

History - Progression UKS2

Intent:

History at Boringdon is planned using the National Curriculum subject content as assigned to each key stage. We then use substantive themes and disciplinary concepts as the basis for the planning of the coverage of the National Curriculum history content across all year groups. Milestones are differentiated across year groups and key stages and learning activities have been developed collaboratively to ensure effective progression of skills and knowledge.

How is history planned at Boringdon?

History is planned to explore a main question, which is developed from the subject content detailed in the National Curriculum as assigned to each key stage. Each lesson focuses on a key question, and, together, these enable the children to answer the topic's main question. Key questions are formed from the substantive themes and disciplinary concepts that have been identified as integral to understanding history and are used as longitudinal threads to build substantive understanding across year groups and topics.

Our teaching and curriculum design reflect the relationship between substantive and disciplinary knowledge. Learning activities have been developed collaboratively to ensure effective progression of knowledge. In history, we split knowledge into two categories. We identify 'knowing what' and 'knowing how' or conceptual and procedural. Historic enquiry is used to drive the curriculum in order to develop children's enquiry and questioning ability. This enables them to find things out for themselves without being given answers. Teaching develops pupils' historical knowledge and their historical analysis simultaneously. The planning format is designed in phases with immersion, review and assessment and knowledge rich sections intrinsic to the plans. Planning provides the opportunity to embed previous learning and develop links between lessons and key concepts. Connections are also made with previously taught history topics as part of the 'overlap of learning' and to consolidate and deepen understanding so children can use what they already know to help them. Chronological understanding is built into our lesson sequencing as a secure overview of knowledge of the past supports pupils to develop chronological knowledge into coherent narratives that are more memorable for them. A whole school timeline has been designed and is reviewed at the beginning of every unit to ensure learning is meaningful. This timeline identifies their present topic in relation to the previous areas of historic enquiry they have covered during their time at Boringdon and gives children a 'mental timeline'. Children build a greater understanding of where each civilisation occurred in relation to previous units studied. They explore how the civilisation being studied compares to what was happening in Britain in the same time period.

Why are these our substantive themes?

We have identified the major substantive themes that feature throughout the study of history in a range of contexts at Boringdon Primary School. Our curriculum ensures that pupils regularly encounter a wide range of important substantive themes as they are extremely important to pupils' understanding of new material. Our pupils come across these often abstract terms in every year of school history. They are therefore able to draw on their secure knowledge of these concepts repeatedly in a number of different contexts and make links across the history curriculum.

How do we check that pupils have understood before we move on?

We begin every historical unit activating prior knowledge linked to our substantive themes. This enables the children to make links between themes across topics and in doing so develop their historical schema. The topics/units are then planned to further develop this schema, with links embedded in the teaching and learning. Teachers review planning in light of this formative assessment, to enable it to address misconceptions and address gaps in knowledge and understanding.

We use retrieval practice or 'challenge grids' in the middle of our topics to ensure children have a solid understanding of knowledge taught before moving on. Once again, misconceptions and gaps in knowledge are addressed at this point, so if children aren't able to retrieve taught knowledge, the teacher responds with further teaching with perhaps a different approach. We support this and ensure the essential 'substantive themes' of each subject are taught and embedded and to gauge the children's learning and understanding against the key questions. Planning is then adapted accordingly based on children's outcomes.

Assessments are made formatively and summatively during the unit. In year 5 and 6, children move on to complete a more open-ended retrieval activity which gives them scope to share a wide breadth of understanding in relation to the key questions taught.

We use an impact document to measure the effectiveness of our learning. Content or lessons which were not effective are then changed for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough.

Boringdon Primary School's History Progression Grid

	Year 5		Year 6	
	What was the impact of The First World War?	Who were the Maya and how did they live?	Who were the Ancient Greeks and how did they influence the modern world?	How did Plymouth change between 1939 and 1969?
Coverage	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Key Questions	<p>How did the The First World War start? What was the timeline of The First World War? Which were the decisive battles in The First World War? How did the war affect the lives of women? How did The First World War impact Plympton? How did peoples' lives change after the war?</p>	<p>Where and when did the Ancient Maya live? What did Catherwood and Stephens discover? How do we know about the Maya? What do the ruins of Chichen Itza tell us about the lives of Ancient Maya? Why did the Ancient Mayan civilisation grow? How was the Ancient Mayan society structured? Why did the Ancient Maya disappear from their jungle cities?</p>	<p>Can you name three important events from the timeline of Ancient Greece? What links the civilisations of Ancient Greece, Ancient Egypt and Rome? What are the similarities and differences between Ancient Greece and prehistoric Britain? What stories from Ancient Greece do we still tell today? How were Athens and Sparta different? In what ways did Ancient Greece influence our modern world? What was the legacy of the Battle of Marathon? What unusual tactic did Miltiades use to defeat the Persians? What is the link between Ancient Greece and our modern parliament?</p>	<p>What was Plymouth's involvement in the war? What happened to the children of Plymouth during World War Two? How was Plymouth rebuilt in response to the destruction caused by World War Two? 'A better Britain for all' was this true for the people of Plymouth between 1945-51? Is it true that the people of Plymouth 'Never had it so good' between 1952-59? Who were the Windrush generation and what was life like in Britain/Plymouth for them? Why were the 1960s referred to as the 'swinging sixties' and how did Plymouth's youth culture change as a result?</p>
Substantive themes				
Settlement				<p>To know that although Plymouth was not initially designated a city from which children need be evacuated, a Policy of Evacuation was put together in May 1941 and some children were evacuated, either by the authorities or through private family arrangements. Many of these were evacuated to Bodmin and Teignmouth.</p>

				<p>To know that towards the end of the war, Plymouth City Council appointed Professor Patrick Abercrombie to draw up 'The Plan for Plymouth', which involved the rebuilding of the city centre and the creation of new housing in areas such as Efford and Honicknowle. The plan was largely completed by the early 1960s.</p> <p>To know that the 1950s saw the end of rationing and were a time of economic success and social freedom for many Britons. However, not everyone was able to enjoy the fruits of success: for example, the Windrush generation saw people from the West Indies being shipped to the UK to fulfil low-skill, low-pay jobs and often experiencing hostility and prejudice on arrival. Some of the Windrush Generation made their way to Plymouth, which was also doing well.</p>
Invasion	<p>To know that The First World War was made up of lots of different battles and campaigns fought on land, in the air and on the sea. Some of the most famous battles include The Gallipoli campaign, The Battle of Jutland, The Battle of Verdun, The Battles of Ypres. There was a Western Front and an Eastern Front. Most of the battles took place in Europe and the Middle East.</p>		<p>To know that some important events from the Ancient Greek timeline the Battle of Marathon (490 BC); the military conquests of Alexander the Great (333 - 323 BC). These events still influence our modern world.</p> <p>To know that the modern marathon was inspired by Pheidippides, a Greek soldier who ran 26 miles after the Battle of Marathon to tell the Athenians that they had defeated the Persians.</p>	<p>To know that Plymouth, in common with other major cities, was subject to a sustained bombing campaign by the German air force (the Luftwaffe) called the Blitz. The bombing of Plymouth lasted for many months, with the most intense attacks occurring in March and April 1941. Plymouth was the second most heavily bombed city after London, with the dockyards a particular target.</p>
Technology	<p>To know that there were many technological advances made during the war which assisted the military but improved everyday life after the war. There were improvements made to wristwatches, radio, cars, aeroplanes, X-rays and medicine which benefited society after the war.</p>	<p>To know that despite the challenging geography and climate, the Ancient Maya were accomplished farmers and this helped the civilisation to grow. They used terraced farming which is still in use today. They created underground reservoirs to store water.</p>	<p>To know that the Ancient Greek civilisation coincided with the Iron Age period in prehistoric Britain. While Iron Age Britons were ingenious in many ways - for example, they constructed complex hill forts and fashioned weapons, jewellery and utensils from iron - they did not have the advanced social structures of the Ancient Greeks, nor did they influence western civilisation in the same way.</p>	
Empire and Kingdom	<p>To know that King George V was Britain's monarch during this period.</p> <p>To know that the British Empire was the largest empire in the world at this time. France had a large empire too. Germany was quite a new country but wanted a large empire and Britain and France were worried by this.</p> <p>To know that empires and countries had alliances to help protect each other</p> <p>To know that the trigger for The First World War starting was the assassination of Archduke Franz Ferdinand</p> <p>To know that both Britain and Germany had overseas <i>empires</i> – land and people outside of Europe that the countries ruled – these were known as <i>colonies</i>. War broke out around the</p>	<p>The Maya believed that their king was given the right to rule by the gods. The position of king was usually inherited by the oldest son.</p> <p>To know that society was structured with a king, followed by high priests and nobles, merchants and artisans, peasants and slaves. These people had different roles within society.</p>	<p>To know that the timelines of Ancient Egypt, Ancient Greece and Rome overlapped. Greece conquered Egypt in 332 BC; Rome conquered Greece in 146 BC; Egypt became part of the Roman Empire in 30BC.</p> <p>To know that the Ancient Greeks created a system of democracy that influenced democratic systems throughout much of the western world, including that of our own country.</p>	

	world wherever colonies of Germany and colonies of Britain were neighbours.			
Civilisation		To know that the Ancient Maya civilisation period ranged from about 2000BCE and reached its peak in approximately 900AD. In around 1600AD, the Maya were conquered and destroyed by Spanish invaders. To know that the Maya civilisation began long ago in a place called Mesoamerica. To know that the ruins of Chichen Itza tell historians an incredible amount about life in the Ancient Mayan civilisation: religion was important and several temples were discovered, the great ball court showed that the Ancient Maya played games and watched sport, the observatory tells us that the Ancient Maya were astronomers and used the stars for their calendars, the cenotes were both areas of sacrifice, but also connected underground rivers, meaning that the people had access to water.	To know that there were differences between the city states of Greece. For example, Athens and Sparta different over government, economy, and society. Athenian society, which was based on trade, valued art and culture and was ruled under a form of democracy. Spartan society, on the other hand, was a militant society whose economy was based on farming and conquering.	To know that the 1960s saw young people enjoying more social freedom than ever before, with the ending of National Service and the rise of 'youth cultures' (such as the mods and rockers) in which young people associated with particular music, fashions and even modes of transport. Many famous faces from the 1960s, including The Beatles and The Who, performed at Plymouth music venues. The term 'swinging sixties' conveys a sense of fun and freedom.

Disciplinary Concepts

Similarities and Difference	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Maya.	To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Maya.		To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within Plymouth 1939 - 1969.
Historical Significance		To describe and discuss the achievements of the Ancient Maya and their significance to human development.	To evaluate the achievements of the Ancient Greeks and their significance to human development.	
Consequence	To examine the results of great events and the impact they have had on people.		To examine and explain the results of great events and individuals and the impact they have had on people.	To examine and explain the results of great events and individuals and the impact they have had on people.
Continuity and Change	To describe connections and contrasts between aspects of history, people, events and artefacts studied.		To use appropriate historical terms such as culture, technology, ruler, economic and political when describing continuity and change.	
Interpretation	To start to understand the difference between primary and secondary evidence and the impact of this on reliability. To evaluate the usefulness of different sources.	To start to understand the difference between primary and secondary evidence and the impact of this on reliability. To evaluate the usefulness of different sources.		To know that people in the past represent events or ideas in a way that may be to persuade others. To show an awareness of the concept of propaganda.
Causation	To understand that the order of causes is significant			To understand the distinction between causes and motives Cause - makes something happen Motive - what you want to do
Sources and Evidence	To select relevant sections of information to address historically valid questions and construct informed responses.	To select relevant sections of information to address historically valid questions and construct informed responses.	To use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historical statues, figures, sculptures and historical sites.	To use a wide range of different evidence to collect evidence about the past, such as pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historical statues, figures, sculptures and historical sites. To investigate my own lines of enquiry by posing

				historically valid questions to answer.
Primary and Secondary Sources used	Artist's impression of the assassination of Archduke Franz Ferdinand, war posters, Captain's log, 1911 census, map of Plympton, Battle of Jutland numerical figures, quotes from the different theatres of war (Ypres, Gallipoli, Jutland, Somme)	John Stephens diary extracts Frederick Catherwood sketches Ruins from Chichen Itza Mayan codex Mayan hieroglyphics Maps of Mesoamerica	Timelines: Ancient Egypt, Ancient Greece and Rome; Maps: Athens and Sparta; Greek and Persian Empires; Photographs: Greek architecture; Video clips: 'How did the ancient Greeks change the world?'; 'Prehistoric Britain'; 'Stone Henge'; 'Life in Iron Age Britain'; 'The Battle of Marathon'; 'The Wooden Horse story (Troy)'; 'The Illiad'; 'The Odyssey'; 'Democracy in the UK'; 'Ancient Greek Democracy'; 'How did the Ancient Greeks change the world?'; 'How much do we know about Prehistoric Britain?' Other: The Wooden Horse story (Troy)	Timeline of events in Plymouth. Maps: the countries of Europe 1914, Plymouth bombs, plan for Plymouth, Photographs of Gavrilo Princip, Archduke Franz Ferdinand, Neville Chamberlain, Winston Churchill, Plymouth in the Blitz, Charles Church, Air bases in Plymouth, pilots, evacuation, Plymouth in the 1950s; Jamaica in the 1950s; The Beatles on Plymouth Hoe; mods and rockers; Video clips / Film footage: Franz Ferdinand, the outbreak of WWII; Children evacuated from Plymouth in 1941; A Better Britain for All'; 'Life in Britain after the Second World War'; 'Britain after Churchill - Baroness Castle of Blackburn'; 'The Welfare State'; 'Life in Britain in the 1950s'; 'Fashion in the 1950s'; Plymouth in the 1950s'; 'Fashion in the 1960s'; Audio of Britain declaring war on Germany First-hand accounts: 'My Evacuation Story' by Janet Kirwan; memories of Margaret Corlett, who was evacuated from Birkenhead to Oswestry; a letter written by Ellen Howard, an evacuee from Birkenhead aged 13; An interview with a West Indian migrant; Newspaper articles: Oswestry's local paper, the Oswestry about the arrival of Evacuees to Oswestry. Other: Propaganda posters, album covers, Windrush passenger list, music in the 1960s,
Overlap of learning: which other areas in other year groups or topics does this relate to?	Year 1 To know that old technology still remains in use but becomes less popular To know that technology has improved over time To know that technology can sometimes not work when it is new Year 2 To know that James I was the first Stuart monarch and the first monarch to rule both England and Scotland. To know that the role of a monarch is passed down through the family. To know that not all historians agree on who was actually behind the plot Year 3 To know that an empire is a large group of states of countries ruled by one monarch or leader To know that the Roman Empire was ruled by an emperor. To know that the Romans invaded Britain successfully in 43AD	Year 2 To know that a kingdom is a country or area ruled over by a monarch. To know that the role of a monarch is passed down through the family. Year 3 To know that the Romans built roads which allowed trade to be easier between towns. To know that the Roman Empire had 3 periods: The Period of Kings (625-510 BC), Republican Rome (510-31 BC), and Imperial Rome (31 BC – AD 476). The final period had Rome's first emperor in 31BC and lasted until 476AD To know that the Iron Age ranged from around 800BC to 43AD To know that the Ancient Egyptian civilisation could be found in North-Eastern Africa, beginning in around 3100BCE until circa 30BCE To know that the Celts did not write anything down, so some evidence we have about them comes from the Roman point of view Year 4	Year 1 To know that significant people have monuments or things named after them Year 2 To know that the Houses of Parliament are where the country's laws are made. Year 3 To know that an empire is a large group of states of countries ruled by one monarch or leader To know that the Roman Empire was ruled by an emperor. To know that the Roman Empire was split into eastern and western empires, each ruled by its own emperor. The emperor held ultimate power in political, legal, financial, military and religious matters. An emperor is not voted into power but because they were born into the right family (hereditary rule). To know that archaeologists use a great variety of artefacts, including monuments, to try to	Year 2 To know that James I was the first Stuart monarch and the first monarch to rule both England and Scotland. Year 4 To know that all the civilisations had some system of trade, using markets. Some had money and others bartered. To know that all the civilisations had a structure in their society and some sort of leader e.g. Pharaohs and emperors. To know that all the civilisations had a written language. To know that all the civilisations had belief systems and religions. To know that Viking longships were well designed for raiding and could sail in shallow water which meant they could travel up rivers as well as across the sea. The Danelaw was the name for an area of northern and eastern England that was under control of the Viking empire

	<p>Year 4 To know that Alfred the Great led an uprising against the Vikings and won the Battle of Edington. A treaty was signed with the Viking Danelaw controlling the North and Northeast and East.</p>	<p>To know that all the civilisations had some system of trade, using markets. Some had money and others bartered. To know that all the civilisations had a structure in their society and some sort of leader e.g. Pharaohs and emperors. To know that all the civilisations had a written language. To know that all the civilisations had belief systems and religions.</p>	<p>understand how ancient Britons lived during the Stone Age. To know that early humans in the Palaeolithic era, and for some of the Mesolithic era, humans were hunter-gatherers. People had lived in caves or tents made out of animal skins and wood, which could be broken down and transported easily. The hunter-gatherer lifestyle gave them a varied diet. To know that people in the Stone Age would have used natural resources and stone to make their tools and weapons. To know that in the Neolithic era: humans started farming. This had an impact on their diet. This meant that people began to settle. Skara Brae is an example of one of their settlements and archaeologists have used this to try to understand how the people there lived. Year 5 To know that the ruins of Chichen Itza tell historians an incredible amount about life in the Ancient Mayan civilisation To know that the Ancient Mayan civilisation had a trade system where goods were bartered. They had land and sea trade routes and used well constructed roads between the city-states To know that the Ancient Mayan civilisation had a structure in their society and a leader. To know that the Ancient Mayan civilisation had a written language (hieroglyphics like the Egyptians). To know that the Ancient Mayan civilisation had a belief system and religion and this was an important part of everyday life</p>	<p>Year 5 To know that King George V was Britain's monarch during this period (1914-1918) To know that both Britain and Germany had overseas <i>empires</i> To know that the Central Powers started surrendering. On November 11, 1918, German government leaders signed an armistice—an agreement that ended the fighting. In January 1919 the leaders of the Allies met in Paris, France, to create a peace treaty, The Treaty of Versailles. To know that there were many technological advances made during the war which assisted the military but improved everyday life after the war. There were improvements made to wristwatches, radio, cars, aeroplanes, X-rays and medicine which benefited society after the war. To know that the British Empire was the largest empire in the world at this time (1914-1918). France had a large empire too. Germany was quite a new country but wanted a large empire and Britain and France were worried by this. To know that empires and countries had alliances to help protect each other</p>
Chronological Order	Boringdon Timeline Timeline within the First World War, including the Battles of the Somme, Ypres, Jutland and Gallipoli, the sinking of the Lusitania and the United States of America's entry into the war and the signing of the armistice and Treaty of Versailles	Boringdon Timeline Timeline of the Ancient Maya civilisation: the preclassic period, the classic period and the postclassic period	Boringdon Timeline Ancient Egyptian timeline, Greek and Roman timelines showing the overlap of civilisations	Boringdon Timeline Timeline of Plymouth from 1939 - 1969
Chronological vocabulary	today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline sequence, chronological order, earlier, later, decades, centuries, era AD/BC, ancient, millennium, thousands of years, pre-history, prehistoric CE/BCE, circa (c.) period, time difference	today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline sequence, chronological order, earlier, later, decades, centuries, era AD/BC, ancient, millennium, thousands of years, pre-history, prehistoric CE/BCE, circa (c.) period, time difference short- and long-term timescales, recent history	today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline sequence, chronological order, earlier, later, decades, centuries, era AD/BC, ancient, millennium, thousands of years, pre-history, prehistoric CE/BCE, circa (c.) period, time difference short- and long-term timescales, recent history	today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline sequence, chronological order, earlier, later, decades, centuries, era AD/BC, ancient, millennium, thousands of years, pre-history, prehistoric CE/BCE, circa (c.) period, time difference short- and long-term timescales, recent history
Vocabulary	alliance, Triple Entente, colony, armistice, advances, suspicious, census	overpopulation, terraced farming, sacrifice, deforestation, city-state, reservoir, codices, barter, slaves, nobles	democracy, rise of Rome, mythology, mythological conquer, creation, literature, culture	blitz, rationing, pre-war, post-war, evacuees, redevelopment, swinging sixties, Cold War, appeasement, brutalism, bombing

<p>Cross curricular connections</p>	<p>Expressive Art - Role play/drama of events Art - Use of female wartime artists work Science - changes in technology and medicine made in the war Geography - Use of maps for battles/mapping alliances and plotting/locating of key battles. Use of maps in local history study. Maths - using battle of Jutland figures to compare damage to British and German sides. Oracy - sentence stems used and children to explain their opinions on lesson's key questions.</p>	<p>Oracy - sentence stems used and children to explain their opinions on lesson's key questions. Geography - use of maps to locate Mesoamerica. Art- Use of Mayan carvings and clay pot designs as sources of evidence. RE - Comparison between the religions of the Maya and the Romans and the way in which they lived their everyday lives linked to this.</p>	<p>PSHE: Democracy Music: 'Heroes of Troy'</p>	<p>PE: Dance 'WWII' Music: Evacuation</p>
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