

Breadsall CE Primary School Curriculum

Progression of knowledge for:



History

History: Key Stage 1

	Within Living Memory	Location, Location Location	Beyond Living Memory	Famous People
Coverage	<i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>significant historical events, people and places in their own locality.</i>	<i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>	<i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>
Key Knowledge / Skills	- Know that the toys their grandparents played with were different to their own - Organise a number of artefacts by age - Know what a number of older objects were used for - Know the main differences between their school days and that of their grandparents	- know about a famous person locally and explain why they are famous. - know how the local area (Breadsall) is different to the way it used to be a long time ago - know about the main landmarks in Breadsall	- Know about an event or events that happened long ago, even before their grandparents were born in this case the Great Fire of London - know what we use today instead of a number of older given artefacts, e.g., fire engines - Know that children's lives today are different to those of children a long time ago	- Know about a famous person from outside the UK and explain why they are famous - Name a famous person from the past and explain why they are famous
Sticky Knowledge	- know what schools were like when their grandparents attended primary school - know what their grandparents watched on television - know what their grandparents did after school - know how to make a moving toy	- know about Breadsall 100 years ago and be able to compare it to today - know how to differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.). - know that photographs are a very useful source of evidence. - know that artefacts can be very helpful in working out how people used to live. - know why there are monuments in parts of our cities, towns or villages	- know how different life was in a city, town or village many years ago. - know who Samuel Pepys is. - know that many children had to work in poor conditions from a very young age in those days. - know that there were no schools in those days. - know life was like for a child in those days. - know that the lives of rich people were very different to lives of poor people.	- know about people who stood up against discrimination. - know who Rosa Parks and Nelson Mandela are. - know how women had to fight for their rights. - know that children have certain rights. - know that people with disabilities have rights that we need to respect. - know that in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place.

History: Lower Key Stage 2

Coverage	Stone Age to Romans	End of Roman Empire to 1066 -Anglo Saxons/Vikings	Ancient Greeks
	<i>Pre-Roman Britain / Roman Britain:</i> <i>Changes in Britain from the Stone Age to the Iron Age.</i> <i>The Roman Empire and its impact on Britain</i> <i>Local History - a depth study linked to The Romans</i>	<i>Anglo-Saxons and Scots / Anglo Saxons and Vikings:</i> <i>Britain's settlement by Anglo-Saxons and Scots</i> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>Ancient Greece</i> <i>A study of Greek life and achievements and their influence on the western world</i>
Key Knowledge / Skills	• know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers' • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • Know the significance of Roman History in Derby • know that Derby began as a Roman fort called Derventio	• know how Britain changed between the end of the Roman occupation and 1066. • know about how the Anglo-Saxons attempted to bring about law and order into the country • know that during the Anglo-Saxon period Britain was divided into many kingdoms • know that the way the kingdoms were divided led to the creation of some of our county boundaries today • use a time line to show when the Anglo-Saxons were in England. • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons	• know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics
Sticky Knowledge	• know that the earliest people who lived in Britain were part of the stone age • know that stone age people build shelters to keep them safe and warm • know most stone age people hunted for their food • know that men, women and children had very different lives during the stone age • know how we have found out about the past • know that stone age people communicated in a different way to the way we do • know that the Romans came to Britain 2000 years ago • know that the Romans conquered Britain but left Britain with many important features, such as roads • know that the Roman army was very powerful and had many weapons • know that Roman gladiators would fight for entertainment • know about the area of Little Chester known as Chester Green	• know about Anglo-Saxon settlements and the way they lived, including hierarchical features. • know about the link between Anglo-Saxons and Christianity. • know about Alfred the Great. • know about Anglo-Saxons' art and symbols. • know about the Scots invasion from Ireland to the North of England. • know why the Vikings came to Britain. • know where the Vikings first landed in Britain. • know where the Vikings came from. • know that the Vikings were formidable warriors. • know what life was like for Viking children. • know why the Viking longships were ideal for invading other lands. • know about Viking food and weapons and about the misconceptions there are about the Vikings.	• know that Ancient Greeks believed in a number of Gods. • know where Greece is and point to it on a map. • know that the Ancient Greeks were an advanced civilization. • know that the Ancient Greeks were responsible for starting the Olympic movement. • know that Ancient Greeks have been associated with the birth of democracy. • know how the Ancient Greeks impacted on our lives today

History: Upper Key Stage 2

	Ancient Egypt	Islamic Civilisation	Beyond 1066 – WW2 & the Battle of Britain
Coverage	<i>Ancient Civilizations:</i> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	<i>Non-European Study</i> Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: • early Islamic civilization, including a study of Baghdad c. AD 900; • Mayan civilization c. AD 900; or • Benin (West Africa) c. AD 900-1300	<i>Extended chronological study</i> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Key Knowledge /Skills	• Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of Ancient Egypt	• know about the impact that the Islamic civilization had on the world. • know why they were considered an advanced society in relation to that period of time in Europe.	• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the period of study • Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Sticky Knowledge	• know where Egypt is. • know that the Ancient Egyptians were ruled by pharaohs. • know that the Ancient Egyptians built very sophisticated tombs for their pharaohs called pyramids. • know that we understand a great deal about the lives of Ancient Egyptians because of what has been found in the pyramids and tombs • know that the Ancient Egyptians used hieroglyphs and experts have been able to translate them. • know that the powerful Ancient Egyptians had many slaves.	• know where the Middle East is and particularly, Baghdad. • know that the house of wisdom was similar to a modern university or library. • that the Islamic civilization around 900AD was known as the Golden age because of the positive things they brought the world. • know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned. • know about the Prophet Muhammad and know key facts about his life. • know how and why the Golden Age came to an end.	• Understand why World War 2 started. • Know some of the major events leading up to the Battle of Britain. • Know the location of the countries involved in World War 2. • Understand the role aircraft played in WW2 • Develop an understanding of who Churchill was and his significance as a leader. • Know about the home front, rationing, digging for victory, 'make do and mend', Dad's Army, the Land girls, the role of women during the war, the Blitz and the experience of evacuee children. • Know who Anne Frank is and why her diary is important • Now about the D Day landings and VE Day