**History Whole School Progression of Knowledge**

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| **YEAR ONE** | | | | |
| **Context** | **Toys** | **Gunpowder Plot** | | **Mary Seacole** |
| **Vocabulary/Significant Knowledge** | Same, different, old, new, change, grow, older, young, younger, museum. | Currently Being Updated | | Currently Being Updated |
| **Historical Enquiry Questions** | * What are our toys like today? * What are other people’s toys like? * How can we tell these toys are old? * What were our grandparents’ toys like and how do we know? * Who played with these toys a long time ago? * How can we set up a Toy Museum? |
| **YEAR TWO** | | | | |
| **Context** | **Walter Tull** | **Scott of the Antarctic** | | **Neil Armstrong: Moon landing** |
| **Vocabulary/Significant Knowledge** | Walter Tull, Famous, Mixed race, soldier, happy, sad, sequence, changed, compare, | Hot, cold, journey, sequence, reason, source, evidence, clue, reason, explain, contrast, Antarctic, explorer | | Clue, timeline, statement, reason, most important, least important, launch, separation, flag, space module, astronaut, moon, explorer |
| **Historical Enquiry Questions** | * Who was Walter Tull? * Did Walter have a happy or terrible childhood? * What is different about Walters life and footballers today? * What was it like for Walter when he played football in Bristol? * How did Walter help our country in WW1? * What is special about Walter Tull and Nicola Adams? | * Why do you think Captain Scott is so famous today? * How did Scott manage to get to the South Pole and what happened when he got there? * Why on earth did Scott risk his life to get to the South Pole? * How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know? * Why did Scott fail to get there first? * How should we remember Scott today? | | * Has man ever been to the moon and how can we know for sure? * Why did the astronauts risk their lives to go to the Moon? * How were the spacemen able to get there and back safely? * What did they do when they got to the Moon and how do we know? * Does everyone agree that we should continue to send men to the moon? * How should we commemorate this great achievement? |
| **YEAR THREE** | | | | |
| **Context** | **Ancient Egypt** | **Stone Age to Iron Age** | | **Sheffield Flood** |
| **Vocabulary/Significant Knowledge** | Ancient, Egypt, time, feature, archaeologist, desert, Nile, floods, pyramids, temple, hieroglyphics, papyrus rolls, tombs, Tutankhamun, society, mummification, embalmer, | Similar, different, change, ice, hunter-gatherer, Star Carr, timeline, significant, Skara Bre, evidence, settlement, Stonehenge, hill fort, Danebury, Maiden Castle, clues, | | Currently Being Updated |
| **Historical Enquiry Questions**  **(Substantive Knowledge)** | * What can we quickly find out to add to what we already know about Ancient Egypt? * How can we discover what Ancient Egypt was like over 5,000 years ago? * What sources of evidence have survived and how were they discovered? * What does the evidence tells us about everyday life for men, women and children? * What did the Ancient Egyptians believe about life after death and how do we know? * What did Ancient Egypt have in common with other civilizations from that time? | * Was Stone Age man simply a hunter and gatherer, concerned only with survival? * How different was life in the Stone Age when man started to farm? * What can we learn about life in the Stone Age from a study of Skara Brae? * Why is it so difficult to work out why Stonehenge was built? * How much did life really change during the Iron Age and how can we possibly know? * Can you solve the mystery of the 52 skeletons of Maiden Castle? | |
| **YEAR FOUR** | | | | |
| **Context** | **Vikings** | **Abbeydale Industrial Hamlet** | | **Anglo-Saxons** |
| **Vocabulary/Significant Knowledge** | Vikings, attacked, sea, raids, raiders, chronology, true, false, reputation, accounts, monks, speculate, clues, conquered, Alfred, the Danelaw, Cnut,  Jorvik, trade, patterns, settlements, Lincolnshire, Yorkshire, | Currently Being Updated | | Anglo Saxons, invaders, settlers, countries, Angles, Saxons, Jutes, settlement, Bretwalda, superking, Sutton Hoo, ship burial, Christianity, time line, impact, threat, King Alfred, justice, Danelaw, sources, punishment, crime, law, order, Edgar, monasteries, manuscripts, |
| **Historical Enquiry Questions** | * What image do we have of the Vikings? * Why have the Vikings gained such a bad reputation? * How did the Vikings try to take over the country and how close did they get? * How have recent excavations changed our view of the Vikings? * What can we learn about Viking settlement from a study of place name endings? * Raiders or settlers: How should we remember the Vikings? | * Why did the Anglo-Saxons invade and how can we possibly know where they settled? * What does the mystery of the empty grave tell us about Saxon Britain? * How did people’s lives change when Christianity came to Britain and how can we be sure? * How were the Saxons able the see off the Viking threat? This tells the story from 790-1066 * Just how great was King Alfred, really? * Just how effective was Saxon justice? * So how dark were the dark Ages, really? |
| **YEAR FIVE** | | | | |
| **Context** | **Roman Empire** | | **Ancient Greece** | |
| **Vocabulary/Significant Knowledge** | Empire, Claudius, Ceasar, invade, Boudica, account, interpretation, Roman Army, powerful, contrast, Celts, changes, society, evidence, comparisons, | | Ideas, Beliefs, attitudes , society, legacy, Trojan Wars 2. Olympics, Athens, Battle of Marathon, Parthenon, Theseus and the Minotaur, Agora, Sparta, | |
| **Historical Enquiry Questions** | * Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? * Why did Boudica stand up to the Romans and what image do we have of her today? * How were the Romans able to keep control over such a vast empire? * How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know? * How can we solve the mystery of why this great empire came to an end? * How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? | | * How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? * What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? * Why was Athens able to be so strong at this time? * What was so special about life in 5 th Century BC Athens that makes us study it? * What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? * In what ways have the Ancient Greeks influenced our lives today? | |
| **YEAR SIX** | | | | |
| **Context** | **Early Civilisation Islam** | **Sheffield Steel** | | **Thematic: Beyond Face Value (Tudors, Victorians, WW2)** |
| **Vocabulary/Significant Knowledge** | * Arab Muslims, Baghdad, Islamic Empire, Caliph, Prophet, Qur’an, achievements, science, literature , medicine, art , architecture and mathematics, | Currently Being Updated | | * Henry VIII, Elizabeth 1, Evacuation and the Blitz, child labour, Victorian factories, Frances Trollope, Ford Madox Brown, evacuees, propaganda, |
| **Historical Enquiry Questions** | * Why do you think it is important to study Islam in this period, c.900? * How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad’s death? * What can we learn about Islam from the way they set up the capital at Baghdad? * In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know? * Just how amazing was daily life for rich people in Islamic cities? * Which of the early Islamic achievements has most effect on our lives today? | * Would the real Henry VIII please stand up? * Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign? * Why is it so difficult to work out what Victorian factory conditions were really like? * Why do we need to be careful when using paintings to find out about Victorian life? * Were the evacuees as happy as they were shown? * Did people believe all the propaganda during the Blitz? |