

## History Overview and Progression Map

Y1	Autumn	Spring	Summer
Unit Question	<i>Am I Making History?</i>	<i>How Have Toys and Games Changed?</i>	<i>What Makes A Person Significant?</i>
Question Breakdown	<p>What are the key events in my life so far?</p> <p>What makes an event important? Who is important in my life?</p> <p>What is a family tree?</p> <p>What is the story of my family?</p> <p>What historical objects can my family share with me?</p>	<p>What was my favourite toy when I was a baby?</p> <p>What did 5 and 6 year olds play with 25 years ago?</p> <p>What did 5 and 6 year olds play with 50 years ago?</p> <p>What did 5 and 6 year olds play with 100 years ago?</p> <p>How have toys and games changed in the last 100 years?</p>	<p>Who is significant to me?</p> <p>Who was Emmeline Pankhurst?</p> <p>How did Emmeline Pankhurst change the world?</p> <p>Why was Emmeline a significant person?</p> <p>Who was Betty Tebbs?</p> <p>What makes a person significant?</p>
Core Knowledge	<p>As an introductory unit this will help children to consider what history is and what their place in it is.</p> <p>By the end of the unit the children should have a grasp of the length of life of people in their family and understand that there is a difference between nationally, locally and personally significant events.</p>	<p>In this unit pupils will learn that although children have always played with toys these have changed over the years (to a period of 100 years). They will begin to understand why an everyday object has changed over 100 years and will begin to give reasons for this. Pupils will be able to understand that their childhood differed to and had similarities with those of their parents/grandparents/children 100 years ago. Children will be able to understand that their life is different to but shares similarities with children over the last century.</p>	<p>In this unit, pupils will begin to understand that there are people who made significant changes on a local and national level. They will learn what makes a person historically significant. They will study two women of local and national significance (Emmeline Pankhurst and Betty Tebbs) and will think about how they changed the lives of many. They will think about the significance of these two individuals on their own community and what we can learn from them about fighting injustice.</p>
NC Links	<p>Children should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>

Key Historical Concepts	Legacy (Achievements of Mankind)	Trade; Civilisation (both Social and Cultural)	Power (Government); Legacy; Civilisation (Social)
Source Work	Photographs; personal artefacts	Adverts (tv and pictorial); toys from the past; photographs	Photographs and film; secondary sources include biographies of Betty Tebbs and Emmeline Pankhurst
Vocabulary			
Chronology	Present day - birth of Grandparents; recorded in timelines and family trees	Present day - 1922 (100 years); recorded in timelines	1858 to present day - recorded in timelines
Links With Other Units	First unit in KSI	Link to previous unit	Link to first unit where significant events were first studied

Y2		Autumn	Spring	Summer
	Unit Question	<b>What Was Life Like For a Child in Radcliffe in 1891?</b>	<b>Has School Always Been the Same?</b>	What lessons can we learn from the sinking of the Titanic?
	Question Breakdown	Who was on the throne in 1891? What was in Outwood in 1891? What was school like in Radcliffe in 1891? What clothes would I have worn in 1891? What did children do for fun in Radcliffe in 1891? How would Christmas have been celebrated in Radcliffe in 1891?	What are some of the most important things about schools? How was it different for grandma and grandad at school? What was our school like 100 years ago? What were schools like 1000 years ago? What were schools like 2000 years ago? Has School Always Been the Same	How has travel between Britain and America changed? Why was the Titanic an important ship? Why were people travelling on the Titanic? What was it like to be a passenger on the Titanic? What happened on the night of April 15 1912? What lessons can we learn from the sinking of the Titanic?
	Core Knowledge	In this unit, pupils will compare their life now to that of a child in Radcliffe in 1891. They will complete local history walks and compare modern day maps with maps of the local area from 1891. They will use a variety of sources to draw historical conclusions including the school log books, photographs and eye witness recounts. They will recognise where life was similar to their own and where it was different thinking particularly in a local context.	In this unit, pupils will build on their work completed on the local area as well as completing a more in depth study of one aspect of the local area. They will start to extend their chronological knowledge to think about schools in Anglo-Saxon Britain and in Roman Britain. This will support them with beginning to think more broadly in terms of their chronological understanding.	In this unit pupils will study a significant event from beyond living memory. They will consider the transportation links between the UK and the US; they will learn about the building of the Titanic and why it was considered to be such an important ship. They will consider what it was like to be a passenger on the Titanic and how this differed for different passengers. They will learn about the sinking of the Titanic and think about why more people weren't saved. They will think about the lessons that have been learnt from the sinking of the Titanic.
	NC Links	Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils will learn about significant places and events in their own locality.	Pupils should learn about significant historical events, people and places in their own locality.	Pupil should learn about significant events beyond living memory.

	Key Historical Concepts	Civilisation (social); Movement (settlement)	<i>Civilisation</i>	Movement (migration); legacy (folly of mankind); civilisation (social)
	Source Work	Maps, school log books, photographs	School log books, photos, eye witness recounts, non-fiction texts and videos	Primary sources from the Titanic eg photos, menus, eye witness accounts, maps, videos, non-fiction texts
	Vocabulary			
	Chronology	A focus on 1891 (this year was chosen due to the availability of maps from this year allowing children to make direct comparisons)	Present day to OCE	1912
	Links With Other Units	This builds on the pupils understanding of significant people and events from their Y1 units	This builds on both the previous unit and that of the toys and games unit in Y1	This builds on previous units

Y3		Autumn	Spring	Summer
Unit Question		<b>What Was 'New' About the New Stone Age?</b>	<b>How Did Bronze and Iron Change Britain</b>	<b>What Did The Romans Do For Us?</b>
Question Breakdown		How long ago was the stone age? What can we learn about the 'old' stone age from artefacts? How did people survive in the 'old' stone age? In what ways did things change around 4000BC? What did a stone age settlement look like? Why is there still so much we don't know about the stone age?	Is bronze better than stone? How did life change in the bronze age? What can we learn about the bronze age from the Amesbury archer? How is iron made? Did iron make life in Britain safer? How did Britain change in the bronze and iron age?	Why did the Romans invade Britain? What was life like in the Roman army? Who was Boudicca and why was she important? How did the Celts live? What did the Romans build? What Did the Romans Do For Us?
Core Knowledge		In this unit, pupils will begin to gain a greater understanding of the vast passing of time through history. They will start to understand how humans moved from being nomadic hunter gatherers to people living in settlements and what these early settlements looked like. They will begin to understand how the development of tools enabled people to settle. They will understand that due to the scarcity of sources and the lack of written sources that there is still a great deal that we don't know about this period of history.	In this unit, pupils will learn that migrants brought new technology to Britain which enabled people to make tools from bronze which led to improved farming. They will recognise how the ability to work with metal impacted on people's ability to settle but also to begin to fight for dominance between their tribes and how this affected where they lived. They will begin to understand some of the ways archaeologists learn about the past - including the finds that can be made in ancient graves. They will understand that bronze and iron changed Britain.	In this unit, pupils will learn particularly about the Roman occupation of Britain and will focus on the way in which this changed Britain. They will think about the legacy that the Romans left such as towns and roads. They will learn about the Ancient Celts and their resistance to the Romans. They will be introduced to the historical concept of rebellion. They will learn about the organisation of the Roman Empire and understand why the army was so important to this.
NC Links		Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	Pupils should be taught about the Roman Empire and its impact on Britain.
Key Historical Concepts		Movement (settlement, migration); legacy (achievements of mankind); Civilisation (social)	Movement (settlement, migration); legacy (achievements of mankind); Civilisation (social), Conflict (invasion)	Conflict (rebellion; invasion); power (government; empire)
Source Work		Artefacts (photos of); photographs of archaeological remains; reference books; videos	Artefacts (photos of); photographs of archaeological remains; reference books; videos	Artefacts (photos of); photographs of archaeological remains; reference books; videos

	Vocabulary	Mesolithic, neolithic, BCE, CE, stone age, prehistory	BCE, CE, settlement, fort, invasion, conflict, migrants	Conquer/conquest; law; garrison; empire; Latin;
	Chronology	9000-3000 BCE (although pupils will look further back than this in the first lesson)	3000BCE to 43AD	55BCE to 410 CE
	Links With Other Units	This is the first 'chronological' unit but children will have some concept of the passing of time	This links directly to the previous unit	Links to the previous unit but children will have had a brief introduction to Romans in Y2 through their school unit. They will also have begun learning Latin in Y3.

Y4		Autumn	Spring	Summer
	Unit Question	<b>What Did the Ancient Egyptians Believe?</b>	<b>What Can We Learn From Ancient Greece?</b>	<b>What Legacy Was Left By Early Islamic Civilisation?</b>
	Question Breakdown	Where and when was Ancient Egypt? How was Ancient Egypt governed? Why did the Ancient Egyptians have so many Gods? Why did the Ancient Egyptians build temples, pyramids and burial chambers? What was life like for an Egyptian builder? Why did Ancient Egyptians have such elaborate burial rites?	Who were the Ancient Greeks? What do artefacts tell us about life in Ancient Greece? What do archeological sites tell us about life in Ancient Greece? What are the similarities between our school and schools in Ancient Greece? How were the Ancient Greeks governed and how is that similar to how we are governed today? What can we learn from the Ancient Greeks?	Where was Baghdad and what was its place in the world? Who lived in Baghdad and what did they do? How did London and Baghdad differ in 900CE? What was the House of Wisdom? Who was Ibn Battuta? What legacy was left by early Islamic civilisation?
	Core Knowledge	In this unit, pupils will focus on the beliefs of the Ancient Egyptians in particular. They will learn that the Ancient Egyptians consider their rulers to be Gods and that they followed a polytheistic religion. This will be linked to their buildings and death rites. They will understand how religion formed a huge part of life from Pharaohs to artisans.	In this unit, pupils will focus on the legacy that the Ancient Greeks have left to the world especially in terms of government and architecture. They will draw their own conclusions about which of these legacies are the most important. They will compare Athens and Sparta and think about how life was different in the two places.	In this unit, pupils will be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900. Links can be made with other cultures that contributed to the formation of theories that are still used within modern day Britain. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies.
	NC Links	Pupils will study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt;	Pupils will complete a study of Greek life and achievements and their influence on the western world.	Pupils will learn about a non-European society that provides contrasts with British history - chosen study early Islamic civilization, including a study of Baghdad c. AD 900;
	Key Historical Concepts	Power (monarchy, government, dynasty); civilisation (culture); belief	Power (government) legacy; (achievements of mankind); civilization (social and culture); trade	Civilisation (social, culture); beliefs

			(slavery)	
Source Work	Photographs of artefacts, non-fiction books, videos	Photographs and videos of artefacts and archaeological sites, non-fiction books and videos	Photographs and videos of artefacts and archaeological sites, non-fiction books and videos	Photographs and videos of artefacts and archaeological sites, non-fiction books and videos
Vocabulary	Civilisation, power, theocracy, dynasty, pyramid, temple, pharaoh	Archaeology, temple, civilisation, oligarchy, democracy, city states	Baghdad, Islam, scholar, manuscript	
Chronology	3000-55BCE	c.1000BCE to 300BCE but focussing on the 'golden age of Ancient Greece' 500BCE to 323BCE	900-1200CE	
Links With Other Units	This is the first non-British chronological unit - links will be made that the events of the Egyptian civilisation ran alongside the Bronze and Iron age in the UK.	Links to Ancient Egypt and to the Romans. Building on chronological work done to date.	Links to previous two units	

Y5		Autumn	Spring	Summer
Unit Question		<b>What Was Life Like in Anglo Saxon Britain?</b>	<b>What was the struggle for power between Anglo Saxons and Vikings?</b>	How did the Industrial Revolution change our local area?
Question Breakdown		Where did the Anglo Saxons come from? Why did the Anglo Saxons come to Britain? What was life like in Anglo Saxon Britain? What was life like for women in Anglo Saxon Britain? How do we know about life in Anglo Saxon Britain?	Where did the Vikings come from? Why did they come to Britain? What sort of people were the Vikings? What were the consequences of the Viking raids? Who was more successful in conquering Britain - the Anglo-Saxons or Vikings? What did the Anglo-Saxons and Vikings leave behind?	What was the industrial revolution? Why was the industrial revolution significant for Radcliffe and Manchester? What were the key changes to the infrastructure in Radcliffe due to the industrial revolution? What was life like in a factory? What are the links between Manchester and the slave trade? How did the Industrial Revolution change our local area?



Core Knowledge	In this unit, the pupils will begin to think about life in the years in Britain between the end of the Roman era and the Norman conquest. (To be followed by a unit on the struggle for power between the Vikings and Anglo-Saxons). They will think about how the Anglo-Saxons lived and will consider how we know about their lives.	In this unit the pupils will continue their learning from the previous unit but will begin to understand the struggle for power between the Anglo-Saxons and the Vikings. They will consider the legacy of these two groups and will think about why they were successful in their different settlements. They will find out about Viking raids and consider the consequence of these.	Pupils will think about a significant event in UK history (the industrial revolution) in a particularly local context (Manchester). They will begin to explore the historical concepts of trade (slavery), and conflict (revolution). They will start to consider changes to the fabric of a place on a wider scale.
NC Links	Pupils will study Britain's settlement by Anglo-Saxons and Scots	Pupils will study the effects of Anglo-Saxon, Viking and Scots settlement in Britain.	Pupils should complete a local history study.
Key Historical Concepts	Movement (settlement, migration); civilisation (social); trade	<b>Movement (settlement, migration); power; legacy; conflict (invasion)</b>	Trade; conflict; power
Source Work	Artefacts (including photos and videos); non-fiction texts; texts from period (eg Wynflaed's will)	Photographs and videos of artefacts and archaeological sites; non-fiction books and videos	Maps; non-fiction accounts; photographs; original drawings
Vocabulary	Migration, settlement, jutes, angles, Saxons	Invasion, raid, longboat, Viking	
Chronology	400CE-900CE	793CE-1042CE	1750 to present day
Links With Other Units	This unit links in particular with the Romans studied in Y3.	Links directly with the previous unit	This is the first UK chronological unit that looks beyond 1066 in KS2. The pupils will previously have looked at what Radcliffe was like in 1891 and how our school has changed in their work in Y2.

Y6	Autumn	Spring	Summer
Unit Question	<b>What happened to Bury in WWII?</b>	<b>What Was Significant About the New Elizabethan Era?</b>	<b>Were Books More Valuable in the Past?</b>
Question Breakdown	<p>What were the causes of WWII?</p> <p>What was the 'Home Front'?</p> <p>Why were children evacuated?</p> <p>How was news about the war communicated?</p> <p>What was the significance of the Blitz?</p> <p>What is the mark of WWII on Bury today?</p>	<p>How did life in 1952 contrast with the present day</p> <p>What were the significant events of the New Elizabethan Era?</p> <p>How did TV shape the new Elizabethan era?</p> <p>How has demographic change affected the UK through the new Elizabethan era</p> <p>How has the world opened up over the new Elizabethan era?</p> <p>What was significant about the new Elizabethan era?</p>	<p>What makes a book?</p> <p>What were books like in the Ancient World?</p> <p>How were books made in the Middle Ages?</p> <p>How valuable were books in the Middle Ages?</p> <p>What effect did printing have on books in Britain?</p> <p>What is the future for books?</p>
Core Knowledge	In this unit pupils will learn about WWII and think about it in the particular context of Bury (and Greater Manchester). They will consider what life was like on the home front - particularly in the local area - and will look at the effects on people's everyday lives.	In this unit pupils will learn, to explain how the last 70 years have seen significant changes both nationally and globally. To understand how technology has had a significant impact on these changes To understand how the demographics of the UK have changed over the last 70 years and how this has impacted the present day	In this unit pupils will learn to consider the changes that have happened to an everyday object over a large period of time. They will learn that books in the past were considered a status symbol and compare this to way in which we consume literature in the present day. They will think about the advent of the printing press and how this changed the world.
NC Links	To complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Pupils should complete a local history study	To complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	To complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Key Historical Concepts	Power (government); legacy (folly of mankind); conflict	Power (monarchy, government, empire); Movement (migration); Legacy (achievements of mankind); civilisation (social, culture)	Power; trade; civilisation; legacy

Source Work		Adverts, census statistics, maps, tv guides, newspaper reports, reference books, photographs	Books, artefacts, videos, photos, non-fiction texts
Vocabulary		Significant, globalisation, empire, chronology, immigration, demographics, technology	Book, change, chronology, power, perception, comparison
Chronology		Present Day - 1952	3000BCE to present day
Links With Other Units		Links with WWII unit and local history unit completed at the end of Y5	Links with all units studied in KS2

