

**PROGRESSION MAP - HISTORY KNOWLEDGE PROGRESSION – COLMERS FARM PRIMARY SCHOOL**

	AUTUMN	SPRING	SUMMER
<b>EYFS</b>	<p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p><b>At Colmers Farm:</b></p> <ul style="list-style-type: none"> <li>• Marvellous Me topic provides opportunities for children to think about families and about how their experiences may have been different, for example toys and clothes</li> <li>• Use of oracy and talk tactics (Voice 21) to discuss opinions and experiences using full sentences which use accurate tenses.</li> <li>• Wide range of fiction and non-fiction books reflecting the past.</li> </ul>		
<b>YEAR 1</b>	<p><b>HOUSES AND HOMES: Technological Advancement/Social and Cultural Change</b></p> <p>Discuss how our local area changed since children were born. Identify items and technology which exist now that didn't exist when they were born.</p> <p>Sorting objects (or images) into 'new' and 'old'. Identify which are modern and which were made before they were born.</p> <p>Compare timescales - explore how life changed since their parents / grandparents were young and over the past 100 years. Visit the Black Country Living Museum.</p> <p>Create a timeline of their own lives (or those of their parents).</p> <p>Explore the local area, looking for evidence / signs / examples of things that have changed since the children were born.</p> <p>Identify clues which can tell us how old something is.</p> <p>Explore changes in technology, comparing computers, phones, cars etc from the last ≈ 10 years.</p>	<p><b>AFRICAN SAFARI: Social and Cultural Change</b></p> <p>Understand apartheid laws and discrimination based on race/ethnicity. Compare life in South Africa today to life when apartheid existed.</p> <p>Explore how people identify with their communities and their locality e.g. being a 'Brummie' a 'Geordie' etc. Compare this to South African tribes.</p> <p>Discuss the actions of the ANC led by Nelson Mandela and why Mandela is a significant person.</p>	<p><b>SIGNIFICANT PEOPLE: Technological Advancement/Social and Cultural Change/Exploration</b></p> <p>Discuss how was life different when the classes' grandparents /great grandparents were young. Identify and sort things that did and didn't exist.</p> <p>Imagine how the world would be different without modern inventions and use this to begin imagining what it would have been like to live in the past.</p> <p>Focus on the flight made by Amy Johnson - consider why people had been trying to fly (&amp; risking their lives) for so long. How would life have been different before aeroplanes?</p> <p>Understand the basic history / dates / of Florence Nightingale's influence during the \Crimean War.</p> <p>Look at photos and use these as an historical source - what can we learn about changes in medical care.</p> <p>Discuss the first moon landing and how space travel has continued to evolve with the use of the Space Shuttle and how advances in Space exploration are ongoing, e.g. Elon Musk's Space X project.</p>

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YEAR 2	<p><b>FIRE AND PLAGUE: Technological Advancement</b></p> <p>Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly.</p> <p>Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time.</p> <p>Explore secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire.</p> <p>Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1.</p> <p>Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes.</p> <p>Investigate the way the Great Fire is remembered and think about the way that this can change over time.</p>	<p><b>STONE AGE TO IRON AGE: Social and Cultural Change/ Technological Advancement</b></p> <p>Begin to piece together all the historical periods children have been exposed to, and thinking about what came at start of this timeline - what was earliest life in Britain like?</p> <p>Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities.</p> <p>Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life?</p> <p>Consider changes during the Iron Age - particularly the shift to tribal kingdoms &amp; life based around local hill forts. Identify the impact of this on farming.</p>	<p><b>UNDER THE SEA: Exploration</b></p> <p>Investigate the causes and effects of the sinking of the Titanic. Consider the roles various people played during the disaster and how complicit they were in the disaster.</p> <p>Read and watch eye-witness accounts of the Titanic on its maiden voyage to build an understanding of what it would have been like for different people.</p> <p>Explore evidence to consider if the disaster could have been avoided and if more people might have been saved.</p>
YEAR 3	<p><b>AMAZON &amp; BRAZIL: Exploration/Social and Cultural Change</b></p> <p>Discuss how European exploration during the late 15<sup>th</sup> and 16<sup>th</sup> centuries resulted in the discovery of many new countries.</p> <p>Focus on the 'discovery' of Brazil by the Portuguese and consider the impact this had on the indigenous population. Relate this to indigenous tribes that continue to live in remote places in the Amazon rainforest.</p> <p>Consider how the Portuguese legacy has shaped Brazilian culture e.g. language, religion.</p> <p>Investigate how the natural resources found in Brazil, gold, sugar cane etc resulted in slaves being transported from Africa to work in the newly established European colonies.</p>	<p><b>ANCIENT EGYPTIANS: Exploration/Technological Advancement/Social and Cultural Change</b></p> <p>Investigate early civilisations around the world, considering the key features that marked them out from tribal settlements that had gone before (e.g. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians).</p> <p>Plot these on maps &amp; consider why civilisations first developed in these places (typically fertile soils &amp; flood plains), linking to Geography.</p> <p>Focus on Ancient Egypt - what do artefacts tell us? Identify the impact of the landscape on everyday life, and in particular the role of the River Nile.</p> <p>Explore Egyptian Gods and beliefs around life after death - tombs, pyramids &amp; burial sites. Why were these built on such massive scale?</p> <p>Investigate the lives of the Pharaohs - how did they rule? Which were the most significant? Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.</p>	<p><b>CITY LIFE – BIRMINGHAM: Technological Advancement/ Social and Cultural Change/Empire</b></p> <p>Using primary sources such as photos and maps, investigate how Birmingham has developed and changed over time.</p> <p>Compare and contrast Birmingham today with Victorian Birmingham. What has stayed the same, what has changed and why.</p> <p>Investigate how the industrial revolution impacted on the growth of Birmingham as a manufacturing hub, including the use of the canal network. Consider how Birmingham has adapted to the decline in manufacturing e.g. car production and become a commercial success.</p> <p>Explore the history of Cadbury's and the philosophy of the Cadbury family in developing a village trust for the workers and their families.</p>

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YEAR 4	<p><b>EXTREME EARTH – ANTARTICA: Exploration</b></p> <p>Discuss the concept of ‘explorers’, asking questions about their role, the kind of people they might have been and the way exploration might have changed over time.</p> <p>Gather prior knowledge of famous explorers and their journeys.</p> <p>Look at historical maps and use this to recognise that in the past the entire world was not ‘known’ or mapped. Consider how discoveries of new places / countries / resources might change the world.</p> <p>Focus on the Polar expeditions of Scott and Amundsen - where did they go, why was their journey significant, what equipment did they use, how did their journey change the world? Contrast this with the Shackleton expedition- how was his voyage of exploration similar / different? How did his journey effect the modern world?</p>	<p><b>ROMAN BRITAIN: Empire/ Invasion and Conflict/Technological Advancement/Social and Cultural Change</b></p> <p>Explore life in Britain before the Roman invasion (recapping learning on Iron Age life).</p> <p>Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful?</p> <p>Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (e.g. Boudica) and the building on Hadrian’s Wall.</p> <p>Discuss the impact of the Roman Empire on Britain - road building, new towns &amp; villas, changes in lifestyle, introduction of new technology, changes in religion</p> <p>Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc.</p>	<p><b>CASTLES AND LEGENDS: Invasion and Conflict/ Technological Advancement</b></p> <p>Examine what Anglo-Saxon England was like and the struggle that had existed for the Vikings and \Anglo-Saxons for the Kingdom Of England.</p> <p>Investigate who were the Normans, where they came from and why they invaded Britain.</p> <p>Understand and describe the cause and consequence of the Battle of Hastings. Use secondary sources e.g. the Bayeux Tapestry to explore the events.</p> <p>Investigate how William I ruled England and how the Normans protected themselves from any resistance with the building of castles.</p> <p>Explore the legacy of Norman rule on everyday life in England, the building of churches, introduction of French words, the Domesday Book as the first census.</p>
YEAR 5	<p><b>THE TUDORS: Exploration/Invasion and Conflict/Empire</b></p> <p>Identify the different factions fighting during the War of the Roses and the outcome of the Battle of Bosworth.</p> <p>Investigate the significant change that occurred in England during Tudor times.</p> <p>Understand and describe the cause and consequence of the Protestant Reformation and attempts to reverse it.</p> <p>Explore the 6 Tudor monarchs and the timeline of each of their reigns. Explain why the Elizabethan period was considered a ‘Golden Age’.</p> <p>Investigate the extent of English exploration and its trading legacy including the beginning of the British Empire.</p> <p>Describe everyday life in Tudor England including the popularity of Shakespeare’s plays and punishment as a form of entertainment.</p>	<p><b>ANCIENT GREECE: Invasion and Conflict/ Technological Advancement</b></p> <p>Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens &amp; Sparta.</p> <p>Understand what made the Greek armies and navies so effective.</p> <p>Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.)</p> <p>Research life in Ancient Greece, using artefacts where possible (e.g. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?)</p> <p>Explore the impact of Ancient Greece on modern world (e.g. the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings).</p>	<p><b>PROTEST AND POLITICS: Social and Cultural Change</b></p> <p>Explore the United States Constitution of 1787 which aimed to protect the basic rights of individual Americans. The 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> amendments abolished slavery, gave equal citizenship rights to formerly enslaved people and gave black men the vote.</p> <p>Investigate the reality for black African Americans despite these changes to the constitution.</p> <p>Explore the different forms of racial segregation and discrimination which perpetuated in the United States into the 1960’s.</p> <p>Understand and describe the actions of the American Civil Rights movement and significant individuals within the movement, Martin Luther King, Rosa Parks, Malcolm X.</p> <p>Consider if the Civil Rights Act 1964 and other Acts aimed at ending discrimination have succeeded or are African Americans still a socially disadvantaged group.</p>

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YEAR 6	<p><b>WORLD WAR 2: Invasion and Conflict/Social and Cultural Change/Empire</b></p> <p>Understand and describe the key facts of World War 2 (e.g. who fought in the War, why it is called a “world” war, the reasons why it was fought.)</p> <p>Explore the way the War was fought, and identify how it was similar / different to what had been used before (e.g.. in WW1) and modern militaries.</p> <p>Investigate the lives and role of key leaders, such as Churchill and Hitler.</p> <p>Identify the impact of the Blitz on life in the UK, and imagine what it would have been like to have been an evacuee. Consider the impact the war had on people’s daily lives, e.g. rationing, and the changing role of women and the subsequent view of traditional gender specific roles.</p> <p>Investigate the use and impact of propaganda both in Britain and Germany.</p> <p>Understand and describe the events which led to the end of the war in Europe and eventually the end of the war in the Pacific.</p>	<p><b>CHINA: Technological Advancement/Social and Cultural Change/Empire/Invasion and Conflict</b></p> <p>Explore how trade using the Ancient Silk Road routes resulted in China being less isolated from the rest of the world.</p> <p>Investigate how different ancient China dynasties were at the forefront of military, technological and academic advancement, particularly the Han, Tang and Qing dynasties, which impacted on global history.</p> <p>Understand and describe how China changed from Imperial China to the People’s Republic of China with the ruling Communist Party. Investigate the role of Mao Zedong in the development of communism within China and the impact it made globally.</p> <p>Understand how the British Empire came into conflict with China during the Opium Wars.</p>	<p><b>JOURNEYS – MIGRATION: Empire/Social and Cultural Change</b></p> <p>Investigate the ‘Windrush generation’, where they migrated from, why they chose to come to Britain and their experiences when they arrived. Use primary sources to explore the arrival of the SS Windrush – how it was reported and how Britain responded to the new migrants.</p> <p>Compare and contrast the experiences of the Windrush migrants with the economic migrants and refugees arriving in Britain today. What are the similarities and different experiences of these groups.</p> <p>Consider how current attitudes towards race and ethnicity have changed or prevailed.</p>