

History Progression Ladder

Pitmaston Primary School



This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in History, throughout their primary education at Pitmaston Primary School.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Vocabulary is built upon each year, whilst still allowing prior language to be referred to across the key stages.

Our curriculum is designed to build on carefully crafted enquiry questions which are then answered through historic analysis. Our pupils will explore the impact and consequences of historical events, and where applicable, will pull on prior learning to draw similarities and differences between societies, leaders or time periods. Furthermore, they will understand how and why historical interpretations can be different.

Through our history curriculum, our pupils will be able to understand the process of change, the diversity of societies and relationships between different groups, and identify changes and challenges within their own lives.

| Learning Strand: Understanding the World | Past and Present |
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| Children in Nursery will: | <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Begin to make sense of their own life-story and family's history • Show interest in different occupations |
| Children in Reception will: | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past |
| Early Learning Goal | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling |

Vocabulary Expectations: EYFS

yesterday then afternoon bedtime before previously (exposure to this word) after Once upon a time next ever after early / earlier past present characters settings Long ago, past, old, new, after, next, early, earlier, present, change, museum, palaeontologist

Year 1

| Year 1 | | | |
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| Topic Titles: How has flight changed over time? | | What does it take to be a great explorer? | |
| Changes in living memory | Events beyond living memory (that are significant nationally or globally) | Lives of significant individuals (in the past who have contributed to national and international achievement) | How have homes changed over time? Significant historical events, people and places in their locality |
| <ul style="list-style-type: none"> * Know how flight has changed our world (linking with holidays and space travel) * Know how space travel has developed within living memory.. * Know that Ranulph Fines was the first person to cross the continent of Antarctica on foot. * Know who Neil Armstrong was and explain why his small step in 1969 was also 'a great leap' forward in history? * Know, describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did. * Know similarities and differences between a modern home and homes from 50 years ago including technology. (Grandparent to visit and talk about homes when they were little) | <ul style="list-style-type: none"> * Know that the hot air balloon was the oldest invention that took people into flight. * Know that the Wright flyer was the first aeroplane in history * Know how Wilbur and Orville Wright's first airplane invention has impacted flight today * Know that Amelia Earhart was known as a pioneer and behaved differently than most ladies in that time * Know how Sir Frank Whittle's invention allowed planes to fly higher, faster and for far longer than before. * Know that planes developed in terms of their flight mechanisms * Know why the accomplishments of Amy Johnson can be considered remarkable given the role of women in society at the time Give an account of her accomplishments. * Know why Christopher Columbus set sail across an unknown ocean. * Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did | <ul style="list-style-type: none"> * Know that the Montgolfier brothers invented the first passenger hot air balloon. * Know that the Wright Brothers invented the first flying aeroplane. * Know that Amelia Earhart was the first woman to fly solo across the Atlantic Ocean. * Know that Sir Frank Whittle's was an aviation engineer and pilot who invented the turbo jet engine. * Know who Ranulph Fiennes is and describe his achievements, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer * Know who Amy Johnson was and that she flew from England to Australia by herself. * Know that Christopher Columbus was an explorer who 'discovered' America in 1492. | <ul style="list-style-type: none"> * Know the similarities and differences between the exterior of rich and poor homes in Worcester during the Victorian era. Know the similarities and differences between the interior of rich and poor homes in Worcester during the Victorian era. * Know the impact that technology has made on living in Worcester. Know how this has made lives easier and what people would have used a long time ago prior to new technology and electricity. * Know what a Tudor house looked like in Worcester and how rich and poor homes were different. (Tudor House museum and Grey Friars in Worcester) * Know the main design features of a castle and reasons for the design. Compare their home and the castle as a home (Warwick Castle) |

Year 2

| Topic Titles: | | | |
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| How do we know so much about the Great Fire of London? | Who is next in line to the throne? | How do people stand up for what they believe in? | |
| Changes in living memory | Events beyond living memory (that are significant nationally or globally) | Lives of significant individuals (in the past who have contributed to national and international achievement) | Significant historical events, people and places in their locality |
| <ul style="list-style-type: none"> * Identify and name individuals in my extended family and explain how they are related to me. * Know that Elizabeth II is our current reigning monarch and that she was coronated after the death of her father King George VI. * Understand why Prince Charles will be the next monarch of Great Britain. * Know that Rosa Parks was an Activist in the American Civil Right Movement who took part in the Montgomery bus boycott in 1955. * Know that Malala Yousafzai is a Pakistani children's education activist who became the youngest person ever to win the Nobel Peace prize after she was shot at 14 years old in 2012 for going to school. | <ul style="list-style-type: none"> * Know a range of differences between people's lives in 1666 to now (within Great Britain) * Know when, where and how the Great Fire of London started. * Know the order of events in which the fire started, spread and the impact it had on London. * Know why the Great Fire of London spread so quickly and took so long to extinguish. * Understand the impact the fire had on today's houses. * Know the key changes that were made following the fire to increase safety of people. * Know how opportunities for other people increased as a result of the fire including architects. * Know why Henry VIII married six times and how this changed British history. * Know how Elizabeth I came to the throne and why she was so significant. * Understand how Great Britain and the world changed during the Victorian era. * Know what the Women's Suffragette Movement was and how it affected the lives of women in nineteenth and twentieth century Britain. * Know how the actions of Emily Davison contributed to the Women's Suffragette Movement. * Know that all women over 21 in Great Britain achieved the right to vote in 1928 (Equal Franchise Act) | <ul style="list-style-type: none"> * Know who Samuel Pepys was – how his eyewitness account supported historic sources of evidence. * Explain what a monarch is and what they do for their country. * Identify and name at least seven different British Monarchs and arrange them in chronological order. * Know who Henry VIII was and to explain how he changed the lives of British people. * Know who Elizabeth I was and to explain and justify why she was significant in British history. * Know who Queen Victoria was and understand how her reign affected the world. * Know who Emmeline Pankhurst was and why she was a significant individual and how she contributed to the lives of Women in Great Britain. * Know who Emily Davison was and why she was a significant individual in the suffragette movement | |

Year 3

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| Topic Titles | <ol style="list-style-type: none"> 1. How did the lives of ancient Britons change during the Stone Age and beyond 2. How do artefacts help us understand the lives of people in Iron Age Britain? 3. Why are the Ancient Egyptians significant in History? |
| Programme of Study: | Learning content: |
| Changes in Britain from the Stone Ages to the Iron Age | <ul style="list-style-type: none"> • Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then • Understand the lives of the Neolithic hunter-gatherers and early farmers. • Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age and compare and contrast this with how most people use beaches today. (Links to Happisburgh beach in Norfolk) • Know, describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age • To know and describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required • Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required |
| Iron Age hill forts: tribal kingdoms, farming, art and culture | <ul style="list-style-type: none"> • Know the chronological time of the Iron age and where this is in relation to the Stone Age • Identify the features of the hill forts. • Know how the discovery of Iron changed the life of early man. • Know the social dynamics and infrastructure of a hill fort. (Linking with prior learning of homes in Year 1) • Know the origins of the coins (staters) and how Iron Age people used them. • Understand the significance of the prints on the coins • Know the influence this then had on the Romans who came after the Iron Age. • Using secondary sources of evidence, describe objects relating to the Iron Age and know how these help us understand their lives. • Know why the Iron Age ended and that the Romans took over from them. • Know who Boudica was and why she was such an important figure. |
| The achievements of earliest civilizations – Ancient Egypt | <ul style="list-style-type: none"> • Know what event happened in the Valley of the Kings in 1922 • Know who Tutankhamun was and why he was so important. • Know that we can draw historical conclusions using primary and secondary sources of evidence. • Know why the River Nile was so important to the Ancient Egyptians and to their society now • Know where the River Nile is and how it was and is integral to the success of the Egyptians. • Know how it is still utilised today and draw similarities with lifestyles of the Ancient Egyptians to the people living there now. • Know and understand the daily life for Egyptians living around 3100BC • Know how the communities living at that time lived and worked. • Know how and why the pyramids were built. |

Year 4

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| Topic Titles | <p>How did the arrival of the Roman change Britain? Who were the Anglo Saxons and how do we know what was important to them? What did the Vikings want and how did Alfred help to stop them getting it?</p> |
| Programme of Study: | Learning content: |
| The Roman Empire and its impact on Britain | <ul style="list-style-type: none"> • Know and be able to and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius • Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43 • Know similarities and differences between the armies of Boudicca and Paulinus • Know who won this battle and can explain why. • Know the significance of letters written in the first century has in terms of supporting historians developing an understanding of this era. • Know and explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain • Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122 • Know the key features of the layout of typical Roman towns in Britain • Know why historians know so much about how they were designed and built • Know what a Gladiator was and what happened during the games. • Know who the Lanista were and their role. |
| Britain’s settlements by the Anglo-Saxons and Scots | <ul style="list-style-type: none"> • Know that The Roman Empire had grown too large for the Roman legions to be able to protect its borders from Barbarian tribes and they left for this reason • Know that the Anglo-Saxons chose not to live in the Roman towns and explain why. • Know the advantages and disadvantages of living in this way compared with occupying the existing towns • Know that the Anglo-Saxons influenced the people of Britain to become Christians. • Know why Sutton Hoo is so important in understanding the Anglo-Saxon world. • Know when the Vikings attacked the Northumbrian Coast and show where this happened on a map. • Know why they attacked in this location. • Know why Viking Norsemen travelled to Britain in the first place. • Know the general areas of settlement by the Vikings. • Know who King Alfred was, what he did and why he was referred to as ‘Alfred the Great. |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | <ul style="list-style-type: none"> • Know what ‘life expectancy’ means and how this has significantly increased throughout history. • Know reasons for life expectancy increasing over time. • Know why the life expectancy during 1840 was still only 40 years of age, and give reasons why this was the case. • Know what caused the Great Plague and when this happened. • Know actions taken at that time to deal with this infection • Know who Edward Jenner was and what he created. • Know the impact of his discovery both then and now. <p>Know the main milestones of medical advancement over the last 250 years, and name some of the most influential people within this area.</p> |

| Year 5 | |
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| Topic Titles | <p>The story of the Trojan Horse: historical fact, legend or classical myth?</p> <p>The Bloody Battle of Worcester</p> <p>Why is Anthony Ashley-Cooper, seventh Earl of Shaftesbury, considered a great Victorian?</p> |
| Programme of Study: | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>A study of an aspect of time in British history that extends pupils' chronological knowledge beyond 1066</p> |
| The story of the Trojan Horse: historical fact, legend or classical myth? | <ul style="list-style-type: none"> • Know that Ancient Greece was split into States and what this means. • Know the names of the city states. • Know who Alexander the Great was, what he was famous for and what he accomplished • Know why religion was so important to the Ancient Greeks • Know what the different Gods and Goddesses represented to the Greek people who worshipped them? • Know the main events regarding the siege of the city of Troy. • Know that some evidence exists to support the Greek Myth of the Trojan Horse • Know that the Greeks continue to influence us today and how including their influence of our democracy. |
| The Bloody Battle of Worcester | <ul style="list-style-type: none"> • Know the basic reasons for the English Civil War including when and where it started and ended. • Chronologically order periods of British history on to a timeline, knowing where the Stuarts would be placed and what periods come before and after. • Describe the similarities and differences between the beliefs of Oliver Cromwell and the Roundheads and Cavaliers that led to war. • Give reasons why the war started • Use secondary resources to explain why Charles I so unpopular with Puritans. • Investigate, record and share information on the following battles: The Battle of Edgehill, Newbury, Marston Moor, Naseby and Worcester • Locate main battle sites on a blank map. • Know what evidence can be found from the Battle of Worcester in the local area. • Know why the Battle of Worcester was the final battle of the English Civil War • Describe the main roles of English Civil War soldiers; Musketeer, Cavalryman, Pikeman and artilleryman • Know the difficulties soldiers faced depending on the weapons they used • Know what life was like for a soldier in the English Civil War, including the advantages and disadvantages they faced. |
| Why is Anthony Ashley-Cooper, seventh Earl of Shaftesbury, considered a great Victorian? | <ul style="list-style-type: none"> • Know what the term speculate means • Know and explain key facts about Ashley Cooper including his significance in the Victorian times and the impact his changes have in today's world. • Know when the Victorian era was in British history. • Know and explain what the Industrial Revolution was • Know the important ways that the Industrial Revolution changed the lives of Victorians • Know and explain, using historical information to justify thought, what the British Empire was. • Know how this involved trading and both positive and negative implications of this. • Know the living and working conditions of Victorian children and why so many were used to work. • Know how Anthony Ashley Cooper did in order to improve the living and working conditions and expectations of children including The Mines Act • The Factory Act The Ten Hour Act The Chimney Sweepers Act |

| Year 6 | |
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| Topic Titles | Bombs Away! Why did the ancient Maya change the way they lived? Why did Britain once rule the largest empire the world has ever seen? |
| Programme of Study: | a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A non-European society that provides contrasts with British history |
| Bombs Away! | <ul style="list-style-type: none"> • Understand how and why Adolf Hitler rose to power • Know why WW2 began and who the allied and axis forces were. • Analyse a range of primary and secondary sources to find out about the evacuation process in Britain • Know what the Battle of Britain was and how Britain won this particular battle, using evidence to support and illustrate their explanation • Know what an ARP warden was. • Know what role the ARP wardens played in the war effort and their impact on people using primary sources of evidence to support their understanding. |
| | <ul style="list-style-type: none"> • Know who the Maya's were and where they lived. • Know basic physical and human features of their settlements • Know the main occupations of Maya People • Identify, describe and provide reasons to explain the occupations of modern Maya people • refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning. • Know the lost jungle cities of the Maya and describe these settlements. • Know the purpose of a range of Maya artefacts using evidence to support their reasoning and inference. • Know and explain the Maya ball game pok-a-tok and its many religious and social importance. • Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause or causes of the gradual abandonment of the Maya jungle cities |
| | <ul style="list-style-type: none"> • Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony • Describe and explain the main reasons why Britain wanted an empire and evaluate and justify my choice of the factors that I consider were most important • I can draw on my prior learning in Year 5 about the Industrial Revolution to share the positive and negative impact of the empire • Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared • Explain the origins of The Commonwealth. • Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views |