

History Content Progression

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.

Historical Intent:

History is taught in a chronological context with a focus on subject **disciplinary** and **Substantive** knowledge through the recurring historical concepts of:

Historical Enquiry: Similarities and Differences	Historical Enquiry: Significant People and Events:	Historical Enquiry: Continuity and Change	Historical interpretation – validity of evidence	Chronology
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We want children to think and behave like an Historian. We want children to develop an enquiry based approach to learning that will help them to make connections between and within subjects and periods in history so that they remember key concepts and **vocabulary** that help them to make sense of history. Children will be able to discuss the area of history in some depth. Children will have an understanding that other civilisations have contributed positively to Great Britain and left a legacy that has shaped our current lives and ways of working, learning from the past to inform our present and future and by doing so, developing our understanding of the importance of British Values.

Implementation: Children are taught how to be a good historian using and applying disciplinary knowledge: thinking and behaving like a historian through the use of rich narratives, handling original and/or reproduced artefacts, visits to historical places and first and second-hand accounts. Children will build up and extend their substantive knowledge of historical events through ***an enquiry based approach to learning***, they will be supported to make connections between historical concepts, other subjects and periods in history. There is a focus on recurring concepts and vocabulary to help children to retain that knowledge, make connections between past learning and help them to make sense of future learning. Reading is central to provision.

Impact: Children express what they know, remember and can do in a range of creative ways that showcases the substantive knowledge they have gained over a unit. They will be able to articulate what a historian does and how they behave. They will know that historians cannot be certain and that the validity of evidence needs always to be considered when seeking answers.

History Content Progression



EYFS									
Historical theme	Historical concepts Historical enquiry				Historical concepts		Vocabulary		Hugglescote priorities
	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary Topic specific	Disciplinary Vocabulary Historian vocab	
<p>Me and my world</p> <p>Who is important in my life? Legacy</p> <p>Historical skills Similarities and differences</p>	<p>Talk about past and present events in their own lives and in the lives of their family.</p>	<p>Know some similarities and differences between things in the past and now.</p> <p>Long ago – How time has changed.</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>How have you changed from being a baby?</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Past birthday celebrations</p> <p>Can they order and sequence familiar events?</p>	<p>Today Yesterday Tomorrow Present Past Future Day Week When I was little Remember Ago Order</p>	<p>Past Events Birthday Easter Christmas Celebration</p>	<p>Community Settlements - Family, friends, neighbours.</p> <p>Communication Leaders – Parents, teachers</p> <p>Wellbeing Family Life – what is your life like today?</p> <p>Legacy Technology – TV, phones, IWB, I pads</p>
<p>Enchanted lands and castles</p> <p>What would life have been like living in a castle? Legacy</p>	<p>Why were castles built? (Features of a castle - drawbridge, moat, portcullis.)</p>	<p>Between castle life and life today.</p> <p>Comment on images of familiar</p>	<p>Kings and Queens.</p>	<p>Change from defence to a visitor attraction.</p>	<p>Use stories to distinguish between fact and fiction.</p> <p>Sort objects into new and old.</p>	<p>Chn identify how castles changed over time.</p> <p>Tamworth Castle Trip</p>	<p>castle - drawbridge, moat, portcullis, Kings, Queens,</p>	<p>Past, Present Lives, Long ago, Events, Stories, Sequence, Time, Before,</p>	<p>Community Settlements - how we live today.</p> <p>Invasion - we need to name the books that are read</p> <p>Communication</p>

<p>Communication Community (leaders)</p>	<p>Development of settlements.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>situations in the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			<p>Understand people have had different experiences. Understand people have different things.</p>				<p>Queen Elizabeth – TV, radio, books, newspapers</p> <p>Wellbeing Living in a community.</p> <p>Legacy Tamworth Castle. How has it changed? Why is it important we go there?</p>
<p>Out of this world</p> <p>What can we learn about space travel?</p>	<p>How has space travel helped us today?</p>	<p>I can compare the lives of other people in the past with my life now. (Technology from space travel – satellites, mobile phones.)</p>	<p>I can name significant people who have travelled in space - Neil Armstrong, Buzz Aldrin, Michael Collins.</p>	<p>Technology</p>	<p>I can talk about the past in contrast to the present using pictures, characters and stories. “The sea of Tranquility” – by Mark Haddon.</p>		<p>Apollo 11 The Eagle The moon</p>	<p>Past, Present Lives, Long ago, Events, Stories, Sequence, Time, Before,</p>	<p>Community Local astronomy groups; the Space Centre</p> <p>Communication Leaders the astronauts from the Apollo 11 mission.</p> <p>Wellbeing Better technology</p> <p>Legacy Worldwide telecommunications, digital images, the accuracy of your</p>

									map and weather apps – can be traced back to the early days of this nation’s successful effort to land on the moon
Seasides and summer journeys What were seaside like long ago? Community Legacy	Development of the railway. What were trains like in the past?	Seaside holidays from the past to now. Seaside long ago – Magic Grandad How have they changed?	George Stephenson and the Rocket	The mode of transport for UK holidays. Holidays abroad.	Punch and Judy; photos of clothes worn on the beach in the past. Transport.	How has transport changed over time? E.g. cars, trams/buses, cars. Steam train, electric train.	Seaside. Railways Punch and Judy Beach Sea Trams/trains/cars	Past, Present Lives, Long ago, Events, Stories, Sequence, Time, Before	Community July fortnight; families and friends. Communication Postcards, the Internet, social media wellbeing Benefits of holidays Legacy Development of travel.

Seaside Holidays CORE END POINTS

EP1. All pupils **must know** that in the past people usually went for holidays to the seaside in Britain rather than abroad.

EP1 Most pupils **should know** some of seaside landmarks e.g. a light house, a harbour, cliffs and a beach.

EP2. All pupils **must know** that in the past holiday makers travelled to the seaside on trains, motor coaches and cars

EP2 . Most pupils **should know** about railway travel including stations, railway engines, steam trains, carriages etc

EP3. All pupils **must know** that holiday makers spent a lot of their time on the beach sitting in deck chairs, playing games, paddling in the sea, fishing in rock pools and enjoying rides on donkeys and funfairs.

EP3 Most pupils **should learn** about what children did on the beach - rock pool creatures and using buckets and spades for building sand castles.

Year 1 and 2 Cycle A									
Historical theme	Historical concepts Historical enquiry				Historical concepts		Vocabulary		Hugglescote priorities
	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary	Disciplinary Vocabulary	
Why did Coalville get its name?	The development of Hugglescote from coal mining ;	Old and modern homes; The changes in the school from the past to now; Hugglescote changes across the years. <i>Describe changes within living memory and aspects of change in national life.</i>	Donington-Le-Heath Manor House Henry Dennis; The opening of Hugglescote Primary School;	Describe what has changed over time. Housing materials over time.	Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. <i>Describe significant historical events, people and places in their locality.</i>	Learning set in a chronological context with reference to prior learning and now. <i>Show an awareness of the past using common words and phrases related to the passing of time.</i>	Baptist Church, composer, Parish, Community Primary School, timber framed cottages,	Chronological Investigate, historical, change, significant, similarities, differences, compare, past, present future tribute (reference to Henry Dennis) <i>Use a wide vocabulary of everyday historical terms.</i>	<u>Community Settlements</u> <u>Communication Leaders</u> <i>Speak about how he/she has found out about the past</i> <u>Wellbeing Family life</u> <u>Legacy Settlements</u>
What makes a person significant? Significant historical events. The	What happened as a result of the Suffragettes?	Women’s rights Fighting for their beliefs	<i>Understand key features of events</i> Alice Hawkins	Votes for women now Campaigning Trail blazers	Family accounts (Peter Barratt)	Early 20 th century campaigning to early 21 st century campaigning	Suffragettes Votes women’s rights	Artefact Primary evidence Secondary evidence Reliable	<u>Community</u> Beliefs, local history, <u>Communication</u> Leaders - World Leaders; politicians;

lives of significant individuals in the past who have contributed to national and international achievements. (Inquiry)	What has happened as a consequence of Greta campaigning? Peaceful protest/violent protest		And Greta Thunberg		Newspaper footage Social media footage Recount own account of an event and understand others may give a different version	Find answers to simple questions about the past from sources of information e.g. artefacts.	Climate change Environment Protest Campaign	evidence Unreliable	Wellbeing Democracy and justice; climate change affecting us all, liberty; Legacy Respect for women; awareness of our world
How are Queen Elizabeth II and Queen Victoria similar and different?	Power and rule;	The current role of the Monarch to the past. Power and rule. Describe events within living memory and aspects of change in national life.	Elizabeth I and II Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.	The role/jobs of the Monarch. Describe events beyond living memory that are significant nationally or globally.	Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Speak about how they have found out about the past. Show understanding of some of the ways in which we find we find out about the past and identify different ways of life in	Learning set in a chronological context with reference to prior learning and now.	Monarch; Royalty; Jubilee; Law Rule/ruler; Ascension; Power; Ruler; Crown; Throne; Government;	Artefact Primary evidence Secondary evidence Reliable evidence Unreliable evidence	Community Power and rule Communication Leaders - Eliz I and II; Wellbeing Rule of law; Legacy A Monarchy

					different periods.				
Year 1 and 2 Cycle B Historical Concepts Historical Enquiry					Historical Concepts		Vocabulary		<u>Hugglescote Priorities</u>
Historical Theme	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary	Disciplinary Vocabulary	
Why is it important to remember?	WW1 and WW2; Poppies; British Legion; War memorials; Remembrance Day	Conditions for soldiers; type of warfare; attitudes towards war	Mr Bird		Diaries; audio clips; archive footage; photographs	1914-1945	Remembrance day; world wars; poppies; British Legion; soldiers; memorials	Artefact Primary evidence Secondary evidence Reliable evidence Unreliable	<u>Community Clock tower</u>
How did the Great Fire change London?	Buildings; Baker-Pudding Lane; Safer London-buildings and infrastructure; proper fire brigade	Standards of housing; Old London to New London	Samuel Pepys;	Standards of housing; Old London to New London	New London; fire brigade; diaries; paintings; billhooks	September 2 nd 1666	Samuel Pepys; diaries; fire; Pudding Lane; billhooks;		<u>Communication and leadership- Coalville Historical Society</u> <u>Wellbeing- Remembrance</u> <u>Legacy Remembrance/Memorials</u>
How has transport changed over the years?		Types of transport; reasons for transport used	George and Robert Stephenson – The Rocket	Types of transport; the wheel;	Books, films, newspaper articles, aural memories, transport today	Early transport – modern day transport	Horse, horse and carts, carriages, Penny Farthing, bicycles, Trains, The Rocket,	Artefact Primary evidence Secondary evidence Reliable evidence Unreliable	<u>Community</u> Buses, trains, taxis, bike hire; <u>Communication/leaders</u> George Stephenson <u>Wellbeing</u> Work and leisure

									Legacy Travel
<p>Toys - How is my childhood different from my parents and grandparents?</p> <p>Trip – Sudbury Hall?</p>	<p>Materials, old vs new toys, improved safety vs recycling</p> <p>Talk draw or write about aspects of the past</p>	<p>Palitoy Factory in Coalville</p>	<p>Talk, draw or write about aspects of the past.</p> <p>The manufacture of toys today.</p>	<p>Toys - range of artefacts - primary evidence</p>	<p>Learning set in a chronological context. Know that some objects belonged to the past.</p> <p>Use common words and phrases related to the passing of time.</p>	<p>Materials Whip and top Rocking horse Spinning top Toy soldiers Delicate China Wood Metal Clockwork Battery powered Electrical</p>	<p>Artefact old, new, before, after, a long time ago, first, next, ancient compare similarity, difference, change</p>		<p>Community Our local heritage</p> <p>Communication Leaders – Alfred Edward Pallett</p> <p>Wellbeing Jobs, toys for pleasure and learning.</p> <p>Legacy Coalville fame, well known toys, community spirit</p>

History Content Progression



Year 3									
Historical theme	Historical concepts Historical enquiry				Historical concepts		Vocabulary		Hugglescote priorities
	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary	Disciplinary Vocabulary	
<p><i>What change happened from Stone Age Britain to Iron Age Britain?</i></p> <p>Local History</p> <p>Describe changes in Britain from the Stone Age and the Iron Age.</p> <p>Bradgate Park – Stone Age</p>	<p>Cause- what caused people to leave nomadic way of life and become settlers</p> <p>Consequence- hill forts and settlements</p>	<p>Using evidence to discuss similarities and differences between Stone to Iron Age Britain. E.g. diet, homes, technology</p>	<p>First hill fort; Cheddar Man (Bronze Age) and Lindow Man (Iron Age)</p> <p>The Bronze age fort at Beacon Hill Leicestershire.</p>	<p>Palaeolithic (around 3,000,000 BC) Early humans used simple, stone tools with sharp edges.</p> <p>Mesolithic (around 10,000 BC.) Hunter gathers were constantly on the move to stay warm and safe.</p> <p>Neolithic people (around 4,500 to 2400 BC. Farming developed and villages were built.</p>	<p>Photographic evidence, cave paintings, archaeological findings Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence, videos</p>	<p>Learning journey start at Palaeolithic, Mesolithic and Neolithic through to Bronze and then Iron Age</p> <p>Chdn use artefacts to create their own chronology of events</p>	<p>Prehistory Nomadic Hunter/gatherer Palaeolithic Mesolithic Neolithic Tribe Pelt Bronze Age Iron Age CE (common era) BCE (before common era) Hill fort Flint</p>	<p>Archaeologist Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact BCE/CE (Before Common Era/Common Era) Explore</p>	<p>Community Settlements - The Bronze Age fort at Beacon Hill, Leics.</p> <p>Communication- cave paintings and what they tell us</p> <p>Wellbeing Family life – Neolithic site at Rothley, Leics.</p> <p>Legacy Stone Age – Bronze Age – Iron Age.</p>

				<p>Bronze Age 2,400BC 800BC- first use of hillforts; archaeological evidence; increased trade</p> <p>Iron Age 800 BC-100BC Better technology for the masses, wealth better distributed, farming techniques improved</p>				<p>Primary sources Trends Analyse Source Time period Compare</p>	
<p>What did the Romans do for us?</p> <p>The Roman Empire and its impact on Britain</p>	<p>Invasion Beliefs Settlements Leaders Conquer Resistance Technology</p>	<p>Ways of life Beliefs Technological advancements</p>	<p>Julius Ceasar Claudius Boudicca Iceni Hadrian Hadrian's Wall</p> <p>Leicester's Jewry Wall.</p>	<p>Iron Age to Roman Britain Roads, laws, heating, cleanliness, names of places, government, buildings</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Audio recordings, Video recordings, Films, Journals, letters and</p>	<p>Learning set in a chronological context with reference to prior learning and now.</p>	<p>Empire, Toga Aqueduct Coliseum Emperor Amphitheatre Senate Gladiator Republic Mosaic Arch Forum chariot Hypocaust Legionary CE (common era)</p>	<p>Artefact Primary evidence Secondary evidence Reliable evidence Unreliable evidence Inference</p>	<p>Community Settlements Invasion Beliefs</p> <p>Communication Leaders- Boudicca, Claudius</p> <p>Wellbeing Family life</p> <p>Legacy Settlements</p>

					diaries, Speeches, Visitors and interviews, Published books, newspapers and magazine clippings published at the time, biographies and memoirs. Research data e.g. census and public opinion polls.		BCE (before common era) Bathhouse Invasion, conquer, conquest, resistance, revolt, Boudicca		
<p>How have the Ancient Greeks influenced the world today?</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world.</p>	<p>The first civilisation in Crete in 2000 BC were the Minoans.</p> <p>Athenians and Spartans; city states</p> <p>Democracy.</p> <p>Myths and Legends.</p>	<p>Government Education Alphabet Architecture Democracy Religion</p>	<p>Alexander the Great (his army took over Greece, Persia, Egypt and part of India.)</p> <p>Pythagoras ;Hippocrates</p>	<p>Alexander the Great Emergence of city states and different laws and customs</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Audio recordings, Video recordings, Films, Journals, letters and diaries, Speeches,</p>	<p>Learning set in a chronological context with reference to prior learning and now.</p> <p>Chdn construct timeline to put events and civilisations studied in order</p>	<p>Architecture; Olympics; Greek Empire; The alphabet; Pythagoras; Democracy; Religion; medicine; gods and goddesses</p>	<p>Archaeologist Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire</p>	<p>Community Settlements Beliefs</p> <p>Communication Alphabet and written word</p> <p>Wellbeing Family life</p> <p>Legacy The alphabet Architecture</p>

History Content Progression



					<p>Visitors and interviews, Published books, newspapers and magazine clippings published at the time, biographies and memoirs. Research data e.g. census and public opinion polls</p>			<p>Question Hierarchy Reliability Validity Influence Artefact BCE/CE (Before Common Era/Common Era) Explore Primary sources Trends Analyse Source Time period Compare</p>	
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Year 4									
Historical theme	Historical concepts Historical enquiry				Historical concepts		Vocabulary		Hugglescote priorities
	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary	Disciplinary Vocabulary	
<p><i>What can we learn from the Saxons and Aethelflaed?</i></p> <p>Describe the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p>Saxons came to farm and for resources Power struggles- Vortigern, Hengist and Horsa Roman Britain collapses Rise of Saxon kingdoms- Mercia and Aethelflaed Military reforms Place name endings</p>	<p>Beliefs Architecture, technology, housing</p>	<p>Alfred the Great Ethelflaed Vortigern, Hengist and Horsa St Bede</p>	<p>Settlements- from Stone Age-Saxon settlements Leaders- witan Beliefs</p> <p>Local History Anglo Saxon kingdoms Mercia. Leicester known as Legrecestre – settlement.</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Video recordings, Films, Journals, letters and diaries, Speeches, Visitors and interviews, Published books, published at the time, Biographies and memoirs. Research data e.g. census and</p>	<p>Chdn to continue to place new concepts/civilisations on timeline</p>	<p>Angles Saxons Jutes Mead, Rune, Wattle- and daub, Thatch Farmer, warrior, Monk Illumination Manuscript Athelstan Christianity Augustine Alfred the Great, Aethelflaed, Vortigern, Hengist and Horsa Bede, Mercia, Wessex, Northumbria and East Anglia, Sutton Hoo</p>	<p>Archaeologist Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact Explore Primary sources Trends</p>	<p><u>Community</u> <u>Anglo Saxon</u> <u>Invasion - as the Romans had left the invasion was relatively easy.</u></p> <p><u>Settlements - Kingdoms</u> <u>became Northumbria, Essex, Kent, Mercia, East Anglia, Sussex and Wessex.</u></p> <p><u>Beliefs</u> <u>Christianity</u></p> <p><u>Communication</u> <u>Leaders - focus on Alfred the Great, Ethelflaed,</u></p> <p><u>Wellbeing</u></p>

					<p>public opinion polls</p> <p>Understand that sources can contradict each other.</p> <p>Local Saxon engravings – St Hardulph’s Church, Breedon on the Hill</p>			<p>Analyse Source Time period Compare</p>	<p>Family life</p> <p>Legacy</p> <p>Anglo Saxon Chronicles</p>
<p>Were the Vikings traders or raiders?</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Farming for resources and different climate</p> <p>Coastal raids</p> <p>Encroaching on Saxon held land-</p> <p>Danelaw</p> <p>Viking Kings in Northumbria-</p> <p>Danegeld</p> <p>Place name endings</p>	<p>Beliefs</p>	<p>Cnut</p> <p>Sweyn</p> <p>Forkbeard</p> <p>Ethelred II</p> <p>Alfred the Great</p> <p>Edward the Confessor</p>	<p>Settlements, leaders, government, beliefs</p> <p>Vikings invade.</p> <p>Danelaw.</p> <p>Danish place names.</p>	<p>Photographic evidence, Artefacts, Drawings</p> <p>Primary and secondary evidence, Reliable and unreliable evidence.</p> <p>Video recordings, Films, Journals, letters and diaries, Speeches, Visitors and interviews, Published books, published at the time,</p>	<p>Chdn place Viking invasion/raids on timeline</p> <p>Recap prior learning of previous British History</p>	<p>Vikings, Danes, Danelaw, Danegeld, raids, settlements/kingdoms, Mercia, Wessex, Northumbria and East Anglia, longship, runes,</p>	<p>Archaeologist</p> <p>Continuity</p> <p>Change</p> <p>Significance</p> <p>Cause</p> <p>Consequence</p> <p>Evidence</p> <p>Chronology</p> <p>Investigate</p> <p>Interpret Era</p> <p>Eye-witness</p> <p>Connections</p> <p>Contrast</p> <p>Secondary sources</p> <p>Similarity and difference</p> <p>Interrogate</p> <p>Connections</p> <p>Enquire</p> <p>Question</p> <p>Hierarchy</p> <p>Reliability</p> <p>Validity</p> <p>Influence</p>	<p>Community</p> <p>Settlements</p> <p>Invasion</p> <p>Beliefs</p> <p>Communication</p> <p>Leaders - Cnut</p> <p>Wellbeing</p> <p>Family life</p> <p>Legacy</p> <p>Settlements</p>

					Biographies and memoirs. Research data e.g. census and public opinion polls			Artefact Explore Primary sources Trends Analyse Source Time period Compare	
<p>How did the Norman invasion change England?</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>William's 'right' to the throne William becoming King of England</p>		<p>Edward the Confessor Harold Godwinson; Harald Hardrada; William the Conqueror; The Battle of Hastings.</p> <p>Local History - Leicester's Castle Motte built in 1068 by orders Of William the Conqueror</p>	<p>Churches Monarchy</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Journals, letters and diaries, Speeches, Visitors and interviews, Published books, newspapers and magazine clippings published at the time, Autobiographies and memoirs. Research data e.g. census and public opinion</p>	<p>Chdn to add previously taught and current era to timeline</p>	<p>Invasion; Occupation; Norman Conquest; Consolidation; Construction; The Domesday Book; The Bayeux Tapestry;</p>	<p>Archaeologist Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact Explore Primary sources Trends</p>	<p><u>Community Settlements</u> <u>Invasion Beliefs</u></p> <p><u>Communication Leaders</u></p> <p><u>Wellbeing Family life</u></p> <p><u>Legacy Settlements Monarchy</u></p>

History Content Progression



					polls Use a variety of sources to find out about aspects of the past.			Analyse Source Time period Compare	
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Year 5									
Historical theme	Historical concepts Historical enquiry				Historical concepts		Vocabulary		Hugglescote priorities
	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary	Disciplinary Vocabulary	
<p>How did a king end up in a car park?</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Beginning of Tudors)</i></p>	Richard III's death Battle of Bosworth Henry Tudor becoming king Tudor Dynasty		Richard of York; Henry Tudor; Henry VIII; Local History Battle of Bosworth. Bosworth Battlefield. <i>Provide an account of a historical event based on more than one source.</i>	Religion-Catholicism to Church of England	Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Films, Journals, letters and diaries, Published books, Memoirs. Research data e.g. census and public opinion polls. Maps. <i>Evaluate the usefulness of a variety of sources</i>	Chdn to add previously taught and current era to timeline	Red rose of Lancaster White rose of York The house of Plantagenet Descendants Murder Battles Bosworth Nobles Land owners The Tudor Dynasty Unification Church of England	Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact	<p>Community Settlements- Bosworth Battlefield; Donnington Le Heath</p> <p>Communication Leaders-Henry VIII; Richard III</p> <p>Wellbeing Family Life- Tudor Life</p> <p>Legacy Church of England</p>

<p>How did coal mining change Hugglescote?</p> <p>Describe a local history study.</p>	<p>William Stenson and George Stephenson Long Lane development Resources. Growth of towns and railway; mining disaster (1898); economic wellbeing.</p>	<p>How was life different for working mining children/adults compared to pupils/adults in Hugglescote today?</p>	<p>George Stephenson; William Stenson; opening of each local mine; Whitwick mining disaster. Privatisation of coal mines Give some reasons for some important historical events.</p>	<p>Sinking of first mine and comparing conditions and methods to now. The impact of the closure of the mines; change of lifestyle;</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Maps, Audio recordings, Video recordings, Films, Journals, letters and diaries, Speeches, Visitors and interviews, Published books, newspapers and magazine clippings published at the time, Autobiographies and memoirs. Research data e.g. census and public opinion polls Comopare sources of</p>	<p>Chdn to add previously taught and current era to timeline</p>	<p>Coal Coal bank Coal seam or bed Colliery Drill Fire damp Lamp Pit Trapper Loader Seam Shaft Gob Whitwick Colliery; Long Lane; Leicester to Swannington Railway; Carbon monoxide poisoning;</p>	<p>BCE/CE (Before Common Era/Common Era) Explore Primary sources Trends Analyse Source Time period Compare</p>	<p>Community Settlements- Whitwick Coillery/Discovery Park; Long Lane Communication Leaders Wellbeing Economic impact Legacy Coalville and settlements</p>
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					information available for the study of different times in the past.				
<p>How did the Egyptian civilisation rise and fall?</p> <p>Describe the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study.</p>	<p>Importance of River Nile and the development of settlements.</p>	<p>What similarities and differences are there between daily life in Ancient Egypt and today?</p> <p>Explain similarities and differences between Egyptian civilisation and that of the Greeks and Romans</p>	<p>Herodotus, Ptolemy, Ramses II, Hatshepsut, Tutankhamun, Akhenaten; Plutarch; Cleopatra; Nefertiti; Howard Carter</p>	<p>Impact on daily life. Hieroglyphics Afterlife; religion building of pyramids; trade</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence. Maps, Audio recordings, Video recordings, Films, Journals, letters and diaries, Speeches, Visitors and interviews, memoirs.</p> <p>Understand that the type of information available depends on the period of time studied.</p>	<p>Learning set in a chronological context with reference to prior learning and now.</p>	<p>Egyptians Pharaohs River Nile Rosetta Stone Tutankhamen Canopic jars ancient civilisations, cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, people, culture, art, politics, hierarchy, hieroglyphics, preserved, embalmer, afterlife, pyramid, ointment, natron, coffin, priests; arcophagus.</p>	<p>Archaeologist Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret, Era Eye-witness Connections Contrast, compare, Secondary sources, Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact BCE/CE (Before Common Era/Common Era) Explore Primary sources Trends Analyse Source Time period</p>	<p>Community Settlements- Cairo, Giza, Luxor Beliefs</p> <p>Communication Leaders</p> <p>Wellbeing Medicines</p> <p>Legacy Architecture (pyramids) and beliefs (afterlife and religion)); artefacts</p>

History Content Progression



							The Great Pyramid of Giza,		
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Year 6									
Historical theme	Historical concepts Historical enquiry				Historical concepts		Vocabulary		Hugglescote priorities
	Cause and consequence	Similarities and differences	Significant people and events	Continuity and change	Historical interpretation Validity of evidence	Chronology	Substantive Vocabulary	Disciplinary Vocabulary	
<p>Why should we study the Maya?</p> <p>Describe a non-European society that provides contrasts with British history – Maya civilisation c. AD 900;</p>	<p>Beliefs, agriculture (farming) empire; climate; illness; temples; conquistadors; collapse</p>	<p>Discuss similarities between Maya: agriculture, housing, beliefs, technology and climate to that of Bronze Age and Iron Age Britain</p>		<p>Number system, calendar system, writing system, sport (Pok Ta Pok)</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence’ Maps</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Learning set in a chronological context with reference to prior learning and now.</p> <p>Throughout the unit, the children will make links to other societies they have studied, including those covered in Year 3 The Stone Age and Year 5 The Ancient Egyptians.</p>	<p>Ancient Temple Stelae Maya Civilisation Culture Tradition Indigenous Glyph Pyramid Ruins Archaeology Heritage Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology,</p>	<p>Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact</p>	<p>Community Settlements- Chichen Itza Beliefs-religion</p> <p>Communication Leaders</p> <p>Wellbeing</p> <p>Legacy- Temples (Chichen Itza)</p>

					<p>They will also study the possible reasons why the Mayan city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable.</p> <p>They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involve thoughtful selection and</p>	<p>culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, Popul Vuh</p>		
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					organisation of relevant historical information.				
<p>What effect did World War 2 have on Hugglescote?</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p>	<p>Germany invaded Poland. World War 2 begins; Blitz, rationing; casualties;</p>	<p>What similarities and differences are there between daily life during WW2 and life today.</p>	<p>Investigate the lives and role of key leaders, such as Churchill and Hitler.</p> <p>Anne Frank.</p> <p>Evacuees.</p> <p>American allies?</p> <p>The Blitz (the Battle of Britain.)</p>	<p>What is different now? Weapons, technology, No rationing.</p>	<p>Photographic evidence, Artefacts, Drawings Primary and secondary evidence, Reliable and unreliable evidence.</p> <p>Use evidence to support arguments.</p> <p>Make confident use of a variety of sources for independent research.</p>	<p>Learning set in a chronological context with reference to prior learning and now.</p>	<p>Air raid shelter Allies Allotment Atomic bomb Axis powers Blackout The Blitz British Empire Civilians Civil defence Concentration camp Evacuees The armed forces Gas mask Holocaust Invasion Jews Liberate Nazi Occupied Prime Minister Prisoners of war Propaganda Rationing Refugee Resistance Scrap metal Siren</p>	<p>BCE/CE (Before Common Era/Common Era) Explore Primary sources Trends Analyse Source Time period Compare.</p>	<p>Community Beliefs Settlements Invasion</p> <p>Communication Leaders</p> <p>Wellbeing Camaraderie; Community support; Legacy Human suffering; forming of the United Nations.</p>

