

History Knowledge & Skills Progression



Substantive Concepts Covered	YFYS	Year ½ Cycle A	Year ½ Cycle B	Year ¾ Cycle A	Year ¾ Cycle B	Year 5/6 Cycle A	Y5/6 B Cycle A
	Substantive Concepts						
COMMUNITY	<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>1. Changes Within Living Memory</p> <p>COMMUNITY Nationality, Rights, Society</p>	<p>1. More lives of significant people</p> <p>KNOWLEDGE COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Stone Age Bronze Age Iron Age</p>	<p>Anglo-Saxons</p>	<p>Compare non-European society with Anglo-Saxons (Maya)</p>	<p>Windrush Generation</p>
KNOWLEDGE		<p>2. Lives of significant people</p>	<p>2. Revisit events beyond living memory</p>	<p>KNOWLEDGE COMMUNITY Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>INVASION POWER Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>CIVILISATION KNOWLEDGE POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>COMMUNITY DEMOCRACY Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
INVASION		<p>KNOWLEDGE COMMUNITY Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>COMMUNITY DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>INVASION CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggles</p>	<p>Early Islamic or Benin to be written Spring 2022</p>	<p>Battle of Britain</p>
CIVILISATION		<p>3. Events beyond living memory</p>	<p>3. Significant historical events, people and places in our locality</p>	<p>Rome and its impact on Britain</p>	<p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Ancient Greeks</p>	<p>INVASION COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
POWER		<p>COMMUNITY DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>COMMUNITY Education, Religion, Society, Trade, Church, Settlement,</p>	<p>Achievements of an ancient civilisation</p>	<p>Egypt</p>	<p>POWER DEMOCRACY KNOWLEDGE Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Local history study</p>
DEMOCRACY					<p>CIVILISATION POWER Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022</p>		

History Knowledge & Skills Progression



Skill	EYFS	Year ½ A	Year ½ B	Year ¾ A	Year ¾ B	Year 5/6 A	Year 5/6 B
	Historical Thinking & Working						
SIGNIFICANCE		<p>2.NATURALIST Who was Mary Anning? What did she do?What did Mary Anning discover?</p> <p>2.NATURALIST Who is David Attenborough? What does he do? What has David Attenborough achieved</p> <p>3. What happened during the Great Fire of London?</p>	<p>1.PIONEER Who was Neil Armstrong? What did he achieve?</p> <p>1.EXPLORERS Who are Mae Jemison, Bernard Harris Jnr, Tim Peake? What did they achieve?</p> <p>2. What was the effect of the Great Fire of London on the city?</p> <p>3. What was my school like in the past?</p>	<p>1. What were the Stone Age, Bronze Age and Iron Age like?</p> <p>2. What was the impact of the Roman Empire Invasion on Iron Age Britain?</p>	<p>1. What was life like for Anglo-Saxons in Britain?</p> <p>2. What was life like for Vikings? What was the impact of the Viking Invasion on Saxon Britain?</p> <p>3. Who were the ancient Egyptians and where did they live?</p>	<p>1.Where did the Maya live? What were the significant events in the Maya's history?</p> <p>2. Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold? Democracy</p>	<p>1. Where are the Caribbean islands? What was life in London like for the Windrush pioneers?</p> <p>2.What happened in the Battle of Britain?</p> <p>3. How did Rusper and Horhsam support the war effort 1939-45? Who were the serving officers on the Rusper war memorial?</p>
CHRONOLOGY		<p>1.What are the stages in my life?</p> <p>2.When were David Attenborough and Mary Anning born?</p> <p>3. When was the Great fire of London?</p>	<p>1. When were Neil Armstrong, Mae Jemison, Bernard Harris Jnr, Tim Peak born?</p> <p>2. When was the Great fire of London?</p> <p>3.When was Rusper School built?</p>	<p>1. What were the three periods of the Stone Age?</p> <p>1.When were the Stone Age, Bronze Age and Iron Age?</p> <p>2.When did the Romans invade Britain?</p>	<p>1. When did the Anglo Saxons come to Britain?</p> <p>2. When did the Vikings attack Britain?</p> <p>3. Who were some of the earliest civilisations and how old are they?</p>	<p>1.When were the significant events in the Maya's history?</p> <p>2. When did the Ancient Greeks rule?</p>	<p>1.What time period is important when learning about the Windrush Generation?</p> <p>2.How long ago was World War 2? How long did the war last?</p>

<p>CAUSE & CONSEQUENCE</p>		<p>1. Why do I play with different toys now?</p> <p>3. How did the fire start? Why did the fire spread so quickly? Where did the fire spread to?</p>	<p>2. What was the effect of the Great Fire of London?</p> <p>3. How did the school help the people of Rusper?</p>	<p>1. How did these periods get their names? What were the effects of using stone, bronze, iron? What was it like to live in the Stone, Bronze and Iron ages?</p> <p>2. What was it like to live in Rome?</p> <p>Invasion Why did the Romans invade Britain?</p> <p>Struggle for power Who resisted the Roman invasion?</p>	<p>1. Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from?</p> <p>2. Settlement Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p>Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Consequence Why did the Normans and Vikings both think they had the right to the throne of England?</p> <p>3. Achievements how and what did the ancient Egyptians write? How did the ancient Egyptians use the River Nile?</p> <p>Gods what did the ancient Egyptians believe in?</p>	<p>1. City States What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza. What happened to the Maya city-states?</p> <p>2. Way of life (culture) Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?</p> <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p>	<p>1. Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948? Who was Sam King and what did he do? Who was Norma Best and what did she do?</p> <p>2. Threat Why did Britain declare war on Germany in 1939? Why was rationing introduced? Why were people evacuated from cities?</p> <p>3. Why were there airfields near Horsham? Why was Horsham bombed several times during WW2?</p>
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CHANGE & CONTINUITY		<p>1.What did I play at my different ages? What changes have happened in my life?</p> <p>3. As a consequence of the fire, what changes were made to London?</p>	<p>3. How has the school changed /stayed the same over time?</p>	<p>1.How was the Bronze age different from the stone age? How was the Iron age different again?</p> <p>2.How did technology change in Britain after the Roman Invasion? How did belief change in Britain after the Roman invasion?</p>	<p>1.What kingdoms were formed by the Anglo-Saxons? How did religion influence the Anglo-Saxons?</p> <p>2. What happened to the Vikings in England?</p>	<p>1.Inventions What did the Maya invent?</p> <p>2. Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p>	<p>1. How did the Windrush migration change Britain for the better?</p> <p>2. How did conflict change society in the Second World War?</p>
SIMILARITY & DIFFERENCE		<p>1.What did I play at each of my stages?</p> <p>2.Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</p>	<p>1. Compare the achievements of two significant individuals</p> <p>3. Is Rusper the same as other schools?</p>	<p>1.How was the Bronze age different from the stone age? How was the Iron age different again?</p>	<p>1. How was Anglo Saxon Britain different from Roman Britain?</p> <p>2. How were Saxon and Vikings beliefs and actions the same?</p> <p>3. The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve?</p>	<p>1. Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p> <p>2. City-states what was the difference between Athens and Sparta? What was democracy like in Athens?</p>	<p>1.How are the Windrush Generation and World War 2 linked?</p> <p>2nd 3.How does local history during World War 2 compare with national history?</p>
EVIDENCE		<p>1.My memories, toys, photos, what my parents/teachers say</p> <p>2.Photos, videos, books</p> <p>3.How do we know about the Great Fire of London? Artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn.</p>	<p>1.Photos, videos, books</p> <p>2. How do we know about the Great Fire of London? Artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn.</p> <p>3.School diaries, photos, press clippings</p>	<p>1.How do we know what the time periods were like? What do the artefacts tell us about the Stone, Bronze and Iron Ages?</p> <p>2. How do we know about the Roman invasion and how it changed Britain?</p>	<p>1.How do we know about the Anglo Saxons? 1st hand and 2nd sources</p> <p>2.How do we know about the Vikings? 1st hand and 2nd sources</p> <p>3. How do we know about Tutankhamun? Reliability of 1st hand accounts of tomb discovery</p>	<p>1.How do we know about the Mayans?</p> <p>2. How do we know about the Ancient Greeks? Ancient historians' accounts.</p>	<p>1.Compare media evidence re Sam King /Norma Best. Why is good to read more than one piece of evidence?</p> <p>2 and 3. Are there eye-witness accounts of the Battle of Britain?</p> <p>2 and 3.Chichester records office visit.</p>

Rusper Primary History Skills Progression



Vocab Tier	EYFS	Year ½ A	Year ½ B	Year ¾ A	Year ¾ B	Year 5/6 A	Year 5/6 B
	VOCABULARY						
Tier 2 Advanced Less frequently used	<ul style="list-style-type: none"> • After • Before • New • Old • Now • Time 	1. toddler timeline different compare memory 2. legacy inspire revealed explore similar 3. bustling raged extinguished merchant engulfed	1. bustling raged extinguished merchant engulfed Vocab for local study constructed community education study	1. ancient community dense extinct roaming prehistory 2. previously conquered rebellion luxurious culture settlement	1. abandoned defenceless dominant missionary pagan reliant 2. contested exile descendant heir plunder truce 3. colossal stability society civilization irrigation mysteriously	1. population famine descendant declining citizen native 2. democracy honour phenomenal deteriorated armoured oppressive	1. intolerance immigrate prejudice colony emigrate discrimination 2/3.ferocious infantry civilians intercept radar occupation
Tier 3 Subject Specific Technical	<ul style="list-style-type: none"> • History • Historian • Past • Present 	1. construction physical imagination lifetime stages 2. fossil documentary significant naturalist expedition orbit racism significant astronaut expedition	1. flammable devoured possessions ineffective doused Vocab for local study diary headmaster/mistress discipline punishment	1. domesticated arid gatherer nomad reared submerged 2. amphitheatre emperor aqueducts invasion barbarian forum	1. heptarchy laden sporadic vanquish viewpoint migration 2. decimated incursion ransack severed martyr marauding 3. funerary hieroglyphs artefact pillaged obelisk pharaoh	1. deforestation codex sacrifice astronomy warrior polytheistic 2. city-state tyrant sanctuary tactical valiantly unified	1. racism segregation diversity disembarked demobilized iniquitous 2/3. anti-Semitic Luftwaffe blitzkrieg evacuated rationing blackout

