

## St George's CE Primary Hyde - History Progression

<b>Foundation Stage</b>	Laying the foundations of narrative and time	Vocabulary
Autumn	<p>Looks closely at similarities, differences, patterns and change.                      Uses everyday language related to time. Uses talk to connect ideas, explain what is happening and anticipate what might happen next.                      Recall and relive past experiences.</p>	<p>Organising vocabulary: now/then; before/after; once upon a time, next</p>
Spring	<p>Uses talk to organise, sequence and clarify events.                      Introduces a storyline or narrative into their play.</p>	
Summer	<p>Understand and use terms such as: past, present and future.                      Identifying and talking about things that have changed over time.</p>	

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Year 1		Vocabulary
Autumn	<p style="text-align: center;"><b>MY HISTORY</b></p> <p><b>Change and continuity</b> (this happens over time)  <b>Similarity and difference</b> (this is how people at the same time can have different experiences)</p> <p><b>Enquiry question:</b> <u>How do I compare to my parents and grandparents?</u>  This is all about changes in their living memory and beyond.  Begin by thinking about how old they are, what is special about them, what makes them unique - think about their last birthday - what gifts did they get? Was it a long time ago or was a few days/weeks ago? Make sure the children know that that was the past - it is their history.  Ask the children for baby photographs of themselves - compare the photos to a current one - how are they the same/different? What do the children do for fun - what is their favourite game - does it involve electricity or a ball etc? ask the children to bring in a photograph of their family - who lives in their house? Can they say ages - stick the photos on a timeline for their family.  Homework opportunity - what games did mum and dad like to play when they were young - are they the same/different? What clothes did they wear - are they similar or different to the ones we wear now? What about their grandparents? Where did they live first - have they always lived in Hyde or have they moved from different places or do they not live in Hyde? Ask the same questions to grandparents about games they like to play and clothes that they wore.</p> <p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"> <li>• Know when their birthday is.</li> <li>• Be able to say 1 thing that is the same and different from their parents.</li> <li>• Be able to say 1 thing that is the same and different from their grandparents.</li> <li>• Know 1 thing that they can do now that they couldn't do as a baby (changes in own life)</li> </ul> <p><b>NB This challenge has opportunities for questioning visitors and going on visits.</b></p>	<p>Organising vocabulary.  Uses everyday language related to time.: new, old, older, oldest, young, younger; Concept: memory, remembered, famous; artefact, evidence</p>

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Spring	<p style="text-align: center;"><b>HISTORY OF FAMILY LIFE</b></p> <p><b>Change and continuity</b> (this happens over time) <b>Similarity and difference</b> (this is how people at the same time can have different experiences) <b>Enquiry question:</b> <u>How has family life changed over time?</u> <b>Content:</b> homes, play, food, travel (not in detail), entertainment Children talk about past &amp; present events in their own lives &amp; in the lives of family members. What do children today have in common with each other? Are there any things that are different? Compare to parents/grandparents; what has changed, what has stayed the same? Develop to families outside this timeframe <b>Evidence:</b> work with objects and pictures including pictures of themselves. What does this tell us? How do we know? Is it old or new? <b>Common misconceptions:</b> things always change, things always get better, everyone at the same time experiences the same things. Things that are scruffy are old, things that are new look clean, photos are new, drawings are old, colour is new, black and white is old <b>Key knowledge for retention</b></p> <ul style="list-style-type: none"><li>• Can recall some things that are the same in toys/houses and some things that aren't</li><li>• The meaning of old and new/ now and then and use in context</li><li>• Recall what is old, new and what is the same?</li></ul>	
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Summer	<p style="text-align: center;"><b>HISTORY of EVENTS BEYOND LIVING MEMORY</b></p> <p><b>Change and continuity</b> (this happens over time) <b>Significance</b> - Why have houses changed? Why did the Fire Brigade change? How do we know it happened? <b>NB this is our first cause and consequence unit linked to Y2, 3 , 4 history</b> <b>Enquiry question:</b> <u>What changed because of the Great Fire of London?</u> <b>Content:</b> <u>Sunday 2nd September 1666</u> The fire began in a bakery on Pudding Lane. The bakery belonged to Thomas Farriner, who was the King's baker. The bakery was near London Bridge. This bridge was the only one across the River Thames in London. Everyone in the house escaped except a maid, who was too scared to move. She sadly died in the fire. The fire took hold very quickly, and spread very fast through the city. It spread quickly because:</p> <ul style="list-style-type: none"><li>• buildings were too close together;</li><li>• buildings were made from timber and tar;</li><li>• everything was dry after the hot summer;</li><li>• there was a strong wind that fanned the flames along the rows of buildings.</li></ul> <p>It burned until Thursday 6<sup>th</sup> September. Only 6 people were recorded to have died. St Paul's Cathedral burnt down. Samuel Pepys wrote a diary which documented the events. <b>Opportunity for a trip:</b> Staircase House, Stockport <b>Evidence:</b> Samuel Pepys Diary, images and paintings, statues of remembrance, books and internet <b>Common misconceptions:</b> lots of people died, everything burnt down</p> <p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"><li>• There was a fire in London a long time ago - 1666</li><li>• Houses changed from wood to bricks</li><li>• Fire brigade became organised and established</li><li>• Know how to use evidence from the past about the wider world</li></ul>	
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## St George's CE Primary Hyde - History Progression

Year 2	Introducing the second order concepts. People, places, events; the local and the national	Vocabulary
Autumn	<p style="text-align: center;"><b>HISTORY of OUR LOCAL AREA</b></p> <p><b>Continuity and change:</b> <i>Identify similarities /differences between ways of life at different times.</i></p> <p><b>NB do not teach mills - it's being taught in Year 5</b></p> <p><b>Similarity and difference:</b> How has school and church changed over time?</p> <p><b>NB this is our first local history unit. This links to Year 5 Victorians -mills and industry. This challenge has opportunities for field work and visits.</b></p> <p><b>Enquiry question:</b> <u>What was Hyde like in the past?</u></p> <p><b>Content:</b> How has our local area changed over time? What has stayed the same? E.g. school, houses, markets, town hall, library</p> <p>What kind of buildings do we find in Hyde? Map work of the local area; field work, walk around Hyde, which buildings can we see, what are they used for? Look at shops, churches, schools, offices, houses. What is the Town Hall? What happens there today? When was the Town Hall built and what was it used for?</p> <p><b>Evidence:</b> photos of: school now and then, houses, the market, town hall, photos of roads around school to compare e.g. Great Norbury St, Church St, Leigh Primary changing to Asda.</p> <p><b>Common misconceptions:</b> our locality has always been like this; buildings can't tell us about the past; people in the past lived just like we do/everything was totally different in the past</p> <p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"> <li>• School has changed site and was rebuilt in 1978</li> <li>• The Town Hall is an important building in Hyde.</li> <li>• The market hall looks different now to when it was first established</li> <li>• The roundabout is still used today.</li> </ul>	

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Spring	<p style="text-align: center;"><b>LIVES OF SIGNIFICANT INDIVIDUALS</b></p> <p><b>Cause and Consequence</b> - (this is the first time the children will have come across this concept.) <i>Recognise why people did things, why events happened and what happened as a result.</i></p> <p><b>Continuity and Change</b> - <i>Identify significant historical events, people and places in their own locality.</i></p> <p><b>NB it is some time since they thought about change over time so check their recall of the family unit in year 1.</b></p> <p><b>Enquiry question:</b> <u>Who was Rosa Parks and why is she remembered?</u></p> <p><b>Content:</b> Where did Rosa Parks live? What was life like during this time for people of colour? What did Rosa Parks do to make her a courageous advocate? What changed as a result of her actions? In 1950s America black people were treated very badly. One person who tried to change this was Rosa Parks. On December 1, 1955, Rosa was on a bus in Montgomery, Alabama. She was told to give up her bus seat to a white person. She said "No". The police were called, Rosa was taken off the bus and arrested. This started the Montgomery bus boycott, where all black people refused to use the buses. The bus boycott was only meant to last for one day. In the end it lasted over a year. The law was changed so that black and white people could sit together.</p> <p>Are there any other significant women who have stood up for what they believe in? Emmaline Pankhurst</p> <p><b>Opportunity for a trip:</b> The statue of Emmeline Pankhurst is a bronze sculpture in St Peter's Square</p> <p><b>Evidence:</b> the built environment, what is old and oldest, how do we know? How can we tell how important a building was to a town/village (size, decoration, function, position); notice the changes and the continuities, pupils can circle/identify both.</p> <p><b>Common misconceptions:</b> she was by herself on the bus standing up against others</p> <p><b>Key knowledge for retention:</b></p> <ul style="list-style-type: none"><li>• Know who Rosa Parks was.</li><li>• Know that Rosa Parks stood up for <b>equal rights</b> of all people.</li><li>• Know that Rosa Parks stayed sat on the bus in 1955.</li></ul>	
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	<ul style="list-style-type: none"> <li>• Know the impact that Rosa Parks made on the world and how her actions stimulated a <b>civil rights movement</b> and then the <b>law</b> was changed.</li> <li>• Describe Rosa Parks and her <b>legacy</b>.</li> <li>• Recognise why Rosa Parks stood up for her beliefs.</li> </ul>	
<p style="text-align: center;">Summer</p>	<p style="text-align: center;"><b>HISTORY of OUR LOCAL AREA EVENTS BEYOND LIVING MEMORY</b></p> <p><b>Continuity and Change</b> - <i>Identify significant historical events, people and places in their own locality. Identify similarities / differences between ways of life at different times</i></p> <p><b>Enquiry question:</b> <u>How has transport changed?</u></p> <p><b>Content:</b> What kinds of transport do we have now? Children make a list of what they know - go with their interests. Field work and homework opportunities. How did people used to travel? Look at the changes over time. Look at the similarities/differences between now and then (writing opportunity). Single bubble, double bubble for now, then, the same and different. Develop a chronology of automobiles, trains, planes, bikes, trams/metro etc (not all of them, go with the children's interests). Chronology of firsts e.g. first bike, horse and cart, planes etc. Why was there a need for transport? What did it help? Discuss a range of scenarios and how they might have been overcome, eg. wanting to move a large load, wanting to travel a long distance, wanting to move a large number of people.</p> <p><b>Opportunity for a trip:</b> Go to the Manchester MOSI or the Manchester Museum of Transport, Portland Basin</p> <p><b>Key Knowledge for retention:</b></p> <ul style="list-style-type: none"> <li>• Nothing worked the first time</li> <li>• Transport changed for different reasons e.g. factories, work, food</li> <li>• DEPEENDING ON CHOSEN TRANSPORT KNOWLEDGE WILL BE DIFFERENT - PLEASE ADD THIS!</li> </ul>	

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Year 3	Developing the second order concepts; introducing historical time; people, places and beliefs (social history, cultural history). Beginning the British narrative; contrasting geographical history Big pictures and patterns, smaller narratives as exemplars	Vocabulary
Autumn	<p style="text-align: center;"><b>Stone Age to Iron Age (2 enquiries)</b></p> <p><b>Continuity &amp; Change-</b> This is a really long period of time and for much of it there are very long periods where things do stay the same then there are things that happen that make everything change but quite slowly and this is what we are exploring. We are focusing on this through the ideas about invention and problem solving but it is not immediate and this is the core learning.</p> <p><b><i>NB this is the first unit in our 'story of Britain' and will be returned to each year in KS2 and should be presented as the first chapter. The unit will also be revisited horizontally in year 3 when we compare this period to the Egyptians; this is contemporaneous so is an important part of them building a schema of time. It is also the first point we are developing a specific sense of period; children need to know this is a long time ago and what that looks like</i></b></p> <p>Enquiry question: <b><u>What was the Ancient Britons' greatest invention?</u></b> Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> timeline; when is this? (do a living timeline in the playground to get the sense of scale) and where is this? (get maps out).</p> <p><u>Tools</u> - Development of stone tools, their purpose and design, how they used tools; the development of first bronze then iron smelting and the changes this brought to tools and their use (note the things that stay the same, the shape, the use of wood and gut, the purpose) key point, they keep trying to improve their tools. The development of pots and containers.</p> <p><u>Farming</u> - hunter gather society to the domestication of animals and the development of agriculture, the impact of these on life and settlement.</p> <p><u>Homes and buildings</u> - Skara Brae, homes, pottery, furniture. Stonehenge; how did they build it? What does it tell us about their understanding of time? Medicine; trepanning.</p> <p><u>Art</u> - cave paintings (remember 2 things, they like art but they paint things that are important to</p>	<p><b>Organising vocabulary:</b> prehistory, archaeology, Stone Age, Bronze Age, Iron Age, timeline, Before Common Era (BCE), invention, change, continuity, henge, barrow, hunter-gatherer, agriculture, spear, axe, similar, different, pyramid, slave, pharaoh, mummy, preserve, creation, God, Goddess, surgery, hieroglyph, papyrus, cave painting</p>

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them).

Evidence: images of paintings (look at the size of the handprint, who made them?), objects and images; how do we know about the Stone Age, (idea of archaeology); what do the objects tell us? What don't they tell us (get them to see that fabric, wood, food isn't preserved) It is important they are told we can't answer all our questions, we don't know how they moved those stones or the songs they sang.

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-neolithic-britain>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-bronze-age-britain>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-people-iron-age-britain>

**Common misconceptions:** lots around chronology, how long ago this was, how long it lasted. Stone Age people were stupid and we are much cleverer. We know everything about the past and if we don't know we can read about it or ask people from the time. Stone Age people didn't understand the world around them

### **Key knowledge for retention**

- The Stone Age began when the first tools were made from stone and ended with the introduction of metal tools.
- In the early Stone Age, humans were hunter-gatherers, and this is how they survived.
- Stone Age people were good at solving problems and developing technology and can give at least one example
- Ancient Britons created art and objects for pleasure
- Ancient Britons could not write - IMPORTANT

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Spring	<p style="text-align: center;"><b>Ancient Egyptians</b></p> <p>Make the explicit comparisons with the British Stone/Bronze/Iron Age. The key here will be them understanding the role that climate plays in life (the flooding of the Nile changes so much for the development of civilization). Make sure that they see similarities and differences not just one is better or worse.</p> <p>Enquiry Question: <b><u>Why do we know more about the Egyptians than the Britons?</u></b> Writing and artefacts - Introduce writing and the Rosetta Stone. Objects and images of buildings including the images that the Egyptians made themselves. There are still some things we don't know even with this, ordinary people's thoughts and feelings for example.</p> <p><b>Common misconceptions:</b> these are two different times, Britons were more stupid than Egyptians, Egypt and Britain are close together in the world, Egyptians were still stupid because they thought spells worked</p> <p><b>Key knowledge for retention:</b></p> <ul style="list-style-type: none"><li>• Egypt is a country in the continent of Africa.</li><li>• Whilst the Stone Age was happening in Britain, there was another ancient civilization happening at the same time in Egypt.</li><li>• The River Nile was very important to life in Ancient Egypt.</li><li>• The Egyptians were also very good at problem solving, science and technology</li><li>• The Egyptians left us written records, the Stone Age Britons did not</li></ul> <p>WHO WERE THE GREATEST INVENTORS? WHY? COMPARE AND CONTRAST LOOKING AT SIMILARITIES AND DIFFERENCES.</p> <p>Make sure that this is answered using knowledge from Aut 1 and Spr 1.</p>	
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Summer	<p style="text-align: center;"><b>ANCIENT GREECE</b></p> <p><b>Causation/significance:</b> we are going to develop causation here to look at consequences; they ways in which the <i>Greeks</i> have influenced the times after them. This is our first causation enquiry - thinking about why an event or series of events happened. Why?</p> <p><b>NB this unit is out of chronological order but has overlaps with all of the units we have studied so far; stone age, bronze age, iron age, The Egyptians and the Romans (YEAR 4). The Greeks run alongside all of these periods but classical Greece is after the pyramids and before the Romans (Y4). This means there are lots of areas of prior knowledge and that they may get confused about what goes where. It is also our first look and Europe as a continent and the relationship between Britain and the rest of the world</b></p> <p>Enquiry questions: <b>What mattered to Ancient Greek people?</b> Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> when are the <i>Greeks</i>? (timeline and ref to topics they have done so far); where are the <i>Greeks</i>? (map work; note Egypt and Britain). <i>Greeks</i> give us stories (<i>Greek myths</i>) <i>Greeks</i> give us science (maths, medicine, astronomy) <i>Greeks</i> give us buildings; <i>Greeks</i> give us cities (Athens); <i>Greeks</i> give us schools; <i>Greeks</i> give us voting and democracy; <i>Greeks</i> gave us slavery; <i>Greeks</i> give us the Olympics</p> <p><a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece</a> <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a></p> <p><b>People:</b> Socrates, Alexander the Great, Athena (not 'real' but they need to think about her importance to the <i>Greeks</i>), Pythagoras,</p> <p><b>Evidence:</b> writing from the <i>Greeks</i>, writing about the <i>Greeks</i>, objects made by the <i>Greeks</i>, statues</p> <p>Common misconceptions: this was after the Romans; the <i>Greeks</i> died before the Romans were born; life was great for everyone in Ancient Greece</p> <p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"><li>• Even though they didn't conquer the world, they still influenced it. (Inventions)</li><li>• We still remember many <i>Greeks</i> today because they have importance to modern life</li><li>• The <i>Greeks</i> and Romans overlap but the <i>Greeks</i> come first</li><li>• The <i>Greeks</i> gave us stories, science, buildings, voting, democracy, slavery and the Olympics.</li></ul>	
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<p><b>Year 4</b></p>	<p>Developing the second order concepts; people places and power (military history, political history). Developing the British Narrative, contrasting geographical history Big pictures and patterns, smaller narratives as exemplars.</p>	<p>Vocabulary</p>
<p>Autumn</p>	<p style="text-align: center;"><b>BRITISH HISTORY - ROMAN EMPIRE</b></p> <p><b>Change and continuity/interpretation.</b>  <i>NB: This is the second chapter in our story of Britain and it needs to be taught as this, picking up the 'story' where we last left it. What was Britain like in the Iron Age? It's our first military history and the first real exemplification of empire. They have already thought about rules in KS1 with Rosa Parks and US as being someone who stood against the rules and laws to make a positive change. Our calendar is going to move into the common era (BC and AD) and you need to explicitly teach this on the timeline.</i></p> <p><b>Enquiry questions:</b> <b>How did life in Britain change when the Romans ruled?</b> Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> Timeline; where were we? where are we now? revisit the Iron Age; how did people live? What technology did they have? What mattered to them? Who were the Romans (get out a map) when did they arrive and how long did they stay? Please note that the 'Romans' would have included Africans, people of Middle Eastern origin as well as white Europeans (Septimius Severus <a href="https://en.wikipedia.org/wiki/Septimius_Severus">https://en.wikipedia.org/wiki/Septimius_Severus</a> was North African and based in York; we don't know he was black but he wasn't white) get out the timeline.</p> <p>Roman cities and towns (more map work), what was life like? Roman villas and roads, temples, water and sewage systems (look at Chester as an example); being ruled by the Romans, slavery (link to the Egyptian unit).</p> <p>They need to keep comparing this to life in the Iron Age; what has changed/ what is there that stays the same? There are clear elements of both...</p> <p><a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-roman-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-roman-britain</a>  <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-life-roman-britain">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-life-roman-britain</a>  <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-emperors-">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-emperors-</a></p>	<p><b>Organising vocabulary:</b>  empire, emperor, rebel, rebellion, army, centurion, rich, poor, town, city, taxation, celt, statue, civilisation</p>

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	<p><a href="#">imperial-rome</a></p> <p><b>Evidence:</b> bring in writing (from the time) as a source of evidence; objects and pictures. What did the Romans write about Britain? How do we know about Roman Britain?  <b>Trip</b> to Dewa Chester Museum.</p> <p><b>Common misconceptions:</b> The Romans were cleverer than the Britons. Everything changed when the Romans came and things got better; everyone lived in a fancy house and had clean running water and went for a bath</p> <p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"> <li>• The Romans come after the Stone and Bronze Age</li> <li>• The Greeks and Romans overlap but the Greeks come first</li> <li>• The Romans conquered Britain.</li> <li>• The Romans changed life in Britain.</li> <li>• The Romans invented things like aqueducts and central heating.</li> <li>• Not everybody wanted to be ruled by the Romans</li> </ul>	
Spring	<p style="text-align: center;"><b>BRITISH HISTORY - ROMAN EMPIRE</b></p> <p><b>Cause &amp; Consequence</b> - Identify and give reasons for, results of, historical events.</p> <p><i><b>NB this is our 2nd causation enquiry (Ancient Greece was the 1st), thinking about why an event or series of events happened. It is important to emphasise that history is often about thinking why did this happen? It is also our first look and Europe as a continent and the relationship between Britain and the rest of the world</b></i></p> <p><b>Enquiry question: How did the Romans control Britain? Why do we remember Boudicca?</b>          Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> timeline of the Roman Empire (note within it the period in which they were in Britain, to revisit this from previous unit). Where was the Roman Empire?; identify Rome, (show them that the Romans also ruled Egypt at the same time as they came to Britain. How did they rule so many people?) The Army. Why were they so good? Who were the Roman Army? (range of people, most not born in Rome or even Italy) How were</p>	

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	<p>they organised? How were they trained? What equipment did they have? Where did they live? Hadrian's wall as a focus; look at the fort and the way they lived there, why it was built there? Roads as a way to get the army around. Who did they fight? How did they fight?</p> <p>Boudicca as an example of how the Celtic Britons felt about this; tell them the story of her rebellion, show them the statue of Boudicca outside parliament and get them to think about why it is there. Do they think the Romans would have put up a statue of her? Should she have this statue?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8">https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/zqbnfg8</a></p> <p><b>Evidence:</b> writing including graffiti from Hadrian's wall, objects and pictures - what do they tell us? Can we find writing from the people the Romans were fighting?</p> <p><b>Common misconceptions:</b> Roman soldiers came from Rome, Roman soldiers had guns or gunpowder, Romans always won</p> <p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"> <li>• The Romans were fantastic at fighting.</li> <li>• The Romans ruled more than just Britain</li> <li>• The Roman Army was made up of lots of different people from different countries</li> <li>• There were people of colour living in Britain</li> <li>• Boudicca was a Queen and a warrior.</li> <li>• The Roman's view of Boudicca is different to Briton's view of Boudicca.</li> </ul>	
<p>Summer</p>	<p style="text-align: center;"><b>BRITISH EMPIRE</b></p> <p><b>Continuity and Change</b></p> <p>Throughout the LC, compare with how the Roman Empire was ruled.</p> <p>Enquiry question: <b><u>What was the British Empire like?</u></b></p> <p><b>Content:</b> Britain decided to build an empire for several reasons. These included:</p> <ul style="list-style-type: none"> <li>To gain more money</li> <li>To gain more power</li> <li>To spread Christianity and British ways of life</li> </ul>	

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The British Empire was a system where Britain extended its influence across different parts of the world eventually controlling large parts of the globe. Built over many years, it grew to include large areas of North America, Australia, New Zealand, Asia and Africa, as well as small parts of Central and South America, too. At its peak, Britain's Empire controlled countries from all over the world, including hundreds of millions of people and covering a quarter of the total of the world's land area.

For hundreds of years, Britain and some other countries travelled overseas to establish colonies on different continents. It meant that the people, trade and laws of other nations became under the control of what is known as the British Empire. This brought huge changes to societies, industries, cultures and the lives of people all around the world. When British settlers arrived, they forcibly replaced the beliefs, language and traditions of indigenous populations with their own, removing their cultural identities.

The indigenous people in the new colonies were presented to the British public as 'uncivilised', because their way of living was different from that of people in Europe. This meant people began to believe that the British should continue to grow their empire to bring 'civilisation' to these places, even by force. There were also missionaries who believed it was their duty to travel to new countries and convert people to Christianity.

One of the most horrific parts of the history of the British Empire was its involvement in the **trade of enslaved people** - people who were made the property of others and forced to obey their owners' demands. Not all people affected by the British Empire spoke negatively about it. Some people who live in places where the British Empire was were pleased to be part of the empire because **they created churches and brought Christianity**, they built schools and made education compulsory, they also developed medicine, and built roads and railways and ports. All of these helped to improve the life of the locals who were part of the British Empire.

Over the course of the 20th century, Britain's empire broke down in stages. After the First World War (1914-1918) there was a feeling of 'nationalism' sweeping the globe, whereby countries should have the right to be independent and rule themselves. In 1926, Canada, Australia, New Zealand and South Africa became independent, meaning they were no longer under British control.

## St George's CE Primary Hyde - History Progression

**Discuss the questions:** What is migration? What is immigration? How does migration affect people? How does migration affect a place or a country? How have patterns of migration in the United Kingdom changed over time? Make links to their own experiences sensitively.

**Evidence:** look at maps of the growth of the Empire over the years. Read extracts from slavery documentation from Olaudah Equiano. (see Twinkl resources)

**Common misconceptions:** the British Empire was successful every time to conquer an area, Britons went to a land and took over immediately, Britain were the only country trying to create colonies.

**Key knowledge for retention:**

- Britain created the largest empire
- Britain became very rich and powerful
- Countries lost their ability to govern themselves and were, in many cases, violently oppressed.
- People were also traded- known as slaves
- It is a sensitive subject

**This LC could go in different directions due to its sensitivity and the interests of the children.**

## St George's CE Primary Hyde - History Progression

Year 5	Developing the second order concepts; people, places, power and belief (political, social, economic, cultural history) Developing the British Narrative to include the local	Vocabulary
Autumn	<p style="text-align: center;"><b>BRITISH HISTORY - ANGLO - SAXONS (POLITICAL HISTORY)</b></p> <p><b>Change and continuity/Cause and Consequence.</b> This is the next chapter in our story of Britain so there needs to be clear links backwards. Where did we leave the story with Roman Britain? <i><b>NB For the first time knowledge will seem to go backwards and this is quite counterintuitive for the students.</b></i></p> <p><b>Enquiry questions:</b> <b>How and why did the Anglo Saxons invade and settle in Britain?</b> Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> what was life like when the Romans left? Revisit the content and the timeline. When are we now? Remind them about the Celts (Boudicca). Who were the Angles and Saxons? (Map work; refer to Rome, Greece and Egypt in the map). The Angles and Saxons are the same time as the Romans and take over because the Romans withdraw. Some knowledge was lost when the Romans left (we lost access to papyrus and books;) Anglo-Saxons arrived on longboats - this was successful because of the design of the boat and how it was rowed. Some were invited to help fight against attacks from Vikings and tribes in Scotland. Many were given land in return. There was good farmland in England, which could provide food and resources for people to live off. The Roman Empire had collapsed, so some Angles and Saxons believed they could win power and control over areas of Britain that previously wouldn't have been possible. Archaeological evidence suggests people in already living in England were keen to trade with Angles and Saxons. Look at Lindesfarne as a place and the importance of Christianity being brought from Rome. (This will be focused on in more detail in Spring 1). The Anglo-Saxon period spans the time after the Romans left England in 410 and before the Norman Conquest of 1066. Research settlements of the Anglo-Saxons - name changes of towns and villages. Homes: Most people in Anglo-Saxon England lived in villages. Their homes were made of wood, wattle and</p>	<p><b>Organising vocabulary:</b> invader, invasion, Celt, Anglo-Saxon, Viking, Danelaw, parliament, Christianity, pagan, monk, nun, king, century, decade, era, Victorian, Industry, revolution</p>

## St George's CE Primary Hyde - History Progression

daub, and thatched roofs. They were normally just a single room with space for a fire and a hole in the roof to allow smoke to escape.

**Work:** Most Anglo-Saxons were farmers and lived off the land. They were able to make equipment such as ploughs and tools to help them in their work. They would grind wheat to make flour so they could make bread. Some Anglo-Saxons were skilled craftsmen who made decorative jewellery such as brooches and necklaces.

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-anglo-saxons>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo>

**Evidence:** bring in writing (from the time) as a source of evidence; objects and pictures. The work of archaeologists in putting together the stories from Sutton Hoo.

**Common misconceptions:** things always get better; sometimes things go backwards, these people were only interested in fighting and were very violent; these people were not happening at the same time.

It is often said that the Anglo-Saxons invaded Britain after the Romans had left but we are not actually sure exactly what happened. It is likely that many people peacefully migrated to Britain before the Romans left.

### **Key knowledge for retention**

- The Anglo Saxons are responsible for lots of UK place names (Use of word 'Ham' meaning village or Hamm' meaning within a bend of a river). For example - Birmingham, Southampton, Buckingham.
- The Anglo Saxons were great story tellers - they created the story Beowulf.
- They came for a better life because of what Britain had to offer.
- The longboats were designed for invasions

## St George's CE Primary Hyde - History Progression

Spring	<p style="text-align: center;"><b>BRITISH HISTORY - ANGLO - SAXONS</b></p> <p><b>Change and continuity/Cause and Consequence.</b> This is the next chapter in our story of Britain so there needs to be clear links backwards. What can we remember from the Anglo-Saxons? This part of the learning is happening alongside of the first unit on Anglo-Saxons but focusing on rules, law and order and Christianity and religion. <b><i>NB this is the most political British unit and should build on content they have already covered Monarchy (or emperors), law, taxation, slavery. They are also thinking about the relationship now between power and belief with the idea of the Church and Christianity. This is also the time to really look at Wales and Scotland as part of British history.</i></b></p> <p><b>Enquiry questions: How did the Anglo-Saxon rule change Britain?</b> <b>Content:</b> They bring Christianity; look at Lindesfarne and Saxon Churches. Development of mini kingdoms Mercia and King Offa (Offa's dyke). Life in Anglo Saxon Britain: Sutton Hoo; burial mounds and death. Keep making comparisons back. Medieval Monks and writing. Research law and order - how were people punished? And what were they punished for? <b>Religion:</b> In the late 6th century, a man was sent from Rome to England to bring Christianity to the Anglo-Saxons. He would ultimately become the first Archbishop of Canterbury, establish one of medieval England's most important abbeys, and kickstart the country's conversion to Christianity. England had several Christian bishops during the Roman period, but the spread of Christianity increased during the later Anglo-Saxon era. The spread of Christianity also helped to unite the different kingdoms of England, as more and more people across the country were following the same religion. <b>Alfred the Great:</b> Alfred the Great is perhaps the most famous Anglo-Saxon king. He ruled from 871 - 899. At the start of his reign, he ruled over Wessex, in the west of England. He defeated several Viking raids, and eventually signed an agreement, making peace with Vikings in the north. This resulted in England being divided in two: one area controlled by Alfred, and another area under Viking rule, called Danelaw. Alfred expanded his kingdom, taking land from the Mercia area and winning control of London. Under his leadership, many books were translated from Latin into English. This encouraged improvements in education. He also ordered many new ships to be built to protect his kingdom from invasion, as well as the building of new monasteries.</p>	
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## St George's CE Primary Hyde - History Progression

**Law and order:** There wasn't a police force like we have today. Keeping law and order was the responsibility of everyone in the village. If someone was seen committing a crime then the witness could raise a 'hue and cry' (shouting for help). Everyone who heard it was expected to help chase and capture the suspects. There was a system in place called 'Tithing' in which a group of ten men were made responsible for each other's behaviour. If one of them broke the law, the other members of the tithing had to bring them to court. If they didn't, they would have to pay a fine. Every male over the age of twelve was expected to join a tithing. How were people who broke the law punished? The leader of the village would use the laws written by the King to decide what punishments you would receive. The church and local lords had the power to decide punishments. The church had its own courts and a different system of punishment. The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines. Some crimes, such as treason against the king or betraying your lord, were thought to be so serious that they carried the death penalty. Regular offenders were punished very harshly. If they were found guilty of stealing more than once they might have their hands cut off.

Weregild, which means 'blood price', was a system of fines where, if you injured someone, the victim received money. The King set the fines and there was a system of payments:

12 shillings for a broken thigh.

20 shillings for the loss of a thumb.

50 shillings the loss of an eye.

If a person killed someone, they paid the weregild fine to the dead person's relatives.

**Trial by ordeal:** If a jury couldn't decide if a person was innocent or guilty then there was the option of 'trial by ordeal'. Examples of ordeals were:

Walking at least nine feet on hot coals.

Putting your hand in boiling water to retrieve a stone.

Picking up a red hot iron.

If your wounds healed cleanly after 3 days, then you were considered to be innocent in the eyes of God.

**Evidence:** The work of archaeologists in putting together the stories from Sutton Hoo. They bring Christianity; look at Lindesfarne and Saxon Churches. Words went into the church only because parchment

## St George's CE Primary Hyde - History Progression

	<p>is very expensive. England was not a united country. It was divided up into separate kingdoms. The best-known Saxon king was Alfred the Great, who ruled Wessex from 871-886 and all of England from 886-899. The Chronicles were written by monks. Several copies were made and sent to monasteries across the country. The monasteries then updated the manuscripts each year. These documents are collectively called the Chronicles.</p> <p><a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo-introduction">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/classroom-resource-sutton-hoo-introduction</a></p> <p><b>Key knowledge for retention:</b></p> <ul style="list-style-type: none"> <li>• Before Anglo Saxons were converted to Christianity by the people of England, they were Pagans.</li> <li>• They built churches</li> <li>• Anglo Saxons had Kings</li> <li>• They created kingdoms</li> <li>• Rule, law and justice changed - crime and punishment during this time</li> <li>• England was divided in two: one area controlled by Alfred, and another area under Viking rule, called Danelaw.</li> <li>• Know an example of punishment if a law is broken.</li> </ul>	
<p>Summer</p>	<p style="text-align: center;"><b>BRITISH HISTORY - HISTORY OF LOCAL AREA</b></p> <p><b>Continuity and Change</b> - (Local History/ Post 1066) Identify social, cultural, religious and population diversity in Britain - within a given period. This is our first modern era unit in KS2; they need to know how far ahead in the calendar it is. Hyde as a local study. This is a local unit but needs to make links to the wider world especially to the migration of families into the area. LOCAL WALKS to look at evidence in the mills.</p> <p><b>Enquiry question:</b> <b>How did the Industrial Revolution affect Tameside?</b> Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> Recap British Timeline the 18th and 19th centuries and introduce the Modern Era (Victorian period - don't go into depth). Revisit and recall the significant buildings in Hyde from Year 2. Recap on migration and explore how changes in Industry in the Victorian era brought people from the rural</p>	

## St George's CE Primary Hyde - History Progression

parts of the country into urban centres.

What is a mill, who worked in them? The Industrial Revolution; machines; link back to the Stone Age, the Egyptians and the Greeks; people solving problems using knowledge passed down. Make sure the children know the significance of where the mills have been built and the canal and railway. Local walk.

**Technology:** children need to be aware of the technology advancements in this era, but doesn't need to be in too much depth.

New machines were invented that could work much faster and on a bigger scale than human hands. The spinning jenny and power loom allowed the textile industries to grow. The steam engine could provide more energy for large factories. The steam locomotive and railways meant that travel was quicker and people, raw materials and goods could be transported more easily.

**Examples of how Tameside has changed:** Factories and industries needed more raw materials and made more products. These all needed to be transported. (link to Year 2 Transport) Horse-drawn transport was not fast enough and could not cope with the amount of freight that needed to be moved. Canals were introduced to deal with this issue. Canal boats could move large volumes of goods. (link to Year 4 Romans) Roads were improved, especially with the introduction of macadamized (tarmacked) road surfaces that were stronger and smoother. Later, the invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads.

Similarities and differences between owners and workers:

**Workers:** Most cities and towns were not prepared for the great increase of people looking for accommodation to live near their work place. (link to Y4 - British Empire - Migration) many people came from other countries for work e.g. Bangladesh and now more currently Eastern Europe. There was a shortage of houses, so many people had to share a room in other peoples houses. Rooms were rented to whole families or perhaps several families. Often ten or twelve people shared one room. If there was no rooms to rent, people stayed in lodging houses. Many factory owners built houses for their workers near their factories. The houses were built close together really quickly and cheaply. These houses often had two rooms downstairs and two rooms upstairs. They were not really big enough for the large families people tended to have during the Victorian time. The houses also did not have running water and toilets. Up to 100 houses had to share an outdoor pump to get their water and share an outside toilet. To make things worse, the water from the pump was often polluted.

## St George's CE Primary Hyde - History Progression

**Factory owners:** Many factory owners put profit above the health and safety of their workers. Children and young women were employed in terrible conditions in textile mills and mines. Furnaces were operated without proper safety checks. Workers in factories and mills were deafened by steam hammers and machinery. hours were long and there were no holidays. In textile mills children were made to clean machines while the machines were kept running, and there were many accidents. Many children lost fingers in the machinery and some were killed, crushed by the huge machines.

Cotton (link to Fairtrade) and the mills; where did it come from? The British Empire and migration of families for jobs. (link to Year 4).

**Evidence;** field work, census records, writing, objects and images. Idea of the empire being seen differently over time by showing them contrasting views of the BE today.

**Common Misconceptions;** All children worked in a mill, all rich people owned mills

### **Key knowledge for retention**

- The industrial Revolution happened in the 18th and 19th centuries, a long time after the Romans and the Greeks
- Industrial revolution - The industrial revolution meant Tameside had many mills built near canals for transport links in the early 1900's.
- Children worked in mills in poor conditions
- Population increased as workers migrated for jobs.
- Cotton mills were the main trade

## St George's CE Primary Hyde - History Progression

Year 6	<p style="text-align: center;">Developing the second order concepts; Pulling together the British historical narrative; patterns over long time spans (the political, religious, the social history) Contrasting non British unit</p>	Vocabulary
Autumn	<p style="text-align: center;"><b>BRITISH HISTORY - VIKINGS</b></p> <p><b>Change and continuity/Cause and Consequence.</b> We are taking them up to 1066 in this unit and finishing off the history of Britain. <i>NB The Vikings and Anglo-Saxons are all in Britain at the same time by the 8th century and are still in the DNA of many people in the UK</i></p> <p><b>Enquiry question: What mattered to the Vikings?</b> Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> who and when were the Vikings? Timeline and maps. Use the world map to show the extent of Viking settlements. (make links with Anglo-Saxons Year 5 and Romans Year 4). Danelaw - Investigate maps of different kingdoms - Mercia, Wessex and Northumbria and Danelaw. Viking Gods and Myths (link to the Greeks) - research either Beowulf or Thor - child led learning. (through English POR text?) Law and Order - Viking laws and justice - pupils compare with today in terms of which was better and what have we learnt - oaths, wergild, jury, ordeals. How did types of crime compare then and now? Trip to Manchester Crown Court. Religion - Raids on Britain (recap destruction of Lindisfarne) conversion of Christianity. The Vikings came into contact with Christianity through their raids, and when they settled in lands with a Christian population, they adopted Christianity quite quickly. This was true in Normandy, Ireland, and throughout the British Isles. The Vikings chose Christianity during the 900s, partly because of the extensive trade networks with Christian areas of Europe, but also particularly as a result of increasing political and religious pressure from the German empire to the south. By the end of the Viking period, around 1050, most Vikings were Christians. <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-vikings">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/visit-resource-vikings</a></p> <p><b>Evidence:</b> can we trust the Anglo Saxons to tell us about the Vikings? Concept of bias...</p> <p><b>Common misconceptions:</b> Vikings just fought; Saxons and Vikings are the same, Vikings weren't Christians</p>	<p><b>Organising vocabulary:</b> transform, develop, worsen, improve, Islam, Caliph, anatomy, algebra, mosque</p>

## St George's CE Primary Hyde - History Progression

	<p><b>Key knowledge for retention</b></p> <ul style="list-style-type: none"> <li>• Vikings invaded more than just Britain</li> <li>• Vikings converted to Christianity</li> <li>• The Anglo Saxons and Vikings shared many battles and continued to battle despite signing peace treaties and sharing agreements on land. They shared the land of the United Kingdom with Anglo Saxons taking most of the West and the Vikings taking most of the East, but continued to battle for further ownership of the country</li> <li>• The areas the Vikings invaded in the UK were known as The Danelaw. This included modern day Yorkshire and the most important city in the Danelaw was York (Jorvik).</li> <li>• As they conquered Northern England they adopted Christianity.</li> </ul>	
Spring	<p style="text-align: center;"><b>NON-EUROPEAN SOCIETY - ISLAMIC CIVILISATION</b></p> <p><b>Causation and consequence/Significance</b> - (Islamic Civilisation) Identify the significance and impact of a civilisation within a given time period. <b><i>NB this is contemporaneous with Viking Britain so keep linking this back. Remind them about how some knowledge was lost when the Romans left (we lost access to papyrus and books; words went into the church only because parchment is very expensive)</i></b></p> <p><b>Enquiry questions:</b> <b>Why was Baghdad such an important city in 900CE? What mattered to the people in Baghdad?</b> (make links to the Vikings). Make sure they actually answer this question by the end of the unit</p> <p><b>Content:</b> timeline and map; where are we when are they? Refer to previous periods and identify previously studied places. What is Islam - how did it begin and spread? Need to link to idea about Empire/Caliphates. Prophets Legacy - everyone wanted to be the Caliph this led to settlement of Baghdad. Built in a circle to represent unity and power with the House of Wisdom in the centre. Trade routes (Silk Roads): set up network of roads to make trade easier between themselves and other continents. Initially, they travelled over land but later realised they could travel overseas. Increased trade links with others and became more established and a super-power state.</p>	

## St George's CE Primary Hyde - History Progression

**House of Wisdom:** in Europe - Vikings - they were still in the dark ages, whereas Baghdad was the Golden Age - prosperous, educated and forward thinking - inventing medicine, irrigation systems, market places etc Inside the House of Wisdom, scholars were the only ones allowed to enter. Scholars travelled from around the world to enter - they mixed with others to increase their own knowledge. Books were brought from different countries, housed and translated into all different languages of the time.

How is society sim/different to the Viking's society

**Evidence:** writing from the time and about the time, art and objects

**Common misconceptions:** Islam is not about science and art; the Middle east had nothing to do with Europe and knowledge; Islam is an oppressive religion; they were poor, they were not clever.

### **Key knowledge for retention**

- This is the same time as the Vikings and Anglo Saxons
- Baghdad was one of the most important cities in the world
- Islam was a powerful religion that valued learning and science and was tolerant of other religions
- During the Golden Age of Islam, they were more prosperous than the Vikings
- House of Wisdom was the centre of learning for great scholars
- Trade routes were called the Silk Roads and established during this time