).</p> <p>Know about some significant events which took place across the Ages</p> <p>Know that the Iron Age ended when the Romans conquered Britain (approximately 43AD)</p> <p><b>Ancient Greece</b> Know how Ancient Greece was divided in to city-states (polis)</p> <p>Know that each city-state had their own laws and ways of life.</p> <p>Know that all city-states spoke the same language.</p> <p>Know the two most well-known city-states are Athens and Sparta.</p> <p>Know the key differences between life in main Greek city states (Sparta and Athens).</p> <p>Know about significant events which took place in Ancient Greece (e.g. the first Olympic games, building of the Parthenon, introduction of coin currency, invasion by the Romans).</p> <p>Know that the Ancient Greeks were the first democratic society.</p> <p>Know the roles of men and women in Ancient Greece.</p> <p>Know many of the contributions of the Greeks towards modern day life (e.g. Olympic games, democracy, arts &amp; culture).</p>

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<b>Vocabulary</b>		<p><b>This is where we live</b> foundry, colliery, pit, ironworks, industrial, steam train, tramway, Newcomen Beam Engine, invention, restored, Earl Fitzwilliam, furnace, railway station, canal basin, reservoir, canal, tourism, Edwardian, heritage, transport</p> <p><b>When I was a lad</b> Transport, car, train, steam train, helicopter, boat, ferry, bike, motorbike, aeroplane, hovercraft, bus, coach, wheels, tracks, fuel, power, invention, entertainment, electronics, battery power, leisure, materials, electricity,</p>	<p><b>The Titanic</b> Captain, perished, White Star Line, iceberg, lifeboat, collision, starboard, ill-prepared, merchant, passenger, life vest, wreck, disaster, tragedy, maiden voyage, infamous, luxurious, unsinkable, regal, survive, breach, first-class, second-class, third-class, immigrants</p> <p><b>Explorers</b> astronaut, aviation, circumnavigate, expedition, explorer, flight commander, merchant, pioneer, sailor, solo, voyage, New World, navigator, Americas, East Indies, colonise, indigenous, disease, compass, cartographer, route, trade, adventure, mission, discovery, pilot, lunar module, perilous, orbit, launch</p>	<p><b>Ancient Egypt</b> River Nile, fertile, irrigation, hierarchy, priest, nobles, scribes, merchants, craftsmen, deities, slaves, Pharaoh, Pyramids, tombs, Valley of the Kings, mummification, sarcophagus, afterlife, canopic jar, preserve, Howard Carter, papyrus, entombed, excavate, archaeologist, Egyptologist, cartouche, Giza, Sphinx, desert, embalm</p> <p><b>Firedamp and Davy Lamps</b> colliery, Davey lamp, firedamp, fossil fuel, strike, Industrial Revolution, natural gas, non-renewable energy, renewable energy, sediment, cage, banksman, engineman, bell pit, bottom-steward, coal face, collier, corf, furnace, getter, hurrier/thruster, motty, riddle, seam, shaft, snap tin, tallow candle, trapper, ventilation, winding gear, sink, sinker, spoil tip/slag heap</p>	<p><b>Traders &amp; Raiders</b> Conquer, invasion, trade, raid, pillage, Angles, Jutes, Saxons, migration, monk, pagan, Christianity, Bede, gildas, Hengist and Horsa, King Alfred the Great, King Ethelbert, St Augustine, Scandinavia, Norsemen, long ships, Knarr, Norse runes, Danelaw, Jorvik, monastery, ritual, treaty, massacre, Beserker</p> <p><b>Hola Mexico</b> Mayan, archaeologist, architecture, Chichen Itza, temple, pyramid, civilization, deforestation, deities, demise, drought, erosion, fertile, hierarchy, indigenous, tribes, Mesoamerica, hieroglyphics, stelae, plaza, polytheists, society, trade, Spanish, smallpox, Conquistador, priest, nobles, merchants, artisans, peasants, slaves, warrior, maize</p>	<p><b>The Roman Empire and its impact on Britain</b> empire, emperor, rebel, rebellion conquer, hypocaust, amphitheatre, aqueduct, chariot, legion, centurion, auxiliary troops, testudo, Britannia, Gaul, Celts, Barbarian, invasion, conquest, territory, castle, forts, barracks, Iceni tribe, Latin, senate, consul, legend, myth, Hadrian's Wall, Colosseum, Pantheon, gladiator, Pompeii, assassinated</p> <p><b>Britain at War</b> military, campaign, defend, invasion, Nazi, Prime Minister, allies, economy, air raid, Blitz, Luftwaffe, evacuate, Operation Pied Piper, warden, rural, urban, industrial, rationing, ration book, identify card, land army, home guard, surrender, shell-shock</p>	<p><b>Tribal Tales (Stone Age, Bronze Age and Iron Age)</b> Hunter gatherer, Neanderthals, Homo Sapiens, Homo Habilis, archaeologist, extinct, flint, hearths, land clearance, Mesolithic, migration, Neanderthal, Neolithic, Palaeolithic, nomad, barrow, bronze, druids, hillfort, invasion, loom, rampart, sacrifice, stone circle, tribe, caveman, primitive, Skara Brae, weapons, forage, extinct, spear</p> <p><b>Ancient Greece</b> Acropolis, polis, architecture, citadel, deity, democracy, government, fertile, merchant, mythology, philosophy, polytheists, seafaring, trade, urban, warfare, Athens, Sparta, Olympics, temples, column, statues, tactics, slaves, citizens, immortal, mortals, titans, Olympus</p>
<b>Chronological Understanding</b>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Understand common words and phrases relating to the passing of time.</p> <p>Sequence people, events or objects taught so far.</p>	<p>Understand common words and phrases relating to the passing of time.</p> <p>Sequence people, events or objects taught so far.</p>	<p>Understand common words and phrases relating to the passing of time.</p> <p>Understand timelines can be divided into BC and AD.</p> <p>Place periods of history studies onto a given timeline.</p>	<p>Understand common words and phrases relating to the passing of time.</p> <p>Use given timelines to place key events from within the period studied.</p>	<p>Understand common words and phrases relating to the passing of time.</p> <p>Use a given timeline to place local, national and international events within a period of history.</p> <p>Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).</p>	<p>Understand common words and phrases relating to the passing of time.</p> <p>Use a timeline to place a range of periods from around the world, some occurring concurrently.</p>
<b>Vocabulary</b>	<p>now, then, old, older, new, newer</p> <p>today, yesterday, tomorrow, last week, last year</p>	<p>year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory</p>	<p>chronological order, era, period, recently, old fashioned, traditional,</p>	<p>Anno Domini (AD), Before Christ (BC), Common Era (CE), Before the common era (BCE), millennium, circa, reign</p>	<p>chronology, 18<sup>th</sup>/19<sup>th</sup>/20<sup>th</sup> century</p>	<p>concurrently, anachronism</p>	
<b>Historical Enquiry</b>	<p>Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years – old cameras tape players etc.</p>	<p>Ask simple questions about a significant event/person in history.</p> <p>Use a given source (e.g. diary entry, artefacts) to find facts about the past.</p>	<p>Ask a range of questions about the past (Who? What? When? Why?)</p> <p>Understand that a source provides information about the past and that there are different types of sources.</p>	<p>Ask focused questions in order to find out specific information about the past.</p> <p>Use a number of given sources to infer information about the past.</p> <p>Select and record relevant information from written sources.</p>	<p>Develop and adapt questions based on what they find and what they still need to know.</p> <p>Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories).</p> <p>Use a number of sources to infer information about a specific aspect of the past.</p> <p>Understand sources can be sorted into two categories: primary and secondary.</p>	<p>Identify if a source is primary or secondary.</p> <p>Identify fact and opinion within a written source.</p> <p>Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.</p>	<p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Select the most appropriate source of evidence for a particular task.</p>
<b>Vocabulary</b>	<p>who, what, when</p>	<p>source, artefacts, why? where? when? opinion, fact, viewpoint, detective, investigate, historians, change,</p> <p>This source tells me..</p>	<p>impact, primary source (first hand evidence), secondary source (second hand evidence), experts, research, evidence, cause, effect</p>	<p>enquiry, infer, relevance. continuity, impact, importance, significance, reason</p> <p>This suggests/implies...</p>	<p>hypotheses</p> <p>My conclusion is..</p> <p>The evidence suggests, on one hand...</p>	<p>consequence, plausible, interpret, validity, impression</p> <p>This supports/contradicts the idea that...</p>	<p>reliability, subjective, objective, bias, justification</p> <p>The source omits to mention...</p>