

# Scotton Lingerfield Primary School History Progression

Substantive knowledge, Disciplinary knowledge

## National Curriculum Purpose for History

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'

## National Curriculum Aims for History

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Throughout their studies, children will develop their understanding of the key disciplinary concepts of: chronological understanding, change and continuity, cause and consequence, significance and interpretation and historical enquiry.

## Golden threads

Our curriculum is continually reviewed and refined. We have identified a set of key historical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Scotton Lingerfield. Our golden threads are: settlement, beliefs, leadership & monarchy, invasion, invention & discovery and trade.

	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Constructing the past	<p><b>Know where people fit in with past and present.</b> I can recognise differences between past and present in stories.</p>	<p><b>Know where people and events fit within a chronological framework.</b> I can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell the story of the Gunpowder Plot.</p>	<p><b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> <b>Establish clear narratives within and across the periods they study.</b> <b>Understand overview and depth.</b> I can identify details from local, national and global history to demonstrate some overall</p>	<p><b>Establish clear narratives within and across the periods they study.</b> <b>Note connections, contrasts and trends over time.</b> <b>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</b></p>

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			awareness of themes, societies, events and people. E.g. Recall a number of details about the Ancient Egyptians and their achievements.	I can provide overviews of the most significant features of different themes, individuals, societies and events covered. E.g. Give a summary of the main features of Victorian society.
Sequencing the past	<p><b>Know where people and events fit within the past and present.</b> I can sequence events in my own life. Recognise the difference between 'old' and 'new'</p>	<p><b>Know where people and events fit within a chronological framework.</b> I can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline. <b>Develop awareness of the past, using common words and phrases relating to the passing of time.</b> I can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</p>	<p><b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. E.g. Sequence many of the main features of the Bronze and Iron Ages.</p>	<p><b>Develop chronologically secure knowledge and understanding of British, local and world history.</b> I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms. E.g. Select from a range of material, and sequence using appropriate labels and dates.</p>
Change and continuity		<p><b>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</b> I can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades.</p>	<p><b>Address and devise historically valid questions about change, similarity and difference. Note Connections, contrasts and trends over time.</b> I can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the stone age.</p>	<p><b>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</b> I can compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of change. E.g. Provide some similarities and differences</p>

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				affecting different forms of communication.
Cause and consequence	<p><b>Choose parts of books and stories to begin to explain why they think events have happened.</b> I can explain the reason I think an event happens in a book</p>	<p><b>Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.</b> I can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of the Gunpowder plot</p>	<p><b>Address and devise historically valid questions about cause.</b> I can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</p>	<p><b>Address and devise historically valid questions about cause.</b> I can explain the role and significance of different causes and effects of a range of events and developments. E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</p>
Significance and interpretations	<p><b>Begin to understand some of the ways they can find out about information</b> Use books and stories and begin to use language such as information and facts to describe what is happening</p>	<p><b>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</b> I can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. E.g. Give reasons why they have chosen particular aspects of the life of a famous explorer.</p>	<p><b>Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</b> I can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why Roman achievements were significant. I can comment on a range of possible reasons for differences in a number of accounts. E.g. Explain how and why there were different viewpoints about Boudica.</p>	<p><b>Address and devise historically valid questions about significance. Understand how our knowledge of the past is</b> I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks. I can explain how and why it is possible to have different interpretations of the same event or person. E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</p>

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<p>Planning and Carrying out a historical enquiry</p>	<p><b>Ask and answer questions.</b> I can ask and answer questions about books and provision in and around the classroom</p>	<p><b>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</b> I can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.</p>	<p><b>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b> I can devise, independently, a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</p>	<p><b>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</b> I can reach a valid and substantiated conclusion from an independently planned and investigated enquiry and provide suggestions for development or improvement. E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</p>
<p>Using sources as evidence</p>	<p><b>I can begin to use sources of information to learn about the past</b> I can comment on images of familiar situations in the past. I can use artefacts to learn about the past.</p>	<p><b>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</b> I can select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. E.g. Choose several different sources to select information about the key features of the life of a local hero or heroine.</p>	<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b> I can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</p>	<p><b>Understand how our knowledge of the past is constructed from a range of sources.</b> I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries. E.g. Select evidence that supports their judgements of how the war affected the local area.</p>
<p>Vocabulary</p>	<p>Today, yesterday, tomorrow, past, present, future, day, week, month, long ago, old, new/recent, parent, grandparent, great-grandparent, clue, memory, lifetime, calendar, materials, plastic, remember.</p>	<p>Year, decade, century, ancient, modern, timeline, chronological order, similar, different, important, living memory, materials, simple, mechanical, inventions, homes, houses, generation, photograph, camera, detective, opinion, artefact</p>	<p>Anachronism, Era/period, BC, AD, millennium, thousands of years, Invader, civilisation, republic, empire, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, first hand evidence, second hand evidence, oral history, museums, historian</p>	<p>Nation, democracy, monarchy, execution, extent of change, extent of continuity, turning point, first civilisations, legislation, primary evidence, secondary evidence, eye witness, reliable, consequences, infer, suggest,</p>

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## Key knowledge

Reception	Year 1/2	Year 3/4	Year 5/6
<p>History at Foundation Stage is introduced indirectly through activities that encourage children to explore, observe, think, make decisions, and discuss. This is scaffolded through skilful adult interaction. Children will have opportunities to explore a range of historical skills such as discussion, chronology, historical vocabulary, analysis, perspectives and interpretations and empathy.</p> <p>Through learning about the past, we are developing our knowledge and understanding of the world and the concepts of time and change. Along the way, we cover the following:</p> <p>What job do my parents do?</p> <p>What is bonfire night? Linked to Diwali</p> <p>Understand their own life story and family's history.</p> <p>Understand ways I have changed</p> <p>What did school look like in the past?</p>	<p><b>What was life like when our Grandparents were children?</b></p> <p>Know what Knaresborough looked like in the 1950/60s</p> <p>Know that people shopped in greengrocers, butchers etc not supermarkets.</p> <p>Know that food was purchased from an assistant before self service.</p> <p>Know how food storage and packaging has changed.</p> <p>Know that the way we pay for our shopping has changed.</p> <p><b>Key disciplinary concept: change and development</b> pupils also ask and answer questions and use sources as evidence</p> <p><b>Substantive concept: settlements</b> pupils can describe how their local town was different to today – houses, shops etc</p> <p>Vocabulary: Decade, timeline, date order, similar, different, living memory, materials, homes, houses, generation, memories, greengrocers, fashion</p>	<p><b>What was new about the Stone Age?</b> (From approx. 9600 BC)</p> <p>Pupils know that the earliest settlers were hunter-gatherers</p> <p>They were nomadic and lived in caves</p> <p>Know that immigrants brought new animals and crops to Britain and know the impact this had on settlement</p> <p>Know that hunter gatherers were living alongside early farmers</p> <p>Children know what Skara Brae is and where it can be found</p> <p>Children have learnt the mystery of Stonehenge and can recall their own ideas about how it came to be.</p> <p><b>Key disciplinary concept – change and continuity</b> pupils can categorise changes into the different periods of the stone age</p> <p><b>Substantive concepts – settlement</b> pupils can describe early settlements</p> <p>Vocabulary: Neolithic, mammoth, house, weapons, spears, throwing stones, axes, arrows, bows, bone, fur pelt, jewellery, Skara Brae, cave paintings, tools, handaxe, borer, antler, hammerstone, agriculture, domesticated animals, glaciers, hunter gatherers, Mesolithic, Paleolithic, nomadic,</p>	<p><b>How does the legacy of Ancient Greece live on?</b> (1200BC – 146BC)</p> <p>Pupils can locate Ancient Greece, Crete, Athens and Sparta on a map and timeline</p> <p>Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals</p> <p>Pupils can identify the features of everyday life using evidence from pots.</p> <p>Pupils can plot the golden age of Athens on a timeline and its link to the battle of Marathon</p> <p>Can list 3 reasons why Athens was so dominant.</p> <p>Pupils know that the period after the battle of Marathon was a time of massive growth in new ideas and can describe democracy.</p> <p>Pupils understand the importance of religion and preparation for war</p> <p>Pupils can describe a wide range of ways the Greeks have advanced our lives today.</p> <p><b>Key disciplinary concept – change and development</b></p> <p><b>Key substantive concepts – leadership &amp; monarchy – pupils understand that city states were led by monarchs or</b></p>

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<p>What was a seaside visit like for my great-grand parents?</p>	<p><b>Should we still celebrate Bonfire Night?</b>          Bonfire Night commemorates the failure of the Gunpowder Plot on 5th November 1605.          This was a conspiracy to ‘blow up’ the Houses of Parliament when King James 1 was there.          A tip-off letter stopped the plot.          Guy Fawkes, one of the conspirators, lived in Scotton in his teenage years.  <b>Key disciplinary concept – cause and effect</b> pupils also ask and answer questions and use sources as evidence  <b>Substantive concept – monarchy</b> pupils know that James 1<sup>st</sup> was the King of England and not everyone liked him          Vocabulary:          Gunpowder Plot, Plotters, parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason</p> <p><b>What makes somebody a hero?</b>          7 September 1838, Grace Darling was born          She was the daughter of the keeper of Longstone lighthouse on the Farne Islands off the coast of Northumberland,          She risked her life to rescue shipwrecked mariners.          She received a bravery award and money was raised for her.  <b>Key disciplinary concept – significance and interpretation</b></p>	<p>prehistoric, primitive, settlements, Stonehenge</p> <p><b>What was more impressive, the Bronze age or the Iron Age?</b>          Pupils can place bronze and iron age on a timeline - Bronze age from 2500 BC, Iron age from 800BC          Know why copper and tin were so important          Know that civilisations all over the world were moving from stone to metal.          Know how bronze tools changed agriculture and led to trade          Pupils know how iron tools and weapons changed life.          Pupils know how people lived in the Iron age          Children can list 2/3 characteristics of an Iron Age Hill fort          Pupils know that people believed in powerful spirits in the Iron age.  <b>Key disciplinary concept – change and continuity</b>  <b>Key substantive concepts – settlement</b> pupils can describe bronze and iron age settlements. Monarchy – pupils understand that warrior kings led tribes. Beliefs pupils understand that people in the Iron age believed in powerful spirits. Invention and discovery – pupils can explain the importance of the discovery of bronze and iron. Trade – pupils understand</p>	<p><b>oligarchies,</b> beliefs, - pupils know that the ancient Greeks believed in Gods, inventions and discoveries – pupils know that the Greeks invented democracy, theatre and the Olympic games.</p> <p><b>Vocabulary:</b>          Acropolis, city state, civilization, Mount Olympus, Parthenon, temple, theatre, tragedy, Sparta, hoplites, slaves, Alexander the Great, column, democracy, myths, pottery, philosophy, siege, Marathon, demi-gods, Zeus, agora, Hellenistic, phalanx, aristocrat, mythology, philosopher, alphabet, hoplite, peninsula, oracle, terraced</p> <p><b>Why should we remember the Ancient Benin civilisation?</b>          900AD to 1300AD          Pupils can locate Benin in time and place          Pupils know that this was a civilisation of towns and cities, powerful kings and a large empire which traded over long distances.          Know that craftsmen were skilled in bronze and ivory          Pupils understand the religious beliefs of the Benin people          Pupils know that West Africa invented the smelting of copper and zinc ores and the casting of bronze          Pupils know how sources help us learn about life in Benin 100 years ago</p>
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	<p><b>Substantive concept – monarchy</b> pupils know that Queen Victoria was the monarch of the time and gave Grace Darling £50 as a reward.</p> <p>Vocabulary: Hero/heroine, lighthouse, lifeboat, rescue, storm, wreck, boat, waves, rocks, Farne Islands, Northumberland, survivors, bow, cenotaph, longstone, rowing bat, SS Forfarshire, vessel, tuberculosis, William Darling</p> <p><b>How have holidays changed over time?</b> Visiting seaside resorts was popular in Victorian times for a holiday. People in the Victorian times travelled to the seaside by train. Pupils know what people did at the seaside 100 years ago. Pupils recognise how visits to the seaside are different now</p> <p><b>Key disciplinary concept– change and development</b></p> <p><b>Substantive concept – settlement</b> pupils understand that seaside towns were different in the past</p> <p>Vocabulary: Victorian times, Queen Victoria, train, promenade, Punch and Judy, Box Brownie, bathing machines, donkey, music hall, piers, bathing</p> <p><b>Did the Great Fire make London better or worse?</b></p>	<p><b>how trade became possible</b></p> <p>Vocabulary: Bronze age, Iron age, Britain, Europe, Britons, Arsenic, bronze, copper, smelt, urn, wattle and daub, migrated, Celts, tribes, farmers, village, king, queen, war, battle, warrior, shield, sword, roundhouse, hillfort, settlement, Druid, gods, torc, bracaе, tunic, brat</p> <p><b>What happened when the Romans came to Britain?</b> 43AD – 410 AD</p> <p>Pupils know that the Romans had attempted to invade Britain twice before they were successful on their third attempt. Know why the Romans wanted to control the minerals and exports from Britain</p> <p>Pupils understand why the Celts were apprehensive about taking on the Romans</p> <p>Pupils understand personal motivation of Boudica and can link to actions taken by Romans.</p> <p>Pupils can see that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p> <p>Pupils know how the Romans were able to keep control over such a vast empire.</p> <p>Pupils know how Celtic tribes lived and how this changed after the Roman invasion</p>	<p>Pupils know what Benin traded Pupils know why the British invaded Benin and the impact this had on Benin and the British Empire. Pupils understand the argument for bronzes to be returned to Benin</p> <p><b>Key disciplinary concept -significance and interpretation</b></p> <p><b>Key substantive concepts – settlement</b> pupils understand the structure of towns and cities. Leadership and Monarchy – pupils understand the role of Kings/Obas, Trade – pupils understand the importance of trade to the people of Benin, Invasion – pupils can explain the reasons for and impact of the British invasion, Beliefs – pupils can recall the beliefs of the Benin people</p> <p><b>Vocabulary:</b> Ogiso, Oba, Edo, Yoruba, animists, merchants, guild, brass, elders, dynasty, yam, cowrie shell, oracle, oral culture, sacrifice, ivory, Ife, slave trade, ceremony, plaque, Igodomigodo, storyteller</p> <p><b>How has crime and punishment changed over time?</b> (Study from 1066) Pupils can explain how criminals were punished 800 years ago. Pupils know that justice was loaded in favour of the rich</p>
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	<p>On the night of 2nd September 1666, a fire broke out at the King's bakers, in Pudding Lane.</p> <p>Pupils can identify at least four reasons why the fire spread so fast.</p> <p>Pupils can explain the five fire-fighting methods used.</p> <p>Pupils know that we learn about it from Samuel Pepys' diary from 1660 until 1669.</p> <p>Know that Mother Shipton, a famous prophetess from Knaresborough, is rumoured to have predicted the Great Fire of London.</p> <p><b>Key disciplinary concept— cause and effect</b></p> <p><b>Substantive concepts – settlement – pupils know how the style of houses contributed to the spread of the fire and that by setting up camps outside London, many people survived.</b></p> <p><b>Monarchy – King Charles II was the monarch and he set up markets to provide food for those who fled the fire</b></p> <p><b>Vocabulary:</b> Samuel Pepys, diary, danger, firefighters, London, bakery, smoke, monument, cart, River Thames, Tower of London, Mother Shipton, Prophetess, predict, King Charles II</p> <p><b>How did the first flight change the world?</b> The Wright Brothers - Wilbur was born in 1867 and Orville was born in 1871 in Ohio, USA.</p>	<p>Pupils can give 3 reasons why the Roman Empire came to an end</p> <p><b>Key disciplinary concept— change and development</b></p> <p><b>Substantive concepts: Invasion – pupils understand why the Roman's wanted to invade Britain and why they were so successful. Settlement – pupils can explain how the arrival of the Romans changed Celtic settlements. Empire</b></p> <p><b>Vocabulary:</b> Caledonia, Celts, emperor, Iceni, legion, Picts, Roman Emperor Julius Caesar, Claudius, Boudica, Hadrian, Tacitus, invasion, province, empire, conquer, rebellion, gladiators, centurion, legionary</p> <p><b>Why is it important to preserve our local area?</b> Children know what a listed building is, and why they are protected. Who Edwin Lascelles is and recall 3 facts about his life. -Children know the names and roles of 4 key jobs at Harewood House in the Georgian times. Children know why the building of the Harewood Estate was a good thing. Children can suggest why local people would have benefitted from it being built. Children can describe how the use of the Harewood Estate has changed</p>	<p>Know that anyone running from justice was declared an outlaw and could be killed on sight</p> <p>Pupils understand how crimes change between 1500 and 1750</p> <p>Pupils understand why punishments became so bloody in the 18<sup>th</sup> century</p> <p>Pupils know why there was so much change in crime and punishment in the 19<sup>th</sup> century.</p> <p>Pupils can compare the way we catch and punish criminals now to the past 100 years.</p> <p><b>Key disciplinary concept— change and continuity</b></p> <p><b>Key substantive concept – leadership and monarchy – pupils understand how change in leaders led to changes in punishment, Trade – pupils understand the link between food prices and crime</b></p> <p><b>Vocabulary:</b> Law, Sin, Crime, jury, judge, trial, lawyer, magistrate, transportation, pillory, deterrence, gallows, justice, corporal punishment, capital punishment, bobbies, peelers, execution, humiliation, ordeal, treason, victim</p> <p><b>Was the Anglo-Saxon period really a Dark Age?</b> (From 410AD) (The Romans left Britain in 410AD – Anglo Saxons invaded 410AD)</p>
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	<p>During 1902 and 1903 the brothers designed a light engine that was strong enough to pull a small plane. On 17<sup>th</sup> December 1903 Wilbur Wright became the first person to successfully fly a plane – the Wright Flyer. Their first flight lasted just 12 seconds although their last flight on the same day lasted 59 seconds. Know that people travel all over the world on planes now.</p> <p><b>Key disciplinary concept – change and development</b></p> <p><b>Substantive concept – invention &amp; discovery</b> pupils understand the significance of the invention of flight</p> <p><b>Vocabulary:</b> Travel, flight, propeller, aviator, motor, pilot, significant person, hot air balloon, aeroplane, transport, Montgolfier brothers, Wright brothers</p> <p><b>Who were the greatest explorers?</b> Neil Armstrong went to the moon in 1969 Neil Armstrong travelled to the moon with Michael Collins and Buzz Aldrin Helen Sharman was the first female British astronaut Roald Amundsen was the first person to reach the South Pole Captain Scott was the first British person to reach the South Pole</p> <p><b>Key disciplinary concept - significance and interpretation</b></p>	<p>from Georgian times to present day. Children can list reasons why Harewood House should be protected for future generations.</p> <p><b>KEY CONCEPT – significance and interpretation</b></p> <p><b>Vocabulary:</b> Listed building, tourism, preserve, architect, Baron, plantation, Earl, Viscount, convalescent hospital, stupa</p> <p><b>What do all ancient civilisations have in common?</b> Pupils can place Ancient Egypt (3150 BC -AD30), Shang Dynasty (1760-1046 BC), Indus Valley (2600 BC to 1900BC), and Sumer (3200 BC-1792BC) on a timeline. Pupils know that all of these ancient civilisations emerged along significant rivers: Tigris, Indus, Nile and Yellow river. All were along the same line of latitude Children understand what these societies would need to have to function as a society: agreed writing/number system, laws etc Pupils know what the greatest achievement of each of these civilisations were: Ancient Sumer associated with development of first cities, writing and the wheel Indus Valley civilisation associated with towns, trade, early drainage systems and early writing.</p>	<p>Pupils can locate Angles, Saxons and Jutes in time and Place Pupils can give some reasons (push and pull) why they came to Britain Pupils can analyse location of settlements on a map Pupils know that by end 7thC Anglo-Saxons were ruling most of Britain in a number of kingdoms Pupils know how people’s lives changed when Christianity came to Britain. Pupils can recount key episodes in the Anglo Saxon- Viking struggle Pupils can explain what Danelaw is. Pupils can list King Alfred’s achievements and know which were his most significant achievements Pupils know the six main ways of keeping law and order in Anglo-Saxon times</p> <p><b>Key disciplinary concept – change and development</b></p> <p><b>Key substantive concepts – invasion</b> pupils can explain the push and pull factors that led to the Saxon invasion and compare to Romans, leadership and monarchy – pupils can explain the development of kingdoms and the achievements of King Alfred, Belief – pupils understand how the arrival of Christianity changed Britain settlement – pupils can map the Saxon settlements and give reasons for their location</p> <p><b>Vocabulary:</b></p>
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	<p><b>Key substantive concept – invention &amp; discovery</b> pupils understand the significance of explorers' achievements and how they have changed the world today.</p> <p><b>Vocabulary:</b> Orbit, spacesuit, Saturn V, moon, astronauts, Pacific ocean, Cape Kennedy, Eagle Lunar module, expedition, south Pole, Antarctica</p>	<p>Ancient Egypt civilisation associated with writing, trade and pyramids. Shang Dynasty is associated with development of writing, the calendar, chariots, large underground tombs, bronze bowls and weapons.</p> <p><b>Key disciplinary concept– significance and interpretation</b></p> <p><b>Key substantive concepts – settlement</b> – pupils know the significance of the location of these ancient civilisations, leadership &amp; monarchy – pupils understand and compare the role of leaders in each civilisation, trade – pupils know what was traded in ancient civilisations, invention &amp; discovery pupils compare and understand the importance of the inventions and discoveries of these ancient civilisations for life today.</p> <p><b>Vocabulary:</b> Civilisation, Ancient Sumer, city-state, domesticate, shrine, cultivate, aqueduct, whitewash, muskinu Indus valley, harappans, Aryans, nomadic, vedas, gana, raja, caste system, guru, dhoti, monsoon, floodplain, barter, Sanskrit, brahman, ganges, Mauryan, buddhism, dharma, stupa, citadel Shang dynasty, Hu, dynasty, acupuncture, bamboo, buddhism, pagoda, Confucius, oracle bones, ding, terracotta, peasant, artisan, diviner, sacrifice, ancestor, millet, rural, yellow river, ritual, bronze</p>	<p>Angles, Saxons, Jutes, mead, rune, wattle and daub, thatch, farmer-warrior, Sutton Hoo, Hengest and Horsa, Monk, illumination, manuscript, weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready</p> <p><b>Were the Vikings raiders or traders?</b> (Vikings came and settled in Britain 793-1066) Pupils can place Vikings in time and place. Pupils know Vikings were a threat from the sea Understand how Vikings got their reputation and that it was exaggerated by monks Know that Vikings kept coming to Britain for almost 300 years as raiders, then conquerors Know that archaeological evidence proved that Vikings were traders Know the significance of finds at Jorvik Can locate places of Viking settlements and identify patterns</p> <p><b>Key disciplinary concept – cause and effect</b></p> <p><b>Key substantive concept - nvasion</b> pupils can explain the push and pull factors that led to the Saxon invasion and compare to Romans, settlement – pupils can map the Saxon settlements and give reasons for their location, trade – pupils understand that Vikings came as traders</p>
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# Scotton Lingerfield Primary School History Progression

Substantive knowledge, Disciplinary knowledge

		<p><b>What did the Ancient Egyptians achieve?</b>          (3150 BC -AD30),          Pupils can locate Egypt in time and place          Pupils understand the importance of the Nile and significance of flooding          Know that Nile provided water, fertile soil, mud, fishing, papyrus, and transport.          Know that the Nile was important for trade          Know why pyramids were situated at the edge of the desert          Pupils know why pyramids were built          Pupils know that it was a hierarchical society          Pupils know that Ancient Egyptians believed in afterlife.          Pupils understand the importance of myths and the role of gods and goddesses  <b>Key disciplinary concepts– significance and interpretation</b>  <b>Key substantive concepts – settlement – pupils understand why settlements were along the Nile, trade – pupils know what was traded and how goods were transported, beliefs – pupils know that ancient Egyptians believed in the afterlife and the importance of creation myths and gods and goddesses, leadership and monarchy – pupils know that this was a hierarchical civilisations with Pharaohs at the top.</b></p>	<p><b>Vocabulary:</b>          Longboat, longhouse, chieftan, berserker, Danegeld, think, feast, raid, trade, Yggdrasil, runes, farmer-warrior, pagan, Danelaw, Asgard, jarl, Karl, figurehead, chainmail, Valhalla, Lindisfarne</p> <p><b>Journeys: the story of migration to Britain</b>          Understand what push and pull means          Push:          Migrants have come to Britain to avoid persecution: Huguenots, Palatines, Jewish in the 19<sup>th</sup> century          To avoid Famine – Irish migrants in the 19<sup>th</sup> century          War – Afghan, Syrian, Ukrainian refugees          Pull:          Understand that Migrants have come for job opportunities – Flemish weavers, Italian bankers          Eu expansion – Eastern Europeans after 2004          Mother country – commonwealth post WW2          Pupils can recap the reasons why the Romans, Anglo Saxons and Vikings came to Britain.  <b>Key disciplinary concept– cause and effect</b>  <b>Key substantive concept – invasion – pupils understand why people have invaded Britain</b></p> <p><b>Vocabulary:</b></p>
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# Scotton Lingerfield Primary School History Progression

Substantive knowledge, Disciplinary knowledge

		<p><b>Vocabulary:</b> Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, irrigation, shaduf, oasis, tomb, Pharaoh, pyramid, Tutankhamun, mummification, excavation, scarab, papyrus, scribe, amulet, canopic jar, sarcophagus, afterlife, hieroglyphics, sphinx, ankh, barter, Rosetta stone</p>	<p>Migration, emigrate, immigrate, migrant, push factor, pull factor, movement, war, famine, unemployment, healthcare, education, wages, refuge, refugee, Commonwealth, European Union</p>
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