



HISTORY KNOWLEDGE AND SKILLS PROGRESSION

Everyday Life



Nursery	Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
LO: Talk about special times or events that are important to them. Projects: Autumn 1 – Marvellous Me! “Can you tell me about a special time you’ve had?” Autumn 2 – Let’s Celebrate! “Can you talk about a time you’ve celebrated something?”	LO: Talk about past and present events in their own lives and those who are important to them. Projects: Autumn 1 – Marvellous Me! “Can you tell me something important that has happened to you...” Autumn 2 – Let’s Celebrate! “How have you celebrated significant times and events?”	LO: Describe an aspect of everyday life within or beyond living memory. Knowledge: Aspects of everyday life include houses, jobs, objects, transport and entertainment. Projects: Summer – Coastline Pit stop Q1: What did fishermen in the past have to watch out for? a) Other fisherman competing for the fish b) The weather and the tide (correct) c) Oil spillages in the water Pit stop Q2: What is a herring girl? a) She makes jewellery b) She fishes for herring c) She cuts up the herring (correct) Pit stop Q3: What stone does the Whitby jewellery maker use? a) Jet (correct) b) Stone c) Diamond TYP about this pit stop: where is the stone found?	LO: Describe the everyday lives of people from past historical periods. Knowledge: Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Project: Cycle A Autumn - Through the Ages- Lesson 1 Pit Stop Q1: True or false? 'Prehistoric' means before there were any dates on the calendar. False- prehistoric means that there are no written records and only clues as to what happened in that time period. Pit Stop Q3: Which time period transitioned from hunter-gatherer lifestyle to farming? 1) Stone Age (Correct) 2) Bronze Age 3) Iron Age Pit Stop Q3: In which age did farming tools become mor efficient? 1) Stone Age 2) Bronze Age 3) Iron Age (Correct) Through the Ages- Lesson 4 Pit Stop Q1: In the Palaeolithic time period, which part of the land was covered in ice? 1) Southern Hemisphere 2) Eastern Hemisphere 3) Western Hemisphere 4) Northern Hemisphere (Correct) Pit Stop Q2: During the Mesolithic period, why did humans move around seasonal camps? 1) To experience different types of land 2) To make use of resources (Correct) 3) Because the climate got warmer Pit Stop Q3: How did the Neolithic Revolution change how humans lived compared to the other periods of the Stone Age? 1) They moved around different settlements 2) They continued to hunt for food 3) They permanently settled (Correct) Through the Ages- Lesson 11 Pit Stop Q1: Why did the Bell Beaker folk come to Britain? 1) The soil was rich with nutrients 2) The weather was mild 3) They were searching for copper mines (correct) Pit Stop Q2: True or false? Within the Beaker Folk communities, all tribes people were equal. (False- they introduced hierarchy system with chiefs who were in charge of trading goods) Pit Stop Q3: True or false? The Beaker Folk buried their dead in individual, round barrows. (True) Through the Ages- Lesson 15 Pit Stop Q1: What can’t we infer about the Amesbury Archer from the items found in his grave? 1. He was wealthy 2. He made Bell Beaker pots 3. Who he lived with (correct)	LO: Explain how everyday life in an ancient civilisation changed or continued during different periods. Knowledge: Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country’s culture and language. Projects: Cycle B Autumn – Dynamic Dynasties True or false? During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city. True or false? Lower social classes lived in houses made from brick and mud. False! They lived in homes dug into the earth. True or false? During the Shang Dynasty, men and women were treated as equals. True or false? The Shang Dynasty happened during the Iron Age. False it was during the Bronze Age Cycle B Summer - Ground-breaking Greeks Pit Stop Q1: Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to what three main things? a) invasion, natural disasters or changes in leadership (Correct) b) invasion, changes in leadership or weather changes c) changes in leadership, natural disasters or weather changes Pit Stop Q2: Which of these things in everyday life could change as a result of a change in leadership of a country? a) the belief systems (Correct) b) the animals that live there c) the weather Pit Stop Q3: When a country is invaded does every aspect of everyday life change? a) yes, everything changes b) no, some things are respected or adopted by the invaders and remain the same (Correct) SHOW WHAT YOU KNOW QUESTIONS: Q1: A source of historical evidence that was written or made at the time an event actually took place is described as what type of evidence? a) original source b) primary source (Correct) c) an artefact Q2: Di Xin was known as a tyrant. His poor leadership and misuse of power led to what significant event? a) the end of the Shang Dynasty (Correct) b) the Shang Dynasty became more prosperous c) his death Q3: In the Iron Age, iron and other metals were primarily used to forge what? a) dyes for clothes b) buildings c) weapons and tools (correct) Review: Display photographs of artefacts made from iron in the Iron Age (include mainly weapons, tools and decorative objects and discuss why Iron was used to make them and the pros and cons of using this material). LO: Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Knowledge: War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people’s beliefs, ways of life and identity. Projects: Cycle A Autumn - Maafa (Enslavement process)



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				Pit Stop Q2: How do archaeologists know that the Amesbury Archer was from central Europe? - Items found in his grave - He was found 3 miles from Stonehenge - Because of his teeth (correct) Pit Stop Q3: How do we know that the Amesbury Archer was alive at the time Stonehenge was finished? - Because he helped build it - Radiocarbon dating - They found stones in his grave LO: Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Knowledge: Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Project: Cycle A Summer - Emperors and Empires Pit Stop LO: Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Knowledge: Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Project: Cycle A Summer - Emperors and Empires LO: Explain how artefacts provide evidence of everyday life in the past. Knowledge: The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Project: Cycle B Summer - Ancient Civilisations	Pit Stop Q1) What was the first step of enslavement? - Travel to Africa - Capture the slaves (correct) - Build plantations Pit Stop Q2) What was phase two of enslavement? - Build coastal forts (correct) - Put the enslaved people onto the ship - Shackle the enslaved people. Pit Stop Q3) What was phase three of the enslavement process? - Trade goods at the coastal fort - Auction - The Middle Passage (correct) Cycle A Autumn – Maafa (Plantations) Pit Stop Q1) How were scars covered? - Hot tar (correct) - Plasters - They weren’t covered Pit Stop Q2) Why were slaves made to look their best? - They had endured a long journey - So they sold for more money (correct) - They wanted to make themselves feel good Pit Stop Q3) What happened before they went to the plantation? - Allowed to shower and given new clothes - They were renamed and rebranded (correct) - They said goodbye to their family. Cycle A Autumn – Maafa (Rebellions and the abolition of slavery) Pit Stop Q1) Which was not a form of resistance? - Running away - Marronage - Day to night resistance (correct) Pit Stop Q2) Which was not an example of day to day resistance? - Pretending to be ill - Burning buildings and crops - Hiding (correct) Pit Stop Q3) Escapes were named Maroons, after the Spanish word cimarron. What does cimarron mean? - Free/unruled - Wild/untamed (correct) - Lost/wondering Cycle A Summer - Britain at War	
Hierarchy and Power 	LO: Talk about the actions of kings and queens in stories. Projects: Summer 1 – Once Upon a Time! “What is the job of a king and queen?”	LO: Explore and talk about pictures, stories and information books on the theme of royalty. Knowledge: Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Project: Summer 1 – Once Upon a Time “Do you think royalty is important? Explain your reasons why...” <i>Make comparisons between royalty in stories and real life.</i>	LO: Describe the role of a monarch. Knowledge: A monarch is a king or queen who rules a country. Project: Spring Geog Project - Bright Lights, Big City	LO: Describe the hierarchy of a past society. Knowledge: Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Project: Spring - Magnificent Monarchs Pit stop Q1: William the Conqueror decided people needed to be separated into different classes, what did he decide to separate them on? - Strength and wealth - Power and position (correct) - Wisdom and reliability Pit stop Q 2: Why did William the Conqueror introduce the feudal system? - It was a successful system of rule for the king of Spain - It was a good way of making money - He believed it would be easier to rule over the different groups of people (correct) Pit stop Q3: Which group of people within the feudal system had the highest rank? - Vassals (correct)	LO: Describe the roles of tribal communities and explain how this influenced everyday life. Knowledge: Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Project: Cycle A Autumn - Through the Ages- Lesson 14 Pit Stop Q1: Who was at the top of the hierarchy in the Bell Beaker period? - King - President - Chief (correct) Pit Stop Q2: How did the chiefs show their power? - Wearing gold ornaments (correct) - They lived in a grand house - They ordered people to trade goods for them Pit Stop Q3: True or false? Bronze Age tribes protected their settlements by building a fence around them. (False- they built walls around them.)	LO: Describe the significance, impact and legacy of power in ancient civilisations. Knowledge: Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Project: Cycle B Autumn - Dynamic Dynasties (hierarchy) Pit Stop Q1) Which group of people made up the majority of the population in ancient China? - Peasant farmers (correct) - Merchants - Craftsmen Pit Stop Q2) What were records written on? - Oak wood - Bamboo (correct) - Parchment paper Pit Stop Q3) Which people were allowed to live in palaces? - Only the king - Kings and aristocrats - Kings, aristocrats and soldiers (correct) Cycle B Autumn - Dynamic Dynasties (Fu Hao)



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				b) Freemen Serfs	LO: Describe the hierarchy and different roles in past civilisations. Knowledge: Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Project: Cycle A Summer – Emperors and Empires LO: Describe the significance and impact of power struggles on Britain. Knowledge: After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Project: Cycle A Summer – Emperors and Empires LO: Describe the hierarchy and different roles in ancient civilisations. Knowledge: Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Project: Cycle B Summer – Ancient Civilisations	Pit Stop Q1) What did Wu Ding gift to Fu Hao as a sign of her rank? A) A Ding B) A bronze battle-axe (correct) C) A human sacrifice Pit Stop Q2) True or false: Fu Hao shared a grave with her husband, (False) Pit Stop Q3) Evidence show that Fu Hao received military training, when in her life was this? A) From an early age (correct) B) When she married Wu Ding C) When she ascended through the ranks of a royal household. LO: Describe and explain the significance of a leader or monarch. Knowledge: Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Project: Cycle A Summer - Britain at War LO: Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Knowledge: The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Project: Cycle A Autumn - Maafa L.O does not match coverage
Civilisations					LO: Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Knowledge: The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Project: Cycle A Autumn – Through the Ages Lesson 12 Pit Stop Q1: True or false? The Bronze Age housing was more advanced the Stone Age because of the materials used, structure and layout. (True) Pit Stop Q2: What were the reasons for tensions rising in the Bronze Age? 1) Bigger tribes, jealousy and wealth (correct) 2) Farming, more tribes and hierarchy 3) Stone, clothing, weapons Pit Stop Q3: True or false? People were able to trade over longer distances, in the Bronze Age, by using boats and carts. (True) LO: Describe the achievements and influence of the ancient Romans on the wider world. Knowledge: The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Projects: Cycle A Summer – Emperors and Empires	LO: Describe some of the greatest achievements of mankind and explain why they are important. Knowledge: A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Projects: Cycle A Spring Geog Project - Frozen Kingdoms Cycle A Summer - Britain at War LO: Describe the achievements and influence of the ancient Greeks on the wider world. Knowledge: The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Project: Cycle B Summer - Ground-breaking Greeks LO: Study a feature of a past civilisation or society. Knowledge: The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Projects: Cycle B Autumn - Dynamic Dynasties Pit Stop Q1) What was used to shape and smooth the jade? A) Sand paste (correct) B) Rotating tool



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				LO: Describe ways in which human invention and ingenuity have changed how people live. Knowledge: Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Projects: Cycle A Autumn – Through the Ages- Lesson 5 Pit Stop Q1: What period was the drilling process introduced? 1) Palaeolithic 2) Mesolithic 3) Neolithic (Correct) Pit Stop Q2; What tool is described as having a rope attached and a handle made from wood or bone and has sharp points called barbs? 1) Bow and arrow 2) Harpoon (Correct) 3) Spear thrower Pit Stop Q3: What was the first skill developed by early humans that hit and shaped other stones? 1) Sharping 2) Carving 3) Knapping Lesson 13 Pit Stop Q1: What is the name given to the study of, and working with, metal? 1) Metalology 2) Blacksmith 3) Metallurgy (correct) Pit Stop Q2: Which job was NOT carried out in the Bronze Age? 1) Weaving 2) Mining 3) Farming (correct) Pit Stop Q3: How did weapons become more sophisticated? 1) They were stronger 2) They could reach further 3) They could inflict more damage (all correct) Cycle A Summer – Emperors and Empires LO: Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Knowledge: The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Cycle B Summer – Ancient Civilisations LO: Describe the significance and impact of power struggles on Britain. Knowledge: The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Project: Cycle B Autumn – Invasion	C) Fine sand Pit Stop Q2) What was a rotating tool used for? A) To add detail to jade (correct) B) To polish up the object and make it shine C) To slice jade into smaller pieces. Pit Stop Q3) True or false: caterpillars produce silk. (False) Cycle B Summer - Ground-breaking Greeks LO: Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Knowledge: The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Project: Cycle A Autumn – Maafa Pit Stop Q1) What is an empire? A) A group of countries, states or regions ruled by a monarch, oligarchy, or a sovereign state. (correct) B) A group of countries, states or regions ruled by a queen. C) Country, state or territory ruled by a king or queen. Pit Stop Q2) What does 'Maafa' mean? A) Great catastrophe B) Great war C) Great disaster Pit Stop Q3) How did Africa gain wealth and power? A) By invading other civilisations B) By trading natural resources C) Selling slaves to nearby empires. Cycle B Autumn - Dynamic Dynasties (Shang Gods) Pit Stop Q1) True or false: Shangdi was the king of the gods. (True) Pit Stop Q2) According to Shang beliefs, what were the three realms? A) Heaven, Hell and Earth B) Heaven, Earth and the Underworld (correct) C) Hell, Earth and the Underworld Pit Stop Q3) Why were people from the Shang Dynasty buried with some of their belongings? A. Because they did not have anywhere else to store them B. To decorate the tombs C. Because they believed the dead would need them in the afterlife (correct) Cycle B Autumn - Dynamic Dynasties (Bronze) Pit Stop Q1) What was a Ding used for? A) Ritual sacrifices (correct) B) Storing weapons C) Holding wine Pit Stop Q2) Why does bronze change colour over time? A) Oxygen and minerals in the soil where they were buried have reacted with the metal. (correct) B) The material has eroded due to harsh weather over time. C) It occurs when the molten bronze reacts with oxygen. Pit Stop Q3) True or false: bronze objects were sometimes decorated with animal images. (true) LO: Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Knowledge: Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Project: Cycle A Autumn - Maafa Pit Stop Q1) Who did Henry the Navigator enslave to work on the plantations?
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						A) Indigenous people of Africa B) Indigenous people of Madeira (correct) C) Indigenous people of Spain. Pit Stop Q2) What was named 'The New World' after Columbus' voyage in the 15th century. A) Americas and Caribbean islands (correct) B) Portugal and Spain C) Africa Pit Stop Q3) What did Pope Nicholas V's official letter allow Portuguese explorers to do? A) Enslave anyone who was not a Christian for the rest of their life. (correct) B) Convert people to Christianity. C) Build plantations in Africa.
Report and Conclude	LO: Be aware of people and events from the past by sharing books and looking at photographs. Knowledge: Stories, books and pictures give us information about the past. Projects: Autumn 1 – Marvellous Me! “What can you do now that you couldn't before?” (use photos from the children's early life and compare to now) Autumn 2 – Let's Celebrate! “How do you know what happened a long time ago?” Spring 2 – Ready, Steady, Grow! “How can we learn about Jesus?”	LO: Share stories and talk about events in the past. Knowledge: Stories, books and pictures are used to help people to find out about people and events from the past. Projects: Autumn 1 – Marvellous Me! “How have you changed and grown?” (use photos from the children's early life and compare to now) Autumn 2 – Let's Celebrate! “How can you find out about significant events from the past?” (use photos, artefacts, old toys, sharing stories...) Spring 2 – Ready, Steady, Grow! “How would Jesus' life be different if he lived today?”	LO: Create stories, pictures, independent writing and role play about historical events, people and periods. Knowledge: Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Projects: Autumn - Childhood Summer - School Days Childhood Pit stop Q1: Spot the odd one out a) Picture of Queen Elizabeth II coronation b) Picture of iphone (correct) c) Picture of Neil Armstrong landing on the moon TYP: Explain reason why? Pit stop Q2: A historical event gives us a deeper insight into lives in the past? a) No, because we can't discuss the events with the people who were there b) Yes, because we can use a range of sources (information) to understand what happened Pit stop Q3: What was the name of the first man to walk on the moon? a) Buzz Aldrin b) Michael Collins c) Neil Armstrong Schools days Pit stop Q1: Which one is a Victorian lesson? a) Geography b) R.E (correct) c) Science	LO: Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Knowledge: Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Projects: Autumn - Movers and Shakers Spring - Magnificent Monarchs Movers and Shakers/Magnificent Monarchs Pit stop Q1: What method can we use to describe if someone is significant? a) Non-chronological report b) Timeline c) Dawson model (correct) Pit stop Q2: Why did important historical figures want a portrait painted of themselves? a) Because there was no other way of recording how they looked for future generations to see b) Because they wanted to show their power and personality (correct) c) So the poorest in society knew who ruled them Pit stop Q3: What is the purpose of a timeline? a) To record the birth and death of a significant person b) To record all events in a person's lifetime c) To record significant events in a person's lifetime (correct) TYP: are timelines just used for singular people	LO: Make choices about the best ways to present historical accounts and information. Knowledge: Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Project: Cycle A Summer - Emperors and Empires LO: Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Knowledge: Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Projects: Cycle B Autumn - Invasion Cycle B Summer - Ancient Civilisations	LO: Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Knowledge: Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). L..O not in coverage Projects: Cycle A Autumn - Maafa Cycle A Spring Geo Project - Frozen Kingdoms Cycle A Summer - Britain at War LO: Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Knowledge: Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Projects: Cycle B Autumn - Dynamic Dynasties Cycle B Summer - Ground-breaking Greeks Pit Stop Q1) Who led the monarchy? A) King (correct) B) A small group of people C) Queen Pit Stop Q2) Athens was ruled by which form of government? A) Monarchy B) Oligarchy C) Democracy (correct) Pit Stop Q3) What were 'polis' in ancient Greece? A) Governments B) City-states (correct) C) Spartans



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Communication

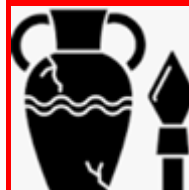


			Pit stop Q2: What did children play with at play times? a) Bikes and trikes b) Footballs and pokeman cards c) Hoops and marbles (correct)			
			Pit stop Q3: What did the children before they walked into the classroom? a) Get water bottles out of their bags b) Pay their teacher (correct) Wash their hands			
	LO: Begin to use words relating to the passage of time when retelling a past event. Projects: Covered daily throughout the year (days of the week, visual timetable, rewind your mind questions, maths unit on time etc).	LO: Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. Knowledge: Words that help us to describe the passage of time include yesterday, last week, before and then. Projects: Covered daily throughout the year (days of the week, visual timetable, rewind your mind questions, maths unit on time etc).	LO: Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Knowledge: Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Projects: Autumn - Childhood Pit stop Q1: Which word would we use to talk about the past? a) Before (correct) b) Tomorrow c) now Pit stop Q2: Which words /phrases indicate the passing of time? a) A year ago /now b) Tomorrow/ before c) Many years ago/ yesterday (correct) Pit stop Q3: Which phrase indicates the longest passage of time? a) Last month b) 1 year ago c) 5 years ago (correct)	LO: Use the historical terms year, decade and century. Knowledge: A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Project: Spring - Magnificent Monarchs Pit stop Q1: Which term relates to the longest passing of time? a) A decade b) A year c) A century Pit stop Q2: A many years does a decade represents? a) 1 year b) 10 years (correct) c) 100 years Pit stop Q3: How long is a century? a) 1 year b) 10 years c) 100 years (correct)	LO: Use historical terms to describe different periods of time. Knowledge: Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Project: Cycle A Autumn – Through the Ages- Lesson 2 Pit Stop Q1: What do the letters BC stand for? 1) Below Christ 2) Beginning of Christ 3) Before Christ (Correct) Pit Stop Q2: True or false? 'CE means 'Chronological Era.' False- CE means Common Era Pit Stop Q3: What is the correct order of the Stone Age? 1) Neolithic, Palaeolithic, Mesolithic 2) Palaeolithic, Neolithic, Mesolithic 3) Palaeolithic, Mesolithic, Neolithic (Correct) LO: Ask well composed historical questions about aspects of everyday life in ancient periods. Knowledge: Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Project: Cycle A Summer – Emperors and Empires LO: Use more complex historical terms to explain and present historical information. Knowledge: Historical terms include abstract nouns, such as invasion and monarchy. Projects: Cycle B Autumn – Invasion Cycle B Summer – Ancient Civilisations	LO: Articulate and organise important information and detailed historical accounts using topic related vocabulary. Knowledge: Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Projects: Cycle B Autumn - Dynamic Dynasties (Oracle bones) Pit Stop Q1: What does the diviner use a red-hot poker for? A) To make the bone crack (correct) B) To inscribe the pictographs C) An instrument of torture Pit Stop Q2) True or false: Chinese writing contains pictographs. (true) Pit Stop Q3) What is a deity? A) A family member who lived a long time ago B) A god or goddess (correct) C) The underside of a turtle's shell Cycle B Autumn - Dynamic Dynasties (warfare) – LO adapter for context of lesson. Pit Stop Q1) What type of bow did Shang dynasty archers use? A) Composite bow (correct) B) Spearhead bow C) Bronze bow Pit Stop Q2) What type of handle did a bronze axe have? A) Wooden handle (correct) B) Iron handle C) Bone handle Pit Stop Q3) Which weapon would be use in close hand-to-hand combat? A) Bow B) Axe (correct) C) Spear Cycle B Spring Geog Project - Sow, Grow and Farm, Pit Stop Q1) When was Dig for Victory introduced? A) As soon as World War 2 began B) A month after WW2 started (correct) C) In the closing month of WW2 Pit Stop Q2) Which of these were used to grow food? A) Cricket pitches B) Golf courses (correct) C) Football pitches Pit Stop Q3) Approximately, how many allotments were there in Britain by 1943? A) 815,000 B) 1.1 million C) 1.4 million (correct)



HISTORY KNOWLEDGE AND SKILLS PROGRESSION

Artefacts and Sources



						Cycle B Summer - Ground-breaking Greeks Pit Stop Q1) Where in ancient Greece did Metics live? A) Crete B) Knossos C) Athens (correct) Pit Stop Q2) Approximately what percentage of the population of Athens were likely to be slaves? A) 30% B) 40% (correct) C) 50% Pit Stop Q3) Who was responsible for providing food and money for their households? A) Men (correct) B) Women C) Men and women LO: Use abstract terms to express historical ideas and information. Knowledge: Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Projects: Cycle A Autumn - Maafa Cycle A Summer - Britain at War
	LO: Comment and ask questions about objects from the past. Projects: Autumn 1 – Marvellous Me! “Do you like the same toys that you did when you were a baby?” Autumn 2 – Let’s Celebrate! “What do you want to know about the artefact?” (Use curiosity cube and objects passed around to explore and ask questions). Summer 1 – Once Upon a Time! “What is the same and different between the home corner and your home?”	LO: Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Knowledge: Objects from the past can look different to objects from the present. Projects: Autumn 1 – Marvellous Me! “How have toys and games changed?” Autumn 2 – Let’s Celebrate! “How do artefacts help us learn about the past?” Summer 1 – Once Upon a Time! “How would your home be different if you lived a long time ago?”	LO: Use a range of historical artefacts to find out about the past. Knowledge: Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Projects: Autumn - Childhood Summer - School Days Childhood Pit stop Q1: What is an artifact? a) A new piece of art b) A factual piece of information c) An object that teaches us about the past (correct) Pit stop Q2: Which of the following is an artifact? a) Spinning top (correct) b) iPhone c) Xbox Pit stop Q3: Why is an ipod not classed as an artifact? a) It is not more than 50 year olds (correct) b) It is made by the company Apple c) It is no longer in use by a lot of people School days Pit stop Q1: Why did teachers use blackboards in the Victorian times? a) Their white boards stopped working b) White boards hadn’t been invented yet (correct) c) There was no electricity Pit stop Q2: How did teachers get the attention of the class in Victorian times? a) Hand up b) A whistle c) A bell (correct) Pit stop Q3: In Victorian times what did children use for help in maths? a) A tens frame b) An abacus (correct) c) A number line LO: Express an opinion about a historical source. Knowledge:	LO: Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Knowledge: Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Projects: Autumn - Movers and Shakers Spring - Magnificent Monarchs Movers and Shakers Pit stop Q1: What is an artifact? a) Natural objects b) An object made by people c) An object made by people which is over 50 years old (correct) Pit stop Q2: Which of the following can be classed as an artifact? a) A blue plaque (correct) b) A fossil c) A modern sculpture Pit stop Q3: Why are artefacts important to historians? a) They give information about names and dates b) Because they are old c) They give us important information about the past (correct) Magnificent Monarchs Pit stop Q1: Which of the following can be classed as an artefact? a) A newspaper article b) A royal portrait (correct) c) An old library Pit stop Q2: Why did Charles I want to impress visitors with his portrait? a) It made him look strong and powerful (correct) b) It made him look rich c) To remind people he was the king Pit stop Q3: Which of these groups of objects can be classed as artefacts? a) Coins/buildings/ruins (correct) b) Coins/buildings/fossils c) Emails/texts/statues LO: Use historical sources to begin to identify viewpoint. Knowledge:	LO: Make deductions and draw conclusions about the reliability of a historical source or artefact. Knowledge: Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Projects: Cycle A Autumn – Through the Ages- Lesson 6 Pit Stop Q1: True or false? A primary source of information is something from that time period. (True) Pit Stop Q2: Which of the following is NOT an example of a secondary source of information? 1. Book 2. Articles 3. Diary (Correct) Pit Stop Q3: How are archaeologists certain that early houses had passageways? 1) Because you can visit it in person (correct) 2) Because of artist's impressions 3) Because houses today are similar Through the Ages- Lesson 8 Pit Stop Q1: Who was the Cheddar Man? 1) A dairy farmer 2) A craftsmen 3) A hunter-gatherer (correct) Pit Stop Q2: In which Age was the Cheddar Man thought to have lived? 1) Palaeolithic 2) Mesolithic (Mesolithic) 3) Neolithic Pit Stop Q3: How do archaeologists know that the Cheddar Man is about 10,000 years old? 1) They estimated using a timeline 2) They used radiocarbon dating (correct) 3) They studied his bones Cycle A Summer – Emperors and Empires Cycle B Spring Geog Project – Rocks, Relics and Rumbles LO: Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Cycle B Summer - Ground-breaking Greeks Pit Stop Q1) Where in ancient Greece did Metics live? A) Crete B) Knossos C) Athens (correct) Pit Stop Q2) Approximately what percentage of the population of Athens were likely to be slaves? A) 30% B) 40% (correct) C) 50% Pit Stop Q3) Who was responsible for providing food and money for their households? A) Men (correct) B) Women C) Men and women LO: Use abstract terms to express historical ideas and information. Knowledge: Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Projects: Cycle A Autumn - Maafa Cycle A Summer - Britain at War LO: Use a range of historical sources or artefacts to build a picture of a historical event or person. Knowledge: Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Projects: Cycle B Autumn - Dynamic Dynasties Cycle B Summer - Ground-breaking Greeks LO: Find evidence from different sources, identify bias and form balanced arguments. Knowledge: Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Project: Cycle B Summer - Ground-breaking Greeks Pit Stop Q1) Which of these is a primary source? A) Ancient Greek vase (correct) B) Greek history textbook C) A TV documentary about Ancient Greece. Pit Stop Q2) Which of these is a primary source? A) The written memoirs of Plato (correct) B) A photograph of modern-day Greece C) A replica of an ancient Greek vase Pit Stop Q3) True or false: primary sources can be biased. (true) LO: Ask perceptive questions to evaluate an artefact or historical source. Knowledge: Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue? Projects: Cycle A Autumn - Maafa Cycle A Summer - Britain at War



HISTORY KNOWLEDGE AND SKILLS PROGRESSION

		Historical sources include artefacts, written accounts, photographs and paintings. Projects: Autumn - Childhood Summer - School Days Childhood Pit stop Q1: How were trains powered in the 1950's? a) Electricity b) Steam c) Coal (correct) Pit stop Q2: Why did teenagers enjoy rock n roll? a) Different from any music heard before (correct) b) Their parents enjoyed rock n roll c) They learnt about rock n roll in school Pit stop Q3: What type of shops could be found on a high street in the 1950's? a) Supermarket b) Milk shop c) Greengrocers (correct) School Days Pit stop Q1: Which of these objects were invented in the Victorian era? a) Microwave b) Lightbulb (correct) c) cars Pit stop Q2: What common occupation did poor Victorians have? a) Factories (correct) b) Schools c) House maid Pit stop Q3: Who was the reigning monarch during the Victorian era? a) Queen Elizabeth I b) Queen Victoria I c) Queen Victoria II	A viewpoint is a person's own opinion or way of thinking about something. Projects: Autumn - Movers and Shakers Pit stop Q1: What method did Martin Luther King use to protest peacefully? a) He made speeches. (correct). b) He did TV interviews. c) He went on hunger strike. Pit Stop Q2: What makes a historical source reliably? a) Photo or diary entry from the time of the event. (correct) b) A written account that someone has written after it had happened. c) An interview with a celebrity. Pit Stop Q3: What is the difference between a fact and a person's opinion. a) A fact is what someone thinks and an opinion is true. b) A fact is something that is true and an opinion is what someone thinks. (correct). Spring - Magnificent Monarchs	Knowledge: Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Project: Cycle A Summer – Emperors and Empires LO: Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Knowledge: Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Projects: Cycle B Autumn – Invasion Cycle B Summer – Ancient Civilisations LO: Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Knowledge: A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Project: Cycle B Autumn – Invasion	
Local History	LO: Explore and talk about important events in the school or locality's history. We currently do not do the local history. Do we need to?	LO : Describe important events in the school's history. Knowledge: Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings and their use. Project: Summer - School Days Pit stop Q1: What was Stanley St Peters school originally built to be? a) Secondary school (correct) b) Hospital c) Primary school Pit top Q2: What feature does Stanley St Peter's not have? a) Nursery b) Before and after school c) School garden (correct) Pit stop Q3: What era was Stanley St Peters school built? a) Modern era (within living memory) b) Victoria era The Great Fire of London	LO: Describe, in simple terms, the importance of local events, people and places. Knowledge: Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Project: Autumn - Movers and Shakers Pit stop Q1: What object can be classed as a memorial? a) Photo b) Street name sign (correct) c) Tree Pit stop Q2: What is the purpose of a memorial? a) Remind people of a significant person (correct) b) To create something peaceful c) To remind people of a certain place Pit stop Q3: Which significant individual is commemorated in our local area? a) Charles Waterton b) Nelly Spindler (correct) c) Neil Armstrong	LO: Analyse a range of historical information to explain how a national or international event has impacted the locality. Knowledge: National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Project: Cycle A Summer - Emperors and Empires LO: Describe and explain the impact of a past society on a local settlement or community. Knowledge: A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Project: Cycle B Autumn - Invasion	LO: Present an in-depth study of a local town or city, suggesting how to source the required information. Knowledge: Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Project: Cycle A Summer - Britain at War



HISTORY KNOWLEDGE AND SKILLS PROGRESSION

Compare and Contrast



LO: Begin to notice similarities and differences between life now and in the past.

Projects:
Autumn 1 – Marvellous Me!
“What is different about me?”

Summer 1 – Once Upon a Time!
“Can you talk about homes in the past using pictures from stories?”

LO: Describe some similarities and differences between things in the past and the present.

Projects:
Autumn 2 – Let’s Celebrate!
“How has transport changed over time?”

Summer 1 – Once Upon a Time!
“What is the same and different about life now and life in the past?”

LO: Identify similarities and differences between ways of life within or beyond living memory.

Knowledge:
Identifying similarities and differences helps us to make comparisons between life now and in the past.

Projects:
Autumn - Childhood

Childhood
Pit stop Q1: In the 1950s what activity did children play outside?
a) Football and rugby
b) Marbles and hide and seek
c) Marbles and ring of roses (correct)

Pit stop Q2: Which is the odd one out?
a) Picture of children in the woods
b) Picture of children in a sweet shop (correct)
c) Picture of children sat watching TV

Pit stop 3: What did children do in the 1950’s that they still do today?
a) Play on computers games
b) Play in the streets
c) Play hopscotch with friends

LO: Describe what it was like to live in a different period.

Knowledge:
A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

Projects:
Summer - Coastline
Pit stop Q1: What can contribute to an environment changing over time?
a) Human activity such as tourism, house building and new industries (correct)
b) Humans making solar panels for electricity
c) Humans buildings fishing boats

Pit stop Q2: In the past, how did people in Whitby earn money?
a) Boat trips
b) Utilising the local, natural resources (correct)
c) Holiday parks

Pit stop Q3: What was the main industry in Whitby?
a) Finding fossils
b) Farming
c) Fishing (correct)

LO: Explain the similarities and differences between two periods of history.

Knowledge:
Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.

Project:
Cycle A Autumn - Through the Ages

LO: Compare and contrast two civilisations.

Knowledge:
Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.

Projects:
Cycle B Autumn - Invasion
Cycle B Summer - Ancient Civilisations

LO: Compare and contrast an aspect of history across two or more periods studied.

Knowledge:
Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Projects:
Cycle B Autumn - Dynamic Dynasties
Cycle B Summer - Ground-breaking Greeks

Pit Stop Q1) How did the small family groups that remained in Greece during the Dark Age survive?
A) Reared livestock for food (correct)
B) Grow and sell crops
C) Invading nearby territories

Pit Stop Q2) When did Greece enter the Archaic period?
A) c700BC
B) c800BC (correct)
C) c900BC

Pit Stop Q3) Which of these was a positive outcome of the Archaic period?
A) A new alphabet was devised (correct)
B) Iron was mined for spears and tools
C) The population tripled in size.

Significant Events



LO: Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.

Knowledge:
A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations.

Project:
Autumn 2 – Let’s Celebrate!
“What happens on your birthday?”

LO: Listen to stories and discuss significant events from the past.

Knowledge:
A significant event is something that is important to them or other people. Photographs and videos are used to record these events.

Project:
Autumn 2 – Let’s Celebrate!
“Can you talk about special events from the past?”

LO: Identify some key features of a significant historical event beyond living memory.

Knowledge:
Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.

Project:
Spring – Bright lights, big city
Pit stop Q1: Where did the Great Fire of London start?
a) Butchers Lane
b) Pudding Lane (correct)
c) Puddle Lane

Pit stop Q2: What helped the fire spread throughout London?
a) The streets were narrow (correct)
b) The streets were wide
c) Every house had a fire place

Pit stop Q3: What helped to stop the Great Fire of London?
a) Throwing blankets onto the fire
b) Fire extinguishers

LO: Explain why an event from the past is significant.

Knowledge:
Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.

Project:
Spring - Magnificent Monarchs
Pit stop Q1: Why was the field of the cloth of gold festival significant?
a) It was a huge festival
b) It showed the clothes of royalty
c) It was an opportunity for different countries to form friendships (correct)

Pit stop Q2: How did Henry VIII jousting accident change his rule?
a) He banned all further jousting events
b) His personality changed (correct)
c) He became too injured afterwards

Pit stop Q3: Why did Henry VIII have six wives?
a) He wanted someone to give him a son (correct)
b) Because he was a cruel person
Because he had absolute power

LO: Explain the cause and effect of a significant historical event.

Knowledge:
The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion

Projects:
Cycle A Autumn – Through the Ages,

Lesson 9:
Pit Stop Q1: What ended the Stone Age?

1) The arrival of the Beaker Folk (correct)
2) The Appearance of bronze
3) They ran out of stone

Pit Stop Q2: True or false?

By the end of the Stone Age, humans continued to move and live in different settlements and hunt for food. (False- They permanently settled and started to farm.)

Pit Stop Q3: How did Bell Beaker Folk get their name?
1) They made bells
2) They created bell-shaped pottery (correct)
3) The bronze was the same colour as a bell

Though the Ages Lesson 16

Pit Stop Q1: Which is a theory for why the Bronze Age ended?
1) Climate changed
2) Natural disaster and Invasion
3) Rebellion (all 3 correct)

Pit Stop Q2: Why did the Bronze Age people find farming difficult?
1. Warmer weather
2. Wetter weather (correct)
3. Windier weather

Pit Stop Q3: True or false? A tsunami ended the Bronze Age?
False- Earthquake

Cycle A Summer – Emperors and Empires

LO: Present a detailed historical narrative about a significant global event.

Knowledge:
Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

Projects:
Cycle A Autumn – Maafa (Triangular slave trade)

Pit Stop Q1) What did the first journey of the Triangular Slave Trade involve?
A) Exporting goods, such as metals, linen, guns and ammunition. (correct)
B) Travelling from Africa to the Americas
C) Offloading enslaved people and selling them

Pit Stop Q2) What did the plantations cultivate?
A) Sugar, tobacco and coffee
B) Cotton, potatoes, rice and wheat
C) Sugar, tobacco, rum, rice, and corn (correct)

Pit Stop Q3) Which journey took place in the final part of the Triangular trade route?
A) Americas to Western Europe (correct)
B) Western Europe to Africa
C) Africa to Western Europe

Cycle A Autumn – Maafa (Colonisation of Africa)
Pit Stop Q1) Why did European countries want to colonise Africa?
A) Its vase population
B) Its man-made resources
C) Its natural resources (correct)

Pit Stop Q2) By 1900, what percentage of Africa was under European control?
A) 10%
B) 90% (correct)
C) 100%

Pit Stop Q3) The African continent was divided between the USA, the Ottoman Empire and how many European countries?
A) 10
B) 12 (correct
C) 14

Cycle A Spring Geog Project - Frozen Kingdoms,



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			c) Demolishing the buildings (correct)		Cycle B Spring Geog Project – Rocks, Relics and Rumbles LO: Explain in detail the multiple causes and effects of significant events. Knowledge: Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Projects: Cycle B Autumn – Invasion Cycle B Summer – Ancient Civilisations	Cycle A Summer - Britain at War LO: Explain why an aspect of world history is significant. Knowledge: Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Projects: Cycle B Autumn - Dynamic Dynasties Cycle B Summer - Ground-breaking Greeks
Significant People		LO: Share stories and talk about significant people who lived in the past. Knowledge: Some people in history are significant because they did important things that changed the world or how we live. Project: Spring 1 – Our Wonderful World! “How did Nelson Mandela change the world?” Summer 1 – Once Upon a Time... “What important things do royal people do?”	LO: Understand the term significant and explain why a significant individual is important. Knowledge: A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Project: Summer - School Days Pit stop Q1: What did Samuel Wilderspin invent? a) The school playground (correct) b) Lightbulb c) The bicycle Pit stop Q2: What makes someone significant? a) Someone that does good things for others b) Someone that is remembered for making a significant change in history (correct) c) Being someone from the royal family Pit stop Q3: Why did Samuel Wilderspin invent the playground? a) Because he was a nice man b) Because he wanted children to do PE lessons c) So the children had something fun to do (correct)	LO: Use historical models to make judgements about significance and describe the impact of a significant historical individual. Knowledge: Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Projects: Autumn - Movers and Shakers Spring - Magnificent Monarchs Movers and Shakers/Magnificent Monarchs Pit stop Q1: What method can we use to describe if someone is significant? d) Non-chronological report e) Timeline f) Dawson model (correct) Pit stop Q2: Why did important historical figures want a portrait painted of themselves? d) Because there was no other way of recording how they looked for future generations to see e) Because they wanted to show their power and personality (correct) f) So the poorest in society knew who ruled them Pit stop Q3: What is the purpose of a timeline? d) To record the birth and death of a significant person e) To record all events in a person's lifetime f) To record significant events in a person's lifetime (correct) TTYP: are timelines just used for singular people?	LO: Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Knowledge: Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Projects: E Cycle A Summer - Emperors and Empires Cycle B Spring Geog Project - Rocks, Relics and Rumbles LO: Construct a profile of a significant leader using a range of historical sources. Knowledge: A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Projects: Cycle B Autumn - Invasion Cycle B Summer - Ancient Civilisations	LO: Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Knowledge: Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Project: Cycle A Spring Geog Project - Frozen Kingdoms LO: Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Knowledge: Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Projects: Cycle B Autumn - Dynamic Dynasties Pit Stop Q1) When did the Shang Dynasty end? A) 1056 BC B) 1046 BC (correct) C) 1048 BC Pit Stop Q2) Which dynasty came after the Shang Dynasty? A) Zhou Dynasty (correct) B) Qin Dynasty C) Xin Dynasty Pit Stop Q3) Which king was known as 'The Tyrant'? A) Di Xin (correct) B) Di Yi C) Sima Qian Cycle B Summer - Ground-breaking Greeks
Changes over time		LO: Begin to spot similarities and differences between pictures of the past and the modern day. Project: Autumn 1 – Marvellous Me! “How has my life changed so far?”	LO: Describe changes within or beyond living memory. Knowledge: Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Project: Summer - School Days	LO: Describe how an aspect of life has changed over time. Knowledge: Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Projects: Autumn - Movers and Shakers	LO: Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. Knowledge: Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Projects: Cycle B Autumn - Invasion Cycle B Summer - Ancient Civilisations	LO: Describe the causes and consequences of a significant event in history. Knowledge: The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole Projects: Cycle A Autumn - Maafa Pit Stop Q1) Where was Claudia Jones born?



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				Pit Stop Q1: In what ways has exploration changed over time? a) There are still unexplored places on land. b) Advances in technologies have made exploration more accessible. (correct). c) Only famous people can be explorers. Pit Stop Q2: What resource can you used to keep track of changes to human and physical features over time. a) Google maps. b) Compass c) Maps. (correct). Pit Stop Q3: What has had the biggest impact over time? a) Money. b) Technology (correct). c) Travel.		A) Trinidad (correct) B) London C) Cuba Pit Stop Q2) What was issued in 2008 to commemorate Claudia's life and work? A) A stamp (correct) B) A coin C) A day of celebration Pit Stop Q3) In with month does Notting Hill Carnival take place? A) April B) July C) August (correct) Cycle A Spring Geog Project - Frozen Kingdoms, Cycle A Summer - Britain at War LO: Frame historically valid questions about continuity and change and construct informed responses. Knowledge: Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Project: Cycle B Summer - Ground-breaking Greeks Pit Stop Q1) Who did Arthur Evans name the Minoans after? A) King Minos (correct) B) The Minotaur C) The region that they inhabited Pit Stop Q2) Where did the Minoans live? A) Crete (correct) B) Mainland Greece C) Cyprus Pit Stop Q3) What was the sacred animal of the Minoans? A) Bull (correct) B) Octopus C) Oxen
British History 		LO: Listen to and talk about stories describing significant events from the past. Project: Autumn 2 – Let's Celebrate! “Why do people say remember, remember the fifth of November?” Summer 1 – Once Upon A Time... “What makes you a ‘royal’?”	LO: Describe a significant historical event in British history. Knowledge: Significant historical events include those that cause great change for large numbers of people. Projects: Spring Geog Project - Bright Lights, Big City Autumn – Childhood Pit stop Q1: Which is the odd one out? a) Royal wedding b) World cup (correct) c) Man on the moon Pit stop Q2: Which one was a significant event in British history? a) Landing on the moon b) Fire of London c) Titanic (correct) Pit stop Q3: What makes an event significant? a) Lots of people remember it. b) If is included in the newspapers. c) It made an significant change to people's lives. (correct)	LO: Describe and explain the importance of a significant individual's achievements on British history. Knowledge: Important individual achievements include great discoveries and actions that have helped many people. Projects: Autumn - Movers and Shakers Spring - Magnificent Monarchs Pit Stop Q1: What makes a person significant? a) They made a change that impacted many people (correct). b) They made a great discovery (correct). c) They are royalty. Pit Stop Q2: What makes an event significant? a) Lots of people remember it. b) It is included in the newspapers. c) It made an significant change to people's lives. (correct) Pit Stop Q3: How did Christopher Columbus's change British history? a) He was the first person to travel to America. b) He was the first person to ride a train. c) He did not change British History due to his nationality.	LO: Explain the cause, consequence and impact of invasion and settlement in Britain. Knowledge: The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Project: Cycle A Summer - Emperors and Empires LO: Describe how a significant event or person in British history changed or influenced how people live today. Knowledge: Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Projects: Cycle A Autumn - Through the Ages Cycle A Summer - Emperors and Empires LO: Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Knowledge: Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.	LO: Articulate the significance of a historical person, event, discovery or invention in British history. Knowledge: Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Projects: Cycle A Autumn - Maafa Pit Stop Q1) What was John Hawkins rewarded with when he returned from his travels? A) A knighthood and a coat of arms (correct) B) Ownership of a piece of land C) Slave trading rights Pit Stop Q2) How many enslaved people did Britain transport across the Atlantic Ocean? A) 3.1 million B) 1.3 million C) 3 million Pit Stop Q3) What did the Company of Royal Adventurers change their name to? A) Royal African Company (correct) B) The Private Company of Africa C) Company of Merchants Trading Cycle A Summer - Britain at War LO: Describe the growth of the British economy and the ways in which its growth impacted on British life. Knowledge: The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Project:



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					Project: Cycle B Autumn - Invasion LO: Explain the cause, consequence and impact of invasion and settlement in Britain. Knowledge: Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Project: Cycle B Autumn - Invasion	Cycle A Autumn - Maafa Pit Stop Q1) What did the Navy have to do? A) Make sure that all British trading happened within the law (correct) B) Invade other countries C) Carry enslaved people Pit Stop Q2) When did slave revolts take place? A) When there was a large shipment of enslaved Africans (correct) B) When there were more enslavers. C) When a slave was killed. Pit Stop Q3) When was the Slavery Abolition Act passed (made slavery illegal)? A) 1833 (correct) B) 1836 C) 1831
Chronology 	LO: Relive past experiences through role play activities and retell events in order. Projects: Autumn 1 – Marvellous Me! “How have you changed?” Autumn 2 – Let’s Celebrate! “Can you use role play to retell the Nativity story?”	LO: Put familiar events in chronological order, using pictures and discussion. Projects: Autumn 1 – Marvellous Me! “Can you talk about your past, present and future?” Summer 2 – Wriggle and Crawl! “Can you tell your friend about a lifecycle?”	LO: Order information on a timeline. Knowledge: Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Projects: Autumn - Childhood Summer - School Days Pit stop Q1: What stage of life comes after a baby? a) Child b) Adult c) toddler (correct) Pit stop Q2: Which member of the family should be at the top of a family tree? a) Baby b) Grandma (correct) c) mum Pit stop Q3: Which words or phrases indicate a passing of time? a) Last week/month b) Yesterday/now c) many years ago/yesterday (correct)	LO: Sequence significant information in chronological order. Knowledge: A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Projects: Autumn - Movers and Shakers Pit Stop Q1: What is the name of the system for ordering dates and key events in history? a) Dawson model. b) Timeline (correct). c) Diamond ranking. Pit Stop Q2: How are events on a timeline ordered? a) In chronological order. (correct). b) Most significant event first. c) Least significant event first. Pit Stop Q3: Timelines show the events in history. a) Never. b) Sometimes (correct). c) Always. Spring - Magnificent Monarchs	LO: Sequence dates and information from several historical periods on a timeline. Knowledge: Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Projects: Cycle A Autumn – Through the Ages- Lesson 3 Pit Stop Q1: True or false? ‘Anno Domini’ means After Death. False- AD means the year of the Lord. Pit Stop Q2: When did the Stone Age begin? 1) 600,000 BC 2) 570,000 BC 3) 750,000 BC (Correct) Pit Stop Q3: From the start of the Stone Age to the birth of Jesus, the dates on the timeline... 1) Increase 2) Decrease (Correct) Through the Ages Lesson 10 Pit Stop Q1: When did the Bronze Age begin? 1) 2400 BC 2) 2500 AD 3) 2500 BC (Correct) Pit Stop Q2: What metals did the Bell Beaker Folk bring to make bronze? 1) Tin and copper (correct) 2) Tin and iron 3) Copper and iron Pit Stop Q3: In what year did the Bronze Age end? 1) 800 AD 2) 800 BC (correct) 3) 80 BC Through the Ages lesson 17 Pit Stop Q1: When did the Iron Age start? 1) 600 BC 2) 700 BC (correct) 3) 800 BC Pit Stop Q2: Which group of people came to Britain at the start of the Iron Age? 1) Romans 2) Vikings	LO: Sequence and make connections between periods of world history on a timeline. Knowledge: Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Projects: Cycle B Autumn - Dynamic Dynasties Pit Stop Q1) Which was the earliest ruling dynasty that was recorded? A) The Shang Dynasty (correct) B) The Xia Dynasty C) The Zhou Dynasty Pit Stop Q2) What were oracle bones made from? A) Dragons, sheep and pigs B) Pigs, sheep, and turtle shells (correct) C) Dragons, pigs, and turtle shells Pit Stop Q3) In the tombs that were raided, what were the artefacts made of? A) Iron B) Bronze (correct) C) Gold Cycle B Summer - Ground-breaking Greeks LO: Articulate and present a clear, chronological world history narrative within and across historical periods studied. Knowledge: Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Projects: Cycle A Autumn - Maafa Cycle A Summer - Britain at War



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					3) Celts (correct) Pit Stop Q3: When did the Iron Age end? 1) 700 BC 2) AD 700 3) AD 43 (correct) Cycle A Summer – Emperors and Empires LO: Sequence significant dates about events within a historical time period on historical timelines. Knowledge: Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Projects: Cycle B Autumn – Invasion Cycle B Summer – Ancient Civilisations	
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