



HISTORY

Progression Map –Substantive Knowledge

	Autumn	Spring	Summer
Year 1	<p>Toys Through Time</p> <p>To know what toys are and how they are used. To know that my toys are different to my parents/grandparents. To know what different materials toys were/are made from. To know how different toys were/are made (hand, factory, machine).</p>	<p>Kings and Queens</p> <p>To know King Charles III and the date he became king. To know Elizabeth I and King George VI key facts - dates, length of reign, family, changes in society. To know the differences between the two time periods (Tudor/Windsor, how people lived, conflicts of the time – Spanish Armada/ WW2)</p>	<p>Activists</p> <p>To know who Rosa Parks and Malala Yousafzai are. To know what activist and activism stand for. To know how society reacted to Parks’ and Yousafzai’s actions. To know of other social changes brought about by activists (1990s anti-apartheid movement, Nelson Mandela; Schools Strike for Climate Change, Greta Thunberg 2018)</p>
Year 2	<p>Who changed the world?</p> <p>To know key dates and facts about the lives of significant people: Oludah Equiano: was a slave; freed when he arrived in Scotland as slavery was already illegal; fought for the freedom of all slaves Jethro Tull: trained to be a lawyer but returned home to his father’s farm; invented the seed drill – saved time and improved crop growth Grace Darling: saved lives after a shipwreck; performed a ‘man’s job’; changed expectations for women in work To know that society was changed by their actions.</p>	<p>The Great Fire of London</p> <p>To know the date of the fire. To know that the fire started in a baker, but this was common. To know that the wooden buildings and thatched roofs contributed to the spread of the fire. To know the different perspectives of the time – Samuel Pepys and John Evelyn. To know how London was rebuilt, better, after the fire.</p>	<p>Explorers!</p> <p>To know the purpose of explorations. To know the dates of key events of explorations by Ibn Battuta and Neil Armstrong. To know the difference between the explorations – location, resources, people involved. To know how society changed as a result of the exploration (space – technology advances; Battuta – shared information of the places he travelled to, encouraging others to explore).</p>
Year 3	<p>From Stone Age to Iron Age</p> <p>To know that historian’s use artefacts to understand Britain’s pre-history. To know and use BCE/CE – before common era (pre year 0)/common era (post year 0). To know the characteristics of society (lifestyle, land use, roles in society) at different points in time – Stone Age/ Bronze Age/ Iron Age To know how tools developed and changed the way early Britons lived. To know that early Britons had rituals for burials.</p>		<p>The Romans</p> <p>To know the Romans invaded Britain in 43 CE To know that the Roman invasion changed society for early Britons (literacy, money, road networks, jobs, tools, democracy and rule of law, entertainment). To know that the Celts opposed the Roman invasion. To know the legend of Boudicca.</p>

	<p>To know that henges, circuses and stone circles were built as communal gathering sights.</p> <p>To know the different societal roles and why some roles were considered more important. (Compare with similar jobs/roles today: blacksmith, tribe chief, farmer)</p>		<p>To know that Roman rule in Britain ended, circa 410 CE.</p>
Year 4	<p>Ancient Egypt</p> <p>To know that there were advanced civilisations in the world, around 3000 BCE and Britain was not one of them.</p> <p>To know Ancient Sumer, Indus Valley and Ancient Egyptians were advanced civilisations.</p> <p>To know that Ancient Egyptian civilisation coalesced around 3000 BCE and ended around 31 BCE.</p> <p>To know characteristics of Egyptian society (entertainment, society between old and new kingdoms, roles in society, food and farming).</p> <p>To know the religious rituals of death.</p> <p>To know about Ancient Egyptian gods and goddesses - .</p> <p>To recall facts about Ramses II and explain why he is significant.</p> <p>To know why the Ancient Egyptian civilisation ended.</p>	<p>Anglo Saxons</p> <p>To know key dates of Angles, Jutes and Saxons invasion and where they settled.</p> <p>To be able to identify areas of settlements of early Anglo-Saxons.</p> <p>To discuss the perspectives of early Britons, Celts and Anglo-Saxons after the invasion.</p> <p>To know that the Angles, Jutes and Saxons invaded for farming land.</p> <p>To understand the religious ideas and beliefs of the Anglo-Saxons and how they changed over time.</p>	<p>The Vikings</p> <p>To know the Vikings began raiding Britain in 793 CE, starting with the monastery on Lindisfarne.</p> <p>To know the Vikings raided Britain for items to trade and land for farming.</p> <p>To know the different tools, weapons and ships that the Vikings used to invade.</p> <p>To know why the Vikings were successful at raiding – weapons, armour, beliefs and culture.</p> <p>To know about the characteristics of Viking society (trading, conflicts, roles in society, food and farming) and how it influenced change for the Anglo-Saxons.</p> <p>To know that the Vikings were pagans and believed in gods (Odin, Thor, Freya, Loki) and mythical creatures (draugar, Fenrir, kraken)</p> <p>To know that the Vikings were defeated by King Alfred in 878, leading to the Christianisation of Vikings and the English fortification of cities like London.</p>
Year 5	<p>Shang Dynasty</p> <p>To know key dates and people from the Shang Dynasty, order on a timeline using dates.</p> <p>To know the key locations.</p> <p>To know the characteristics of society (religion, settlements, politics, trade, conflict) compared to another time period.</p> <p>To know events that contributed to the rise and fall of the Shang Dynasty, explaining the importance of the Battle of Muye.</p> <p>To know the Shang were polytheistic – believed in many gods.</p> <p>To know that the Shang believed in ancestral worship.</p>	<p>Ancient Greece</p> <p>To be able to place the four main eras within the Ancient Greek period on a timeline, with dates.</p> <p>To know key locations of Ancient Greece (Acropolis, Knossos, Olympia).</p> <p>To know about Greek mythology (Trojan War).</p> <p>To know about Ancient Greek gods.</p> <p>To know the characteristics of Ancient Greek society (education, architecture, entertainment, Olympics) and how they have influenced world history.</p> <p>To know about the Great Thinkers and their contribution to today's society.</p>	<p>Our Home</p> <p>To know Bassetlaw is in the doomsday book as Bernedslaue.</p> <p>To know that the only Ice Age rock in Britain was found at Creswell Craggs, Worksop.</p> <p>To know the Pilgrim Fathers left from Scrooby and Babworth to sail to North America.</p> <p>To know the legend of Robin Hood and Sherwood Forest.</p>
Year 6	<p>Crime and Punishment</p> <p>To know the key dates for each period.</p> <p>To know the common crimes in each time period.</p> <p>To know the common punishments in each time period.</p> <p>To know the different punishments (such as the ducking stool used for witches – drowned if a witch, drowned if not a witch) and explain its effectiveness.</p>	<p>World War Two</p> <p>To know WW2 started in September 1939 and ended in September 1945.</p> <p>To know WW2 started after Hitler invaded Poland.</p> <p>To know the key Axis and Allied powers.</p> <p>To know that the Home Front is the term for the British Isles during the war.</p>	<p>Historical project</p> <p>Children will be given the opportunity to create a history project on a time period of their choice (previously learnt or one they want to research)</p> <p>They need to know these by the end:</p> <ul style="list-style-type: none"> • key dates/events • where they lived and other important locations

	<p>To know how the justice system has developed over time.</p> <p>To know how our judicial system has been influenced by those in history.</p>	<p>To know why women, children and the infirm were evacuated to the countryside.</p> <p>To know how women's role in society changed during WW2 and after.</p> <p>To know that the Kindertransport was an organised rescue effort to remove children (mainly Jewish) from Nazi controlled areas in Poland.</p> <p>To know how Great Britain changed as a result of the war – NHS, prosperity, re-integration of servicemen.</p> <p>To know that the United Nations was set up as a result, with the aim to prevent future wars.</p>	<ul style="list-style-type: none"> • if they travelled • how they lived, compared to other societies/civilisations • how the society/community was organised • the ideas and beliefs of the community • how they entertained themselves • major events that shaped civilisation or world history
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