



## English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

### WHOLE SCHOOL HISTORY CURRICULUM PROGRESSION

**History Intent : Following the national curriculum for History our intent is that all our children will leave primary school with the character traits, knowledge and skills to have a positive impact on the world through:**

#### **Head**

- Learning about historical events and figures.
- Having opportunities to create, through designing historical investigations and enquiries
- Having opportunities to study, compare and offer opinions on primary and secondary sources of evidence

#### **Heart**

- Fostering curiosity and creativity about what they are learning and about the world around them. to ask questions
- Fostering a love of learning new knowledge and skills, a love of building on existing knowledge and skills and a love of creating, planning and undertaking historical enquiries, methodically.
- Having resilience and determination by knowing that hard work will give us the answers and help us to succeed e.g. comparing a range of contrasting sources to form and develop an individual viewpoint
  - Knowing that it is OK to not get things right all of the time and we learn from mistakes.

#### **Hand**

- Beginning to answer their own questions about the world around them and the events, which have shaped it.
- Having the historical knowledge required to understand the uses and implications of history, today and for the future.
  - Understanding that history is essential to everyday life and the impact it can have on our present and future

**EYFS – Our Science curriculum learning journey begins in the EYFS understanding the World curriculum.**

**Understanding the World**

**ELG Past and Present**

<p><b>Talk about the lives of people around them and their roles in society.</b></p> <ul style="list-style-type: none"> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></li> </ul>		
<b>Advent Term units</b>		
<b>YEAR</b>	<p><b>KEY KNOWLEDGE</b> – see medium term plan which shows all knowledge as set out in NC for every topic</p> <p><b>KEY SKILLS</b> to be used alongside the NC objectives as set out in ‘<u>Medium term planning</u>’ as stated above and to be used with ‘<u>Skills breakdown</u>’ document - showing how the skills progress through each year group.</p>	<b>KEY VOCABULARY</b>
Year 1	<p><b><u>Topic - Victorians/Queen Victoria</u></b></p> <p><u>To be able to:</u>  Identify Queen Victoria  Place the Victorian period in relation to other periods in history  Use sources to identify QV and members of her immediate family  Identify some of the changes which took place during this era – for normal people/wealthy people/in urban and rural areas  Understand why towns grew during the Victorian era  Understand what life was like for poor Victorians</p>	Queen Victoria, Prince Albert, Urban, Rural, Seaside, Work house, orphan
Year 2	<p><b><u>Topic - Victorians/Queen Victoria</u></b></p> <p><u>To be able to:</u>  Identify Queen Victoria  Place the Victorian period in relation to other periods in history  Use sources to identify QV and members of her immediate family  Identify some of the changes which took place during this era – for normal people/wealthy people/in urban and rural areas  Understand why towns grew during the Victorian era  Understand what life was like for poor Victorians</p>	Queen Victoria, Prince Albert, Urban, Rural, Seaside, Work house, orphan
Year 3	<p><b><u>Topic - Stone Age/Iron Age</u></b></p> <p><u>To be able to:</u>  Discuss Was Stone Age man simply a hunter and gatherer, concerned only with survival?  Know how different was life in the Stone Age when man started to farm?  Study and gather evidence about Stone Age life from the excavations at Skara Brae</p>	Stone Age Palaeolithic Mesolithic Neolithic Historian

	<p>Understand why it was so difficult to build Stonehenge</p> <p>Understand How much did life really change during the Iron Age and how can we possibly know?</p>	<p>Archaeologist</p> <p>Early Man/ Neanderthals – early humans</p> <p>Hunting, Gathering and Foraging</p> <p>Nomadic</p> <p>Tools</p> <p>Flint Knapping</p> <p>Cave/tent/</p> <p>Megalith</p> <p>Midden</p>
Year 4	<p><b><u>Topic - Egypt</u></b></p> <p><b>To be able to:</b></p> <p>Place ancient Egypt on a timeline and locate Egypt, Cairo and the Valley of the Kings on a Map.</p> <p>Recognise that Egyptian Kings were seen as Gods.</p> <p>Know the names, times and facts about some of the Egyptian Kings.</p> <p>Understand the process of preparing a king for the afterlife including the mummification process.</p> <p>Recognise the importance of Howard Carter as an archaeologist who helped us to develop our understanding of life in ancient Egypt.</p> <p>Recognise that some saw Carter as a Grave Robber, vandal and thief and make our own opinions based on evidence.</p> <p>Explore the idea of a curse in the tomb of Tutankhamun – superstition or reality – make up your own mind based on the evidence.</p> <p>Recognise the role of slaves in the construction of pyramids and discuss the rights and wrongs of slavery</p>	<p>Pyramid, Egypt, Slave, Pharaoh, Desert, Egypt, King, Tutankhamun, Howard Carter</p>
Year 5	<p><b><u>Topic - Greece</u></b></p> <p><b>To be able to :</b></p> <p>understand that our knowledge of the climate and geography of Greece today helps us understand the Importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands.</p> <p>Grasp that these feature frequently in Greek legends.</p> <p>Locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>place Ancient Greece on a simple timeline, that also shows when Athens was at its height in C5th - C6th BC-the Golden Age</p> <p>learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p> <p>*Pupils learn to generalise from the particular about salient features of Ancient Athenian society esp. role of slaves.</p> <p>Draw inferences from evidence on pots going beyond the literal.</p>	<p>Marathon, Athens, Sparta, theatre, Athenian, Mythology, Doric, Corinthian, Parthenon, Olympic Games, Slave</p>

	<p>make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots</p> <p>explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, e.g.: Persian weaknesses, Athenian strength</p> <p>grasp how the battle affected both Athens and Persia</p> <p>understand that dominance of Athens was short-lived</p> <p>understand that the Olympics were not just athletic events</p> <p>grasp that religion and preparation for war were also critically important</p> <p>grasp that the plays reflected Athenian interest in politics as well as the central importance of the Gods in daily life.</p> <p>grasp that their theatres were incredible feats of engineering</p>	
Year 6	<p><b><u>Topic - Ancient Islam</u></b></p> <p><b><u>To be able to:</u></b></p> <p>Place Ancient Islam on a timeline in relation to other periods of history studied.</p> <p>Identify Baghdad, Persia and the Silk route on a Map.</p> <p>Understand the importance of Baghdad a city of education, medicine, trade and culture.</p> <p>Recognise what life was like for all parts of society in Baghdad.</p> <p>Give reasons for the decline of Baghdad over time.</p> <p>Discuss what life was like for citizens of Baghdad</p> <p>Compare early Islamic civilisation to other cultures studied.</p>	Baghdad, Islam, Mohammed, Trade, Silk, medicine, culture, Mosque, civilisation
<b>Lent Term Units</b>		
<b>YEAR</b>	<b>KEY KNOWLEDGE</b> <b>KEY SKILLS</b>	<b>KEY VOCABULARY</b>
Year 1	<p><b><u>Topic – Samuel Pepys/Fire of London</u></b></p> <p><b><u>To be able to:</u></b></p> <p>Recognise that Samuel Pepys provides a record of life in Britain at the time of the Great Fire of London</p> <p>Identify what life was like in Britain during this time.</p> <p>Explore the growth of London over time by comparing and contrasting maps from a variety of times – order them and offer reasoning for their choices.</p> <p>Look at the causes of the Great Fire – who was responsible why.</p> <p>Understand the great plague – what was it? What were the causes? How did the fire of London help to overcome the plague?</p> <p>How did the construction of the buildings help the fire to spread easily?</p>	Plague, fire, rats, Samuel Pepys, Fire Brigade, Pudding Lane, Baker

	Understand the developments, which came about because of the fire.	
Year 2	<p><b><u>Topic – Local History – Oakham Castle</u></b>  <u>To be able to:</u>  Place Oakham Castle chronologically on a timeline and compare it to other buildings, civilisations of the time.  Compare and contrast the lives of the rich and the poor at the time of Oakham Castles construction.  Recognise that the castle was and remains a place of justice and law – recognise its role in protecting the local area.  Explore the diets of rich and poor people of the time.  Compare Oakham Castle to other Castles – discuss the similarities and differences between them and be able to place them on a timeline in chronological order based on their features.</p>	Castle, Motte and bailey, law and order, justice, court, Butter cross, stocks, pillory, gallows, gruel, punishment
Year 3	<p><b><u>Topic – World War “</u></b>  <u>To be able to:</u>  Recognise the causes of World War 2 and identify the alliances that formed. Discuss the impact that WW1 had on WW2 – did the end of the first war make a second inevitable.  Recognise and know the leaders of the nations involved in WW2.  Know some of the most well-known battles of the conflict.  Know and understand the importance of some events in WW2 – VJ Day, VE day, D Day, Battle of Britain  Discuss the Holocaust and recognise that the events, which took place, were wrong.  Look at propaganda and decide whether it paints, an accurate description of what is happening or is it biased – offer justification for your thinking.  Compare and contrast the WW2 leaders – Churchill, Chamberlain, Stalin, Mussolini and Hitler – know some facts about each of them.  Recognise the role of modern technology – tanks, atomic bomb, fighter planes in making this the technological war of is time.  Discuss the evacuation of children from cities to the countryside ( GNMT)was this a positive or a negative thing&gt;</p>	World War, Genocide, Hitler, Churchill, Gas Chamber, Concentration camp, evacuation

Year 4	<p><b><u>Topic – Vikings and Saxons</u></b></p> <p><b>To be able to:</b>  Place the Viking and Saxon era on a timeline in relation to other eras previously studied.  Recognise that Vikings were invaders, who travelled by sea.  Compare accounts of the Viking invasion at Lindisfarne – discuss, compare and contrast the accounts – is there any bias.  To compare and contrast the Viking and Saxon way of life and further compare this to other periods in history already studied.  To investigate the boat burial at Sutton Hoo and conduct a historical enquiry to decide whom the buried person may have been based on the historical facts presented.</p> <p>Topic - Vikings</p> <p><b>To be able to:</b>  know where the Vikings came from and why they attacked  know that the Vikings were a real threat from the sea  locate the Vikings in time in relation to the Romans and Saxons  understand how the Vikings gained their reputation  understand that it was exaggerated by the accounts written by monks  grasp that until recently monks’ records were main source of evidence  distinguish between a Saxon and Viking account of the same event  grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors  Identify at least one period when the Vikings were successful and another when they were not.  understand the importance of the Danelaw as an area of Viking settlement</p>	<p>Anglo Saxon, Archer, Danelaw, Axe, Freyja, Dane, Danegeld, Invade, Monk, Monastery, Odin, pillage, Pagan, raid, Shield, long ship, Thor Valhalla</p>

Year 5	<p><b><u>Topic – Romans</u></b>  <b><u>To be able to:</u></b>  Understand what life was like in the Roman empire.  Recognise that the romans were invaders who created an empire – discuss the pros and cons of the roman empire,  Understand the technological advances that took place during the Roman age – running water, heating, sewerage systems.  Understand and recognise what life was like for people from all parts of society in the roman empire – compare and discuss the differences between the rich and the poor.  Study the images in Roman mosaics and discuss what they tell us about life in Roman times.  Understand the impact of the volcanic eruption at Pompeii and discuss what it tell us about life at that time.  Understand what the Roman Wall is and why it was built</p>	Roman, centurion, army, invade, empire, conquer, trade, wealth, technology, wall, Hadrian, society
Year 6	<p><b><u>Topic – Georgians/The British Empire</u></b>  <b><u>To be able to:</u></b>  Place the Georgian period on a timeline and understand its significance.  Understand triangular trade and give reasons for the wealth, which boosted the growth and development of Britain during this time.  Recognise that towns and cities grew during this era and offer reasons why this happened.  Discuss the pros and cons of empire – was it a positive or negative thing and be able to justify your reasoning.  Study a particular aspect of life, which developed during the Georgian era – fashion, trade, industry.  Recognise what life was like for poor Georgians in comparison to the wealthier members of society</p>	Empire, Georgians, trade, slavery, colonial, fashion, industrialisation, industrial revolution, urban, rural
<b>Pentecost Term Units</b>		
<b>YEAR</b>	<b>KEY KNOWLEDGE</b> <b>KEY SKILLS</b>	<b>KEY VOCABULARY</b>
Year 1	<p><b><u>Topic – Moon Landings/Neil Armstrong</u></b>  <b><u>To be able to:</u></b>  Place the Moon Landings on a timeline in relation to other eras previously studied.  Know facts about the astronauts - who where they etc.  Recognise the space race against the Russians and the dangers of Space exploration.  Identify and sequence the significant events of space travel.  Produce a biography of Neil Armstrong/Buzz Aldrin  Understand that there are some people who do not believe that the moon landings happened.  Consider what it was like for the first people to visit the moon</p>	Moon, exploration, rocket, Space, danger, lunar, Russia, Soviet

Year 2	<p><b><u>Topic – Neil Armstrong/Moon Landings</u></b>  <u>To be able to:</u>  Place the Moon Landings on a timeline in relation to other eras previously studied.  Know facts about the astronauts - who where they etc.  Recognise the space race against the Russians and the dangers of Space exploration.  Identify and sequence the significant events of space travel.  Produce a biography of Neil Armstrong/Buzz Aldrin  Understand that there are some people who do not believe that the moon landings happened.  Consider what it was like for the first people to visit the moon</p>	Moon, exploration, rocket, Space, danger, lunar, Russia, Soviet
Year 3	<p><b><u>Topic – Tudors</u></b>  <u>To be able to:</u>  Place the Tudor period on a timeline in relation to other periods of history studied.  Compare and contrast the lives of rich and poor Tudor people  Understand who Richard III was and how the body found in Leicester was identified as being his.  Understand the participants in the Wars of the Roses and understand the significance of these battles.  Understand the importance of the Battle of Bosworth Field – the participants and who the winners were.  Recognise the monarchs who ruled during the Tudor period.  Understand that Henry VIII changed religion in England – explore and understand the reasons for this. Discuss what kind of person he was – justify your opinions  Know the wives of Henry and their fate – why did he marry so many times&gt;</p>	Tudor, Yorkshire, Lancashire, Red Rose, White Rose, Bosworth Field, Reformation, Richard III
Year 4	<p><b><u>Topic – Richard III</u></b>  <u>To be able to:</u>  Place the Tudor period on a timeline in relation to other periods of history studied.  Compare and contrast the lives of rich and poor Tudor people  Understand who Richard III was and how the body found in Leicester was identified as being his.  Understand the participants in the Wars of the Roses and understand the significance of these battles.  Understand the importance of the Battle of Bosworth Field – the participants and who the winners were.  Recognise the monarchs who ruled during the Tudor period.  Understand that Henry VIII changed religion in England – explore and understand the reasons for this. Discuss what kind of person he was – justify your opinions  Know the wives of Henry and their fate – why did he marry so many times?</p>	Tudor, Yorkshire, Lancashire, Red Rose, White Rose, Bosworth Field, Reformation, Richard III
Year 5	<p><b><u>Topic – Crime and Punishment</u></b>  <u>To be able to:</u>  Recognise how punishments have changed over time.</p>	Crime, Punishment, Police, Law and order,

	<p>Understand how the law was enforced before the Modern Police Force was formed and know when the Police was formed.</p> <p>Know who Robert Peel was and his role in founding the modern police force.</p> <p>Offer opinions on punishments – discuss fairness and the proportion of the punishment to the crime – hanging, sending convicts to Australia.</p> <p>Discuss the fairness of the law – have rich and poor always been treated equally?</p> <p>Understand how conditions and rights for prisoners have improved overtime and know some of the reformers who have helped to make things better for prisoners.</p> <p>Explore punishments like the pillory, stocks, hanging etc. – what were they used as punishment and why are they not used anymore?</p>	<p>Convict, stocks, pillory, gallows, prison, Bow Street Runner, Robert Peel</p>
<p>Year 6</p>	<p><b><u>Topic – Beyond Face Value</u></b></p> <p><u>To be able to:</u> Apply historical enquiry skills by:</p> <p>realise that monarchs employed artists to boost their image</p> <p>understand that some portraits were iconic because the monarch wanted to convey a particular message at an important time</p> <p>*Pupils learn that Elizabeth controlled her portraits in the last two decades of her life and can give reasons for this beyond vanity*They realise she needed to be seen to be strong after the execution of Mary Queen of Scots and Spanish Armada, especially as she was now old, unmarried and had no heirs or Prospect of them.</p> <p>Learn the main dangers facing child labour in Victorian factories.</p> <p>They will grasp that during the 1830s onwards improvements were made in factory conditions</p> <p>realise that images are all created for a purpose</p> <p>*They can speculate as to possible purpose by looking carefully at ‘internal clues’ in the pictures.</p> <p>Select images from the painting that they feel have been included for a specific reason.</p> <p>see how the meaning of an image changes immediately you ask who produced it</p> <p>Look for possible deeper meaning knowing that people produce images for different purposes. Here it is to glorify the work of a hard-working navy not to show what streets looked like</p> <p>They are able devise historically valid questions to fire at artist</p> <p>Pupils pick out the key ideas from an animated website</p> <p>*They are able to adjust their thinking about evacuation in the light of a wider evidence base</p> <p>*They can explain why government produced images were so positive</p> <p>Pupils use terms like morale and censorship with confidence</p> <p>Explain what we mean by propaganda, iconic censorship, and staged.</p> <p>analyse photographs or newsreel films from the early 1940s to spot signs of propaganda</p> <p>explain why propaganda was so important in wartime</p>	<p>Propaganda, Fake News, Bias, control, positive, iconic, censorship, heirs, evacuation</p>

	*They can explain what we mean by fake news.	
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