

	<p style="text-align: center;"><b>History</b> <b>Knowledge and Skills Progression</b></p>
<p><b>INTENT</b></p>	<p>At Borrow Wood we want children to develop an appreciation and understanding of the past, evaluating a range of primary and secondary resources. We want them to be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. We want children to show curiosity and, not only make links and comparisons between these areas of learning, but also meaningful links and comparisons to the present day. We also want children to possess a secure understanding of subject specific vocabulary as well as the chronology of important periods of history. By the time they leave Primary School our children will have developed skills for life, including being reflective and analytical thinkers, able to form their own opinions and interpretation of different events.</p>
<p><b>EYFS</b></p>	<p><u>The Foundation Stage</u></p> <p>When they are in the Foundation Stage, our children will enjoy a variety of rich experiences to develop their understanding of past and present.</p> <p>The goals or targets the children to achieve at the end of their Reception year (The Early Learning Goals) are that children should:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>Throughout the year children will take part in a variety of child-initiated and adult-led activities, including:</p> <ul style="list-style-type: none"> <li>• Understand how life has changed over time for members of their family.</li> <li>• Listen to stories and place events in chronological order.</li> <li>• Listen to a range of stories and begin to develop an awareness of historical event e.g. Guy Fawkes story, Remembrance Day.</li> <li>• Understand things were different in the past to how they are now by listening to a range of stories and traditional tales.</li> <li>• Look at baby pictures and comment on how they have grown and changed.</li> <li>• Make observations about transport from the past to present day.</li> </ul>

## Borrow Wood Primary School

### Year 1/2 topic: Events beyond living memory: The Great Fire of London

#### What caused The Great Fire of London and how did they stop it from happening again?

##### Core Knowledge:

- To understand the timeline of events from the start, to the end of the fire, including the possible cause of the fire. It may have been caused by a spark from Thomas Farriner's oven falling onto a pile of wood.
- To know what about the houses in 1600s– what the houses were made of, positioning and how they looked.
- To know the reasons why the fire started and spread so easily.
  - o Electricity wasn't invented until late 1800s so people used fire to cook.
  - o In 1666 most of London's buildings were made of wood.
  - o They were also tightly packed together in narrow rows.
  - o Many of the buildings had thatched roofs.
  - o The wind also helped the fire to spread.
  - o London was very dry after a long, hot summer.
  - o Around the bakery, there were warehouses which contained wood, rope, oil and tallow.
- To explain what the impact of the fire was
  - o Contributed to the end of the plague.
  - o New rules for building the houses (health and safety).
  - o Introduction of the fire service.

##### Key Concepts:

###### Destruction, rebuild

##### Historical skills:

Use a wide vocabulary of everyday historical terms, e.g. Almost 400 years ago..., During the reign of Charles II..., In 1666....., (Also see key historical vocabulary)

Be aware of the passing of time and know where the events they study fit within a chronological framework.

E.g. Know that the Great Fire of London took place during the Plague. Know that Christopher Columbus made voyagers in 1492 (about 150 years before the Great Fire of London).

Identify the main differences between our houses now and houses during the 1600s.

Answer questions related to the Great Fire of London using a specific source, such as an information book, a diary, paintings from the time.

Use topic knowledge to ask further questions about the Great fire of London. E.g. Why did they build houses with thatched roofs?

##### Key historical vocabulary:

Past  
Present  
Cause  
Change  
After

##### Topic specific vocabulary:

Thatched roofs  
Tallow  
Warehouses  
Fire hooks  
Water squirts  
Leather buckets  
Rubble

##### Links with other History topics:

Year 2 - Why is the village of Eyam famous?

## Borrow Wood Primary School

Year 1/2 topic: Significant individuals: Mary Seacole, Florence Nightingale and Edith Cavell.

### What did Mary Seacole, Florence Nightingale and Edith Cavell achieve?

#### Core Knowledge:

- To know key facts about Mary Seacole, Florence Nightingale and Edith Cavell, what role did they play? When did they live and die?
- The significance of the role that Florence Nightingale played during the Crimean War (1854-1856), she travelled to Scutari, Turkey with 38 nurses to help with injured soldiers, they were not welcomed when they first arrived. Far more soldiers stayed alive due to the care of Florence and her nurses. Florence was known as 'the lady with lamp' because she checked her patients every night. Florence became a heroine when she went home to England, she started her own nursing training school. Florence's family were not happy about her wanting to be a nurse because she came from a rich family.
- Mary Seacole was born in Jamaica was born in 1805, Mary learnt how to become a nurse from her mother, she went to the Crimea and built her own hospital. She opened a shop to provide food and warm clothing for the injured soldiers. She returned to England a Heroine and penniless.
- Edith Cavell was born in 1865 she looked after soldiers during World War 1, she also trained nurses in Belgium. Edith Cavell helped prisoners from Britain to escape, as a result she was arrested and executed for helping Germany's enemies.
- To know about the impact that all three women have had on nursing.

#### Key Concepts:

- Caring for others (selflessness) - achieving

#### Historical skills:

Use a wide vocabulary of everyday historical terms, e.g. Over 500 years ago... 50 years ago...

Be aware of the passing of time and know where the events they study fit within a chronological framework.

E.g. Know that Florence Nightingale was born in 1820, Mary Seacole was born in 1805, Edith Cavell was born in 1865.

Identify the main differences between the lives of Florence Nightingale, Mary Seacole and Edith Cavell.

Answer questions related to Florence Nightingale, Mary Seacole and Edith Cavell using a specific source, such as an information book, video clips.

Explain how we know that certain things happened in history.

Use topic knowledge to ask further questions about: being a heroine. What does it mean to give your life for others? Why would someone choose to travel to such a dangerous location?

#### Key historical vocabulary:

Past  
Present  
Cause  
Change  
After  
Heroine

#### Topic specific vocabulary:

Heroine  
War  
Crimean  
Nursing

#### Links with other History topics:

## Borrow Wood Primary School

Year 1/2 topic: Significant historical events, people and places in our locality: The Plague

### Why is the village of Eyam so famous?

#### Core Knowledge:

- To understand the timeline of events from the start, to the end of the plague, including the possible cause of the plague. It may have been caused by George Viccars, a tailor who received a parcel of cloth from London which was believed to have contained fleas.
- To explain what the impact of the plague was
  - o 260 people died
  - o People were not allowed in or out of Eyam-disease spreads.
  - o Food and supplies were left at Mompesson's well at the boundary stone.
  - o Red crosses painted on doors of infected people
  - o Farmers killed animals to prevent the plague from spreading.
- To explain how the people stopped the plague from spreading to many places
  - o People not being able to enter or leave the village.
  - o Minimizing contact with infected people

#### Key Concepts:

Quarantine, disease, and being considerate in order to stop the disease from spreading

#### Historical skills:

Use a wide vocabulary of everyday historical terms, e.g. Almost 400 years ago..., During the reign of Charles II..., In 1665....., (Also see key historical vocabulary)

Be aware of the passing of time and know where the events they study fit within a chronological framework.

E.g. Know that the Plague started before The Great Fire of London.

Know that Christopher Columbus made voyagers in 1492 (about 150 years before the plague).

Give reasons why people in Eyam acted as they did. E.g. Doors were marked with red crosses to stop people entering those particular houses as the inhabitants had the plague.

Answer questions related to the plague using a specific source, such as an information book, the book in the church which lists the deaths during the plague, articles.

Use topic knowledge to ask further questions about The Plague. E.g. How would people today stop the plague from spreading?

#### Key historical vocabulary:

Past  
Present  
Cause  
Change  
After

#### Topic specific vocabulary:

Tailor  
Villagers  
Vicar  
Quarantine  
Disinfected

#### Links with other History topics:

Borrow Wood Primary School

Year 3/4 topic: Ancient Greeks-a study of ancient life and their influence on the Western World.

What was life like in Ancient Greece? Which inventions and discoveries of Ancient Greece are still used today?

**Core Knowledge:**

- To understand a timeline which shows the key events of the Ancient Greek period.
- To know about what life was like during the Ancient Greek times.
- To know what it was like to live in a city state, Sparta vs. Athens, daily life and military duty.
- To identify key Greek inventions that we still use today, e.g. The vending machine, the water wheel, the alarm clock, the Olympics and written language.
- To know how the Greek democracy system worked– 3 main systems: The Ekklesia, The Boule and Dikisteria
- To know about the first Olympic games and its lasting legacy-link to 2020 games.

**Key Concepts:**

Democracy  
Inventions

**Historical skills:**

Describe and sequence events from the Ancient Greek age.  
Also describe the Ancient Greek Age in relation to the The Stone Age, Bronze Age and Iron Age (chronology) e.g. The \_\_\_\_ Age began \_\_\_\_ years before the Ancient Greeks.

Use historical language to explain connections and trends over time, e.g. The alarm clock was initially invented by the Ancient Greeks, we still use them in modern day times but they are different now.

Answer questions about difference and significance using key historical information e.g. Why were only men allowed to vote? Why were Greek soldiers treated in a certain way? Why do we still have the Olympics today?

Use one or more sources to find out about a period of history, e.g. film clips, artefacts

**Key historical vocabulary:**

AD  
BC  
Decade  
Ancient civilization  
Settler  
Invention  
Democracy  
Parliament

**Topic specific vocabulary:**

The Ekklesia  
The Boule  
Dikisteria

**Links with other History topics:**

Year 3/4 topic: Britain's settlement by Anglo-Saxons and Scots.

What was the lasting effect of the Anglo Saxons on our society?

**Core Knowledge:**

- To understand a timeline to show the key events including the Roman withdrawal in AD 410 and the fall of the western Roman Empire, up to AD 793 when the Vikings invaded Lindisfarne.
- To understand why the Anglo Saxons invaded Britain in AD 449.
- To know that in the late AD 500s the Scots who lived in Ireland, invaded Northern Britain which is now known as Scotland and converted the majority of the country to Christianity.
- To understand how the Anglo Saxons lived. E.g. Warfare and warriors (they formed several kingdoms but were often at war with one another), roundhouses and village life, myths and mythology
- To know that some place names originated from Anglo Saxon times, e.g. Spondon.
- To know that the Kingdoms and sub-kingdoms that the Saxons created were the beginnings of English counties.

**Key Concepts:**

Invasion, settlements, kingdom, Christianity, heathens

**Historical skills:**

-Describe and sequence the significant events of the period using some dates, e.g. The fall Roman Empire in AD 410, the invasion of the first Anglo Saxons in AD 449, by AD 650 there were seven separate kingdoms.

-Use historical language to explain connections and trends over time. e.g. The Anglo Saxons also invaded Britain - unlike the Romans, they came in small invading parties at first.

-Describe a range of similarities and differences between different times in the past. e.g. Empires vs. kingdoms, reasons for invasions, settling (Saxons) vs. leaving (Romans)

- Address questions about change, cause, similarity, difference and significance. e.g. Why did the Saxons decide to stay in Britain?

-Understand how items found belonging to the past help us to build up an accurate picture of how people lived in the past.

**Key historical vocabulary:**

AD  
BC  
Century  
Settler  
Christianity  
Kingdom  
Invasion  
Migration  
Conflict  
Raid  
Conquest  
Archeology

**Links with other History topics:**

Year 3/4: Romans- invasion and settlement.

## Year 3/4 topic: The Roman Empire and its impact on Britain

### Why were the Romans so powerful and what did we learn from them?

#### Core Knowledge:

- To understand a timeline to show key events, including invasions. (From the first Roman invasion in 55BC to the Norman invasion in 1066)
- To know that Claudius invaded Britain in AD 42
- To understand why the Romans invaded Britain: this wasn't just about economy, they were keen to show how powerful they were and that they could win any battle.
- To understand how powerful the Roman army was at this stage and how it grew and expanded.
- To understand the role of Queen Boudicca, she rebelled in AD 61 and defeated the Roman army at Colchester
- To understand why and when Hadrian's wall was built. (AD 122)
- To understand their impact on modern day society, this could include:
  - Beliefs (journey of this)
  - Roads (their systems of roads still exist today and is one of the main reasons that helped their Empire to spread)
  - Towns built on a grid, market places in the centre
- To recognise differences between Greek and Roman Systems: Democracy vs. Dictatorship, Belief systems, City state vs. Empire.

#### Key Concepts:

Building Empires  
Dictatorship  
Invasion

#### Historical skills:

Describe and sequence the significant events of the period using some dates, e.g. The invasion in AD 42, Queen Boudicca's rebellion in AD 61, The construction of Hadrian's wall which began in AD122, The withdrawal of the Roman Army in AD410.

-Use historical language to explain connections and trends over time.  
e.g. The romans invaded Britain and with them they brought their own way of life and as result many British people became Romanised.

-Describe a range of similarities and differences between different times in the past.  
e.g. Greek/Roman systems, belief systems, democracy vs. dictatorship, city state vs. empire

- Address questions about change, cause, similarity, difference and significance.  
e.g. Why did the Romans invade Britain, when they were already extremely rich and powerful?

-Understand how items found belonging to the past help us to build up an accurate picture of how people lived in the past.

#### Key historical vocabulary:

AD  
BC  
Decade  
Empire  
Invasion  
Century  
Significance  
Rebellion  
Invention  
Emperor  
Chronology  
Christianity  
Conquer  
Legion

#### Links with other History topics:

Year 3/4: Ancient Greece- inventions/impact, belief systems, democracy vs. dictatorship, city state vs. empire

Borrow Wood Primary School

Year 3/4 topic: Changes in Britain from the Stone Age to the Iron Age.

What was life like in the Stone Age? What changes occurred in the Bronze and Iron ages?

**Core Knowledge:**

- To understand a timeline which shows the Stone Age, The Bronze Age and The Iron Age.
- To know the key features of each age, E.g. In the early Stone Age people were hunters and they found food by roaming from place to place. The making of tools in each age.
- To know that weapons and tools were made from different materials in each age. E.g. In the Stone Age tools were made from stone.
- To know how farming started to develop, how it changed the way that people lived and who lived at Skara Brae.
- To know the main changes in the Bronze Age linked to technology and travel. E.g. How they learnt to make carts with wheels and the first war chariots.
- To know what a hill fort was and the reasons why they were built on a hill. (Iron Age)
- To know how farming changed from the Stone Age to the Iron Age.

**Key Concepts:**

Farming, mining and finding new materials, settlements, protection.

**Historical skills:**

Describe and sequence events and changes from the Stone Age to the Iron Age. E.g. During the Stone Age people made their weapons and tools from stone, until the people of the Bronze Age discovered and began to mine metal which they then used to make tools and weapons.

Use historical language to explain connections and trends over time, e.g. The development of settlements over time from the Stone Age people who roamed from place to place to the Iron Age people who built Hill Forts.

Answer questions about difference and significance using key historical information e.g. Give a few reasons why people built Hill Forts in the Iron Age?

Use one or more sources to find out about a period of history, e.g. film clips, artefacts, evidence at Creswell Crags

**Key historical vocabulary:**

AD  
BC  
Bronze Age  
Stone Age  
Iron Age  
Hunter gatherer  
Metal working  
Settler  
Discovery  
Invention  
Prehistory

**Topic specific vocabulary:**

Hill fort  
Skara Brae  
Copper  
Tin  
Gold  
Bronze  
Shelters

**Links with other History topics:**

Year 3/4 topic: The Vikings and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.

How was Britain different under the Vikings?

**Core Knowledge:**

- To know why the Vikings invaded Britain
- To know a timeline of key events: the first Viking raids were in 793AD in Lindisfarne, 865AD a great Viking army from Denmark invaded England, 866AD York is conquered by the Vikings, 868AD the introduction of Danegeld (a tax paid to Viking raiders to stop them attacking the coast and invading), 886AD Alfred the Great defeats the Vikings but allows them to settle in Eastern England (the kingdoms of York and East Anglia), the Danelaw is agreed, from 950AD onwards there are stronger Viking raids on England these are on a larger scale than ever before, 1042AD Edward the Confessor becomes king, 1066AD Edward the confessor dies leading to a power struggle for the English crown, 1066AD the king of Norway was defeated and that is seen as the end of the Viking influence.
- To know about the influence that Alfred the Great had during this period in history
- To know the main differences between life under the Anglo Saxons and the Vikings (Danelaw, justice and laws)

**Key Concepts:**

Invasion

Laws and justice

**Historical skills:**

- Describe and sequence the significant events of the period using key dates (see Core Knowledge) identifying and describing specific changes in the period, e.g. In 886AD Danelaw is agreed.... In 867AD the Viking army captures York and this became the first Viking stronghold. They created a Viking community.
- Use historical language to explain connections, trends and contrasts over time.  
E.g. to identify some causes and consequence of the main events. Alfred the Great defeated a Danish army which lead to the creation of the Danelaw in 886AD, this gave control of much of the North and east of England to the Danes.
- Compare accounts of events from different sources.
- Offer some reasons for different versions of events.
- Begin to bring knowledge gathered from several sources together into a fluent account using historical language.
- Begin to devise questions about similarities and difference.  
e.g. Who were the better warriors - the Anglo Saxons or the Vikings?  
Focusing on the victories.

**Key historical vocabulary:**

BC  
AD  
Invasion  
Settlement  
Raid  
Danelaw  
Danegeld  
Hoard  
Monastery  
Century  
Archaeology  
Millennium  
Justice  
Law  
Warriors  
Significance  
Consequence

**Links with other History Topics:**

Year 3/4: Anglo Saxons

## Year 5/6 topic: The achievements of the earliest civilizations: Ancient Egypt.

### What did the Ancient Egyptians leave behind?

#### Core Knowledge:

- To know where and when the first civilizations appeared, (The Ancient Sumer 5300BC onwards, The Indus Valley 3300BC onwards, Ancient Egyptians 3100BC onwards and The Shang Dynasty of Ancient China 1600BC onwards) and to understand why they developed near rivers
- To know that the early civilizations were founded by farmers, who chose to settle near rivers where they had easy access to the water for their crops
- To know that by 4000BC some settlements had grown into cities
- To understand a timeline to show the key events of the Ancient Egyptian period, from the early settlers in the Nile Valley (3500BC), the irrigation system they created (3100BC), the building of the pyramids of Giza (2600 BC), Persians conquering Egypt (525BC).
- To know that some of their greatest achievements were:
  - Buildings- The great pyramids of Giza, The great Sphinx of Giza and the Valley of the Kings, (including quarrying and construction techniques)
  - Agriculture- The Nile would flood yearly - this was known as inundation, leaving behind fertile lands. So the Egyptians built mud-brick reservoirs to trap and hold water. They also built a network of irrigation canals that filled with water during the flood and were refilled from the reservoirs
- To know why the pyramids were built
- To know that the Egyptians believed in an afterlife and to know some of the rituals linked to burial

#### Key Concepts:

Farming, irrigation, afterlife, construction

#### Historical skills:

- Describe and sequence the significant events of the period using key dates (see core knowledge) identifying and describing specific changes in the period, e.g. In 3100BC an irrigation system was developed which significantly altered the Egyptians way of life by.....
- Use historical language to explain connections and trends over time.  
e.g. The rituals linked to burial and their beliefs, and how this effected everyday life.
- Describe a range of similarities and connections between the earliest civilizations.
- Begin to devise questions about similarity and difference.  
e.g. What are the differences in farming between the Iron Age and the Ancient Egyptian times?
- Understand what problems there are when studying the distant/unrecorded past.

#### Key historical vocabulary:

AD  
BC  
Decade  
Dynasty  
Century  
Significance  
Invention  
Pharaoh  
Chronology  
Preserved  
Agricultural  
Calendar  
Discovery  
Archaeology

#### Links with other History topics:

Year 3/4: Stone Age: farming  
Year 3/4: Anglo Saxons: religion  
Year 3/4: Romans: Beliefs and dictatorship vs. Pharaohs

Year 5/6 topic: A non-European society that provides contrasts with British history:  
Mayan civilization c. AD 900.

How were the Mayans different to the Anglo-Saxons? What did the Maya leave behind?

**Core Knowledge:**

- To know that the Maya had the longest running civilization in history
- To understand a timeline to show the key events during the Maya Classic Period AD 250 to AD 900 (e.g. 250 AD - Maya villages grow into large cities with temples, palaces and roads, 700 AD Tikal at its height has a population of between 50,000 to 100,000 people, mysterious decline AD 822 to AD 869)
- To know that the Mayans were an advanced civilization and showed greater advancements than people who lived at the same time in Britain and people who lived centuries after them by focusing on:
  - How they developed city states that ruled the surrounding area and the roles of nobles, farmers and slaves
  - How the city states often traded with each other (e.g. in obsidian and jade) and were often at war with each other
  - How skilled they were as architects, and the way in which they built their pyramids and monumental palaces and high rise temples in their city centres without the modern machinery we have today and without essential tools such as metal and the wheel; How skilled they were as engineers e.g. building the suspension bridge at Yaxchilan
  - How they loved the ceremonial ball game, and had ball courts in every city, much like present day stadia
  - Their inventions/discoveries e.g. How they developed a type of elastic/rubber hundreds of years before it was discovered/used in Europe
  - How they were expert agriculturists (growing corn, beans, squash and cassava in difficult to live in environments)
- To know the theories that exist as to why there was an abrupt end to the Maya civilization in around AD900 (e.g. drought)
- To recognise differences between the Mayans and the Anglo Saxons (e.g. location; buildings; city states v kingdoms; inventions/discoveries; duration of stay)

**Key Concepts:**

Farming, agriculture, architecture, civilization, collapse of a civilization, hierarchy

**Historical skills:**

- Describe and sequence the significant events of the period using key dates (see core knowledge) identifying and describing specific changes in the period, e.g. How the Maya civilization grew to some 40 cities with each city having a population of between 5,000 and 50,000 people
  - Place current study on a time line in relation to other studies
  - Compare, for example, architecture, engineering, characteristics and behaviour with another time studied
  - Devise historically valid questions about change, cause, similarity and difference, and significance e.g. Did the Mayans rely on any other civilizations for ideas and inventions?
  - Link sources and work out how conclusions are arrived at
  - Understand what problems there are when studying the distant/unrecorded past
  - Bring knowledge gathered from several sources together into a fluent account using historical language
- \*Additional challenge question which could be used – **How were the Anglo Saxons and Maya different to what came before and after?** (Romans/Vikings and Olmec/Aztecs respectively)

**Key historical vocabulary:**

AD  
BC  
Century  
Millennium  
Civilization  
Civilised  
Agriculture  
Agriculturalists  
Archaeology  
Architecture  
Hierarchy  
Society  
Nobles  
Significance  
Chronology  
Legacy

**Links:**

Year 3/4: Anglo Saxons: farming/agriculture, everyday life, Anglo Saxon Kingdoms v city states, buildings

Year 5/6 topic: Local History/A study that extends pupils' chronological knowledge beyond 1066: The Silk Mill in Derby and the first factories.

### Why was the country's first factory so important?

#### Core Knowledge:

- To know a timeline of the key events of the Industrial Revolution. (1712 the first steam engine was invented, 1721 John Lombe's water-powered silk mill at Derby, 1764 the invention of the spinning Jenny, 1771 – Richard Arkwright opens his first factory at Cromford using a spinning frame).
- To understand the impact that the industrial revolution had on Britain and the lives of British people.
- To know a timeline of the key events of John Lombe's life
- To know why the Silk Mill was relevant during the Industrial Revolution.
- To know the impact that Richard Arkwright had during this time, his factory at Cromford employed 800 people in 1789, he built houses for his workers, provided basic education for the children who worked for him, he built churches for his workers. Not all factory owners were doing this at the time.

#### Key Concepts:

**Industrial revolution**  
**Invention**

#### Historical skills:

- Describe and sequence the significant events of the period using key dates (see core knowledge) identifying and describing specific changes in the period.
- Use historical language to explain connections, trends and contrasts over time.  
E.g. to identify how factories changed the lives of British people, for example people who were originally weavers now only had to operate a machine. People moved away from home to gain employment.
- Examine causes and results of great events and the impact on people.  
e.g. How did the Industrial Revolution change the ways in which people lived? (housing and child labour)
- Begin to bring knowledge gathered from several sources together into a fluent account using historical language.
- Describe what it would have been like to be a factory owner or a child/adult working in a factory. What would have influenced the decisions that they made?

#### Key historical vocabulary:

AD  
Century  
Millennium  
Significance  
Industrial revolution  
Factories  
Production  
Manufacture  
Invention  
Employment

#### Links with other History Topics: