

**PYE BANK HISTORY PROGRESSION DOCUMENT**

Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History
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**Common aims/objectives:**

- To know about the everyday lives and achievements of people, the key events, significant individuals, beliefs relevant to the time periods studied.
- To develop an increasing understanding of Chronology from Ancient Civilisations to modern day.
- To use an increasingly wide range of evidence to find out about the past and to answer enquiry questions.
- To develop the key skills of historical enquiry, developing independence.
- To deepen their knowledge and use of a wide range of increasingly specialist historical vocabulary.
- Through the study of a range of time periods, begin to make links and connections to support their understanding of key historical concepts (Substantive and 2<sup>nd</sup> Order)

YEAR GROUP	HISTORICAL TIME PERIOD OR FOCUS	KEY CONCEPTS		KEY VOCAB SEE VOCAB PROGRESSION	KEY SKILLS/ OBJECTIVES SEE PROGRESSION DOCUMENT	TRIPS/VISIT or EVENTS
		SUBSTANTIVE	2 <sup>nd</sup> ORDER			
RECEPTION	<b>R1. ALL ABOUT ME Enquiry</b>	Society and civilisation (what is life like?)	Similarities and differences	Old older oldest Order Sequence Timeline Before After	<p><i>To be able to talk about the past and present events in their own lives and in the lives of family members.</i></p> <p><i>To use common words linked to the passing of time.</i></p> <p><i>To know about the similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p><i>To begin to use historical based language – language associated with the passage of time</i></p> <p><i>To begin to understand how a timeline can be used to show the order of things.</i></p> <p><i>To know about the lives of significant individuals and how they have impacted on others.</i></p> <p><i>To know about changes within living memory</i></p> <p><i>To begin to recognise how things change over time and begin to sequence from oldest to youngest, using the clues presented to them.</i></p>	Local Visits
	<b>R2. PEOPLE WHO HELP US (Florence Nightingale)</b>	Society and civilisation (what is life like?)	Similarities and differences <b>Change and Continuity</b>	Old older oldest Order Sequence Timeline Yesterday old past now then Nurse Hospital Conditions Soldiers Ward wounded Victorian		
	<b>R3. TRANSPORT OVER TIME</b>	Society and civilisation (what is life like?)	Similarities and differences Change and Continuity	Bicycle Train Steam Train Aeroplane Hot Air Balloon Car Tram Carriage Queen Penny Farthing Velocipede Draisine Old Older Oldest past Recent Modern history Decade Timeline		
YEAR 1	<b>1.1 PERSONAL HISTORY</b>	Society and civilisation (what is life like?)	Similarities and differences Change and Continuity <b>Introduce Significance</b>	Old Older Oldest New Past present recent Modern History decade Timeline Monarch King Queen Victorian Kaleidoscope Zoetrope Whip and Top Quoits Diablo Research Queen Prince Royal Family	<p><i>To develop an awareness of the past, using common words and phrases relating to the passing of time.</i></p> <p><i>To be able to place events on a simple time line in Chronological order and know how we label years on a timeline</i></p> <p><i>To know some of the ways in which we find out about the past.</i></p> <p><i>To use a wide vocabulary of everyday historical terms.</i></p>	Fabulous Finish: A very Royal Wedding! Royal Family Family Tree Visit to Manor Castle

	<p><b>1.2 The Gunpowder Plot (Short Topic) Why did Guy Fawkes blow up the Houses of Parliament?</b></p>	<p>Society and Civilisation Government Legacy Rulers</p>	<p><b>Cause and Consequence Significance</b></p>	<p>Christian Catholic Protestant Gun powder Houses of Parliament Plot Monarch Divine Right Treason Execution Government Past Recent Modern History Decade Timeline</p>	<p><b>To be able to use of historical evidence to answer questions about the past</b></p> <p>1.1i To be able to create a timeline of recent events in their lives. 1.1ii To identify important events in their family history and significant events that have happened in their life time at a national level. 1.1iii To be able to use items from the past to describe how things have changed. 1.1iv To know about events beyond living memory that are significant nationally.</p> <p>1.2 To know where the Gunpowder Plot fits within a chronological framework. 1.3i To know what life was like in the past (Beyond living memory) 1.3ii To know about the lives of significant individuals in the past and how they contributed to national achievements. 1.3iii To know the similarities and differences between monarch today and kings and queens in the past 1.3iv To understand what a monarch is and the qualities needed to be a good monarch.</p>	
	<p><b>1.3 SIGNIFICANT PEOPLE: CASTLES KINGS QUEENS</b></p>	<p>Society and civilisation (What is life like?) Legacy Rulers/Tyranny</p>	<p>Significance Similarities and differences Change and Continuity</p>	<p>Monarch King Queen Castle Crown Coronation Tyrant/Tyranny Throne Sceptre and Orb Reign Parliament Government Buckingham Palace Medieval Christians Catholics Protestant Explorer Baron Magna Carta Lord Knight Prison Parchment Past Present Recent Timeline Modern History Decade</p>		
YEAR 2	<p><b>2.1 LOCAL HISTORY: The Sheffield Blitz and being an Evacuee</b></p>	<p>Society and civilisation (what is life like?) War and Conflict</p>	<p>Similarities and differences Cause and Consequence Significance</p>	<p>Blitz Artefact Evacuation Evacuee Air Raid Siren Shelter Anderson Morrison Warden Allies Luftwaffe Black out Civilians gas Mask rationing</p>	<p><b>To further develop an awareness of the past, using a wider range of common words and phrases relating to the passing of time.</b></p> <p><b>To increase confidence in placing events on a time line in Chronological order, with an increased understanding of decades and centuries.</b></p> <p><b>To know some of the ways in which we find out about the past and that people interpret the past in different ways.</b></p> <p><b>To use a wider range of vocabulary of everyday historical terms, relevant to the topics covered.</b></p> <p><b>To be able to use of historical evidence to answer questions about the past</b></p> <p>2.1i To know about significant historical events, people and places in their own locality. 2. 1ii To know what life was like in the past and change over time.</p>	<p>Fabulous Finish: A day as an Evacuee.</p>
	<p><b>2.2 GREAT FIRE OF LONDON (Short Topic) What happened on the night of 2<sup>nd</sup> September 1666? Does everyone think the same?</b></p>	<p>Society and Civilisation (What is life like?)</p>	<p><b>Historical interpretation</b> Significance Cause and Consequence Similarities and Difference</p>	<p>Leather bucket Squirt Fire posts Fire hook Gun powder Thatched roof Wattle and daub Timber frame Diary</p>	<p>2.2 To know about events beyond living memory that are significant nationally or globally. 2.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 2.3ii To understand what it means to be famous, and that people can be famous for many different reasons 2.3iii To recognise why people did things, why events happened and what happened as a result</p>	<p>Visit to Fire Museum Setting Fire to Model Houses</p>
	<p><b>2.3 A SIGNIFICANT INDIVIDUAL: Isambard Kingdom Brunel (Bridges and transport)</b></p>	<p>Fame Legacy</p>	<p>Significance Change and continuity Similarities and Differences</p>	<p>Engineer Apprentice Biography/Autobiography Voyage Industrial revolution Steamship Steam Train Suspension bridge Navigable Transatlantic Chronology Propeller Tunnel Bridge Transport decade century</p>		<p>Hold a 'Great Exhibition' as a Fabulous Finish</p>

YEAR 3	3.1 Stone Age to Iron Age	Society and Civilisation Settlement Migration	Historical interpretation (Focus on archaeological finds) Cause and Consequence Change and continuity	Prehistory Prehistoric Neanderthals Species Lithic Homosapien Archaeologist Hoard Coastline Agriculture Hunter Gatherer Settlement Monument Stone Circle Henges Stonehenge Extinct Woolly Mammoth Shield Helmet Celtic Weapon Migration Community artefact Century AD/CE BC/BCE	<i>To develop more independence in carrying out an enquiry including posing their own questions and organising their work.</i> <i>To address and begin to devise historically valid questions</i> <i>To understand how knowledge of the past is constructed from a range of sources</i> 3.1i To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. 3.1ii To know the importance of archaeological finds in learning about the Stone Age to Iron Age. 3.1iii To know what life was like during this period 3.1iv To know how life changes from the Stone Age to the Iron Age	
	3.2 EGYPTIANS	Power Rulers Tyrants Society and Civilisation (What is life like?) Slavery	Historical Interpretation Significance Cause and Consequence Similarities and Differences	Ancient Civilisation Moses Old Testament Excavation Tomb Archaeologist Pharaoh Pyramids Valley of the Kings Antechamber Sarcophagus Reign Ammit Akhet Peret Shemu Afterlife Howard Carter Lord Carnarvon Hieroglyphics Papyrus Embalming Mummification Canopic Jars Sphinx Dynasty Slave	3.2i To use a range of sources to find out about the Ancient Egyptians 3.2 ii. To know what life was like for different classes of citizens within Ancient Egypt 3.2iii. To know what the Ancient Egyptians believed: Gods, goddesses and what happens when they die. 3.2iv. To understand the power of the rulers in Ancient Egypt 3.2v. To know about key events from Ancient Egypt. 3.2vi. To know about the achievements of the Ancient Egyptians 3.2vii. To know how we find out about the past and that Archaeologists use primary sources, including objects and buildings that were there at the time. 3.2viii To know that there can be different interpretations of the past and be able to give an example or reason for this.	
	3.3 A significant Individual: Walter Tull (Short topic)	Fame Legacy Diversity Equality	Significance Similarities and Differences Change and Continuity	The Great War Famous Armistice Remembrance Legacy Primary Sources Secondary Sources Amateur Professional Artefact Racism Soldier War Officer Civilian Orphan Trenches Century AD/CE BC/BCE	3.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 3.3ii To understand what it means to be famous, and that people can be famous for many different reasons 3.3ii To recognise why people did things, why events happened and what happened as a result	
YEAR 4	4.1 ROMANS (including Boudicca)	Society and Civilisation Legacy Invasion Settlement Empire Emperors Conflict/War Migration	<b>CHANGE AND CONTINUITY</b> Similarities and Differences Significance <i>Historical interpretation</i>	Julius Caesar Invasion Conquest Resistance Empire Emperor Centurion century Roman Britain Mediterranean Latin defeat Conquer Gladiator Invade Settle Settlement Aqueduct Rebellion	<i>To develop more independence in carrying out investigations including posing their own questions and organising their work.</i> <i>To address and sometimes devise historically valid questions</i> <i>To understand how knowledge of the past is constructed from a range of sources</i> 4.1i To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans	Roman Experience Day  Kelham Island and Geography visit to Coal Mining museum (contrasting industry)

	<p><b>4.2 LOCAL HISTORY STEEL CITY</b></p>	<p>Legacy Society and civilisation (what is life like?) Poverty Revolution</p>	<p><b>CHANGE AND CONTINUITY</b> Similarities and Differences Historical interpretation and evidence</p>	<p>Industrial revolution Population Economy Agriculture Poverty Sanitation Over-crowding Child Labour Workhouse Village Rural Urban Capitalist Labour Cholera Locomotive Invention Canal Privy Back to Back Crucible Bessemer Convertor Stainless Steel Iron Little Mesters Buffer Girls Mass Production</p>	<p>4.1ii To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. 4.1iii To know what life was like during this period 4.1iv To know about the culture and beliefs of Romans 4.1v To know about significant individuals or events linked to the Romans. 4.1vi To know about the impact that the Roman Empire had on Britain 4.2 To be able to use evidence to find out about the past in the local area. 4.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 4.3ii To know that people are seen as significant because what they did in their lives resulted in change over time. 4.3iii To recognise why people did things, why events happened and what happened as a result 4.3iv To recognise that there can be more than one cause for events.</p>	
	<p><b>4.3 A Significant Individual: Rosa Parks (Short Topic)</b></p>	<p>Legacy Diversity Freedom Oppression Equality</p>	<p>Significance Cause and Consequence Change and continuity</p>	<p>Boycott Abolish Activist Segregation Racism Campaign Legacy Inspirational Civil rights Social Imprisoned Strike Timeline Protest Slaves Equality Inequality</p>		
Year 5	<p><b>5.1 VIKINGS AND ANGLO SAXONS</b></p>	<p>Society and Civilisation INVADERS SETTLERS Migration GOVERNMENT/ KINGDOMS Conflict Migration</p>	<p><i>Change and continuity</i> Similarities and Differences Significance <i>Historical interpretation</i></p>	<p>Century Vikings Kingdoms Earls Bretwalda Anglo Saxons Invade Settle Settlement Settlers Thrall Runes Pagans Battle Longhouse Danegeld Werigeld Battle of Hastings Burh Danelaw Interpretation Hoard Migration Picts Raid Saga Cyning Trade</p>	<p><b>To address and sometimes devise historically valid questions To construct informed responses by selecting and organising relevant historical information</b> <b>To understand that different versions of the past may exist, giving some reasons for this</b> <b>To recognise that there can be more than one cause for events.</b> 5.1i To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered. 5.1ii To know about settlements within Britain by Anglo Saxons and the Viking and Anglo Saxon struggles up to the time of Edward the Confessor. 5.1iii To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans to Vikings to Anglo Saxons</p>	<p>Murton Park or Yorvik Viking Centre  Local visits to memorials</p>
	<p><b>5.2 Short topic: Remembrance World War Key events, significant people and dates The Blitz, A diverse army</b></p>	<p>Conflict War Remembrance Dictator Diversity</p>	<p>Significance</p>	<p>War Soldier Conflict Allies Remembrance Day Dictator Veterans The Great War Armistice Remembrance Legacy Front line Memorial Cenotaph Civilians Officer Trenches Century AD/BCE BC/BCE Primary Sources Secondary Sources</p>	<p>5.2i The children should develop a coherent narrative of the war, including a British and global dimension 5.2ii To use and make increasingly detailed timelines, using a range of scales.</p>	

	<b>5.3 GREEKS</b>	Legacy- impact on western world Government Democracy	Continuity and Change Similarities and differences Significance Historical Interpretation Historical Evidence and perspective	Ancient Civilisation Acropolis Archaeologist Architecture Citadel Civilisation Climate Continent Culture Deities Government Democracy Empire Human geography Physical geography Fertile Merchant Mythology Philosophy Polis Polytheists Seafaring Society Trade Urban Warfare	5.3i To use a range of sources to find about the life and achievements of the Ancient Greeks 5.3ii To know what life was like for the people of Ancient Greece 5.3iii To know about the key events and achievements of the ancient Greeks 5.3iv To understand the legacy and impact on the world of the Ancient Greeks. 5.3v To know a selection of Greek myths and legends	
<b>YEAR 6</b>	<b>6.1 Early Islamic civilisation, including Baghdad c. AD 900</b>	Legacy Civilisation	Similarities and differences Interpretation of the past Historical evidence Similarities and Differences	Mosque Palace Ancient Civilisation Government Caliph House of Wisdom Scholar Golden Age Trade route Fertile City of peace Translation Invention	<b><i>To address and sometimes devise historically valid questions To construct informed responses by selecting and organising relevant historical information To understand that different versions of the past may exist, giving some reasons for this To recognise that there can be more than one cause for events.</i></b> 6.1i To know that people from other civilisations have contributed to many ideas that impact on us still. 6.1ii To know about key events in the history of Baghdad.	Workshop for Fabulous Finish: Refugee Shelter Building
	<b>6.2 Thematic Post 1066 THEY CAME TO OUR SHORES: REFUGEES- review of Invaders and Settlers and studying movement of people to present day Include 2 well known people and their stories</b>	Movement of people Settlement Invaders Settlers Refuge/Refugees Persecution Oppression Slavery Conflict/War Poverty Diversity	Interpretation Historical evidence/ Sources and perspectives Chronology	Refugee Migration Asylum Seeker Immigration Empire Discrimination Century Invade Settle Settlement Settlers Slavery Slave Abolition Cargo Middle Passage Plantation	6.2ii To investigate issues and solve valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. 6.2ii To understanding contemporary discussions of immigration in a historical context	
	<b>6.3 Campaigner for Change: Suffragettes (Short Study) Emmeline Pankhurst</b>	Democracy Oppression Suffrage Diversity Remembrance (Int Women's Day) Revolution Equality	Significance Interpretation of the past Historical evidence/ Sources and perspectives Cause and consequences Change and continuity	<b>Suffrage</b> Suffragette Suffragists Controversial Revolution Activist Campaign Campaigner Equality Inequality Lobbying Remembrance Legacy Imprisoned Protest Deeds Vote Act Election	6.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements 6.3ii To know that people are seen as significant because what they did in their lives resulted in change over time and had consequences for many people at and over time. 6.3iii To be able to explain how the story of Emmeline Pankhurst teaches us about attitudes towards women's rights at the time. 6.3iv To recognise why people did things, why events happened and what happened as a result; giving more than one reason for the events.	