



Burlington Junior School History



History LTP and Progression 2020/2021

	KS1 Burlington Infants	Year 3	Year 4	Year 5	Year 6
Autumn	Year 1 Toys from the past - changes in living memory Year 2 Changes to London Remembrance Day	Local Heroes (6 Sessions)	Titanic (6 sessions)	How did Britain change under Anglo-Saxon rule? (6 sessions)	Raiders or Traders? Were the Vikings really marauders? (6 sessions) (Cover the Scots)
Spring	Year 1 Neil Armstrong Tim Peake Blackbeard Year 2 Florence Nightingale and Mary Seacole	Who lived in Britain during the Stone Age to the Iron Age? (Focus on Stone Age and Bronze Age) (6 sessions)	What did the Ancient Egyptians do for us? (9 sessions)	What is the Victorians legacy? (6 sessions)	A Child's War (9 sessions)
Summer		Who lived in Britain during the Stone Age to the Iron Age? (Focus on Iron Age which leads into the Celts and links into Romans taught in Year 4) (6 sessions)	Were the Romans really rotten? (9 sessions)	Who were the Ancient Greeks? (6 sessions)	The Mayans (6 sessions)
KS2 Timeline	Pre-Historic, Stone Age, Bronze Age, Ancient Egyptians, Iron Age, Ancient Greeks, Romans, Mayans, Birth of Christ, Anglo Saxons, Vikings, 1066, The Gunpowder Plot, Great Fire of London, Victorian era, World War I, Amy Johnson's solo flight to Australia, the birth and coronation of Queen Elizabeth 2, Neil Armstrong's flight to the moon, when they were born, now.				
Recurring Themes and Substantive Concepts	Life of a child, crime and punishment, legacy, empire and democracy				

Working Historically

	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve 	<p>Local Heroes Who lived in Britain during the Stone Age to the Iron Age?</p> <p>Chronology</p> <ul style="list-style-type: none"> To be able to recognise that history can be divided into different periods of time To make appropriate use of chronological conventions (e.g. BC, AD, century, decade), To be able to create timelines and sequence events or artefacts. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> to provide specific details of the events, people, problems and/or developments associated with the historical periods studied. <p>Enquiry using sources of Evidence</p> <ul style="list-style-type: none"> to use sources in ways which go beyond simple observations to ask and answer questions about the past in order to build a picture of a period, person or event. <p>Communication and Language</p> <ul style="list-style-type: none"> to communicate their knowledge and understanding in a variety of ways (e.g. writing, discussion, drama) to begin to make use of key words and phrases relating to the periods studied. <p>Continuity and Change</p> <ul style="list-style-type: none"> To be able to recognise and understand that some aspects of life change and some aspects stay the same across periods of time. <p>Similarity and Difference</p> <ul style="list-style-type: none"> To be able to recognise and understand that there are similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods. <p>Cause and effect</p>	<p>The Titanic What did the Ancient Egyptians do for us? What did the Romans do for us?</p> <p>Chronology</p> <ul style="list-style-type: none"> to recognise that history can be divided into different periods of time, to make appropriate use of dates and chronological conventions (e.g. BC, AD, century, decade) to reflect the passing of time to create timelines and sequences using dates. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> to demonstrate deeper understanding of history by making some connections between the different periods studied. <p>Enquiry using sources of Evidence</p> <ul style="list-style-type: none"> to use sources in a more critical way by thinking about their utility and/or accuracy <p>Communication and Language</p> <ul style="list-style-type: none"> to express their thinking in increasingly organised ways, providing reasons and using historical terminology and dates. <p>Continuity and Change</p> <ul style="list-style-type: none"> to describe some of the changes between historical periods. <p>Similarity and Difference</p> <ul style="list-style-type: none"> to recognise similarities and differences in the ways of life, beliefs and events affecting people within specific historical periods <ul style="list-style-type: none"> to suggest some reasons for such occurrences. <p>Cause and effect</p> <ul style="list-style-type: none"> to go beyond identification of actions to suggest the reasons for and impact of actions and events. 	<p>How did Britain change under Anglo-Saxon rule? What did the Victorians do for us? Who were the Ancient Greeks?</p> <p>Chronology</p> <ul style="list-style-type: none"> to organise their written work using a chronological framework (conventions and sequences learnt in Y3 and Y4) to reflect the passing of time. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> to demonstrate deeper understanding of history by starting to recognise the impact of people and events. <p>Enquiry using sources of Evidence</p> <ul style="list-style-type: none"> to use sources in a more critical way by thinking about their utility, accuracy and reliability. <p>Communication and Language</p> <ul style="list-style-type: none"> to draw conclusions about the past reflecting their studies and understanding of the historical context. <p>Continuity and Change</p> <ul style="list-style-type: none"> to suggest some reasons for the described changes between historical periods. <p>Similarity and Difference</p> <ul style="list-style-type: none"> to identify and describe similarity and difference when considering substantive historical concepts within or between contemporary regions, nations or cultures. (Legacy, Empire, Monarchy) <p>Cause and effect</p> <ul style="list-style-type: none"> to consider what went before and after when suggesting the impact of historical events or developments. <p>Interpretation</p> <ul style="list-style-type: none"> to reflect upon why there are different interpretations of the past. <p>Significance</p>	<p>Raiders or Traders? Were the Vikings really marauders? A Child's War The Mayans</p> <p>Chronology</p> <ul style="list-style-type: none"> to create timelines to an accurate scale to represent the passing of time, and historical impact is effectively considered as a result of chronological understanding. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> to demonstrate contextual understanding of the period and consider such context when working with substantive subject matter and second order concepts. (Empire, Monarchy, Legacy and other appropriate concepts within the period studied) <p>Enquiry using sources of Evidence</p> <ul style="list-style-type: none"> to use sources in a more critical way by thinking about their utility, accuracy and reliability and suggesting some reasons for their judgements. <p>Communication and Language</p> <ul style="list-style-type: none"> to draw conclusions about the past reflecting their studies and understanding of the historical context. <p>Continuity and Change</p> <ul style="list-style-type: none"> to see that there are links between historical periods that could account for levels of change and continuity. <p>Similarity and Difference</p> <ul style="list-style-type: none"> To suggest reasons why there are similarities and differences when considering substantive historical concepts within or between contemporary regions, nations or cultures. <p>Cause and effect</p> <ul style="list-style-type: none"> to provide some explanation of their reasons relating to the impact of historical

<p>thoughtful selection and organisation of relevant historical information</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> • To be able to identify some reasons for why people acted in the way they did • To be able to give some of the reasons why events occurred. <p>Interpretation</p> <ul style="list-style-type: none"> • to recognise that there are different representations of the past • to begin to question these viewpoints. <p>Significance</p> <ul style="list-style-type: none"> • to consider which people or events were historically important relative to each other. 	<p>Interpretation</p> <ul style="list-style-type: none"> • to recognise that some representations of the past may be more valid than others. <p>Significance</p> <ul style="list-style-type: none"> • to suggest reasons for historical importance. 	<ul style="list-style-type: none"> • to suggest reasons for how they order historical importance. 	<p>events or developments.</p> <p>Interpretation</p> <ul style="list-style-type: none"> • to reflect upon why there are different interpretations of the past and the impact of time, author & place. <p>Significance</p> <ul style="list-style-type: none"> • to undertake simple comparison to determine and give reason for the most important person, event or change.
<p>Key Vocabulary:</p>	<p>object, primary source, secondary source, museum, old, ancient, chronological</p> <p>BC, AD, century, decade, now, then, old, new, yesterday, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BCE, AD/CE, chronology, long time ago ..., last week..., pre-1066..., pre-history, a hundred years ago, pre-history</p> <p>historian, aviation, aviatrix, career, continent, slave trade, politician, campaign, vote</p>	<p>Artefact, object, discovery, invention, primary source, secondary source, museum, change, cause, similarity, difference</p> <p>BC, AD, century, decade, now, then, old, new, ancient, pre-history, yesterday, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BC(E), AD/CE, chronology, long time ago ..., last week..., during the Roman period...</p>	<p>Artefact, object, evidence, discovery, invention, primary source, secondary source, archaeology, museum, compare/contrast, connections, legacy</p> <p>BC, AD, century, decade, now, then, old, new, yesterday, pre-history, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BC(E), AD/CE, chronology, chronological conventions, long time ago ..., last week..., during the Victorian period..., during the reign of Queen Victoria, throughout the Victorian period...</p>	<p>Artefact, object, evidence, discovery, invention, interpretation, primary source, secondary source, significance, oral history, archaeology, museum, reliability, validity, bias, trends, significance, continuity</p> <p>BC, AD, century, decade, now, then, old, new, yesterday, pre-history, day, week, month, year, past, present, nowadays, century, decade, period, millennium, BC(E), AD/CE, chronology, chronological conventions, long time ago ..., last week..., during the Mayan period..., during the reign of ..., throughout the Viking period..., towards the end of World War Two..., Pre-1939..., In 1945...</p>
<p>Substantive Concepts</p>	<p>age (period), ancient, century, civilisation, country, decade, enemy, estate (land), famine, freedom, king, kingdom, millennium, nation, peasant, period, ruler, settlement, slave, trade, tribe, village</p>	<p>army, border, city, conflict, conquest, conquer, emperor, empire, invasion, power, rules, war</p>	<p>absolute monarchy, ancestor, church (institution), coronation, culture, democracy, migration, lord, merchant, monarchy, nationality, nobility, queen, rights, law</p>	<p>alliance, civil war, colony, court, diplomacy, frontier, General, immigration, military, monk, navy, nun, peace, political party, prime minister, public, religion, republic, society, tax, trade route</p>

Chronology of Life in Britain (from Stone age to 1066)

National Curriculum:	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught about</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone age to the Iron age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>Who lived in Britain during the Stone Age to the Iron Age?</p> <p>To discuss why it is hard to accurately explain events in the past</p> <p>To identify where the Stone Age and Bronze Age approximately fall on the timeline</p> <p>To identify the migration of early humans across the globe</p> <p>To look at different homes from the Palaeolithic, Mesolithic and Neolithic times</p> <p>To understand the tools, development of technology and use of fire</p> <p>To use my knowledge to create an interpretation of the past.</p>	<p>What did the Ancient Egyptians do for us?</p> <p>To develop an understanding of the Ancient Egyptian time period</p> <p>To understand the mummification process.</p> <p>To recognise the significance of the papyrus of Ani tale</p> <p>To consider the significance of the Pharaoh, Hatshepsut</p> <p>To consider how Ancient Egyptian inventions are relevant today</p>	<p>How did Britain change under Anglo-Saxon rule?</p> <p>Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>How were the Saxons able to see off the Viking threat?</p> <p>Just how great was King Alfred, really?</p> <p>Just how effective was Saxon justice?</p>	<p>Raiders or Traders?</p> <p>To infer about the life of past cultures from secondary sources</p> <p>To understand how the Vikings gained their reputation</p> <p>To understand that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors</p> <p>To grasp the significance of archaeological evidence</p> <p>To locate places with different Viking endings on modern maps</p> <p>To know that people's views of the Vikings differ</p>
			<p>Who were the Ancient Greeks?</p> <p>To locate Ancient Greece, Crete, Athens and Sparta on a map and identify key geographical features of the landscape</p> <p>to 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>to draw inferences and make deductions about Greek life based on evidence found on Greek Pottery</p> <p>to draw conclusions about what historical evidence tells us and explain its believability</p> <p>to explain the similarities and differences between crime and punishment in Ancient Greece and crime and punishment now</p> <p>to understand the sheer scale and variety of the Greek achievement in so many areas</p>	

Key Vocabulary:	Artefact, Bronze, Celt, Dwelling, Evidence, Homo sapiens, Hillfort, Hunter gatherer, Mesolithic, Nomad, Neolithic, Palaeolithic, Quern, Roundhouse, Settlement, Stone Age	Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary	Angles, Saxons, Jutes, rune, wattle and daub, thatch, farmer-warrior, Sutton Hoo, Bede, Iona, Cuthbert, Lindisfarne, Monastery, illumination, manuscript, weregeld, Christianity, Augustine, Alfred the Great, pagan, dark ages, justice, settlement, Mercia, Bretwalda (meaning super king), Tiw, Woden, Thor, Frig, missionary, Danelaw, Bishop Asser, Alfred the Great democracy, Acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy, agora, Hellenistic, phalanx, aristocrat, mythology, column, hoplite, peninsula, oracle, terraced, amphitheatre, pankration, wrestling, chariot racing, marathon, wreath, Olympia, discus, boxing, javelin, Ancient Greece, champion	longboat, longhouse, chieftain, berserker, danegeld, feast, raid, trade, Yggdrasil, farmer-warrior, Danelaw, Asgard, Jarl, Karl, figurehead, chainmail, Valhalla, stereotype, Lindesfarne, raider, conqueror, archaeological, Jorvik, sagas, Scandinavian Ahau, dynasty, maize, codex, hieroglyphics, stela, scribe, haab, jade, sacrifice, city-states, terraced, pyramid, peasant, bloodletting, cacao, cenote, Huipil, Popol Vuh, Tzolk'in
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World History

National Curriculum:	Year 3	Year 4	Year 5	Year 6
Greek life and achievements and their influence on the western world ● A local study that could extend beyond 1066 ● An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ● Cover each	<p style="background-color: red; color: white; padding: 5px;">Who was William Wilberforce and Amy Johnson and why were they important to our local history?</p> <p style="background-color: red; color: white; padding: 5px;">To evaluate and ask questions about sources To research Amy Johnson. To understand how values and beliefs change over time To analyse how Amy Johnson felt during her career To research William Wilberforce To sequence significant events on a timeline To identify different interpretations of the slave trade triangle To compare past and modern campaign methods</p>	<p style="background-color: red; color: white; padding: 5px;">The Titanic</p> <p style="background-color: red; color: white; padding: 5px;">To be able to recognise how class affected the passengers on board To recognise where the Titanic was travelling to. To be able to research facts relating to Titanic To pick out evidence about the past from sources To reflect on the impact the Titanic had on laws of ship building</p> <p style="background-color: blue; color: white; padding: 5px;">Were the Romans really rotten?</p> <p style="background-color: blue; color: white; padding: 5px;">To understand why the Romans invaded Britain. To understand Boudicca's revolt and the image we have of her today To understand how the Romans were able to</p>	<p style="background-color: yellow; padding: 5px;">What did the Victorians do for us?</p> <p style="background-color: yellow; padding: 5px;">To use historical sources to find out about the Victorian period To find out what sort of jobs were taken by Victorian children and explore what life was like for Victorian working children To compare Victorian schools with modern day schooling To find out about what Victorian crime and punishment was like To explain how new inventions changed people's lives during the Victorian period</p>	<p style="background-color: yellow; padding: 5px;">A Child's War</p> <p style="background-color: yellow; padding: 5px;">To identify why WWII started and the allies and axis who fought To understand rationing and the reasons why it was introduced To explain differing views of why places in the UK were bombed To be aware that different evidence will lead to different conclusions To know how propaganda influenced the reader To know of the role of women during World War 2</p> <p style="background-color: blue; color: white; padding: 5px;">The Mayans</p> <p style="background-color: blue; color: white; padding: 5px;">To discover facts about the Maya Civilisation. To locate the ancient Maya Cities. To find out what we know about the Maya from the drawings of Frederick Catherwood. To find out what Maya people grew and ate. To look at the characteristics of Maya gods and design your own.</p>

<p>of and then choose one to look at in depth: ●</p> <ul style="list-style-type: none"> ● Ancient Egypt ● Ancient Sumer ● Indus Valley ● Shang Dynasty ● Choose one of: ● Mayan civilization ● Early Islamic civilization ● Benin civilization 		<p>control such a vast empire</p> <p>To understand how Roman life was different to that of the Celts</p> <p>To understand why the Great Roman Empire ended.</p> <p>To understand what the Romans did for us.</p>		<p>To look at the Maya number system.</p> <p>To consider what we know about Chichen Itza and use the information to create a leaflet for tourists.</p>
<p>Key Vocabulary:</p>	<p>Artefact, Bronze, Celt, Dwelling, Evidence, Homo sapiens, Hillfort, Hunter gatherer, Mesolithic, Nomad, Neolithic, Palaeolithic, Quern, Roundhouse, Settlement, Stone Age</p>	<p>Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p> <p>Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic, Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary</p>	<p>Queen Victoria, Victorian era, Prince Albert, Crystal Palace, Dame School, ragged school, national schools, board schools, British and Foreign Schools, inventions, factory, factory acts, mining, cotton mill, workhouse, chimney sweep, steam train, Thomas Edison, Charles Dickens, Dr Barnardo, pauper, poverty, upper class, lower class, working class, rich, affluent, industrial, steam, slate, chalk board, whip, cane, typhoid, disease, cholera, empire, British Empire, compulsory, coronation, slum, dormitory, Industrial Revolution, privy, governor, debtor's prison, artisan, refractory cell, pinafore, arithmetic, sovereign, constable, cobbles, cane, dunce, matron, oakum, workhouse, landlord, master, servant</p>	<p>Allies, air raid, ARP warden, Home guard, blackout, bomb, bomber, concentration camp, evacuee, evacuated, soldier, refugee, Gestapo, Adolf Hitler, Nazi, Swastika, Blitz, bomber, doodlebug, gas mask, hand grenade, prisoner of war, rationing, identity card, soldier, rifle, spitfire, Winston Churchill, Neville Chamberlain, treaty, prejudice, Holocaust, Victoria Cross</p>