



Bury and Whitefield

JEWISH PRIMARY SCHOOL

History

Progression Map

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Substantive Knowledge

EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
	<p>War and Remembrance</p> <ul style="list-style-type: none"> • The First World War took place between 1914 and 1918. • People who fought in wars, like Walter Tull, are remembered for their bravery. • People are remembered in different ways, such as on monuments or plaques and by symbols such as poppies. • Soldiers in the First World War often fought in trenches. • Many women took on men’s jobs during the First World War. • Remembrance Day, on the 11th November each year, is a time when people remember those who fought in wars. <p>Great Fire of London</p> <ul style="list-style-type: none"> • The Great Fire of London happened in 1666. • The fire started in a bakery on Pudding Lane. • Buildings were close together and often made of wood, 	<p>The Stone Age to The Iron Age</p> <ul style="list-style-type: none"> • In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Paleolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. • The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. • People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. • In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. • Stonehenge is a historic 	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. • Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. • Many objects produced in Ancient Greece were made by enslaved people. • The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. • Ancient Athens is where democracy began. • The Olympics were first held in Ancient Greece. The idea for the marathon also originates

	<p>meaning that the fire spread quickly.</p> <ul style="list-style-type: none"> • For many years after the fire, buildings were rebuilt further apart and made with stone. • Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. <p><i>Nurturing Nurses</i></p> <ul style="list-style-type: none"> • Florence Nightingale was a nurse who improved conditions in hospitals and looked after wounded soldiers in the Crimean War (1853-1856). • The Nightingale Training School for Nurses was opened in 1860. • Mary Seacole was a nurse who travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. • Edith Cavell was a nurse who looked after soldiers in the First World War (1914-1918). She even helped some Allied soldiers hide from the German 	<p>site that developed throughout this period. Lots of people added to it over many years.</p> <ul style="list-style-type: none"> • During the Iron Age, people began to make tools and weapons from iron. • Hillforts developed during the Iron Age. Communities lived on hills for protection. <p><i>Ancient Egypt</i></p> <ul style="list-style-type: none"> • Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. • Life revolved around the Nile, which supported farming, craft and was used for trade. • The ancient Egyptians built the pyramids. • When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in 	<p>from this time.</p> <ul style="list-style-type: none"> • The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. • There are lots of myths that originate from this time, including the Trojan War. <p><i>The Tudors</i></p> <ul style="list-style-type: none"> • The monarchs of the Tudor reign is Henry VII, Henry VIII, Edward VI, Jane, Mary I, Elizabeth I. • The War of Roses resulted in the beginning of the Tudor reign. • Henry VIII broke away from the Catholic Church because he wanted to divorce his wife. • Henry VIII had six wives and he married them for specific reasons. They were either divorced or beheaded for specific reasons. • Elizabeth I defeated the Spanish armada in 1588. She made England a world power.
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	<p>army.</p> <p>Toys – Old and New</p> <ul style="list-style-type: none"> • Toys have existed for thousands of years and have been made out of many different materials. • Victorian toys were often made of wood. Poorer children would have played with homemade toys. • Modern toys are usually made of plastic because it is safer and easier to make things with. • Many modern toys work using electricity. • Toys have changed over time. Toys that grandparents played with are very different to the toys that children play with now. <p>Great Explorers</p> <ul style="list-style-type: none"> • Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. • Matthew Henson was one of the first explorers to reach the 	<p>tombs (often under pyramids) with precious possessions.</p> <ul style="list-style-type: none"> • The ancient Egyptians wrote in hieroglyphics on papyrus. • The ancient Egyptians worshipped gods who were responsible for different aspects of life. <p>Vikings and Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo-Saxon kingdoms • Anglo-Saxon influence can be seen in place names in Britain today. • Anglo-Saxons preferred to live in small villages rather than towns like the Romans did. • The religion of the early Anglo-Saxons was Paganism. They 	<ul style="list-style-type: none"> • Different messages about different people were conveyed through different portraits and Tudor ‘propaganda’. <p>The Victorians</p> <ul style="list-style-type: none"> • The time of Queen Victoria’s reign is known as the Victorian period and this period spanned 1837 to 1901. • Victorians had a social hierarchy and the gap between wealth and poverty grew. • The Industrial Revolution happened and had a significant impact on the local area. • Steam was being used to power machinery and new inventions were made to make working and home life easier. • All children had to go to school. <p>Early Islamic Civilisation</p>
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	<p>North Pole.</p> <ul style="list-style-type: none"> • Felicity Aston is the first woman to ski across Antarctica on her own. • In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. • Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques. <p>Travel and Transport</p> <ul style="list-style-type: none"> • The Vikings travelled in longships. They travelled to explore and trade. • The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories. • The first trains were steam engines. • The first passenger train journey was in 1830. • The Wright Brothers created 	<p>worshipped many gods.</p> <ul style="list-style-type: none"> • At the end of this period, Christianity became the main religion in Britain. • The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. • The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. • King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. • Anglo-Saxon kings made continuous attempts to regain land from the Vikings. 	<ul style="list-style-type: none"> • Baghdad was built in AD 752 as the capital of the Islamic Empire. It was built in a circle with a mosque at the centre. It was close to water and trade routes. • The House of Wisdom was founded by Caliph Harun al-Rashid who encouraged learning. It was a library that held scientific writing from many cultures. It was destroyed in the Siege of Baghdad in 1258. • Early Islamic scholars did ground-breaking work in medicine, mathematics (inventing algebra) and optics (developing the first cameras). • A caliphate is a political-religious form of government. The caliphate was ruled by Caliphs (meaning successor to Muhammed, who founded Islam). • Islamic art was inspired by a range of different artistic forms and used geometric patterns, vegetal patterns and calligraphy.
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	<p>the first aeroplane, which flew in 1903.</p>	<ul style="list-style-type: none"> • Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. • In 1066, at the Battle of Hastings, the last Anglo- Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. <p>Mayan Civilisation</p> <ul style="list-style-type: none"> • The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. • The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. • The Maya believed in many gods. Each could help or hurt them. The 	<ul style="list-style-type: none"> • The golden age of Islam started in the 8th century. Baghdad’s position on the Silk Road trade route meant that it was a wealthy and powerful place with skilled craftspeople and traders. Silk, perfume and pottery were just some of the luxury items people traded there. <p>Crime and Punishment</p> <ul style="list-style-type: none"> • During the Roman period, punishments were used as a deterrent. Punishments were very harsh. The worst crime was rebellion against the Emperor. Roman laws were called the Twelve tables. • In the Anglo-Saxon period, punishments continued to be harsh and were used as a deterrent. The Wergild was a payment system used to settle disputes between a criminal and the victim. A tithing as a group of 10 men responsible for people’s behaviour in a village. A trial by ordeal could be
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		<p>Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.</p> <ul style="list-style-type: none"> • The Maya built cities, pyramids and ornate sculptures in the rainforest. • The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century. <p>Romans</p> <ul style="list-style-type: none"> • The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. • They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in 	<p>used to see if a person was guilty or innocent.</p> <ul style="list-style-type: none"> • In Tudor times, punishments were very harsh- especially for treason and vagrancy. We have lots of primary sources (objects and images) to show what punishments took place. • Dick Turpin was a highwayman during the Georgian period. He was a famous criminal who some viewed as a hero of the people whilst others viewed him as a dangerous villain. • During the Victorian period, the police force was established and prisons were created. The conditions in prisons were very harsh to deter people from committing crimes. • Views on crime have changed during different time periods as have punishments. However, throughout history, punishments have been
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		<p>towns. Some of these roads and towns survive today.</p> <ul style="list-style-type: none"> • In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. • The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. • In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. • The Romans' legacy can be seen in many places around Britain today. <p>Riotous Royals</p> <ul style="list-style-type: none"> • William I who (also known as William the Conqueror) 	<p>harsh to deter people from committing crimes. Today, we have other ways to prevent crime such as CCTV cameras and we try to rehabilitate people after committing crimes.</p> <p>World War II</p> <ul style="list-style-type: none"> • The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. • At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. • Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during
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		<p>came from France and took over England in 1066.</p> <ul style="list-style-type: none">• King John created the Magna Carta.• Henry VIII is known for having had six wives. He created the Church of England.• Queen Anne created the union between England, Scotland and Wales.• Elizabeth II was the longest reigning monarch. She was Queen for 70 years.• The monarch today has less power than kings and queens in the past. They meet with the Prime Minister once a week and they open Parliament as the head of state.	<p>the Blitz.</p> <ul style="list-style-type: none">• Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.• Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.• The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.
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Chronological Understanding

EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none"> • To begin to make sense of their own life story. • To order simple experiences in relation to themselves, and others, including stories, events and experiences. 	<ul style="list-style-type: none"> • To understand the difference between the past and present and describe simple features of themes, events and people from the past and present. • To sequence people, events, objects and photos and fit them onto a pre-prepared timeline with a scale. • To use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life. 	<ul style="list-style-type: none"> • To identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people. • To sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BCE and CE. 	<ul style="list-style-type: none"> • To identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people. • To sequence a range of key people, events, objects, themes, societies and periods studied throughout school, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BCE and CE.

Disciplinary Concepts				
	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Historical Enquiry	<ul style="list-style-type: none"> To talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> To ask questions and produce answers to a few historical enquiries. To choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries. To communicate ideas about the past in writing, drawing, drama and ICT. 	<ul style="list-style-type: none"> To devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses. To use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music. To communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT. 	<ul style="list-style-type: none"> To independently plan historical enquiries and construct substantiated, informed, valid conclusions. To use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts & music. To communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.
Continuity and Change		<ul style="list-style-type: none"> To identify similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> To make valid statements about the main changes occurring within and across periods. 	<ul style="list-style-type: none"> To make valid statements about the changes occurring within & across periods, and compare the

				importance and nature of these changes.
Cause and Consequence		<ul style="list-style-type: none"> To recognise why people did things, why events happened and what happened as a result, identifying basic causes & effects. 	<ul style="list-style-type: none"> To identify and comment on the importance of causes and consequences of historical events and changes. 	<ul style="list-style-type: none"> To identify, give reasons for & explain the significance of causes & consequences of historical events/changes.
Similarities and Differences	<ul style="list-style-type: none"> To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> To make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences. 	<ul style="list-style-type: none"> To make observations about similarities and differences between people, groups, experiences or places in the same historical period. 	<ul style="list-style-type: none"> To describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.
Historical Significance	<ul style="list-style-type: none"> To understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> To identify and talk about important aspects of a theme, period, society or person. 	<ul style="list-style-type: none"> To identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today. 	<ul style="list-style-type: none"> To identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.
Historical Interpretations		<ul style="list-style-type: none"> To identify that there are different ways that the past is represented, including written sources, visual sources and artefacts. 	<ul style="list-style-type: none"> To understand that different versions of the past exist, and explore possible reasons for this. 	<ul style="list-style-type: none"> To understand that different versions of the past exist, explaining how & why this is possible, appreciating

				<p>that historical figures had points of view.</p> <ul style="list-style-type: none">• To understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.
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Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • ago • family tree • new • old • past 	<ul style="list-style-type: none"> • a long time ago • after • artefact • before • celebrate • chronological • difference • event(s) • explain • famous • historical event • king • object • past • photograph • picture • present • queen • recent history • rule • since I was born • succeed • succession • used for • very old 	<ul style="list-style-type: none"> • after • before • before I was born • Britain • Briton • chronological order • democracy • earlier • eye-witness • historical event • later • local area • locality • now • older person • parliament • past • present • research • sequence • source • then • when grandparents were young • when I was younger 	<ul style="list-style-type: none"> • Ancient • archaeologist • BCE • Brits • CE • century • combat • conquer(ed) • decade • differences • evidence • excavate • finding skills • historian • historical information • information • invaders • invasion • period • settlement • settlers • similarities • timeline 	<ul style="list-style-type: none"> • accurate • aspect • advanced • availability • developments • dictated • historical argument • impact • inventions • items • picture of the past • point of view • poor • recent history • religious differences • shape our lives • time difference • version • way of life • wealthy 	<ul style="list-style-type: none"> • comparison • crime • hypothesis • influence • medicine • plague • punishment • role of Britain • specific features • time period • transport • weaponry 	<ul style="list-style-type: none"> • advancements • causes in history • changes • civilisations • continuity • interpretations • major influence • multi-cultural • mono-cultural • persuade • propaganda • significant • societies • summarise • viewpoint • world history