

Hudson Road Primary School

History

Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Unit of Study One</u> British History	See separate sheet	Toys: Past and Present	Transport (The History of Transport / British History)	Henry VIII and his wives (A History of Important British Rulers)	Who First Lived in Britain? (The Stone, Bronze and Iron Age)	Crime and Punishment	WW2 in Britain (World War 2) In depth unit of study
<u>Unit of Study Two</u> British History		Schools: Past and Present	The Great Fire of London (British History)	Down The Pit (Local History / Victorians)	What did the Romans do for us? (Romans)	The Viking and Anglo-Saxon struggle for the Kingdom of England (Vikings and Anglo-Saxons)	
<u>Unit of Study Three</u> European and World History		We are Britain! Kings Queens and Castles	Nurturing Nurses (Florence Nightingale / Mary Seacole/ Edith Cavell comparison)	Ancient Egyptians (The Egyptians)	Who were the Ancient Greeks? (The Greeks)	The Mighty Mayans (The Mayans)	BAME History

British History			
	EYFS See separate sheet	Year 1 <i>We Are Britain! Kings Queens and Castles</i>	Year 2 <i>Transport</i>
Disciplinary Knowledge		<p>The first castle built on the site was a wooden Motte and Bailey Castle in 1080. Newcastle's stone castle was built in 1177 b. 24 May 1819, d. 22 Jan 1901: Queen Victoria's life 1837 Victoria Became Queen 1840 Victoria Married Prince Albert 1952 Queen Elizabeth II became our monarch today</p>	<p>3,500 BC The wheel is invented in Iraq 1825 The first passenger railway opens 1885 The car is invented 1900s Electric trams begin running in many towns 1903 First airplane flight - The Wright Brother 1961 Yuri Gagarin became the first human in space and the first human to orbit the Earth. 1969 - The Apollo 11 spacecraft landed on the Moon and Neil Armstrong became the first man to walk on the Moon.</p>
Substantive Knowledge		<p><u>Focus One: Royal Family</u> What is the current Royal Family tree? What is the Queen's/Kings job? Castles – What are the features and purposes of castles? (local link: Visit Newcastle Castle on the Metro)</p> <p><u>Focus Two: Queen Victoria and her reign</u> What was the Victorian era? Who was Queen Victoria married to? What did the Victorians do for us?</p>	<p>What are the different modes of transport and can we place them on a timeline? What were the early modes of transport? How have cars changed since they were invented? Who was George Stephenson? How have people in history tried to fly What is the history of space travel? * Transport visit should be planned in where possible – transport museum or trip on an old train or boat/ship.</p>
Vocabulary		<p>Royal Monarch Banquet Windsor Castle Family Crest Queen Victoria Victorian Motte and Bailey Dungeon Reign</p>	<p>Motor car Automobile Penny Farthing Steam Train Steam Ship Transport Bicycle Tram Rocket</p> <p>George Stephenson Aeroplane Horse and Carriage</p>

British History

	EYFS See separate sheet	Year 1 Toys: Past and Present	Year 2 <u>The Great Fire of London</u>
Disciplinary Knowledge		<p>Victorian Era 1837-1901 20th Century 1900-1999 21st Century 2000– present day Victorian Toys: wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toys soldiers, leather footballs.</p> <p>20th Century Toys: teddy bears, Barbie dolls, Action Man, electronic toys, computers, games consoles.</p> <p>21st Century Toys: handheld games consoles, virtual reality sets.</p>	<p>2 September 1666 A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city 6 September 1666 The very last fire was extinguished early in the morning by a crew led by Samuel Pepys 27 October 1666 Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident 1677 The monument to the Great Fire of London was finished</p>
Substantive Knowledge		<p>BOOK HOOK: THE TOYMAKER BY MARTIN WADDELL Can children describe the toys they like to play with and the way they play with them now? Can children ask questions and use sources, such as memories, photographs and artefacts, to find out what toys were like further back in the past? Can children describe what they have found out about toys of the past from people's memories, photographs and artefacts? Do children understand what a timeline is and how to use it? Can children explain how modern technology has changed toys and the way that children play? Can children identify the similarities and differences between toys from different time periods? Can children explain what the toys they have selected tell us about toys in the past? Museum in a box available from Sunderland Museum</p>	<p><u>Focus One: Hook:</u> Arrange a fire drill and/or a visit from the fire brigade to excite and engage children in finding out more about how we fight fires today compared with how fires were fought in 17th century.</p> <p><u>Focus Two: How did the fire start and spread across London?</u> How did people react during the fire? How do we know about The Great Fire of London? How was London rebuilt?</p>
Vocabulary		<p>past, present, then, now remember, living memory, generation chronological order, sequence, change, same, different, important, significant, evidence, source, investigate, materials, invention, modern technology, plastic, electronic</p>	<p>London Fireman Fire brigade Pudding Lane Samuel Pepys Lord Mayor River Thames Stuart King Charles II Plague Fire chain Gunpowder Wealthy Un-wealthy Possessions</p>

European or World History

	EYFS See separate sheet	Year 1 Schools Past and Present	Year 2 <u>Nurturing Nurses (Florence Nightingale / Mary Seacole/Edith Cavell)</u>
Disciplinary Knowledge		<p>Victorian Era 1837-1901 20th Century 1900-1999 21st Century 2000– present day</p> <p>1840: Ragged Schools founded 1880: School attendance compulsory for pupils 5-10.</p>	<p>Crimean War 1853-1856 First World War 1914-1918</p> <p>Florence Nightingale 1820-1910 Mary Seacole –1805- 1881 Edith Cavell 1865-1915</p> <p>British Hotel founded by Mary Seacole 1855 Nightingale Training School founded London 1860</p>
Substantive Knowledge		<p>Can pupils develop an understanding of how school buildings have changed over time? Can pupils develop an understanding of how and what children learn at school has changed over time? Can pupils develop an understanding of how technology has changed how children learn at school? Can pupils develop an understanding of how sources can allow us to be history ‘detectives’? Can pupils use their knowledge to join in a debate and put forward their point of view.</p>	<p>Can pupils develop an understanding of what makes a person significant? Can pupils develop an understanding of how hospital care has changed over time? Can pupils develop an understanding of how Florence Nightingale/Mary Seacole/ Edith Cavell changed and improved nursing? Can pupils compare the achievements of the significant figures above? Can pupils write about the experiences of the nurses studied in different historical periods based on factual evidence?</p>
Vocabulary		<p>Education Technology Design Dip Pen Cane Abacus Dunce Cap Blackboard and Chalk Compare Source Debate Argument</p>	<p>Hospital Improve Nurse Patient Soldier Significant War Compare</p>

British History					
	Year 3 Henry VIII and his wives	Year 4 <i>Who Lived in Britain First?</i>	Year 5 <i>Crime and Punishment</i>	Year 6 <i>WW2 In Britain</i>	
Disciplinary Knowledge	<p>The Tudors (1485 – 1603)</p> <p>King Henry VIII, 1509 – 1547</p> <p>Catherine of Aragon m. 1509 - 1533 Annulled</p> <p>Anne Boleyn m. 1533 - 1536 Executed</p> <p>Jane Seymour m. 1536 - 1537 Died</p> <p>Anne of Cleves m. 1540 Jan. - July Annulled</p> <p>Kathryn Howard m. 1540 - 1542 Executed</p> <p>Katherine Parr m. 1543 - 1547 Widowed</p>	<p>3,000 BC New Stone Age begins: farming people arrive from Europe. First stone circles erected.</p> <p>2,100 BC Bronze Age begins</p> <p>2,000 BC Stonehenge completed</p> <p>750 BC Iron Age began. Iron replaces bronze as most useful metal.</p>	<p>Roman Empire: The Period of Kings (625-510 BC), Republican Rome (510-31 BC), and Imperial Rome (31 BC – AD 476). ‘Twelve Tables’ laws 449 BC</p> <p>Tudor Period 1485-1603</p> <p>Victorian Era 1837-1901</p>	<p>30/01/1933: Adolf Hitler becomes Chancellor of Germany. His Nazi Party, or the Third Reich, takes power and Hitler is leader.</p> <p>12/03/1938: Hitler annexes the country of Austria into Germany.</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>	
Substantive Knowledge	<p>What were the roles and responsibilities of a Tudor King?</p> <p>Why did Henry VIII have 6 wives?</p> <p>Can pupils use Primary Sources (portraits) to extract and interpret information?</p> <p>Can pupils understand and evaluate the reason for the failure of each of Henry VIII’s marriages?</p> <p>Can pupils understand and explain the political and religious context of Henry VIII’s marriages?</p>	<p><u>Focus One: What is Skara Brae?</u> Late Neolithic hunter-gatherers Early farmers</p> <p><u>Focus Two: What was the Bronze Age?</u> Religion Technology Travel, for example, Stonehenge</p> <p><u>Focus Three: What was the Iron Age?</u> Hill forts Farming Art and culture Museum in a box and Workshop available from Sunderland Museum.</p>	<p>Knowledge of Roman/Tudor/ Victorian/ Modern Era</p> <p>Can pupils understand and compare crimes committed in the above periods?</p> <p>Can pupils understand and compare punishments committed in the above periods?</p> <p>Did the punishment fit the crime?</p> <p>Can pupils understand and compare the types of courts/ trials in the above periods?</p> <p>Can pupils understand and compare how crime prevention and detection has changed through the above periods?</p>	<p>Focus One: Causes of the War Why did World War II begin?</p> <p>Focus Two: Life In Britain during the War What was rationing? What was the role of women?</p> <p>Focus Three: Blitzkrieg Why were children evacuated? How did people prepared for the bombings?</p> <p>Focus Four: Battle of Britain What was the Battle of Britain? Local Link to Blitz at Sunderland Shipyards D-Day and the end of the war</p> <p>Focus Five: VE day, How was it celebrated locally and nationally?</p> <p>Focus Five: D day and VE day, How did the war finally come to an end.</p> <p>Museum in a box/ Workshop available from Sunderland Museum.</p>	
Vocabulary	monarch, reign, inherit, heir, Tudor, tyrant, execution, source, evaluate, reasoning, protestant, catholic, marriage	<div>Hunter-gatherer Domesticate</div> <div>Nomad Druid</div> <div>Tribe</div> <div>Skara Brae</div> <div>Bronze/Iron</div> <div>Roundhouse</div> <div>Hillfort</div> <div>Smelting</div>	judge, jury, trial, execution, highwaymen, victim, ordeal, treason, deterrent, humiliation , scolds bridle, torture, pillory,	<div>Neville Chamberlain Munitions</div> <div>Blitz, Evacuee Adolf Hitler</div> <div>Nazi Ration book</div> <div>German Spitfire</div> <div>Soldier</div> <div>Anderson shelter</div> <div>Winston Churchill</div> <div>Air-raid shelter</div>	

British History				
	Year 3 <i>Down The Pit</i>	Year 4 <i>What Did The Romans Do For Us?</i>	Year 5 <i>Vikings Vs Anglo Saxons</i>	Year 6
Disciplinary Knowledge	<p>1815: Davy Safety Lamp</p> <p>1825: Railways such as the Durham and Sunderland railway, began to open so that coal could be transported in bigger quantities.</p> <p>1842: Coal Mines Act prohibits all women and girls, and boys under 10, from underground work (<i>link back to prior KS1 learning about Queen Victoria</i>)</p> <p>1985: End of Coal mining in the modern era</p>	<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>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</p>	
Substantive Knowledge	<p><u>Focus One: Local History</u> What is the history of mining in Sunderland and the wider local area?</p> <p><u>Focus Two: Children working in Victorian coal mines</u> Why was coal so important during Victorian times? What did children do in the coal mine? What were the dangers of working in the coal mines? What was The Coal Mining Act? Museum in a box and workshop available from Sunderland Museum.</p>	<p><u>This unit is structured around three sequential history enquiries:</u></p> <p><u>When did the Romans invade and why?</u> Why did they invade Britain? How do we know about life in Roman Britain? <u>Did the native Britons welcome or resist them, and why?</u> Who was Boudicca and why do we remember her? <u>How did they influence the culture of the people already here?</u> How did Celtic people live? Why did the Romans create Hadrians wall?</p>	<p>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 Anglo Saxon Britain ruled? Who was Alfred the Great? Raiders or settlers – how should we remember the Vikings?</p>	
Vocabulary	<p>Mine Shaft Trapper Collier Ripper Hurrier Disaster Reform</p>	<p>Empire Aqueduct Centurion Emperor Boudicca Chariot Invasion</p>	<p>Longboat Chieftain Danegeld Danelaw Jarl Figurehead</p> <p>Valhalla Berserker Yggdrasil Asgard Karl</p>	

European or World History

	Year 3 <u>Ancient Egyptians</u>	Year 4 <u>Who Were The Ancient Greeks?</u>	Year 5 <u>The Mighty Maya</u>	Year 6 <u>BAME Civil Rights History</u>
Disciplinary Knowledge	<p>c.3100BC – People began to settle in the area of Ancient Egypt.</p> <p>c.2700BC – The first pyramid structure of ‘Saqqara’ was built for Pharaoh Djoser.</p> <p>c.2250BC – The Great Pyramid of Giza was built.</p> <p>332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p>	<p>776 BC The first Olympic games were held in Olympia</p> <p>31 BC The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in</p> <p>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</p> <p>700-480BC – Ancient Greek Empire</p>	<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>1619 Slavery in America began when 20 slaves were brought to the British colony of Jamestown, Virginia</p> <p>1740-1810 The slave trade was at its peak with 60,000 Africans arriving in America each year</p> <p>1833 The British Empire Abolished Slavery</p> <p>1865 The US abolished slavery with the 13th amendment to the constitution</p> <p>1940’s The Black civil rights movement began.</p> <p>1955 Rosa Parks was put on trial and fined</p> <p>1963 Martin Luther King gave his speech</p> <p>1968 Martin Luther King was assassinated</p>
Substantive Knowledge	<p>What did the Ancient Egyptians believe?</p> <p>How do we know?</p> <p>How different were beliefs in Ancient Egypt from today?</p> <p>How did religion affect life in Ancient Egypt</p> <p>How did Civilisation adapt to the needs of Egyptian life?</p>	<p>Focus 1: How can we find out about the civilisation of Ancient Greece?</p> <p>Who were the Ancient Greeks? What do artefacts and archaeological sites tell us about what life was like in Ancient Greece?</p> <p>Focus 2: Can we thank the Ancient Greeks for anything in our lives today?</p> <p>What can we learn from our language about Ancient Greece?</p> <p>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</p> <p>How have the Olympic Games changed since they were first held in Ancient Greece?</p> <p>Which is the most important legacy of the Ancient Greeks?</p>	<p>Where and when did the Mayans live?</p> <p>What was Mayan writing like?</p> <p>How did the Mayans tell the time?</p> <p>What do we know about Mayan art and culture?</p> <p>Did the Mayans play football like us?</p> <p>How do we know about the Mayans?</p>	<p>What was the slave trade?</p> <p>How were slaves treated and when was the slave trade abolished?</p> <p>What was the impact of Rosa Parks refusal to follow the rules, on American society?</p> <p>Who was Martin Luther King and what was his dream?</p>
Vocabulary	<p>Pharaoh</p> <p>Scarab</p> <p>Amulet</p> <p>Canopic jar</p> <p>Sarcophagus</p> <p>Tomb</p> <p>Afterlife</p> <p>Hieroglyphics</p> <p>Mummification</p> <p>Ankh</p> <p>Rosetta Stone</p>	<p>Democracy</p> <p>Acropolis</p> <p>Parthenon</p> <p>Marathon</p> <p>Olympics</p> <p>Citizen</p> <p>Governed</p> <p>Legacy</p>	<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>Slavery</p> <p>Slave trade</p> <p>Empire</p> <p>Colony</p> <p>Abolition</p> <p>Civil rights</p> <p>Oppression</p> <p>Discrimination</p> <p>Segregation</p> <p>Rosa Parks</p> <p>Martin Luther King</p>

Overarching Historical Vocabulary

EYFS	KS1	LKS2	UKS2
Similarities Differences Communities Traditions Past Present	Century Chronological order Living memory Remembers Memories Opinion Fact Source Interpret Enquire/Enquiry Research Evidence Experts Significant Recent Lifetime	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	Primary Source/Evidence Secondary Source/Evidence Reliable Extent of Change Extent of Continuity Evaluate Reliable Eye-witness Monarchy Legacy Ambiguous Omits Decade

Historical Enquiry			
EYFS	KS1	LKS2	UKS2
E1: Children know about similarities and differences between themselves, others, and families, and communities and traditions.	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.	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.	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.
Organisation and Communication			
O1: Children talk about past and present events in their own lives and family members.	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.	O1: Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	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.
Historical Interpretation			
I1: Look at their own families and immediate surroundings.	I1: Look at books, videos, photographs, pictures and artefacts to find out about the past.	I1: Explore the idea that there are different accounts of history.	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.
Chronological Understanding			
C1: Children talk about past and present events in their own lives and family members.	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.	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.	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.
Knowledge and Understanding of events, people and changes in the past			
U1: Children know that other children don't always enjoy the same things and are sensitive to this.	U1: Recall some facts about people/events before living memory U2: Say why people may have acted the way they did.	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	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.)