

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject: HISTORY**

HISTORY	Long Term Planning Overview		
	AUTUMN	SPRING	SUMMER
Reception	Our Lives, Changes Within Living Memory		
Year 1	Toys, Past and Present (Autumn 1) (Approximately 8 hours)		The Great Fire of London (Summer 2) (Approximately 12 hours)
Year 2	The Sinking of the Titanic (Autumn 1) (Approximately 12 hours)		Significant Nurses in History: Mary Seacole, Florence Nightingale, Edith Cavell (Summer 2) (Approximately 12 hours)
Year 3	Stone Age to Bronze Age (Autumn 1) (Approximately 20 hours)		Ancient Egypt (Summer 2) (Approximately 16 hours)
Year 4	Roman Britain (Autumn 1) (Approximately 22 hours)		Ancient Greece (Summer 2) (Approximately 14 hours)
Year 5	Anglo Saxons & Vikings (Autumn Term) (Approximately 18 hours)	The Anglo-Saxon and Vikings and the struggle for England. (Spring 1) (Approximately 14 hours)	
Year 6	Unit Focus: World War II (Autumn Term) (Approximately 22 hours)		Unit Focus: Mayan Civilisations (Summer Term) (Approximately 16 hours)



HISTORY

EYFS

Understanding the World

EYFS Statutory Educational Programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

- Making sense of their own life story and their family’s history.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images from the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Understand the effect of changing seasons (also a key focus in Geography).

ONGOING THROUGH THE YEAR

Unit Focus: Our Lives, Changes Within Living Memory

Areas of Learning

Common Misconceptions:

- No understanding of the concept of time.
- Unable to appreciate that a timeline needs to be put into chronological order.
- Unable to distinguish between the different days/weeks/months etc.
- Not understanding the difference between family members and friends of the family.
- Difficulty establishing their own regular routines and behaviours.

Key Questions

My life so far

- What is a timeline? What has happened in my Life so far?
- What are the key events that have happened in our lives?
- Who are the people in my Family?
- What does my Family Tree look like?

How has technology changed?

- What is this item? ask historical questions about a radio.
- How has a phone changed? Begin to understand how Technology has changed using pictures of mobile technology.



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

- Do I do the same thing every day

- How has technology changed? Begin to understand how Technology has changed over time using different technology artefacts – Mobile phones.
- What did our grand parents use to communicate? Begin to understand how we use technology today that wasn't around before.
- Which came first? Order mobile technology on a timeline.

Understanding the World areas of learning that take place across the year within other subjects

- What are the key events that have happened in our lives this year?
- What are the seasons of the year?
- What are the days of the week?
- What are the months of the year?
- What different celebrations have happened this year? (Christian, Other Faiths/Cultures, Non-denomination)

VOCABULARY

then, before, now, next, soon, after that, first, next,
 firstly, secondly, lastly, etc
 family tree, child, sibling, parent, grandparent, cousin, etc (be aware of gender stereotyping)
 past, present, time, timeline, chronological order, history, event, sequence,

KEY LINKS/RESOURCES

Historical Association – EYFS Scheme of Work
 IMPORTANT: Keep individual personal timelines from EYFS History Unit and pass to Year 1 for use in their History work.



HISTORY

YEAR 1

AUTUMN

SPRING 1

SUMMER 2

**Unit Focus: Toys, Past and Present
(Approximately 8 hours)**

**Unit Focus: The Great Fire of London
(Approximately 12 hours)**

National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]

Areas of Learning

Prior Learning:

- Chronology of time to birth to present day.
- Understanding of key figures in children’s lives and their relationships to them.
- Understanding of a timeline and the associated vocabulary linked to this.
- Ask questions about items they have been shown.
- Understanding of some different materials; plastic, wood, paper, metal, fabric

Common Misconceptions:

- Unable to appreciate that different toys may not have been available at different times in history.
- Not appreciating the significant changes in technology over the course of time.

Prior Learning:

- To understand that there were different time periods before their own where life was not the same as it is now.
- Have an understanding of fire and the role of firefighters.
- Have an understanding of people who help us: firefighters, RNLI,
- Have an understanding of different materials: wood, straw,
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Common Misconceptions:

- Do not understand the role of the Monarchy.



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

Disciplinary Knowledge		Substantive Concepts
	<ul style="list-style-type: none"> ● Chronology ● Continuity and Change ● Cause and Consequence ● Similarity and Difference ● Historical Significance ● Sources and Evidence ● Historical interpretations 	<ul style="list-style-type: none"> ● Religion ● Settlements ● Education ● Democracy ● Lifestyle
Key Questions		
	<ul style="list-style-type: none"> ● What can we learn from a picture? (Children's Games by Pieter Breugel, The Elder, 1560) Sources and Evidence ● How did people use puppets to tell a story? Change and Continuity ● What was my favourite toy when I was a baby? Similarity and Difference ● How is my teddy bear/doll different from the very first teddy bear/doll? How is it the same? Similarity and Difference ● What toys and games did our parents/grandparents play with? Historical Significance ● What were toys made from in the past? Change and Continuity ● Can I create a time line to show how different wheels have been used by children to play with? Chronology ● Where do these key figures/events fit on our historical timeline? Chronology 	<ul style="list-style-type: none"> ● When was the Stuart times? Who was in charge? Historical Significance ● What was London like in Stuart Times? (Include reference to the Great Plague of 1665). Similarity and Difference ● What was school like in the Stuart times and how was it different to present day? Similarity and Difference ● What happened on the night of 2nd September 1666? (2 sessions) <ul style="list-style-type: none"> ○ What did people do first? ○ What was it like at the height of the fire? ○ Could anyone have stopped what happened? Cause and Consequence ● How do we know so much about what happened during the Great Fire of London? Sources and Evidence ● What was left of London after the Great Fire? Chronology of events/ Historical Significance ● What did the King do to improve London when it was rebuilt? Change and Continuity ● Who would we call in a fire now? What has changes? Change and Continuity/ Similarity and Difference ● Where do these key figures/events fit on our historical timeline? Chronology
VOCABULARY		
	<p>toys, games, activities, Early Examples of Teddy Bears: sawdust stuffing, button or glass eyes, long arms and legs that rotate, a long nose or snout, brown or black in colour Early Examples of Dolls: wooden peg doll, cloth rag doll, China doll, plastic doll.</p>	<p>fire, city, smoke, bucket, house, bakers, diary, water pump, axe, burned, destroyed, bread, firemen, cart, boat, wooden houses, open fires, narrow alleyways, thatched rooves, spread, timber-framed, Easterly wind,</p>



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

Materials, wood, plastic, paper, cardboard, metal, fabric, batteries,
names of different playground games (e.g. circle games – the farmer’s in his
dean/here we go round the mulberry bush; skipping games’ games with hoops;
counting games – what time is Mr Wolf; throwing games, hopscotch, marbles
electronic games (e.g. Game Boy, Xbox, Play Station, Nintendo Game Cube,
Nintendo Switch, Pac Man, arcade machines, etc)

London, Pudding Lane, King Charles II, Samuel Pepys, Thomas Farrinor (Baker
from Pudding Lane), Sir Thomas Bloodworth (Lord Mayor of London), River
Thames, St Paul’s Cathedral, Stuart London, Houses of Parliament, Sir Christopher
Wren,
refugees, escaping, tented cities, rebuild

HISTORICAL VOCABULARY:

yesterday, today, tomorrow, same, different, change,
past, present, future, important, event, era, artefact, time order, chronology,

KEY LINKS/RESOURCES

Historical Association – Year 2 Scheme of Work

SCIENCE: Materials

HISTORY: Use individual personal timelines from EYFS History Unit.

GREAT FIRE OF LONDON:

<https://www.bbc.co.uk/programmes/articles/19KLTps7SJLrfl0Pqq2QJmN/blaze-of-glory-commemorating-great-fire-on-the-thames>

Cultural Capital – Warrington Museum Old Toys Work Shop (£6 per head)



HISTORY

YEAR 2

AUTUMN 1

SPRING

SUMMER 2

**Unit Focus: The Sinking of the Titanic
(Approximately 12 hours; Plus Education Visit AND visit to St Oswald’s Graveyard)**

**Unit Focus: Significant Nurses in History:
Mary Seacole, Florence Nightingale, Edith Cavell
(Approximately 12 hours)**

National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally.
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality: (The Titanic; Liverpool/St Oswald's Church, Winwick)

Areas of Learning

Prior Learning:

- To have an understanding of the Continents and Oceans of the World
- To have an understanding of the weather and climate and what
- To have some knowledge of the geography of the UK.

Common Misconceptions:

- Do not have an understanding of the proximity of Winwick to Liverpool.

Prior Learning:

- To have experience of adding key events to a timeline in chronological order.
- Have an understanding of people who help us: nurses

Common Misconceptions:

- Do not fully understand the concept of war.



<ul style="list-style-type: none"> Do not have an understanding of what an orchestra is. 		<p>Do not have an understanding of the gender disparities that were evident in society at the time of the key figures.</p>
Disciplinary Knowledge		Substantive Concepts
	<ul style="list-style-type: none"> Chronology Continuity and Change Cause and Consequence Similarity and Difference Historical Significance Sources and Evidence Historical interpretations 	<ul style="list-style-type: none"> Religion Settlements Education Democracy Lifestyle

Key Questions		
<ul style="list-style-type: none"> What was life like for children in the Edwardian times? How is it different from now? Did children go to school? Similarity and Difference What impression did people seem to have of the Titanic? Sources and Evidence How different was the ship than those that went before? Chronology What significant event happened on the 14th/15th April 1912? Historical Significance Why did the Titanic sink? Cause and Consequence Who was the Captain of the Titanic and was he to blame for what happened? Sources and Evidence/Historical Interpretations How did life differ for the people onboard the Titanic? (3 sessions) <ul style="list-style-type: none"> What was life like for the different workers on the Titanic? What life like for the different passengers on the Titanic? What was the journey like for different children? Similarity and Difference Using sources of evidence, what are the links between Titanic and our Local Areas of Winwick and Liverpool? (Including links to ship building in Liverpool at this time). Historical Significance What was the order of events from building to sinking? Where do these key figures/events fit on our historical timeline? Chronology 		<ul style="list-style-type: none"> Who was Mary Seacole and what significant role did she play in history? Historical Significance Who was Florence Nightingale and what significant role did she play in history? Historical Significance Who was Edith Cavell and what significant role did she play in history? Historical Significance Where do these key figures/events fit on our historical timeline? Chronology What are the similarities and differences between the lives of Mary Seacole, Florence Nightingale and Edith Cavell? Similarity and Difference Are there any other more current significant people who have influenced the world of medicine? How has the role of a nurse changed? Is it the same/different? Sources and Evidence What impact did these nurses have on modern nursing? Continuity and Change

**Winwick CE Primary School: Key Knowledge and Progression Map****Subject: HISTORY**

- **EDUCATIONAL VISIT:** Liverpool Maritime Museum (The Titanic)/ St Oswald’s Church Graveyard

VOCABULARY

Titanic, Liverpool, South Hampton, Atlantic, White Star Line, New York, iceberg, propeller, lifebelt, collision, passengers, First Class, Second Class, Third Class, survivors, lifeboat, sink, unsinkable, swim, disaster, float, maiden voyage, passenger liner, ship, crew, bow, stern, port, starboard, wreck, wreckage, orchestra, lice/fleas, Captain Edward J. Smith, Sarah Eleanor Smith (Pennington), Winwick, St Oswald’s Church, Thomas Andrews (Designer of the Titanic), Joseph Bruce Ismay (Managing Director of White Star Line), The Unsinkable Molly Brown

nurse, medicine, help, save, helped, cared, care, soldiers, shop, supplies, clinic, sick, injured, hospital, cleaning, war, courage, compassion, brave, nationality, woman, female, memorial, hero, Crimean War, England, Crimea, Crimean War, Turkey, Scutari, Mary Seacole, Jamaica, Kingston, mother, ships, travelled, hotel, medals, Florence Nightingale, lamp, Red Cross, charity, God, Edith Cavell, World War I, escape, arrest, execution, treason, patriot, capture, imprisonment,

HISTORICAL VOCABULARY: past, present, future, important, event, era, artefact, time order, chronology, (From Year 1: yesterday, today, tomorrow, same, different, change,)

KEY LINKS/RESOURCES

Historical Association – Year 2 Scheme of Work

HISTORY**YEAR 3****AUTUMN 1****SPRING****SUMMER TERM**

**Unit Focus: Stone Age to Iron Age
(Approximately 20 hours)**

**Unit Focus: Ancient Egypt
(Approximately 16 hours)**

National Curriculum**Purpose of study**

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Aims

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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.

Areas of Learning

Prior Learning:

- Have an understanding of the countries that make up the UK.

Common Misconceptions:

Prior Learning:

- Have an understanding of continents and hot and cold places in the world.

Common Misconceptions:



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

<ul style="list-style-type: none"> Misconceptions about life in some of these eras based on movies they have seen (e.g. the Croods, the Flintstones, Ice Age) 		<ul style="list-style-type: none"> Misconceptions about life in Ancient Egypt based on movies/TV shows they have seen (e.g. the Mummy, Prince of Egypt) Do not understand what an archaeologist is.
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Disciplinary Knowledge	Substantive Concepts
<ul style="list-style-type: none"> Chronology Continuity and Change Cause and Consequence Similarity and Difference Historical Significance Sources and Evidence Historical interpretation 	<ul style="list-style-type: none"> Religion Settlements Education Democracy Lifestyle

Key Questions		
<ul style="list-style-type: none"> What were the different areas of the past called? Chronology Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know? Cause and Consequence In what ways did things change around 4000BC? Change and Continuity <ul style="list-style-type: none"> Who were the first farmers? How big a change was it from hunter-gatherers to farming? How are our ideas about life in the Stone Age changing? Sources and Evidence/Historical Interpretations <ul style="list-style-type: none"> What was found at Skara Brae and why was it important to the Stone Age? Is Bronze better than Stone? Why was copper mining significant to the Bronze Age? Similarity and Difference What was the impact of bronze tools on the way people in Britain lived? What was life like in the Bronze Age? (2 sessions) Cause and Consequence <ul style="list-style-type: none"> Houses Clothes Weather Beaker Culture 		<ul style="list-style-type: none"> What were the Ancient Civilisations and where do they fit on a timeline? Who ruled Ancient Egypt? Chronology/Historical Significance What was life like in Ancient Egypt? Similarity and Difference <ul style="list-style-type: none"> living conditions food entertainment school Why was the Nile important to the Ancient Egyptians? Change and Continuity How did the ancient Egyptians travel and trade? Change and Continuity Why did the ancient Egyptians build the pyramids? Historical Significance Who built the pyramids? What did they believe in? Cause and Consequence What did they believe happened when you died? Cause and Consequence What did Howard Carter discover in November 1922 and why has this helped us to understand more about life in Ancient Egypt? (2 sessions) Sources and Evidence/Historical Interpretations <ul style="list-style-type: none"> Discovery of Tutankhamun's Tomb Artefacts in the Tomb



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

<ul style="list-style-type: none"> How does evidence from Stonehenge give us answers about the past? <p>Sources and Evidence</p> <ul style="list-style-type: none"> What was the impact of iron tools on the way people lived? What was life like in the Iron Age? (2 sessions) Change and Continuity <ul style="list-style-type: none"> Roundhouses Hillforts Farming Celts and Druids <p>If you were Julius Caesar, would you have invaded Britain in 55BC? How do we know what Britain was like? Historical Interpretations/ Sources and Evidence</p> <ul style="list-style-type: none"> What do buried hoards tell us about Britain at the time? What do bog bodies tell us about life at the time? What do the written sources from the time tell us about Britain? <ul style="list-style-type: none"> How did Romans know what Britain was like? Is this reliable? Where do these key figures/events fit on our historical timeline? Chronology When do you think it was better to live Stone, Bronze or Iron Age? Similarity and Difference 		<ul style="list-style-type: none"> Sarcophagus <ul style="list-style-type: none"> How are still learning about the ancient Egyptians and why is this important? <p>Historical Significance</p> <ul style="list-style-type: none"> Where do these key figures/events fit on our historical timeline? Chronology <p>NB. Guided Reading sessions to focus on links to the Ancient Egyptians during this half term, including: Gods and Goddesses</p>
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VOCABULARY

<p>archaeologist, artefact, monument, site, winter solstice, summer solstice, preserve, tribe, settlement, homo sapiens, agriculture, era/period, hillfort, Celts, Druids, thatched roof, sabre tooth, scavenger, hunter, gatherer, cave paintings, mammoth, farming, smithing, mining, spears, hammer stone, hand axe, pointed spear, borer, flint, copper, iron, fire, Palaeolithic, Mesolithic, Neolithic, Prehistoric, BC, AD, Skara Brae, Stonehenge, Orkney</p>		<p>Egypt, Egyptian, River Nile, Cairo, The Valley of the Kings, pyramid, pharaoh, canopic jar, desert, mummy, mummification, sarcophagus, tomb, hieroglyphics, scarab beetle, sphinx, papyrus, cartouche, embalm, afterlife, amulet, judgement, sacrifice, Names of the Egyptian Gods: e.g. Ra, Anubis, Osiris, Horus, Isis, Bast, Thoth, Tutankhamun, Howard Carter, Lord Carnarvon,</p>
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<p>HISTORICAL VOCABULARY: chronological, significant, power, development, compare, contrast, influence, BC, AD, Ancient Civilisation (From Year 2: past, present, future, important, event, era, artefact, time order, chronology) (From Year 1: yesterday, today, tomorrow, same, different, change.)</p>
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KEY LINKS/RESOURCES

<p>Historical Association – Year 3 Scheme of Work Oak Academy – Ancient Egyptians</p>
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Winwick CE Primary School: Key Knowledge and Progression Map
Subject: HISTORY

HISTORY		
YEAR 4		
AUTUMN 1	SPRING	SUMMER TERM
Unit Focus: Roman Britain (Approximately 22 hours, including Educational Visit)		Unit Focus: Ancient Greece (Approximately 14 hours)
National Curriculum		



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

Purpose of study

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Aims

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Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about:

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- The Roman Empire and its impact on Britain

Areas of Learning

Prior Learning:

- Knowledge of the world map.
- Understanding of a timeline and where some other key events in history sit on it.
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Common Misconceptions:

- Not appreciating that there were approximately 400 years of Roman settlement in Britain so things happened over a longer span of time.

Prior Learning:

- Knowledge of the world map.
- Understanding of a timeline and where some other key events in history sit on it.

Common Misconceptions:

- No knowledge of the modern-day Olympics to make comparisons to.

Disciplinary Knowledge

- Chronology
- Continuity and Change
- Cause and Consequence
- Similarity and Difference
- Historical Significance
- Sources and Evidence
- Historical interpretations

Substantive Concepts

- Religion
- Settlements
- Education
- Democracy
- Lifestyle



Key Questions

- How did the Roman Empire become so powerful? What countries did they invade? **Chronology/ Cause and Continuity**
- Why did the Romans invade Britain? **Historical Significance**
- Who was Julius Caesar and why was he important to the Roman Empire? **Cause and Consequence**
- Who could join the Roman army? **Sources and Evidence**
- What was life like on Hadrian’s wall and how do we know? **Historical Interpretations/ Sources and Evidence**
- Who invaded Britain and when? **Chronology/ Cause and Consequence**
- Boudicca; friend or foe? **Historical Significance**
- What did Boudicca look like? **Historical Interpretations/ Sources and Evidence**
- What did the Romans believe? **Cause and Consequence**
- How were the beliefs of the ancient Romans similar to those of the ancient Greeks? **Similarity and Difference**
- How did the Roman’s influence the culture of the people already here? **Change and Continuity**
- Why did the Roman’s leave Britain? **Cause and Consequence**
- What impact did the Romans leave on Britain? (2 sessions) **Change and Continuity**
 - transport (e.g. roads/viaducts – link to Warrington roads/maps
 - drainage, baths, underfloor heating, running water
 - Roman cities/towns - Chester
 - Democracy
 - Education
- Where do these key figures/events fit on our historical timeline? **Chronology**

- When was Ancient Greece? Where do the Greeks fit on the timeline of the Ancient Civilisations? **Chronology**
- Where is Greece and how did it affect the Greeks?
- How was ancient Greece governed? **Change and Continuity**
- How did life in Ancient Athens compare to life in Ancient Sparta? **Similarity and Difference**
- Who won the Peloponnesian wars? **Cause and Consequence**
- What do artefacts tell us about life in Ancient Greece? **Sources and Evidence/Historical Interpretations**
- What did Ancient Greeks believe? **Similarity and Difference?**
- What can we learn about the early Olympics using sources of evidence? How have the Olympic games changed over time? **Cause and Consequence/ Similarity and Difference**
- What was the Golden Age? What is the impact of the Ancient Greeks on the modern world? **Historical Significance**
- Who was Alexander the Great and why is he so important? **Change and Continuity**
- What are the similarities between our school and schools in Ancient Greece? **Sources and Evidence/Similarity and Difference**
- How do the Ancient Civilisations of Ancient Greece and Ancient Egypt compare? **Similarity and Difference**
- Where do these key figures/events fit on our historical timeline? **Chronology**

NB. Guided Reading sessions to focus links to Ancient Greece during this half term. (Non-fiction and mythology)



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

NB. Guided Reading sessions to focus links to the Romans during this half term. (Non-fiction, Gods and Goddesses)

EDUCATIONAL VISIT: Chester; Roman Museum and City Walk

VOCABULARY

Rome, Italy, Parthenon, Basilica, empire, civilisation, invade, conquer, republic, senate, emperor, soldier, century, centurion, standard, colosseum, amphitheatre, gladiator, aqueduct, aquae, sewer, arch, temple, bath house, villa, slave, toga, Julius Caesar, Boudicca, chariot, gladius, shield, sandals, denarii,

Greece, Hypocrates, Greek Empire, Pythagoras, Doric Column, Parthenon, Greek Gods: e.g. Zeus, Artemis, Poseidon, Aphrodite, Athena, Hera, Hermes, Apollo, Hades, Olympics, soldiers, tunic, column, alphabet, pyxis,

HISTORICAL VOCABULARY:

democracy, advocate, birth right, ideologies, hierarchy, bias,
(From Year 3: chronological, significant, power, development, compare, contrast, influence, BC, AD, Ancient Civilisation)
(From Year 2: past, present, future, important, event, era, artefact, time order, chronology)
(From Year 1: yesterday, today, tomorrow, same, different, change.)

KEY LINKS/RESOURCES

Historical Association – Year 4 Scheme of Work
Oak National Academy
Mr T does History



HISTORY

YEAR 5

AUTUMN TERM

**Unit Focus: The Anglo Saxons & The Scots
(Approximately 18 hours)**

SPRING 1

**Unit Focus: The Anglo-Saxon and Viking and the Struggle for England
(Approximately 14 hours)**

SUMMER

National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Britain’s settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Areas of Learning

Prior Learning:

- Knowledge of European countries.
- Understanding of a timeline and where some other key events in history sit on it.

Common Misconceptions:

- Confusing the different invaders.
- Not appreciating that there were approximately 400 years of Roman settlement in Britain before the invasions which had impacted on England’s ability to defend itself.

Disciplinary Knowledge

- Chronology
- Continuity and Change
- Cause and Consequence
- Similarity and Difference

Substantive Concepts

- Religion
- Settlements
- Education
- Democracy



- Historical Significance
- Sources and Evidence
- Historical interpretations

- Lifestyle

Key Questions

- Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle? **Cause and Consequence**
- Why did they come to Britain and move away from where they were born? **Cause and Consequence**
- What type of people were they? How do we know – archaeological evidence discovered at Sutton hoo (3 sessions) **Historical Significance/ Sources and Evidence/ Historical Interpretations**
- What did they believe? **Sources and Evidence**
- What challenges did they face with settling? How did the Anglo-Saxons change Britain? (2 sessions) **Change and Continuity**
 - Kingdoms
 - Anglo-Saxon village life
- What impact did the Anglo-Saxons have on our local area? Place names **Change and Continuity**
- Did children learn to read Runes? **Sources and evidence**
- King Arthur: truth or legend? **Historical Interpretations**
- Where do these key figures/events fit on our historical timeline? **Chronology**

- How and why did the Vikings invade Britain? **Change and Continuity**
 - What happened at Lindisfarne? **Historical Significance**
 - What was life like for a Viking warrior and why were they such successful raiders and invaders? **Sources and Evidence/Historical Interpretations**
 - Was there much difference led by the lives of the Anglo-Saxons and Vikings? **Similarity and Difference**
 - What did the Vikings believe? How different was this to the Anglo-Saxons? **Similarity and Difference**
 - Who was King Alfred and what did he do? **Sources and Evidence/ Historical Interpretation**
 - What was the Danelaw? **Cause and Consequence**
 - How did England become a unified country? **Historical Significance/ Change and Continuity**
 - How did the Vikings who settled in Britain live? (2 sessions) **Similarity and Difference/Sources and Evidence**
 - living conditions
 - food
 - clothing
 - farming
 - education
 - How did England become a unified country? **Change and Continuity**
 - How was Britain conquered between 950AD-1086? **Chronology**
- NB. Guided Reading sessions to focus links to the Vikings during this half term. (Non-fiction, Gods, Beowulf)

VOCABULARY

Angles, Saxons, Jutes, Vortigan, Hengest, Horsa, Picts, Scots, Romans, Pagan, Sutton Hoo, missionary, Christianity, superstition, sacrifice, converting, conquer, settlement, territory, raiders, longhouse, fort, chieftain, deity, dark ages, runes, Mercia, Wessex, Sussex, Kent, Essex, East Anglia, Northumbria, Strathclyde,



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

Vikings, Lindisfarne,
monks, warriors, invaders, raiders, settlers, longships, voyages, sail, oar, prow, potter, tanner, antler craftsman, carpenter, weaver, smith, thane, cemetery, thatch, cyrtel,
hangeroc, headdress, cloaks, tunic, undertunic, breaches, dyes,

HISTORICAL VOCABULARY:

(From Year 4: democracy, advocate, birthright, ideologies, hierarchy, bias)

(From Year 3: chronological, significant, power, development, compare, contrast, influence, BC, AD, Ancient Civilisation)

(From Year 2: past, present, future, important, event, era, artefact, time order, chronology)

(From Year 1: yesterday, today, tomorrow, same, different, change.)

KEY LINKS/RESOURCES

Historical Association – Year 5 Scheme of Work

Oak National Academy



HISTORY

YEAR 6

AUTUMN 2/SPRING 1

SPRING

SUMMER 2

**Unit Focus: World War II
(Approximately 22 hours)**

**Unit Focus: Mayan Civilisations
(Approximately 16 hours)**

National Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’



- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about:

- a local history study
- a study of an aspect in British history that extends pupil’s chronological knowledge beyond 1066
- a non-European society that provides contrast with British History

Areas of Learning

Prior Learning:

- Work on our Local Area.
- Understanding of a timeline and where some other key events in history sit on it.

Common Misconceptions:

- Difficulty with grasping the concept that countries who are now considered ‘friends’ of Britain were once their ‘enemies’.

Prior Learning:

- South America: that it is a continent, the climate and how it differs from the UK,
- Human/physical geographical features of a region in South America.
- Other civilisations including the Ancient Egyptians and the Ancient Greeks.
- Have an understanding of erosion and the impact it can have on land.
- Have an understanding of space and the Solar System.
- Understanding of a timeline and where some other key events in history sit on it.



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

Common Misconceptions:

Confusing Mayan astronomy with traditional astronomy.

Disciplinary Knowledge

Substantive Concepts

- Chronology
- Continuity and Change
- Cause and Consequence
- Similarity and Difference
- Historical Significance
- Sources and Evidence
- Historical interpretations

- Religion
- Settlements
- Education
- Democracy
- Lifestyle

Key Questions

- What events caused World War II? How did Hitler rise to power? **Historical Significance**
- How significant was the Blitz? **Cause and Consequence/Sources and Evidence**
- When, where and why were children evacuated in World War II? **Change and Continuity**
- Did evacuees go to school? What was life like for an evacuee? **Similarity and Difference**
- How well does a fictional story tell us what it was like to be an evacuee? **Similarity and Difference/ Historical Interpretation**
- Why was rationing introduced and how did this affect people's diets? **Change and Continuity**
- New opportunities? How significant was the impact of World War II on women? **Cause and Consequence**
- What did men do in the war? Did all men have to fight? **Similarity and Difference/ Cause and Consequence**
- What were the key events of World War II? **Chronology**
- How did anti-Semitism rise in Germany in the 1930s? What was the Holocaust? *(Be mindful of the distressing nature of this topic and consider the current cohort to adapt the lesson accordingly).* **Historical Significance**
- Who was Anne Frank and why is her diary so important? **Historical Interpretations/ Historical Significance/ Sources and Evidence**

- Where does the Mayan Civilisation sit on the timeline? **Chronology**
- Who were the Mayans and where in the world did they live? **Historical Significance**
- What was life like for the Mayans? (3 sessions) **Similarity and Difference/ Cause and Consequence/ Change and Continuity**
 - What was life like in a Rainforest?
 - What did the Mayans grow and eat?
 - What did the Mayans believe?
 - Did the Mayans write?
 - How did the Mayans count and tell the time?
- What do we know about the Mayans from the drawings of Frederick Catherwood? **Sources and Evidence/ Historical Interpretation**
- What can we learn about the Mayans from Chichén Itzá? **Sources and Evidence/ Historical Interpretation**
- What do the Ancient civilisations have in common? **Similarity and Difference**
 - Was everyone an Ancient Egyptian? **Chronology**
 - What else was happening in the world at the time of the ancient Egyptians? **Chronology**



Winwick CE Primary School: Key Knowledge and Progression Map

Subject: HISTORY

<ul style="list-style-type: none"> • What was the impact of World War II on our local area? Change and Continuity • How did World War II come to an end? Historical Significance • Where do these key figures/events fit on our historical timeline? Chronology 		<ul style="list-style-type: none"> ○ What would the ancient civilisations need to do in order to function as a city? Cause and Consequence ○ What was the greatest achievement of each civilisation? Similarity and Difference • Where do these key figures/events fit on our historical timeline? Chronology
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VOCABULARY

<p>World War II, Franz Ferdinand, Adolf Hitler, Winston Churchill, Neville Chamberlain, Anne Frank, Gestapo, Spitfire, Yellow Star, Nazi, George Cross, Anderson Shelter, Morrison Shelter, Star of David, Royal Airforce Britain, France, Germany, USA, Poland, Italy, rations, rationing, ration books, air raid shelter, gas mask, evacuees, medal, barrage balloon, blitz, soldier, swastika, bomb, rifle, grenade, tanks, shillings,</p>		<p>squash, warrior, stelae, maize, hieroglyphic, cacao, astrology, astronomy, birth chart, city state, codex, codices, pyramid, glyphs, huipil, civilisation, Mayan, Ahau, Bacabs, Batab, Ceiba, Kukulcan, Chichén Itzá, Itzamna, Kin (Mayan calendar = day), Uinal (Mayan calendar = month), Meso America,</p>
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HISTORICAL VOCABULARY:
 (From Year 4: democracy, advocate, birth right, ideologies, hierarchy, bias)
 (From Year 3: chronological, significant, power, development, compare, contrast, influence, BC, AD, Ancient Civilisation)
 (From Year 2: past, present, future, important, event, era, artefact, time order, chronology)
 (From Year 1: yesterday, today, tomorrow, same, different, change.)

KEY LINKS/RESOURCES

Historical Association – Year 6 Scheme of Work – WW2, The Maya, Ancient Civilisations
 Oak Academy – WW2 Sessions 2, 5 and 6