



Over St. John's CE Primary School
 'Let your light shine before others.' Matthew 5:16

Progression of Skills in History

Skill focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the past (Historical Knowledge)	Identifying that things from the past might be different from today – technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally – George Stephenson and the development of trains</p> <p>Identifying that there are some themes that link history together – locality, transport etc.</p> <p>Begin to know where people and events fit within a chronological framework.</p> <p><u>Vocabulary</u> Using simple words and phrases to describe events and people from the past – e.g. 'local'</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Captain Cook and his voyages</p> <p>Identifying that the past can be commemorated each year at specific times</p> <p>Know where people and events fit within a chronological framework.</p> <p><u>Vocabulary</u> Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'important'</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages.</p> <p>Establish clear narratives within and across the periods they study.</p> <p><u>Vocabulary</u> Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Build a coherent knowledge of British history.</p> <p>Building a coherent knowledge of the earliest civilisations.</p> <p>Understand overview and depth.</p> <p><u>Vocabulary</u> Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Begin to establish clear narratives within and across the periods they study.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p><u>Vocabulary</u> Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy', 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Continue to establish clear narratives within and across the periods they study.</p> <p>Continue to note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>Vocabulary</u> Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'prosperity' 'diversity' 'progression'</p>

		'national' 'important'	'significant' 'primary source' 'impact'				
Chronological Understanding (Historical Knowledge)	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p> <p>Vocabulary Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves.</p> <p>Identifying that events and changes have happened in order.</p> <p>Identifying that there are different periods of time in history.</p> <p>Vocabulary Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'</p>	<p>Identifying and comparing people from different periods of time – Queen Elizabeth I and Queen Victoria.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</p> <p>Vocabulary Using phrases and words to describe the passing of time - e.g. 'present' 'period' 'stayed the same'</p>	<p>Begin to place Stone, Bronze and Iron Ages into wider chronological contexts</p> <p>Begin to develop an understanding of concurrence of civilisations around the world during these times</p> <p>Placing previously learnt periods into context and identifying their impact.</p> <p>Begin to develop chronological knowledge and understanding of the significant periods studied.</p> <p>Vocabulary Using phrases and words to describe the passing of time - e.g. 'decade' 'century'</p>	<p>Continue to place Stone, Bronze and Iron Ages into wider chronological contexts</p> <p>Placing early civilisations into chronological context</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Develop a deeper chronological knowledge and understanding of the significant periods studied.</p> <p>Vocabulary Using phrases and words to describe the passing of time -</p>	<p>Begin to develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Begin to explore concurrent civilisations around the world and their impact on later civilisations</p> <p>Vocabulary Using phrases and words to describe the passing of time and context of civilisations - e.g. 'concurrent' 'chronology' 'context' 'the duration of...'</p>	<p>Develop a deeper chronologically secure knowledge and understanding of British, local and world history.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations</p> <p>Vocabulary Using phrases and words to describe the passing of time and context of civilisations - e.g. 'continuing on from...' 'context' 'the narrative of history'</p>

					e.g. 'duration' 'period' 'era' 'during this time' 'previously' 'compared to'		
Continuity and change (Historical Concept)	Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.	Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences. Identifying WHY some things have stayed the same throughout history – people living in towns/cities, etc. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	Begin to identify the continuity and changes throughout the Stone, Bronze and Iron Ages. Begin to note connections, contrasts and trends between two time periods.	Continue to identify the continuity and changes throughout the Stone, Bronze and Iron Ages. Address and devise historically valid questions about change, similarity and difference. Explain why certain changes and developments were of particular significance within topics and across time periods Continue to note connections, contrasts and trends over time.	Begin to address and devise historically valid questions about change, similarity and difference Provide valid reasons why some changes and developments were important Begin to note connections, contrasts and trends over time in a wider context.	Continue to address and devise historically valid questions about change, similarity and difference. Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change. Continue to note connections, contrasts and trends over time in a wider context.
Cause and effect (Historical Concept)	Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.	Study the life of a significant individual who contributed to national and international achievements.	Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who	Identify some relevant causes for, and effects on, some of the key events and developments covered. Identifying the major causes of advancement from Stone to Bronze to	Identify some relevant causes for, and effects on, some of the key events and developments covered. Identifying the reasons for the invasion of Britain	Begin to address and devise historically valid questions about cause. Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in	Continue to address and devise historically valid questions about cause. Place several valid causes and effects in an order of importance relating

			contributed to national and international achievements.	<p>Iron and how these impacted globally, nationally and locally</p> <p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life</p>	<p>by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today (Linmere)</p> <p>Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations) (Oakmere)</p>	<p>housing, religion, language etc.</p> <p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc. (Linmere)</p> <p>Identifying that one event can have multiple effects – invasions of Britain by AS and V (Linmere)</p>	<p>to events and developments.</p> <p>Comment on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.</p>
Significance and interpretation (Historical Concept)	Understanding that some events and people from history are important because they have achieved something or had an effect	<p>Identifying why certain people/events are significant in history – achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Begin to understand what makes someone or something significant.</p>	<p>Identifying why certain people/events are significant in the wider context of history.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally.</p> <p>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Use primary sources to understand that that is one viewpoint and cannot be verified</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history (Linmere)</p> <p>Identify why interpretation of these sources is critical to our understanding of the past</p>	<p>Using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event</p> <p>Identify why interpretations can change in light of new evidence.</p> <p>Address historically valid questions about significance.</p>	<p>Address and devise historically valid questions about significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>

Carrying out a historical enquiry (Historical Enquiry)	Starting to ask simple questions about people or events from within living memory	Ask and answer questions about the past.	<p>Making semi-independent decisions and using evidence provided to justify</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Ask valid questions for enquiries and answer using a number of sources.</p> <p>Develop appropriate use of historical terms.</p> <p>Begin to make independent decisions and use evidence to justify</p>	<p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses</p> <p>Develop appropriate use of historical terms.</p> <p>Independent enquiry using a range of primary and secondary sources</p>	<p>Independent enquiry on the impact of the Greeks on western civilisation (Linmere)</p> <p>Independent selection of sources to provide evidence</p> <p>Make independent decisions using a range of evidence to justify</p> <p>Reach a valid conclusion based on devising and answering questions relating to a historical enquiry.</p>	<p>Critical thinking, reasoning, research and debate</p> <p>Independent selection of sources, arguments and evidence to justify opinion.</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate</p> <p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p>
Using sources as evidence (Historical Enquiry)	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	<p>Analyse a variety of artefacts/objects to infer about an individual or event.</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Stone, Bronze and Iron ages</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Questioning the validity of sources and contradictions</p> <p>Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence</p> <p>Understand how our knowledge of the past is</p>	<p>Identify the effectiveness of sources as evidence</p> <p>Use sources of evidence as the basis for an opinion</p> <p>Identify why the amount of written primary sources varies depending on individual time periods</p>	<p>Conducting an enquiry about the greatest impact of a significant period of time studied on today – using sources as evidence in a debate</p> <p>Using sources to interpret viewpoints, including bias</p>

					constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.	Identify why viewpoints differ and why bias might skew these viewpoints Begin to make references to evidence as justification
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Progression of Knowledge in History

History Progression of Knowledge

Reception

I know some significant events in my own experience.

I know some past and present events in my own life.

I know some past and present events in the lives of family members.

I know, with increasing confidence, the meaning of now.

Vocabulary

Today, Yesterday, old, new, now then, different, same, change

History Progression of Knowledge

Year 1

How have toys changed?

1. I know the different characteristics of toys.
2. I know what toys our parents and grandparents played with.
3. I know what toys were like at different times in the past.
4. I know what is the same and different about toys in the past and toys now.

Vocabulary

Within Living Memory, beyond living memory,

How does Winsford Remember?

1. I know what Remembrance Day is.
2. I know when Remembrance Day is.
3. I know some places in Winsford that help people to Remember.

Vocabulary

Remembrance, memorial, cenotaph

How has Delamere Street changed over time?

1. I know that our school is on Delamere Street and can name some other important features (our school, the Saxon Cross, the church, pubs, shops.)
2. I know how Delamere Street looks in different times and I know which features have changed or remained. (New features car wash, more buildings, new shops/cafes)
3. I know that transport on Delamere Street has changed over time.
4. I know that shops on Delamere Street have changed over time. (this is to include technology)
5. I know that houses on Delamere Street have changed over time.

Vocabulary

Winsford
High Street
Delamere Street
Salt Town
Mines

Who was George Stephenson and why was he so significant?

1. I know that beyond living memory means that something happened more than 100 years ago.
2. I know that George Stephenson was born in 1781 and that this is far away from now, beyond living memory.
3. I know some of the significant things that George Stephenson achieved (First Engine, Safety Lamp, Public Railway, fastest steam engine in the world).
4. I know that 'The Rocket' won the race in 1829.
5. I know some changes to trains and railways over time. (Trains used by the public, more efficient, more train lines).

Vocabulary

Engineer, Railway, Locomotive, original, replica, transport, The Rocket

History Progression of Knowledge

Year 2

Which Queen reigned at the best time?

(Autumn)

1. I know the 3 queens of England and know where and when they reigned. (Queen Elizabeth 1 (1558 – 1603), Queen Victoria (1837 -1901) & Queen Elizabeth 2 (1952 – 2022))
2. I know that most people during the Tudor period lived in small villages, worked as farmers 6 days a week and people who couldn't work were poor.
3. I know that Queen Elizabeth I worked hard to make life easier for the poorest people.
4. I know that Queen Victoria made Britain rich and powerful, made rules for all children to go to school and expanded industry.
5. I know what is the same/different about the Queens and the impact that they had.

Vocabulary

Monarch

Reign

Who do we remember who helped during a war? (Autumn)

1. I know who Florence Nightingale is.
2. I know what hospital conditions were like in Scutari in 1854.
3. I know what Florence Nightingale did to improve hospital conditions in Scutari.

Vocabulary

Crimean War

Soldiers

Did the Great Fires make life better or worse?

1. I know when and where the fire took place. (Sunday 2 September to Thursday 6 September 1666, Pudding Lane, London.)
2. I know that London was different in the 17th Century and can explain at least 2 differences.
3. I know the order of the events of the Great Fire of London.
4. I know some sources that give us information about the Great Fire of London.
5. I know why the fire spread so quickly and stayed a light for so long.
6. I know when the Great Fire of Nantwich happened (1583) and how it stopped the transportation of Salt.
7. I know the impact Great Fire of London and the Great Fire of Nantwich.
- 8.

Vocabulary

Pudding Lane, River Thames, Samuel Pepys, bakery, Monument, Leather bucket, 17th Century

Is our school better now or then?

1. I know that our school was built in 1840.
2. I know how our school building has changed over time. (A Market Hall, then a school since 1860, changes as a school.)
3. I know that there was an Education Act in 1880 that meant all children must attend school between 5 – 10 years old.
4. I know some of the features of a Victorian classroom (chalk boards, wooden individual desks, slate boards, learning by rote, differences between boys and girls) and how this has changed over time. (Grandparent, parents, now).

5. I know how discipline within schools has changed from Victorian times to modern times.

Vocabulary

Victorian, Education Act, Slate, Chalkboard, Over St John's, Delamere Street,

HISTORY PROGRESSION OF KNOWLEDGE

YEAR 3 & YEAR 4

OAKMERE YEAR A

What did the Ancient Egyptians achieve?

1. I know where Ancient Egypt is in time and place. (3100 B.C. – 332 B.C. Northeast Africa situated in the Nile Valley.)
2. I know about the Egyptian landscape and how it impacted on people's lives in Ancient Egypt, and how Ancient Egyptians used the Nile for farming, fishing, trading, funerals and everyday life. (*More than one Session*)
3. I know that salt played an important role in Ancient Egypt, in trade, food preservation and religion. (*Local History Link – see Salt Thread Progression and Resources document*).
4. I know about the importance of Howard Carter's discovery and the key things that he found. (The tomb of Egypt's boy-king Tutankhamun and 100s of items which were important for the King to take to the afterlife.)
5. I know that ancient Egyptians made their own paper out of papyrus and wrote using hieroglyphics.

Vocabulary

Tutankhamun, Papyrus, Howard Carter, Tomb, Hieroglyphics, pharaoh, tomb, pyramid, scribe, sarcophagus, mummification.

What was the impact of war on children?

1. I know some of the effects of World War 1 and 2 on children in Britain. (Home, play, school, work.)

Vocabulary

What was more impressive the Bronze or the Iron Age?

1. I know the term prehistory and can name the three periods of prehistory (Stone age, Iron Age and Bronze Age) and find these periods on a timeline.
2. I know how bronze was made and how bronze tools and weapons were made.
3. I know where iron comes from, how iron tools and weapons were made and why it took so long to reach Britain.
4. I know how bronze and iron tools changed life in these periods.
5. I know some of the difficulties of living in the Bronze and Iron Ages.
6. I know that there is some evidence of Salt-making in the Iron Age in Middlewich and Nantwich. (*Local History Link – see Salt Thread Progression and Resources document*).

Vocabulary

Neolithic, Palaeolithic, Mesolithic, tribal, prehistory, Nomad, nomadic, homosapiens,

How did World War 2 impact on lives in Britain?

1. I know that World War 2 began on 1 September 1939 and ended on 2 September 1945 and Germany, Italy, Japan, France, Great Britain, the United States, the Soviet Union were involved.
2. I know some of the key world leaders involved including Winston Churchill and Adolf Hitler.
3. I know that the Blitz was a German bombing campaign against the United Kingdom, in 1940 and 1941.
4. I know some safety measures used during the Blitz and the benefits of evacuation. (Helmets for wardens, sirens, gas masks, black outs, air raid shelters.)
5. I know what an evacuee is and that children were evacuated to keep them safe from bombs during WW2 from September 1939.
6. I know the reasons for rationing and can explain the 'Dig for Victory' campaign.

KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Vocabulary

Axis, Allies, Nazi, evacuation, The Blitz, Luftwaffe, rationing

OAKMERE YEAR B

Why should we remember the Maya?

1. I know that the Maya lived an area of North America that was known as Mesoamerica in 300 BC and how they adapted to living in the rainforest.
2. I know what the Mayan writing system consists of and how words are constructed. (Codices, Glyphs, strong link between text and picture, stelae marked important events in a ruler's life).
3. I know that the Maya told the time observing and recording the yearly cycles of the Sun.

4. I know that the Maya used dots, lines and shells to represent numbers in Maths and they used a symbol for zero long before Europeans did.
5. I know that in 600 AD the Maya civilisation had a system of trade which was based around the seacoast. They traded cacao, cotton, corn and they also produced salt by boiling brine and traded it at markets.

Vocabulary

Glyphs

Mesoamerica

Chichen Itza – The most powerful city-state during the start of the Post-classic period.

Pyramid – The Mayans built step pyramids with flat tops. At the top they built a temple to their gods.

Cacao – Chocolate producing plant.

Decipher – To translate the signs of a language or writing system.

Epigrapher – A person who studies systems of writing.

Hieroglyphs – The symbols that make up the Mayan system of writing.

Jade – green or white gemstone

Maize – A main source of food for the Mayans

Cenotes – Sink holes full of water.

What was the impact of war on animals?

1. I know the role that animals played in the war. (Horses for cavalry, horses pulled ambulances in WW1, horse, mules and donkeys delivered materials, dogs to seek out people in need, pigeons and dogs delivered messages).

Vocabulary

Dickens Medals

What was new about the Stone Age?

1. I know the term prehistory and can name the three periods of prehistory (Stone age, Iron Age and Bronze Age) and I know where they lie on a timeline.
2. I know how Britain changed after the last Ice Age, and that this was the Palaeolithic period, the Old Stone Age.
3. I know what Britain was like during the Paleolithic period (few people lived in Britain at the time, how they fed and clothed themselves, why they were nomadic) and that Paleolithic humans used crude, stone tools.
4. I know that immigrants brought animals and crops to Britain and that this had an impact on settlements.
5. I know that the prehistoric Stone Age people were hunter gatherers but during the Neolithic period (New Stone Age) they became farmers and that this is thought to be one of the biggest changes in human history.
6. I know that salt-making was taking place in Anglo-Saxon times. . (Local History Link – see Salt Thread Progression and Resources document).

Vocabulary

Neolithic, Palaeolithic, Mesolithic, chronology, tribal, hunter-gatherers, Bronze Age, prehistory, Nomad, nomadic, homosapiens

How has the British monarchy changed over time

1. I know that King Charles III is Britain's current monarch and I know what role the Monarchy plays in Britain. (Head of state, Britain as a Constitutional Monarchy in which an elected parliament make and pass legislation.)
2. I know that William I was King of England from 1066 until his death in 1087 and that he claimed the throne after the battle of Hastings.
3. I know that King John ruled 1199 – 1215 and why he was forced to sign the Magna Carta and why this was significant. (Promised to treat people fairly and justly. It was the first time that an English king had been challenged by his own subjects for being a harsh rule and forced to reforms that were written down).
4. I know that King Charles I was King of England 1625 – 1649 and struggled to control parliament and was executed by his own people on 30th January 1649.
5. I know that Queen Victoria was Queen 1837 – 1901 and that she left the rule of the nation and Empire to Parliament in 1851.

Vocabulary

Head of State, Magna Carta, executed, parliament

HISTORY PROGRESSION OF KNOWLEDGE

YEAR 4 & YEAR 5

LINMERE YEAR A

What was the impact of the Roman Empire?

1. I know that an empire is a group of territories ruled by one single ruler or state and that the Roman Empire began in 753 BC and ended in 476 AD.
2. I know that Julius Ceasar invaded Britain in 55 BC (during the Iron Age) and the Emperor Claudius conquered Britain in 43 AD, over 100 years later.
3. I know that the Romans wanted to conquer Britain because of the natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.
4. I know that Boudicca rebelled against the Romans in AD 60/61 and know some similarities and differences between the two queens, Boudicca and Cartimandua.
5. I know about the legacy of the Romans, with reference to the roads, architecture and place names in Britain.
6. I know that the Romans used existing salt-making sites as salt was an important commodity and it is believed by some that they used salt to pay soldiers' wages. (Sal being the latin word for salt linked to the word salary.) (Local History Link – see Salt Thread Progression and Resources document).
7. I know that in AD 122 emperor Hadrian ordered that a wall be built to defend the northern border of the Roman Empire, it took 6 years to build and was 73 miles long.

Vocabulary

Centurion, territories, ruler, invaded, conquered, empire, rebelled, Boudica, Cartimandua, emperor, Hadrian, Hadrian's Wall, legacy

How does Winsford remember people from the war?

1. I know that there are war memorials in Winsford and how these are used to remember individuals.
2. I know details of some people who are remembered in Winsford.

Vocabulary

How did Ancient Greece influence the Western World

1. I know about the location, physical features and climate of modern Greece.
2. I know where ancient Greece fits on a timeline of world history.
3. I know the location of Ancient Greece Athens and Sparta and that Ancient Greece consisted of city-states.
4. I know some aspects of what life was like in ancient Greece.
5. I know about the achievements of Alexander the Great.
6. I know that salt was used in a variety of ways in ancient Greece (trade, food preservation, religion and culture). (Local History Link – see Salt Thread Progression and Resources document).

Vocabulary

Ancient, Civilisation, City-States, Athenians, Spartans, Alexander the Great,

Was the Anglo Saxon period really a dark age?

1. I know that the Anglo Saxon period spans 6 centuries from 410-1066AD and where this period fits on a timeline of British History.
2. I know that the Anglo Saxons came from Northern Europe and are made up of three tribes, the Angles, the Saxons and the Jutes. I know the meaning of the terms migrate, invade and settle in relation to the Anglo-Saxons.
3. I know the seven kingdoms of Anglo Saxon England, Mercia, Northumbria, East Anglia, Wessex, Sussex, Essex and Kent and where they are on a map.
4. I know the majority of Anglo-Saxons were farmers and know that they farmed einkorn (a type of wheat), rye, barley, oats, peas and beans, used tools to plough the land and kept animals for meat, milk, cheese, butter, eggs, wool, leather, tallow.
5. I know that Anglo-Saxon society was hierarchical with different classes, Thaness (upper class), Churls and Thralls (Slaves).

6. I know that during the Anglo Saxon period – ‘wich’ towns were settlements, with ‘wich’ meaning salt producer. (Local History Link – see Salt Thread Progression and Resources document).

Vocabulary

Burhs, Christian, Chronicle, Danegeld, Danelaw, Danes (Vikings from Denmark), Latin, Mercia, Wessex, East Anglia, Sussex, Essex, Kent, Northumbria, Lindisfarne, Raid, Old English (Saxon), Pagan, Pope, Scholars, Translation, Vikings, Settled, Unify, reign

LINMERE YEAR B

What evidence of the Romans can we see in Chester?

1. I know that an empire is a group of territories ruled by one single ruler or state and that the Roman Empire began in 753 BC and ended in 476 AD.
2. I know that Julius Caesar invaded Britain in 55 BC (during the Iron Age) and the Emperor Claudius conquered Britain in 43 AD, over 100 years later.
3. I know that the Romans wanted to conquer Britain because of the natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.
4. I know that Boudicca rebelled against the Romans in AD 60/61 and know some similarities and differences between the two queens, Boudicca and Cartimandua.
5. I know about the legacy of the Romans, with reference to the roads, architecture and place names in Britain.
6. I know that the Romans used existing salt-making sites as salt was an important commodity and it is believed by some that they used salt to pay soldiers’ wages. (Sal being the latin word for salt linked to the word salary.) (Local History Link – see Salt Thread Progression and Resources document).
7. I know that the Romans built the Deva Victrix fortress, amphitheatre, and bath house in Chester.

Vocabulary

Centurion, territories, ruler, invaded, conquered, empire, rebelled, Boudica, Cartimandua, emperor, Hadrian, Hadrian’s Wall, legacy

Where can we go in Winsford to remember those that died in the war? (Specific places)

1. I know that there are key places in Winsford that people remember, what these places are called and where they are on a map.
2. I know how Winsford use these places to remember.

Vocabulary

Can we thank the Ancient Greeks for anything in our lives today?

1. I know about the location, physical features and climate of modern Greece.
2. I know where ancient Greece fits on a timeline of world history (480 BC to 323 BC).
3. I know about schools in Ancient Greece (they were for boys, were small with only one teacher and were not free so only the rich could attend). I know some similarities and differences between them and our school.
4. I know that our language has roots in the Ancient Greek language including some letters and some whole words (helicopter, dinosaur)
5. I know how the Ancient Greeks governed and how this influenced how we are governed today.
6. I know how the Olympic games have changed since they were first held in Ancient Greece.

Vocabulary

Athenians, Spartans, City-states, Alexander the Great, democracy, philosophy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred, temple, Acropolis, Parthenon, Marathon, citizen, alphabet, tragedy, Hellenistic, mythology

Were the Vikings brutal invaders?

1. I know about the 7 Anglo Saxon Kingdoms (Mercia, Northumbria, East Anglia, Wessex, Sussex, Essex and Kent) and what life was like for everyday Anglo-Saxons in the period before the Viking invasions.
2. I know that the Vikings came from Scandinavia in 793 AD and that the first raid was on Lindisfarne.
3. I know some of the reasons that Vikings came to Britain and the impact that this had.
4. I know about the reign of Alfred the Great and how he helped to unify England.
5. I know some of the features of everyday Viking life for those who settled in England.

Vocabulary

Burhs, Christian, Chronicle, Danegeld, Danelaw, Danes (Vikings from Denmark), Latin, Mercia, Wessex, East Anglia, Sussex, Essex, Kent, Northumbria, Lindisfarne, Raid, Old English (Saxon), Settled

HISTORY PROGRESSION OF KNOWLEDGE

YEAR 5 & YEAR 6

BLAKEMERE YEAR A

Why was the Titanic so significant (Beyond 1066)

1. I know the important dates of the Titanic (when she was completed March 31, 1912, her maiden voyage, 10th April 1912) and key places, including the link to Liverpool (our locality - White Star Line Head Office, registered in Liverpool) and Harland & Wolff shipyards, Belfast.
2. I know the different types of people who were on board the Titanic (guests, different type of staff, different reasons for travel)
3. I know what it was like in the different classes on board the Titanic (First, Second, Third Class (Steerage)).
4. I know some of the important events that led to the sinking of the Titanic. (High speeds, a fatal wrong turn, cut costs, weather conditions, a dismissed key iceberg warning and lack of binoculars and lifeboats).
5. I know some of the reasons that caused so many people to lose their lives.
6. I know what has changed since the Titanic. (an international ice patrol was set up. Every ship also had to provide enough lifeboats for everyone on board and maintain a 24-hour radio watch.)

KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Vocabulary

starboard, port, midship, Morse code, steerage, testimony, capacity, plummet, navigate

How does Chester remember?

1. I know that Chester Cathedral is a place of remembrance for Chester (St. George's Chapel, Memorial Books, War Memorials, Garden of Remembrance, Cenotaph)
2. I know some details about a soldier from Chester who is remembered (Private Hugh Beatty)

Local History Unit

Vocabulary

How has the salt industry changed over time?

1. I know that Winsford is a Salt town and that salt deposits were discovered in 1844.
2. I know that from the early 19th Century, salt works developed along the banks of the River Weaver.
3. I know salt extraction has changed over time (chimneys, pans, pipes and pumps, shovels – modern day tools/technologies.)
4. I know how salt transportation has changed over time (wheeled loading barrows, wooden tubs and sewn salt bags – modern day transportation.)
5. I know events that have impacted the salt industry in Winsford through time, and that Winsford Salt Mine is one of the largest in the UK. (Northwich mine flooded in 1928 leading to the re-opening of Winsford mine, improved technology and use of rock salt for the road system in 1950s Winsford Salt Mine expanded.)
6. I know how the land usage has changed over time due to the Salt industry in Winsford and the surrounding areas. (Meadow Bank and the River Weaver).

Vocabulary

Primary Secondary sources, Excavating, Mining, Drills, Horse and carts, Barrows, Barges, Salt blocks, Packing, Lifts, Conveyor belt, Brine, Salt pans, Pumping

What can we tell about the Shang Dynasty from one tomb?

1. I know that a dynasty is a succession of rulers of the same line of descent and that the Shang Dynasty lasted from around 1600BC to 1046BC in Ancient China.
2. I know that there were 4 Kings of the Shang Dynasty, starting with Wu Yi (1112 – 1147 BCE) and Di Xin (1046 – 1075 BCE).
3. I know what was found in Fu Hao's tomb including Bronze, Jade and Oracle bones.
4. I know that Hao's Tomb is a historical source and I know that it shows us that the Shang used tools to write, had bronze technology and believed in Gods. I also know what the tomb does not show us.
5. I know that Shang Society had a pyramid system with the King at the top, followed by nobles, priests, merchants, craftsmen, farmers and slaves.

6. I know that there is evidence that the late Shang dynasty (ca. 1600–1046) produced salt on a large scale and moved it inland in "helmet shaped-vessels". I know that the salt was used for preserving meat, fish and pickling vegetables.

Vocabulary

Archaeologist, dynasty, Emperor, artefacts, bronze, cowrie shells, general, civilisation, continent, culture, hierarchy, society, trade, jade, oracle bones, Yellow river, human sacrifice, classes, slaves

BLAKEMERE YEAR B

What happened during the Battle of Britain

1. I know when World War 2 began and ended, which countries were involved and where the Battle of Britain fits into this chronologically.
2. I know the events of the Dunkirk evacuation, 26th May – 4th June 1940, and how Churchill used these events to influence public opinion.
3. I know that the Battle of Britain took place between July – October 1940 and that it was when the German Airforce (Luftwaffe) tried to destroy the RAF headquarters.
4. I know the different groups of people involved in the Battle of Britain, airmen (the few), ground crew, Observer Corps, radar operators.
5. I know when the Blitz happened in relation to the Battle of Britain and the impact that it had on the war effort.

Vocabulary

Axis, Allies, Nazi, evacuation, evacuee, Blitz, Luftwaffe, refugees, Kindertransport, Winston Churchill, battlefield, siren, gas mask, air raid, Blitz, invade

How does Nantwich remember?

1. I know some memorials in Nantwich.
2. I know some ways in which Nantwich remember.

Vocabulary

How has the salt industry changed over time?

1. I know that Winsford is a Salt town and that salt deposits were discovered in 1844 and that Nantwich is a Salt Town and that the Romans made salt in Nantwich in the 2nd and 3rd centuries.
2. I know that in the 16th century Nantwich had 216 salt houses and as Nantwich's salt industry finished Winsford began.
3. I know how salt extraction has changed over time (Roman salt panning – modern methods in Winsford now.) (Link to Nantwich)
4. I know how salt usage has changed over time (Romans moved salt to the garrisons and Chester and Stoke on Trent for preservative and a condiment – increased need for salt for road system in modern day.)
5. I know events that have impacted the salt industry in Nantwich and Winsford through time, and that Winsford Salt Mine is one of the largest in the UK. (Northwich mine flooded in 1928 leading to the re-opening of Winsford mine, improved technology.)
6. I know how the land usage has changed over time due to the Salt industry in Nantwich and Winsford and the surrounding areas.

Vocabulary

Primary Secondary sources, Excavating, Mining, Drills, Horse and carts, Barrows, Barges, Salt blocks, Packing, Lifts, Conveyor belt, Brine, Salt pans, Pumping, Wych Houses, Rules of walling.

How different was Baghdad to London around 900AD?

1. I know what makes an empire or a civilisation.
2. I know that the Islamic civilisation began with Muhammad around AD 600 and that the Islamic Empire spread from the Middle East, west to North Africa and Spain and East to India.
3. I know the names of the three major caliphates and when they occurred during 632 – 1258 CE.
4. I know the features of the Round City, when, where and why it was built and what we can learn about Al-Mansur from it.
5. I know some aspects of what life was like in 10th century Baghdad.
6. I know some similarities and differences between Baghdad and Anglo-Saxon England c.900.
7. I know when and why it is thought that the Early Islamic Civilisation in Baghdad ended.

Vocabulary

Caliph, pottery, mosque, caliphates, empire, Islam, Islamic, Round City, civilisation, Al-Mansur