

Gotham Primary

History Progression Planning

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This planning document is used to support the teaching of History at Gotham Primary School.

Each Programme of Study, taken from the National Curriculum, is indicated with questions for learning, vocabulary and links to prior knowledge and skills. This supports learning and assessment within each year group. Within each year group, every Programme of Study is aiming towards finding the answer to a 'key question' as outlined in that year group's Long Term Plan. At the same time, children will be building essential life skills.

Areas of study are revisited in different year groups as children progress through the school. Children will also refer to a timeline within the units so that they can develop an understanding of when and where significant people and events fit. This allows children to build on prior knowledge and key vocabulary allowing them to develop their skills further.

In order to meet the expectations, pupils must firstly understand the key concept, be provided with opportunities to apply that knowledge and then be able to answer the 'question for learning'.

History Progression Planning

FS2	<p>Through 'Understanding the world' FS2 children will be involved in activities that develop their interest and curiosity in the past. They will work on developing the skills to:</p> <p>To show an interest in the lives of people who are familiar to them.</p> <p>To remember and talk about significant events in their own lives.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place they live or the natural world.</p> <p>To talk about past and present events in their own lives and the lives of family members.</p> <p>This will then be the foundations for history learning through KS1 and KS2.</p>				
	<p>Throughout KS1 we will be developing the following skills:</p> <ul style="list-style-type: none"> -Be aware of the past using common phrases and words relating to time. -Fit people and events into chronological order. -Identify similarities and differences. -Use a vocabulary of everyday historical terms. -Ask and answer questions. -Use stories and sources to develop understanding -Understand the ways we find out about the past and how it is represented. 				
Year 1	Question for learning.	Key Learning	Key Vocabulary	Links to Prior Knowledge/skills	Skills builder links
	How have toys changed?	Changes within living memory - aspects of change in national life.	past, long time ago, years, before, same, different, similar	<p>FS2 - To show an interest in the lives of people who are familiar to them.</p> <p>To talk about past and present events in their own lives and the lives of family members.</p> <p>Use the vocab of past/present.</p>	<p>Listening</p> <p>Presenting</p>

	Why was the Great fire of London so BIG?	Events beyond living memory that are significant nationally/globally.	past, long time ago, years, before, same, different, similar, timeline, hundreds, king, Samuel Pepys, source, diary, gunpowder, (+ landmarks in London)	FS2 - To remember and talk about significant events Use the vocab of past/present.	Listening Problem solving Teamwork
	Which Olympic athletes come from Nottingham?	Significant historical events, people and places in our own locality. - The Olympics (Beckie + Ellie Downie, Richard Whitehead, Jayne Torvill)	past, long time ago, years, before, same, different, similar, Nottingham, Ancient Greece.	FS2 - To remember and talk about significant events Use the vocab of past/present.	Listening Aiming High Staying positive
Year 2	What exciting things have happened since we've been alive?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Felix Baumgartner) Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight or events commemorated through festivals or anniversaries]	past, present, technology, years ago, same/different, similar, compare, improve.	Year 1 - changes in living memory. Use the vocab of past/present.	Listening presenting

	<p>Who is this person? How have they changed the world?</p>	<p>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, Christopher Columbus and Neil Armstrong, Pieter Bruegel the Elder and LS Lowry]</p>	<p>Famous, compare, similar, same/different, change, navigation, journey, explore, achievement,</p>	<p>Year 1 - significant events and people (how toys have changed - how technology has changed).</p>	<p>Listening presenting</p>
	<p>Who are the wise men of Gotham?</p>	<p>Significant historical events, people and places in their own locality. (The wise old men of Gotham)</p>	<p>Legend, hundreds or years, village, local, king,</p>	<p>Year 1 - significant people in the past in own locality (Olympics)</p>	<p>Listening Creativity</p>

Throughout KS2 we will be developing the following skills:

- Continue to develop chronologically secure knowledge.
- Establish clear narratives within and across periods studied.
- Identify connections, contrasts and trends.
- Develop use of historical terms.
- Regularly address and sometimes devise historically valid questions.
- Understand how knowledge of the past is constructed from a range of sources.
- Make informed responses by selecting and organising relevant historical information.

Begin to understand that different versions of the past may exist and give some reasons for this (link to KS3)

Year 3	Question for Learning	Key Learning	Key Vocabulary	Links to Prior Knowledge	Skills builder links
	How can archaeologists help us understand the Stone and Bronze Age?	Changes in Britain from the Stone Age to the Iron Age -Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. -Bronze Age religion, technology and travel, for example, Stonehenge.	Chronology, timeline, artefact, hunter, gatherer, Neolithic, tribe, community, Source, compare, Stonehenge, BCE/AC, archaeology,	Look at a timeline showing Stone age compared to units studied in KS1 to demonstrate chronology. (Resource: A street through time)	Team work and Problem Solving
	What was life like on an Iron Age Hill Fort?	Iron Age hill forts: tribal kingdoms, farming, art and culture			Presenting
	What was it like to live in Wollaton Hall?	A local history study (Wollaton Hall) -a depth study linked to one of the British areas of study listed above -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Tudor, Henry VIII, family tree, wattle and daub, bustle, ruff, wealth, poverty, divorce, compare	Year 1+2 - local area study. (Resource: A street through time)	Listening and Presenting

Question for Learning	Key Learning	Key Vocabulary	Links to Prior Knowledge	Skills builder links
How did Victoria's reign impact on our lives?	<ul style="list-style-type: none"> -A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The changing power of monarchs using case studies such as John, Anne and Victoria. 	Monarchy, coronation, houses of Parliament, factories, mines, power, influence. Primary and Secondary sources.	Link to Y3 work on Henry VIII's reign. (Resource: A street through time)	Present Listen
Was the Roman invasion of Britain a good thing?	<ul style="list-style-type: none"> -Julius Caesar's attempted invasion in 55-54 BC -The Roman Empire by AD 42 and the power of its army -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica -'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire 	Gladiator, colosseum, aqueduct, mosaic, Julius Caesar, gods,	Link to y3 Iron age - show time lapse on timeline. (Resource: A street through time)	Teamwork Aim high
How does Mayan life compare to Roman life in Britain?	-A non-European society that provides contrasts with British history - Mayan civilization c. AD 900	Maya, timeline, hieroglyphics, gods, ancient, South America, civilisation. Pyramid.	(Resource: A street through time)	Creativity Present

	Question for Learning	Key Learning	Key Vocabulary	Links to Prior Knowledge	Skills builder links
	Why is the Anglo-Saxon invasion of Britain important to me?	<ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion - Canterbury, Iona and Lindisfarne 	Invasion, native, battle, settlement, kingdom, Lindisfarne, runes, celts, scots Danegeld, Bayeux tapestry, succession, ancestors	Link back to Roman Invasion/Roman's leaving Britain (yr4). Refer to a timeline and build on skills from previous KS2 units. (see skills table appendix 1) (Resource: A street through time)	Presenting
	What impact did the Vikings have on Britain and the Anglo-Saxons?	<ul style="list-style-type: none"> - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066. 		Relate to previous Y5 unit - Anglo-Saxon invasion. (Resource: A street through time)	Creativity

Question for Learning	Key Learning	Key Vocabulary	Links to Prior Knowledge	Skills builder links
What did the Ancient Greeks achieve and how did they influence the rest of the world?	A study of Greek life and achievements and their influence on the western world.	Greece, Europe, Alexander the Great, Olympics, Parthenon, democracy, government, empire.	(Resource: A street through time)	Presenting
How has crime and punishment changed since the Anglo-Saxon times?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Suspect, timeline, chronology, trends, contrast, legal system, justice, crime, punishment, prevention	This unit links learning from all units in Year 5 to Y6. (Resource: A street through time)	Presenting
Why is Eyam a significant historical place?	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Plague, Tudor, outbreak, infection, prevention, sacrifice	Y1 - Great Fire of London. Y3 - Tudors Link to Y5/6 residential to Derbyshire. (Resource: A street through time)	Listening Presenting