



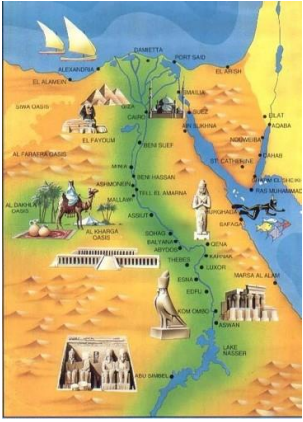
Vigo Primary - Progression of Disciplinary Skills In History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BCE/CE 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms.



Vigo Primary - Progression of Substantive Knowledge in History

Settlements	Main Events	Society
Location Farming and Food	Conflict Disaster	Beliefs Culture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
'Then' & 'Now' Toys	Rosa Parkes and Emeline Pankhurst	The Three Ages of the Stone Age	Anglo-Saxon Settlements	Ancient Egyptians	Life as a Victorian Child
<p>Purpose of Toys -Children throughout time have enjoyed play as a way of learning Toys help people understand the world around them. -Toys will look different in different parts of the world.</p> <p>Materials -Toys can be made from different materials -The materials used to make toys has changed over time. -Toy materials change over time depending on the materials or machines which are available to create them</p> <p>Popularity -In modern time, toys are made by companies for sale and companies try to manufacture (create/make) toys that children will enjoy. -This is because they will be more likely to sell if children are interested in them -Understanding toys that's are popular in todays culture compared to different periods of time (family comparisons and crazes)</p>	<p>Emeline Pankhurst Chronology: born in 1858– died in 1928</p> <p>1903 - formed the Women's Social & Political Union</p> <p>1918 – Some women vote in the General Election for the first time.</p> <p>context -Emeline Pankhurst lived in the UK at a time when no women were allowed to vote in any kind of election</p> <p>Making a stand -Pankhurst Founded the women's social and political union (WSPU) in 1903 -Pankhurst and her peers wanted women's 'suffrage', which means they wanted the right to vote in political elections. -Pankhurst and her group used civil unrest – protests, window smashing, arson and hunger strikes – to be heard as they felt they had no other choice.</p> <p>Inspiring Change -Thanks to the suffragette's efforts, government changed the laws to women to vote -1918 Women over the age of 30 and who own a property can vote -1928 Women allowed the same voting rights as men</p> <p>Rosa Parks Chronology: born in 1913 – died 2005</p> <p>context -Rosa Parks lived in Montgomery, USA at a time when people of different</p>	<p>Chronology: The Stone Age followed the Ice Age and is comprised of three separate periods:</p> <p>The Early Stone Age or Palaeolithic Period: 2.5 million years ago to 10,000 years ago The Middle Stone Age or Mesolithic Period: 8000BCE – 45000 BCE The Late Stone Age or Neolithic Period: 4000BCE – 2500 BCE</p> <p>Early Stone Age/Palaeolithic Period: Britain was attached to mainland Europe. Much of the land was covered in thick sheets of ice left over from the Ice Age. Early Stone Age man lived in caves and very simple shelters. They were hunter-gathers who hunted with sharpened sticks and stone tools and fished with nets and harpoons. They also gathered fruits, nuts and roots. Animal skins were used for clothing and shelter. Sharpened stone was used for food preparation and meat was cooked on open fires.</p> <p>Middle Stone Age/Mesolithic Period: Britain is still linked to mainland Europe by a strip of land, known as Doggerland. People began to set up camps along coast and on river banks. Hunters worked in teams, using spears and bows and arrows.</p> <p>New Stone Age/Neolithic Period: Britain is now an island.</p>	<p>Chronology: The Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD</p> <p>Arrival •The Roman Occupation of Britain ended in 410AD •Three groups of people called the Jutes, Saxons and Angles began to settle in Britain in 450AD. These people came from what is now Germany, Denmark and the Netherlands •These people who settled in Britain eventually became known as the Anglo-Saxons</p> <p>Division of Britain •The Anglo-Saxon era stretched from 410-1066AD •During The Anglo Saxon Era, England was split into 7 kingdoms •Scotland, Wales, Ireland and Cornwall were all separate Kingdoms. •Britain did not exist in the form it does today</p> <p>Power -During the Anglo-Saxon age England was split into 7 kingdoms -Of these 7 kingdoms Wessex, Northumbria and Mercia were the most powerful -These kingdoms were constantly competing with one another to become the dominant kingdom in England.</p> <p>Life as a peasant - Farming & Food -Life in Anglo-Saxon Britain was very different to the modern day</p>	<p>Chronology: -Around 6,000 BC the first signs of early settlement -Around 3,100 BC – 1st Ancient Egyptian Dynasty until 30 BC – Cleopatra dies and Roman Rule begins</p> <p>Location: -Egypt is in Africa: a very hot continent - predominantly desert. - The River Nile was the crucial geographical feature allowing settlement to be successful and sustainable. - Nearly all Ancient Egyptian Settlements were formed alongside the banks of the River Nile.</p>  <p>The Annual Cycle of the Nile -In Ancient Egyptian times, the river flooded annually. This made the land alongside the river more fertile and so crops flourished. -There were three phases of the Nile year: Ahket: flooding (June to October). Peret: growth (November to February). Shema: harvest (March to June).</p>	<p>Chronology: -Queen Victoria reigned over Britain from 1837 – 1901 -This time period was known as Victorian Britain -The Victorian Era was a significant development time in Britain's history. A number of key machines/equipment were invented e.g.: -Discovery of electricity -Telephone -Typewriter -Camera (photograph) - Postage Stamps - Electrical Light Bulb -Steamships</p> <p>Social Context: In the Victorian times: *the population of England had reached 15 million. *food was scarce *many were too weak or sick to work</p> <p>Andover Workhouse: *The Poor Law Amendment Act of 1834, ensured that no able-bodied person could get poor relief unless they went to live in special workhouses. *The Workhouses were an institution which intended to provide work and shelter for people who could not support themselves. *Inmates earned their keep by doing jobs in the workhouse. *Orphaned (children without parents) and abandoned children were forced to attend the Workhouse *In the Andover Workhouse, inmates were treated very poorly and workhouse governors did nothing to stop it.</p>



	<p>racers were segregated and black people were not given the same rights as white people.</p> <p>Making a stand * She was arrested for refusing to give up her seat in the 'blacks only' section to a white man on a Montgomery bus.</p> <p>Inspiring Change *After her arrest, other black people boycotted the Montgomery buses which put pressure on the government to change the segregation laws on public buses and encouraged others to fight to end racial segregation.</p>	<p>People cleared land and built settlements in small communities. They began to keep animals domestically for farming, such as sheep, pigs, cows and goats. They grew barley and wheat for flour, flax to make linen, as well as beans and peas.</p> <p>New Stone Age man made tools from flint, antler and bone and began to make clay pots.</p>	<p>-Anglo – Saxons were very poor people in comparison to the modern day</p> <p>-The majority of people lived as peasants on farms which were run by rich noblemen which were known as Thanes</p> <p>-Children in Anglo-Saxon England didn't go to school. Instead, they learned skills from their parents.</p>	<p>Farming:</p> <p>-Egyptian farmers dug channels to guide water from the River Nile towards their fields. This was called basin irrigation.</p> <p>-They used a tool called a shaduf – a bucket on a pole, used to lift water on to the land.</p> <p>-Farmers also used hoes, sickles and plows for tilling the soil and harvesting grain and wheat.</p> <p>-Winnows forks and scoops were used together to separate the cereal/wheat from the chaff/straw</p>	<p>*Inmates were deprived of food and given brutal punishments.</p> <p>*Newspapers exposed this all to the public eye and forced the 'Poor Law Commission' to be overhauled.</p> <p>Education:</p> <p>*In early Victorian England, most children did not go to school and poor children had to work to earn money.</p> <p>*In 1844, Parliament passed a law that required children working in factories to be given 6 half days schooling every week. These schools were known as 'ragged schools'.</p> <p>*Even when 'ragged schools' were opened for factory/poorer children, many were not free so children could not afford the 'school's pence' each week and didn't go. They worked and earned money for the family instead.</p> <p>School:</p> <p>In 1870, Parliament passed the Forster's Education Act, requiring all parts of Britain to provide schools to children aged 5 to 12.</p> <p>*Large classes of up to 80/90 kids.</p> <p>*Strict teachers who could hit.</p> <p>*Children learnt reading, writing, arithmetic most of the day, with geography, history and singing taught once a week.</p> <p>*Children wrote on slate as it was reusable and cheaper than paper.</p>
Mary Anning & Amelia Earhart	The Great fire of London	The Romans in Britain	Viking & Anglo-Saxon Conflict Why did the Vikings Invade Britain?	Maya Civilisation	WW2 – Battle of Britain
<p>The Main Event (Why was she famous?)</p> <ul style="list-style-type: none"> Use Mary Anning Story book to launch (also use Year 2 "great women who changed the world book as a driver/hook throughout") What she learnt to be able to find the fossils. 	<p>Enquiry: What happened to London during the fire of 1666?</p> <p>What was London Like before the fire?</p> <p>Cause: Could anyone have stopped the great fire?</p> <p>Some of the causes of the widespread damage (e.g. the weather, tinder-dry</p>	<p>Chronology: Roman empire timeline was from 509BCE to 476CE. The Roman occupation in Britain lasted from 43CE to 410CE</p> <p>Invasion</p> <p>-The Romans arrived in Britain in 43CE</p> <p>-The Romans had made previous attempts to conquer Britain almost a</p>	<p>Who were the Vikings?</p> <p>Gain understanding of when the conflict between the two happened. Relate this to modern day and previous Anglo Saxon learning journey.</p> <p>The Lindisfarne Raid – gathering and gaining knowledge about the first Viking Raid -</p>	<p>This Learning Journey is currently having an exciting update! Further information TBC</p>	<p>This Learning Journey is currently having an exciting update! Further information TBC</p>



Fig. 177.—*Plesiosaurus dolichodeirus*, restored. Lias.

Chronology

Mary Anning was born in 1799 (226 years ago)

Use “great women who changed the world book as a driver/hook throughout”

city after a long hot summer; poor firefighting; people saving goods or running away rather than fighting the fire; houses made of wood and built close together; poor firefighting equipment and infrastructure)

What was it like at the height of the fire?

Samuel Pepys etc.

What was left of London after the fire?

What did the King do to make London better?

Understanding some consequences of the fire, for example remodelling the city, the change in building materials and the new St Paul’s Cathedral.

Chronology:

The great fire of London took place on 2nd September 1666 and lasted for 5 days. The fire started at Pudding Lane.

Key ideas:

- A small event can lead to a major unplanned result;
- Times in the past did not have the degree of planning, health and safety we have today;
- Disasters can have some benefits in the longer term, e.g. a cleaner, safer London;
- Different people react differently when faced with a sudden catastrophe;
- Hindsight can give a much clearer picture than that faced by those living through the chaos of the event;
- We rely on the sources to give us the best possible picture and this event has the benefit of eyewitnesses.

hundred years before under the leadership of Julius Caesar, but the Britons had successfully resisted and the Romans had chosen to abandon the project

- In 43 CE the Roman Army returned with a much stronger force and many of the Celtic tribes in Britain were quickly overwhelmed.

Arrival

-There was no central power, no road network, no law and no order in Britain at the time. Patricians – made the law, owned the land and ran the army.

- Many Celtic chieftains chose to live alongside their Roman overlords.

-They would pay taxes (money/valuables) to the Romans in return for peace.

-Over time many of the Celtic tribes became Romanised, adopting Roman customs and habits.

Legacy in Britain

-Many of the names of the towns and cities across England and Wales indicate Roman origins. Colchester, Manchester and Winchester all include 'chester' - which comes from the Latin word castrum, meaning 'fortress'

-Many of the roads in England follow the route of ancient Romans roads. And many of the words we speak also have their origins in the Latin spoken by the Romans.

-The months of the year are named after Roman words - including 'June' from the goddess Juno, 'July' from Julius (Caesar) and 'August' from Augustus (Caesar).

Other Roman legacy includes: infrastructure of roads and sewage

Great Heathen Army invasion:

Power/control Look at the evidence available

Treaty/Peace – Natural resources/place to settle peace treaty between King Alfred and Guthram

Chronology: step 1:

(teach the events this lesson last)

The Anglo-Saxons had been in the UK since **410CE**.

The Vikings arrived in the UK for the first time in **793 CE** attacking the monastery of Lindisfarne, Northumbria

829CE

Wessex becomes the Supreme Kingdom within the UK.

Between 866 – 877CE

The Great Heathen Army invades a number of key Kingdoms including Northumbria and Mercia.

Danelaw kingdom created (A viking kingdom)

886CE

Alfred, King of Wessex, agrees a treaty with Vikings to divide England.

886CE onwards: Vikings settled in England but were still raiding/invading other countries.

The two people (anglo-saxons and Vikings) were in and out of conflict for control of Britain until **1066CE**.



<p>In 1811 (Aged 12) she discovered the first whole Ichthyosaurus skeleton on the Lyme Regis Coast. 1823 she discovered the plesiosaurus on the same bit of coast.</p> <p>Impact *Named as one of the top 10 most influential women ever in Britain *The coastline where Mary found the fossils is now called “Jurassic Coast” *The term dinosaur was only introduced in 1842</p> <p>Amelia Earhart “great women who changed the world book as a driver/hook throughout”</p>		<p>systems, introduction of certain animals, such as rabbits, introduction of certain foods still grown today: vegetables, such as celery, carrots, turnips and fruits like apples, pears & grapes</p>			
<p>British Monarchs</p>	<p>Titanic</p>	<p>The Eruption of Mt. Vesuvius</p>	<p>The Tudors</p>	<p>Ancient Greece – Athens vs Sparta</p>	<p>Wind Rush</p>
<p>Chronology: *King George VI was King of Great Britain from 1936- 1952. *Queen Elizabeth II was Queen of Great Britain from 1952 – 2022 * King Charles became king in 2022- present</p> <p>Coronation *The King or Queen of a country can also be called the Monarch *The Monarch has a coronation ceremony where they receive their crown. *The same royal crown gets passed down through generations *coronation Days are a huge celebration day for the whole country.</p> <p>Who gets to be the King or Queen? *The monarchy is passed down through generations *The King or Queen’s first-born child will become the next monarch when they die</p>	<p>Chronology: The Titanic was the biggest and most luxurious passenger ship of it’s time. It set sail from Southampton, England on April 10th 1912. It’s voyage destination was New York, America. There were 2200 people on board, 1300 passengers and 900 crew.</p> <p>The ship 1st class passengers - richest and most important people of the time. 2nd class passengers – tourists/ professions such as teachers. 3rd class passengers - immigrants heading for a new life in America.</p> <p>1st class was the ultimate in luxury. It included: veranda cafes, a smoking room, restaurant, a dining saloon, a reading and writing room, squash courts, a swimming pool and gym. 2nd class - cabins with bunk-beds; facilities such as a spacious outdoor promenade, a smoking room, a library and dining room.</p>	<p>Chronology: The eruption of Vesuvius took place in 79CE during the Roman Empire having not erupted in a long time. Pompeii was a nearby town situated in the region of Campania on the south west coast of Italy. Vesuvius erupted with a mushroom cloud of ash and pumice; this part of the eruption lasted 12 hours and many (over 2000) hid in the their homes to escape it. The people who remained in Pompeii were killed the following morning by a cloud of toxic gas. A flow of rock and ash followed, collapsing roofs and walls and buried the dead. This is called a pyroclastic flow. The cities of Pompeii and Herculaneum, as well as several others, were buried beneath the lava and mud. Pompeii was rediscovered in 1748 and is still be excavated and studied today.</p>	<p>This Learning Journey is currently having an exciting update! Further information TBC</p>	<p>Chronology: Greece was not a country but was made up of small city-states. Each city-state ruled itself. They had their own governments, laws and army. The most powerful city-states were Sparta and Athens.</p> <p>This Learning Journey is currently having an exciting update! Further information TBC</p>	<p>This Learning Journey is currently having an exciting update! Further information TBC</p>



	<p>3rd class accommodation - very basic. Cabins slept up to 10 people and only two baths for everyone in third class!</p> <p><u>Disaster</u> Just before midnight on day five, in the North Atlantic Ocean, the ship hit an iceberg, tearing holes in at least four sections of the hull.</p> <p>Distress signals were sent out to nearby ships and passengers were ordered to get to the lifeboats. Titanic only carried twenty lifeboats —only enough for half the ship – and the first lifeboats were launched half-empty. There were around 705 survivors in total. More than 1,500 people lost their lives on the Titanic</p> <p>Despite many attempts to find the wreck, it wasn't found until 1985.</p>	<p>The remains of some 2000 people have been discovered.</p>			
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