



St Louis Catholic Academy History Progression Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>British History An aspect of British history is studied in every year group</p>	<p>Children begin to understand their family history and are introduced to simple language that supports with building a sense of chronology, e.g. 'a long time ago when grandparents were little'. They build on this when they look at 'Stories from the Past'.</p>	<p>Discovering History Children will begin their formal history education with 'Discovering History' – a unit designed to introduce pupils to the discipline to history. Key Points:</p> <ul style="list-style-type: none"> • What is the past? • Family tree's • Historians uses sources to learn about the past. • What do archaeologists do? 	<p>Types of leadership Children build on their knowledge of British monarchy in KS1 through learning about significant stories of kings and queens from a range of time periods, which are built upon in KS2. Key Points:</p> <ul style="list-style-type: none"> • Kings and Queens including Oliver Cromwell. (Links to Local History) • Parliament • Prime ministers. • Timelines 	<p>Stone Age to the Iron Age. Key Questions:</p> <ul style="list-style-type: none"> • What were the three sections that the Stone Age was divided into? (The chronology of the ages) • What was life like in the Palaeolithic and Mesolithic? • What changed from the Palaeolithic to the Mesolithic? • What did people eat in the Palaeolithic and Mesolithic? • How did the search for food change in the Neolithic? • What tools were used in the Neolithic? • How did the tools change after the Neolithic? • How did the Bronze age move into the Iron Age? • What are roundhouses and hill forts? • What was life like in the East of England during the Stone Age? (Links to local history) 	<p>The Industrial Revolution Key Questions:</p> <ul style="list-style-type: none"> - What and how did Britain import and export goods at this time? - What was cotton used for and where did Britain import it from? - How were goods manufactured before the Industrial Revolutions? - How did farming take place before the Industrial Revolution. - In what was did manufacturing and farming change during the Industrial Revolution? - What impact did the change of the Industrial Revolution have on Britain and people's way of life? - How was cotton spinning moved from being a hand craft, to being mechanised? - Why was coal and iron so important for the Industrial Revolution? - Why did child labour increase during the Industrial Revolution? - How did the Industrial Revolutions impact the future? 	<p>The Victorians Key Questions:</p> <ul style="list-style-type: none"> - What was the chronology of the Industrial Revolution and the Victorian age? - Who was Queen Victoria? What was her life like? - What was life like with Queen Victoria as reigning monarch? 	<p>Powerful Voices David Attenborough</p> <p>Great Fire of London Key questions:</p> <ul style="list-style-type: none"> • What was London like in 1666?
	<p>Children learn about transport in the past and today, including George Stevenson and the Steam Train– they will look at this again in Year 1 when they look at transport in 'Discovering History' and in Year 5 when they study the Industrial Revolution.</p> <p>The children learn about British kings and queens, including King Charles III, Elizabeth II and King John and the Magna Carta. T. This learning will be returned to in Year 1</p>						

	<p>when they learn about family trees.</p>	<ul style="list-style-type: none"> • What happened on 2nd September? • How did the fire spread and how do we know? • What was left of London? • How was London rebuilt? • How did the fire impact the future? 	<ul style="list-style-type: none"> - Why did the Angles, Saxons and Jutes settle in Britain? - How was Anglo- Saxon Britain ruled and how did they live? - How did the Anglo Saxons keep control of their kingdoms? - What shifts in religion and power were there? How do we know this? - Who were the Vikings and why did they carry out raids? - Where did the Vikings settle and who was in charge at the time? <p>Life in Ancient Rome Key Questions:</p> <ul style="list-style-type: none"> - What do we know about early Rome? - Who was in charge of the Roman empire? - How powerful was the Roman army? - What events led up to Emperor Claudius invading Britain? - What was Hadrian's wall? - How did Roman settlements compare to Celtic villages? - Who was Boudica and why did she take revenge on the Romans? - How did the Romans protect their land and how do we know this? - How did the Romans, 'Romanise' Britain? <p>Tudors Key questions:</p> <ul style="list-style-type: none"> - What was life like in Tudor England? 	<ul style="list-style-type: none"> - How did the Industrial Revolution affect life in the Victorian age? - What impact did Queen Victoria have on the people of her time? - What was the 1834 Victorian Poor Law? - What was the Great Exhibition? - How was life in 1900 similar to today? <p>WWII Key Points:</p> <ul style="list-style-type: none"> • What were the events that lead to the outbreak of WWII? • Look at the chronology of the events that lead up to WWII. • When did world WWII start? • What countries were involved in the war? • Where did the WWII take place? • How was the war was fought between two sides: The Allied Powers and Axis Powers (including Germany, Italy, Japan)? • What was The Battle of Britain? Where was it fought and who won? • When was Britain heavily bombed in the war? What was this called? • What was Bletchley Park? • What was the role of the code breakers at Bletchley Park? • What was the Holocaust? • When did the Holocaust take place and what was the consequence of it? • During the war the home front played a major role in the war, who was the home front? What was their responsibility? • How were people encouraged to support the war? • How did WWII change the future?
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- Who was Henry VIII?
- Why is he important?
- What was the English Reformation?
- Who were Edward VI and Mary I?
- Who was Elizabeth I?
- What was their significance to England as we know it now?

The Suffragettes

Key Questions:

- What did life look like for women before and during the 19th century?
- What was democracy in Britain like in the 19th and early 20th century?
- How does this compare with a democracy today?
- What was the National Union for Women's Suffrage Societies led by Millicent Fawcett?
- What did Fawcett want to achieve for women?
- How were the women of the NUWSS encouraged to campaign?
- What was the Women's Social and Political Union by Emmeline Pankhurst?
- Pankhurst had a goal for all women, what was this?
- How did the WSPU campaign for their voice to be heard?
- What was the 'anti suffrage' movement?
- When were some women given the vote?
- When were all women given the same voting rights as men?
- How has all of this affected the future of women in Britain?

Local History

- Look at where the sources of water are that led to people settling in this area.
- Map the Icknield Way and it's use to carry flint from the mines at Grimes Graves.
- What are the Iceni influences on the area including Boudicca?

				<ul style="list-style-type: none"> - Look at the Saxon origin of Devil Dykes Earthworks as a defensive structure. - Medieval Newmarket and Sir Richard de Argentein - Newmarket as a market town - The racing industry and James 1 - Introduction of the railway - Newmarket in WW2 and look for historical evidence in graveyard.
<p>History of the Wider World History of the wider world is studied from Year 2 onwards, covering all aims of the NC including ancient civilisations, empires, non-European societies</p>		<ul style="list-style-type: none"> - Discovering History Discovering History' – a unit designed to introduce pupils to the discipline to history. - Powerful voices <ol style="list-style-type: none"> 1. Rosa Parks 2. Martin Luther King 3. Greta Thunberg 4. Neil Armstrong 5. David Attenborough Key questions: <ul style="list-style-type: none"> - Who are they? - What made them significant? - How has their impact changed the future? • Aviation Through Time: Key Questions: <ul style="list-style-type: none"> - Timeline of Aviation through time - Who invented the hot air balloon? - Who were the Wright Brothers? - Why are some planes different? - Who was the first female to fly solo across the Atlantic? - Who was the first person in space? 	<ul style="list-style-type: none"> - Ancient Egypt Key questions: <ul style="list-style-type: none"> - What is the chronology of Ancient Egypt? - What was life like in early Egypt? - Did the Ancient Egyptians write anything down? How do we know about their lives? - Who were the Egyptian Gods? - What did the Ancient Egyptians believe about the afterlife? - How were the pyramids built? - What were the consequences of invasion on the Old Kingdom of Ancient Egypt? - What were the success of the New Kingdom? - How did the Egyptian Empire end? - Ancient Greece Key questions: <ul style="list-style-type: none"> - What was life like in Ancient Greece? City States - What can excavations tell us about early Greece? - What was life like in Athens and Sparta? 	<p>Baghdad 900BC Key Questions:</p> <ul style="list-style-type: none"> - What is Islam? What is an Islamic Empire? - The Rise of Islam in Bagdad? - Baghdad: A City of Peace - Where was the city Bagdad built? - Why was is built? - Baghdad was a Centre for Learning in the Islamic Golden Age- Who came to study and trade here? - What was translated in Baghdad by scholars? - What took place The Mongol Attack on Baghdad and the Regional Powers. Does this have an impact on our lives today? - How does Baghdad compare to life in Britain at this time?

		<ul style="list-style-type: none"> • History of Communication - Timeline of communication through time. - What is 'communication'? - How did early humans communicate? - How have writing systems changed through time? - How have these systems transformed the way people share ideas and access information? - What might the future of communication look like? 	<ul style="list-style-type: none"> - What is a Democracy? - The Ancient Olympic Games - How did the City States overcome the Persian Wars? - Who was Alexander the Great and what made him a significant leader? - The legacy of Greek Art and Architecture on later Periods in British History. - What were the greatest achievements of Ancient Greece? 	
<p>Substantive concepts Substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales.</p>		<p>Key Substantive concepts across the KS1 units are:</p> <ul style="list-style-type: none"> • ancestry • monarchy • law • tax • parliament • religion • civil war • power • democracy • civilisation • empire • invasion • conquer • protest • civil rights equality <p>An example of this: Parliament and Prime Ministers – how we are governed and how people vote.</p>	<p>Some Key Substantive concepts across KS2 units are:</p> <ul style="list-style-type: none"> • society • migration • religion • trade • conflict • civilisation • power • hierarchy • invasion • law • settlement • monarchy • civil war • empire <p>An example of this in LKS2: The Stone Age to the Iron Age – how society was organised, from Mesolithic hunter - gatherers to larger societies who were able to work together to construct larger structures, e.g. Iron age forts, Stonehenge.</p> <p>An example of this is UKS2: The Victorians, - how society was organised, what life was like in the Victorian Age. What life was like with a reigning monarch.</p>	

<p>Historical enquiry An understanding of the method of historical enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year.</p>	<p>The idea that things we find in the stories give us clues about the past.</p>	<p>Children understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past. Our key objective is for all pupils to understand that history is the story of the past</p>	<p>Sources & evidence -looking at how we know about life in Britain during the Stone Age to the Iron Age from the things left behind</p>	<p>Similarities & differences - how the WW1 was experienced differently by different people and what lives were like for different people during WW2</p>
<p>Disciplinary Concept Historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales</p>	<p>Key disciplinary concepts is the idea that a monarch can't just do whatever they want, that they must follow some rules is key to understanding how our monarchy works today.</p>	<p>Key disciplinary concepts introduced are sources & evidence and historical significance. Key disciplinary concepts focused on are causation (e.g., what caused the Great Fire of London) and sources and evidence (children learn that we know about Martin Luther King's speech, as it was recorded)</p>	<p>Key disciplinary concepts focused on are continuity & change, and sources & evidence</p>	<p>Key disciplinary concepts focused on are continuity & change, and sources & evidence</p>
<p>Disciplinary knowledge Disciplinary knowledge is woven through the history curriculum through each unit being studied. Pupils learn about how historians study the past, make meaning and construct claims, argument and accounts within the historical context that they are studying.</p>		<p><u>Sources and Evidence</u></p> <ul style="list-style-type: none"> Discovering History – introduce to different types of sources, look at Mary Seacole's autobiography Kings, Queens and Leaders – Links to Newmarket Powerful Voices – quotes from people in the past Toys and Transport over time Aeroplanes and changes in aviation <p><u>Types of Arguments</u></p> <ul style="list-style-type: none"> Causation: Kings, Queens and Leaders – what caused the Gunpowder Plot? Consequence: 	<p><u>Sources and Evidence</u></p> <ul style="list-style-type: none"> Stone Age to the Iron Age – looking at how we find out about the past. Ancient Egypt – artefacts and remains of villages Anglo Saxons, the Scots and the Vikings Ancient Greece – the Parthenon, Elgin Marbles Life in Ancient Rome – preserved ruins of Pompeii <p><u>Types of Arguments</u></p> <ul style="list-style-type: none"> Causation What caused the Egyptian Empire to end? Consequence The Romans in Britain -what was the impact of the Romans in Britain Change and Continuity Stone Age to the Iron Age – what changed and what stayed the same? 	<p><u>Sources and Evidence</u></p> <ul style="list-style-type: none"> Baghdad 900 CE – the Alhambra, maps of trade routes, translated manuscript, tapestry on the Siege of Baghdad The Victorian Age – painting of a Casual Ward, contemporaneous quotes, locally relevant sources The Suffragettes – NUWSS pamphlet, memoir of Frederick Pethick-Lawrence World War II – propaganda posters, speeches <p><u>Types of arguments</u></p> <ul style="list-style-type: none"> Causation WWII- What were the events that lead to the outbreak of WWII? Consequence World War II – what were the consequence of the war Change and Continuity The Industrial Revolution – how society changed because of the Industrial Revolution

		<p>What was the impact of Florence Nightingale helping people?</p> <ul style="list-style-type: none"> • Change and Continuity: How has aviation changed over time? • Similarities and Differences: What were the similarities of what happened to all people in the Fire of London? • Historical Significance: Discovering History – why do people study the past? • Chronology Timeline of communication through the ages 	<ul style="list-style-type: none"> • Similarities and Differences Anglo Saxons, the Scots and the Vikings – looking at the similarities and differences between way of life/settlements for Anglo Saxons and Vikings, life of the rich and poor • Historical Significance The Rise and Fall of Rome – significance of Julius Caesar crossing of the Rubico. • Chronology Chronology of Ancient Egypt 	<ul style="list-style-type: none"> • Similarities and Differences <u>Suffragettes</u> – What was life like for women in and before the 19th century compared to men? • Historical Significance • What was the Holocaust?
Skills in History	The type of tasks we engage with in our history lessons include, but are not limited to: - analysing sources - making comparisons and drawing contrasts - discussing and constructing historical narratives - constructing informed responses, or arguments, through selecting and organising historical information			