



Stockton Primary – Progression of Knowledge – History

	<u>Cycle A</u>	<u>Cycle B</u>
<p><u>Early Years</u> <u>Concepts – change over time,</u> <u>developing sense of chronology,</u> <u>comparison of then and now – changes</u> <u>in everyday life</u></p>	<p>Toys-then and now – comparison of old and new – change over time. Comparing teddy bears – then and now – who invented the teddy bear? Seaside holidays – then and now</p>	<p>Changes as we grow up – baby to toddler to child – chronology Changes since grandparents were young – change over time Changes in daily life – comparing household objects – homes and houses The story of Neil Armstrong</p>
<p><u>Years 1 and 2</u> <u>Concepts</u></p> <ul style="list-style-type: none"> • The impact of significant events in the past • Monarchy – the power and actions of the king • Everyday life in London 1666 • Developing chronology • How individuals can have a lasting impact • Exploration and man’s curiosity and endeavours • How and why we remember 	<p>The History of Castles – why castles were built? changes to design over time, building sense of chronology, life in a castle – knights and squires, location of castles within United Kingdom – castles today</p> <p>Scott of the Antarctic Who was Scott of the Antarctic? Exploring the main events of the expedition – equipment used, role of animals, the race to the Pole</p>	<p>The Story of Florence Nightingale and Mary Seacole – how medicine/hospitals have changed over time, explore the impact of one person’s legacy</p> <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Investigate the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. • Read eye-witness accounts of the Great Fire and use these to build an understanding of what it would have been like to live in London at the time. • Explore

<ul style="list-style-type: none"> • Pursuing lines of enquiry 		<p>secondary evidence, including paintings and reports, and consider how these can add to our understanding of the Great Fire. • Place the events of the Great Fire on a timeline, linking this to other time periods that have been studied across KS1. • Compare the ways that firefighters combat fire today compared to 1666 and discuss reasons for these changes. • Investigate the way the Great Fire is remembered and think about the way that this can change over time.</p> <p>The diary of Samuel Pepys</p> <p>The Story of Grace Darling</p> <p>Explore the life story of Grace Darling and her famous rescue mission – find out about life on a lighthouse – compare then and now – place events on a timeline, create a biography of Grace, find out about Queen Victoria.</p>
<p><u>Years 3 and 4</u></p>	<p>Egyptians</p>	<p>A Child's War</p>

Concepts

- Developing sense of chronology and understanding of 'ancient civilization' and early British history
- Everyday life – British history and further afield
- Monarchy – power of the Pharaohs, dilemma of kings
- Comparison of life for rich and poor
- Arts and culture
- Faith and belief
- Legacy
- Pursuing lines of enquiry – how do we know...

Exploring ancient civilizations –
Everyday life, the importance of agriculture and the Nile Delta, culture and religion – the Egyptian gods and goddesses – hieroglyphs, arts and crafts.

Tutankhamun and the Pharaohs – the legacy of the tomb

Stone Age, Bone Age

Developing understanding of prehistory, lives of Stone Age people, technological advances Stone Age to Bronze Age to Iron Age, art and the cave paintings of Lascaux

Exploring the causes of the Second World War and why it is referred to as a 'world' war.

- Finding out about the home front – blackout, rationing etc.
- Evacuation – the experience of being an evacuee – finding out about locations where children were sent
- Finding out about Anderson shelters and protection from bombing raids
- Use of photographs, first hand accounts and statements as sources of evidence

1066 and all that

Exploring the Battle of Hastings as a significant event in British history, the Norman Conquest – chronology and impact, the fight for the crown, everyday life and the feudal system, the Domesday book. Exploring the

		<p>Bayeux Tapestry as a source of evidence</p> <p>Romans in Britain</p> <p>Finding out about the Roman Empire and how it came to be so powerful, chronology and timeline work, understanding concept of invasion and settlement, everyday life in Ancient Britain, Boudica and resistance, the legacy of Rome</p>
<p><u>Years 5 and 6</u></p> <p><u>Concepts</u></p> <ul style="list-style-type: none"> • Power of the monarchy versus democracy • Everyday life – contrasts between wealthy and poor • Art and culture of the time – comparing with other civilizations • Artistic and cultural movements • Faith and belief 	<p>Ancient Greece</p> <p>Civilization and democracy , Ancient Greek culture, theatre and the arts , everyday life, gods and goddesses, Ancient Greek technology and legacy – the Olympics, comparison with other ancient civilizations</p> <p>The Victorians</p> <p>Everyday life – focus on street children and the issues facing the poor in newly</p>	<p>The Titanic Disaster</p> <p>Using sources of information to find out about a key event in the past, develop chronology, develop knowledge of construction of the Titanic, the passengers, the events of the maiden voyage, consider how the disaster could have been avoided, evaluate sources of information and their bias/non-bias, explore Britain circa 1912</p>

<ul style="list-style-type: none"> • Legacy • Pursuing lines of enquiry • War and disruption 	<p>industrialised Britain – urban life – mud larking, chimney sweeping, coal mining, servant. Life of the wealthy – the impact of the monarchy, technological advances and Victorian inventions – railways, arts, crafts and culture</p> <p>The First World War Causes and consequences, life on the Western Front, warfare and the role of animals, everyday life for people in Britain – 1914 – 18, King and Parliament, propaganda, the end of the war and later impact</p>	<p>Shackleton's Journey (light touch history topic) Explore the life and explorations of Ernest Shackleton</p> <p>The Shang Dynasty Explore the Shang dynasty of Ancient China, everyday life of rich and poor and the polarisation of this, the power of the king, the importance of bronze, army and military success, Fu Hao – legacy and comparison with other ancient figures</p>
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Themes Shared Across Units

<p><u>Everyday Life</u></p>	<p>The life of everyday people in Britain and beyond is a theme running through all history projects. Children learn what it was like to be an ordinary person in any period/event studied. They can draw comparisons, find similarities, track change and discover what facilitated the change,</p>
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	<i>they can compare with their own lives now and build a sense of how the past has impacted upon today.</i>
<u>Wealthy and Poor</u>	<i>Children will explore the differences between the life of the wealthy and the poor. Gradually building an understanding of how change has been brought about to tackle social injustice.</i>
<u>Monarchy and Parliament</u>	<i>Children will build a body of knowledge about key British monarchs and also rulers of other nations and civilizations – their impact and legacy. Children will learn how the power of the monarch has changed over time – the development of Parliament and the origins of democracy.</i>
<u>Legacy – positive and negative</u>	<i>The theme of legacy is explored through all projects – what is left behind by key individuals, significant events and periods in history. Children are encouraged to evaluate such legacies and weigh up the positives and negatives and to explore how the past has impacted upon life today. This includes technological change. We also explore how and why we remember key events such as The Gunpowder Plot, Armistice, the Holocaust.</i>
<u>Culture and art</u>	<i>Children will learn something of the culture of the period studied e.g. how the Greeks loved theatre, William Morris and the Arts and Crafts movement of the later Victorian period, Lowry's portrayal of VE Day, jade carving during</i>

the period of the Shang Dynasty. This is to support understanding of the values and interests of people across time.