












	Kingston St Mary C of E Primary School Progression Map Subject: History “History is when we learn about the past and how periods compare”	
Curriculum Intent: At Kingston St Mary C of E Primary School, we aim to ensure that our History curriculum is accessible to all and maximise the outcomes for every child. As a result of this they will increase and develop their historical skills, concepts, knowledge and attitudes. As our children move through the school, they will develop an interest in the past, arousing their curiosity and motivation to learn. Teaching will develop and enable children to understand what it is to be a historian through our disciplinary knowledge (core strands) and substantive concepts below. We aim to progressively build their skills and knowledge through exciting and engaging contexts. Our history teaching focuses on significant people, places and events. We make use of resources within the immediate and wider local area where possible. Visits and visitors are planned to create the ‘wow’ moment of the topic, embedding skills and knowledge in a fun, creative manner with first-hand experiences. We also utilise sources and artefacts throughout our teaching of history, using them to build understanding and questions elements of the past.		

SUBSTANTIVE CONCEPTS Our units of learning will link to the substantive concepts below. These are the ‘big ideas’ of History that enable our children to build a secure understanding of History as a whole.

EVERYDAY LIFE	HIERARCHY AND POWER	INVASION AND SETTLEMENT	LEGACY
 Some things have changed a lot through time, whilst other things have continued as they are for many years.  Everyday life encompasses things like food, work, clothes, homes, art, music, games, sports, childhood and education.  What was the same and what was different for most people?	 In most societies, a few people hold a lot of power and can make changes that affect everyone.  A hierarchy is like a ladder or pyramid which shows the most influential and powerful people at the top (like an emperor or monarch) and those with the least say at the bottom (like peasants or slaves). 	 When one group of people arrives to take over the land of another group of people, often by force, this is an invasion .  When a group of people arrive into unclaimed land and begin to make their homes there, they are settling in the land.  The British Isles have seen many different groups settle and invade throughout history.	 Many significant people and events have changed the course of history.  Legacy describes the lasting changes that have occurred because of the actions of significant people in the past or as a result of a significant event. 

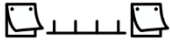
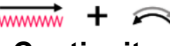




Kingston St Mary Units of Study

YEARS 1 & 2	YEAR 3 & 4	YEAR 5 & 6
The Race Across Antarctica Who were Florence Nightingale and Mary Seacole? Toys Farming Seaside Holidays	What happened when the Anglo-Saxons and Scots invaded Britain? How did the Anglo-Saxons arrive and why did they fight the Vikings? What happened from the Stone Age to the Iron Age in Britain? How did the Romans change Britain?	The Mayan Civilisation The Changing Power of British Monarchs What did the Ancient Greeks achieve? What did the Ancient Egyptians achieve?

In addition to our History Curriculum, we observe Remembrance each year, enabling children to progressively increase their knowledge and understanding of the event.

<ul style="list-style-type: none"> Know that we remember things that happened in the past. 	<ul style="list-style-type: none"> Know that we remember people who died in wars on a special day every year. 	<ul style="list-style-type: none"> Know that we remember people who died in wars on Remembrance Sunday in November. Know that the poppy flower is worn for Remembrance. 	<ul style="list-style-type: none"> Know that Remembrance Sunday is the second Sunday in November. Know that Remembrance Sunday is linked to Armistice Day – the day that World War I ended. Know that poppies are the symbol of Remembrance 	<ul style="list-style-type: none"> Know that World War I ended when a peace agreement (Armistice) was signed and when. Know that the poppy flower is used to symbolise Remembrance Day Be aware of the Royal British Legion charity. Know that the Armistice peace agreement came into effect at 11.00am on Armistice Day and that this is why the minutes silence is observed at this time. 	<ul style="list-style-type: none"> Know the date of the Armistice signing to end World War 1 Know the countries involved in the Armistice Know that poppies are the symbol of Remembrance because of the poppies growing in Flanders Field Know some ways that the Royal British Legion helps war veterans and their families. 	<ul style="list-style-type: none"> Know some of the significant places and people associated with Remembrance Day.
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HISTORICAL DISCIPLINARY KNOWLEDGE

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 Chronology	Understand the past through settings, characters and events encountered in books read in class Make sense of their own history.	Understand time only moves forwards, we cannot go backwards. Understand the concepts of past, present and living memory (grandparents and great-grandparents)	Begin to sequence events or artefacts on a timeline within the period or event being studied.	Understand the concept of prehistory in terms of a vast period before written records were kept.	Understand and use BCE / CE and BC and AD to refer to periods and events within history. Begin to understand the concept of periods of time in hundreds and thousands of years.	Sequence, periods studied up to the present on a scaled timeline both in British history and those studied worldwide.	Can accurately place periods and events on a timeline and understand that different civilisations lived simultaneously in different parts of the world.
 Continuity and Change		Understand that some things were the same in the living memory past and that some things have changed.	Describe what changed in history because of a significant event and how that change continued or did not continue into modern times.	Understand how specific elements of human life have stayed the same between today and a period of the past studied, as well as those which have changed.	Understand the historical concept of 'continuity' as things which have remained the same over long periods of time and 'change' as the differences between one period and another give several examples.	Can discuss continuity and change between two recent historical periods studied.	Can understand and analyse as a historian the continuity and change related to one or more themes throughout 10,000 years of human history, e.g. technology, housing, politics, society, empire, power.
 Cause and Consequence		Explain why a person acted the way they did in the past.	Understand the terms cause and consequence and explain a simple cause and consequence of a significant event studied.	Begin to understand that some causes of events or change are influenced by humans and others are uncontrollable, such as natural hazards, but both have consequences.	Identify several causes of a significant event and the subsequent consequences.	Explain the consequences of an event in both short term and long-term effects.	Explain in detail multiple causes and consequences of significant events in history.
 Similarity and Difference	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand 'similar' and 'different' and identify simple examples between in the past, present and living memory (their life and the childhood of their parents or grandparents)	Identify generalisations about a studied period or person and how that is different to today.	Identify several key similarities and differences between the lives of those in a studied period and their own lives today.	Identify similarities differences between periods studied and periods previously studied	Can identify key similarities and differences in the lives of two significant individuals from history in more abstract terms, e.g. how they both overcame challenges.	Can identify specific similarities and differences between different civilizations with reference to evidence.
 Significance	Talk about the lives of people around them and their roles in society.	Understand the difference between an event which is important to them and an event or person who is significant to our shared history.	Describe how we remember an important event or person and why they were significant.	Understand that significance is related to a wider impact on national and international society and can give examples.	Begin to link significant events in national and international history to the impact on a local scale.	Start to make their own judgements about varying significances of individuals and civilisations, using evidence available.	Understand how the same event in history impacts different people groups in different ways and how life is different to today because of the actions of key individuals in the past.
 Interpreting Sources of Evidence	Comment on images of familiar situations in the past.	Identify items from the past within living memory and discuss what they mean. Recognise these items as artefacts.	Understand that primary sources were writings or artefacts created at the time of the event or period covered. Ask questions about artefacts.	Understand the difference between primary and secondary sources and use both increasingly independently to explore information about the past.	Begin to understand that there can be more than one interpretation of the past and ask questions of the origin and purpose of sources and artefacts.	Question the reliability and trustworthiness of a source and ask what can be learnt from a source, even if it is untrustworthy.	Has a more developed understanding of bias and propaganda and why a source may have been written in such a way and what it tells us.

SUBSTANTIVE KNOWLEDGE - What our children will learn

EYFS	Years 1 & 2		Years 3 & 4		Years 5 & 6	
	YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B
<p>Marvellous Me</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>EVENTS BEYOND LIVING MEMORY</p> <p>The Race Across Antarctica</p> <ul style="list-style-type: none"> Know what an explorer is? Know what is required to become an explorer? Know some significant explorers and their explorations – link to the Race to the South Pole of 1911 (Scott & Amundsen) Know some similarities and differences between their expeditions. Know some similarities and differences to modern Polar Explorers (Felicity Aston) <p>LIVES OF SIGNIFICANT OTHERS</p> <p>Who were Florence Nightingale and Mary Seacole?</p> <ul style="list-style-type: none"> Know who Florence Nightingale was. Know a few facts about her life and order them on a timeline. Know why we remember Florence Night and what made her a significant person. Know who Mary Seacole was. Know a few facts about her life. Know some similarities and differences between Florence Nightingale and Mary Seacole. 	<p>EVENTS BEYOND LIVING MEMORY</p> <p>Toys</p> <ul style="list-style-type: none"> Know about changes in living memory by exploring toys from today and from the past. Know where significant people (toy makers) and events being studied fit within a timeline. Compare similar toys from different times - recognises how toys have changed. Understand how materials from which toys are made have changed over time. Understand how children's books have changed over time – comparing from their own, parents and grandparents' generations. Be familiar with the concept of a museum and set up a class toy museum. <p>OWN LOCALITY/ CHANGES WITHIN LIVING MEMORY</p> <p>Farming</p> <ul style="list-style-type: none"> Know some key historical buildings in Kingston St Mary. Recognise some parts of the village that have stayed the same and some that are different Identify where farming areas have remained. Recognise how technology and machinery has changed. <p>CHANGES IN LIVING MEMORY</p> <p>Seaside Holidays</p> <ul style="list-style-type: none"> Understand how things change over time and how the world became like it is today. Know people who lived in Victorian times (when the queen was called Victoria) started to visit the seaside for holidays. Understand a long time ago and know that only rich people could holiday at the seaside. Know that the Victorians built the first railways so that all people could visit the seaside. Know that people began to have paid time off work in Victorian times and also there were special days called bank holidays when nobody needed to work – we still have these today. Compare the difference of how people behave at the seaside today (people enjoy swimming in the sea) to the Victorians (only paddle). Know Victorians used bathing huts to change in. Be familiar with Punch and Judy shows and how popular they were. Also, that they can still be watched today. Compare how people dressed for the beach during Victorian time and today. (They wore lots of clothes because they didn't want to get sunburnt and there was no suncream). 	<p>ANGLO-SAXONS AND SCOTS</p> <p>What happened when the Anglo-Saxons and Scots invaded Britain?</p> <ul style="list-style-type: none"> Understand where the Anglo-Saxons and Scots came from. Know when, why and how the Anglo-Saxons and Scots invaded Britain. Know how the Anglo-Saxons influenced and changed Britain. Identify some significant features of what it was like to live in Anglo-Saxon Britain. <p>VIKINGS AND ANGLO-SAXONS</p> <p>How did the Anglo-Saxons arrive and why did they fight the Vikings?</p> <ul style="list-style-type: none"> Know where some of the key events and artefacts from the period of the Anglo-Saxon settlement up to the Viking invasion and Edward the Confessor, fit on a timeline Know where the Anglo-Saxon settlement period up until Edward the Confessor fit on a timeline. Know some significant events from the Anglo-Saxon to Viking invasion period, considering causes and short and long-term consequences and deciding how significant they feel they are Know some significant places from the Anglo-Saxon to Viking invasion period, deciding how significant they feel they are Know some significant individuals from the Anglo-Saxon to Viking invasion period, deciding how significant they feel they are Know what changed and what stayed the same across the Anglo-Saxon to Viking invasion period, considering causes and consequences 	<p>STONE AGE TO IRON AGE</p> <p>What happened from the Stone Age to the Iron Age in Britain?</p> <ul style="list-style-type: none"> Know what pre-historic means Know how to sequence events and artefacts from the period they are studying on a timeline Know where the period being studied fits on a wider timeline Know some significant features of the Stone Age Know some elements of life that stayed the same from the Stone Age to the Iron Age Know some elements of life that changed from the Stone Age to the Iron Age Know why some of these changes occurred Know some similarities and differences between the Stone Age to Iron Age period and the present day <p>ROMAN EMPIRE</p> <p>How did the Romans change Britain?</p> <ul style="list-style-type: none"> Use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes. 43AD – 410AD Romans Know the location of Rome using a map. Know why and when the Romans invaded Britain. Know the emperors of Rome and that Caesar became a dictator. Know who Boudica was and what she to rebel against the Romans Know that there was a clear hierarchy in Roman society with slaves at the bottom, then freemen (former slaves), plebians (common working people), then patricians (wealthy and noble families). Know that life in Britain was better for wealthy people than for slaves. Know that the Romans brought in much improved infrastructure - straight roads and built towns, London (Londinium), Exeter (Isca Dumnoniorum) and Ilchester (Lindinis). Know about Roman town life - heated buildings, public baths and forums for meeting. Understand that better trade links meant that Roman Britain had access to products from all over the empire. 	<p>NON-EUROPEAN SOCIETY</p> <p>The Maya Civilisation</p> <ul style="list-style-type: none"> Know where the Maya Civilisation came from. Know the four main periods of Maya history Able to compare the Maya timeline with other key events from British and World History. Know how the landscape of the maya area affected trade. Know how the Maya settlers survived and thrived in the rainforest. Use resources to find out what Maya ruins tell us about city-states. Explore the significance of Frederick Catherwood's contribution to our understanding of the Maya. Explore – did the Maya invent football? Know why maize was important to the Maya people. Know the significance of Pakal the Great. Explain and compare Maya calendars Evaluate and explain the mystery of the abandoned Maya cities. <p>BEYOND 1066 / LOCAL HISTORY STUDY</p> <p>The Changing Power of British Monarchs</p> <ul style="list-style-type: none"> Know some of the monarchs who had a significant impact on the power of the British monarchy. Identify the changes/impact they had on the power of the monarchy during their reign. Know the key dates for the monarchs studied and place their periods on a timeline. Know a significant event in the local area and its link to and impact on the British monarchy – Monmouth Rebellion Identify the significant people and places involved in the Monmouth Rebellion. 	<p>ANCIENT GREECE</p> <p>What did the Ancient Greeks achieve?</p> <ul style="list-style-type: none"> Know where the Ancient Greeks fit on a timeline and know what was happening at the same time around the world. Know where some of the key events and artefacts from the Ancient Greek period fit on a timeline. Know some significant features, achievements and people of the Ancient Greek period and decide how significant they feel they are Know some significant events from the Ancient Greek period, considering causes and short and long-term consequences, including impact on the western world Know some similarities and differences between the Ancient Greeks and a period previously studied (Ancient Egyptians, Romans or Ancient Maya) <p>EARLIEST CIVILISATION</p> <p>What did the Ancient Egyptians achieve?</p> <ul style="list-style-type: none"> Understand that chronology is the understanding of time and the order of events in the past. Know that Ancient Egypt was one of the first Bronze Age civilizations and began in 3100 BCE – around 5000 years ago (during Stone Age Britain). Know that the last pharaoh was Cleopatra who died in 30CE – closer in time to today than to the pharaohs who built the pyramids. Know the River Nile is the longest river in the world and its importance to the survival of the civilization - how people used the River Nile. Know about the Egyptians Pyramids and how they were constructed - place them on a timeline. Know the most influential Egyptian gods and goddesses. Know why the Ancient Egyptians mummified their dead. Understand the relevant significance of Tutankhamun and his tomb.