



Gotham Primary History Progression Planning

Overview of History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>How have toys changed? Changes within living memory – aspects of change in national life.</p> <p>Why was the Great fire of London so BIG? Events beyond living memory that are significant nationally/globally.</p> <p>Who is Richard III? Why is he special to our area? Significant historical events, people and places in our own locality.</p>	<p>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] Who is this person? How have they changed the world? 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] Who are the wise men of Gotham? Significant historical events, people and places in their own locality. (The wise old men of Gotham)</p>	<p>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.</p> <p>What was life like on an Iron Age Hill Fort? Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>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.</p>	<p>How did Victoria's reign impact on our lives? -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. Was the Roman invasion of Britain a good thing? -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 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</p>	<p>Why is the Anglo-Saxon invasion of Britain important to me?</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots <p>-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</p> <p>What impact did the Vikings have on Britain and the Anglo-Saxons?</p> <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 <p>Edward the Confessor and his death in 1066.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Vocabulary

past, long time ago, years, before, same, different, similar, timeline, hundreds, king, Samuel Pepys, source, diary, gunpowder, (+ landmarks in London) King, throne, royal	past, present, technology, years ago, same/different, similar, compare, improve. Famous, compare, similar, same/different, change, navigation, journey, explore, achievement, Legend, hundreds or years, village, local, king,	Chronology, timeline, artefact, hunter, gatherer, Neolithic, tribe, community, Source, compare, Stonehenge, BCE/AC, archaeology, Tudor, Henry VIII, family tree, wattle and daub, bustle, ruff, wealth, poverty, divorce, compare	Monarchy, coronation, houses of Parliament, factories, mines, power, influence. Primary and Secondary sources. Gladiator, colosseum, aqueduct, mosaic, Julius Caesar, gods, Maya, timeline, hieroglyphics, gods, ancient, South America, civilisation. Pyramid.	Invasion, native, battle, settlement, kingdom, Lindisfarne, runes, celts, Scots Danegeld, Bayeux tapestry, succession, ancestors	Greece, Europe, Alexander the Great, Olympics, Parthenon, democracy, government, empire. Suspect, timeline, chronology, trends, contrast, legal system, justice, crime, punishment, prevention Plague, Tudor, outbreak, infection, prevention, sacrifice
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Links to prior knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Toys – FS2 - To show an interest in the lives of people who are familiar to them. To talk about past and present events in their own lives and the lives of family members. Use the vocab of past/present.</p> <p>Great Fire of London FS2 - To remember and talk about significant events. Use the vocab of past/present.</p> <p>King Richard III FS2 - To remember and talk about significant events. Use the vocab of past/present.</p>	<p>Changes within living memory – Year 1 – changes in living memory. Use the vocab of past/present.</p> <p>Who is this person? Year 1 – significant events and people (how toys have changed – how technology has changed).</p> <p>Wise men of Gotham - Year 1 – significant people in the past in own locality (Olympics)</p>	<p>Stone age and Bronze age/iron age – Look at a timeline showing Stone age compared to units studied in KS1 to demonstrate chronology. (Resource: A street through time)</p> <p>Wollaton Hall Year 1+2 – local area study. (Resource: A street through time)</p>	<p>Queen Victoria – Link to Y3 work on Henry VIII's reign. (Resource: A street through time)</p> <p>Romans – Link to y3 Iron age – show time lapse on timeline. (Resource: A street through time)</p> <p>Mayans – Link to previous Roman unit (Street through time book)</p>	<p>Anglo Saxons – 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)</p> <p>Vikings – Relate to previous Y5 unit – Anglo-Saxon invasion. (Resource: A street through time)</p>	<p>Ancient Greece – Resource: A street through time used to link to previous periods of time.</p> <p>Crime and Punishment – This unit covers all previous British history units from Romans to Victorians.</p> <p>Eyam - Y1 – Great Fire of London. Y3 – Tudors Link to Y5/6 residential to Derbyshire.</p>

Interpretations of History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use stories to encourage children to talk about fact and fiction.</p> <p>Looking at paintings of Richard III. What does it tell us about him? Compare to our royal family.</p> <p>Visitors talking about the past.</p> <p>Reliability of eye witness accounts – paintings of Great Fire London and Samuel Pepys diary.</p>	<p>Reliability of 'stories' (Gotham Tales).</p> <p>Memories of the past – how reliable are people's memories?</p> <p>Reliability of paintings/photographs.</p>	<p>Distinguish between different sources from the time period – Wollaton Hall.</p> <p>Use a range of sources and evidence to understand life in the stone age/iron age.</p>	<p>Use a range of sources and evidence to understand life in the Roman times.</p> <p>Compare paintings/portraits/photographs of Queen Victoria – how reliable are they – what is their purpose.</p> <p>Consider ways to check the accuracy of historical sources – fact/fiction/opinion.</p>	<p>Offer some reasons for different versions of events – which sources are most reliable?</p> <p>Use a range of sources and evidence to understand life in the Anglo Saxons/Vikings times.</p>	<p>Use a range of sources and evidence to understand life in Ancient Greece.</p> <p>Evaluate the accuracy of different sources about the same person. Compare positive and negative representations of the same person. Which are most reliable? Making our own judgements from our interpretations.</p>