

Georgian Gardens

History Knowledge Progression

YEAR 1	Term 1	Term 2	Term 3
Topic title	Up, Up & Away	Once Upon a Time	Roll Up, Roll Up
Core learning	Black History Month- What is black history month and why is it important? Why is this person significant? What is fact (non-fiction) and what is fiction? How has methods of flight changed over time? Who were the Wright brothers and why were they famous?	What is history? How do we find out about history? What events have happened in your life? What is a time line? Can you put your events that have happened in your life onto a time line? Who is Grace Darling? Why is she famous? When was she alive? What was it like to live at that time? How is it different to how we live now? How do we know about Grace Darling's life? What was life like during the victorian times? How does it compare to life now? Can you sequence historical artefacts? What is a traditional tale? What is the same/difference between new and old versions of a story?	How has the circus changed over time?
Core Vocabulary	Fact, fiction, non-fiction, flight.	History, time, time line, sequence, chronological, same, different, comparison, artefacts, victorian, past, present, old, new, traditional	Past, present, comparison, same, different, old, new.

<b>YEAR 2</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Topic title</b>	<b>Ocean Adventures</b>	<b>Dragon Quest</b>	<b>Wild About Nature</b>
<b>Core learning</b>	<p>Can you sequence events in your life? (E4S link).</p> <p>Can you describe key memories in your life?</p> <p>Can you discuss significant black people and what they've done to help the world? (Black history month – Mo Farah)</p> <p>Can you observe photos to discuss what life was like in the past? (Shackleton)</p> <p>Can you recognise what Shackleton did and what happened as a result of his exhibition across Antarctica?</p>	<p>Can you look at artefacts and discuss what they look like and when they were from. (During Arundel Castle visit)</p> <p>Can you discuss what life was like during medieval times? Can you discuss what has changed between then and now? (Medieval day – a chance to experience life in the past).</p> <p>Can you use artefacts and find evidence to explain what life was like in Medieval times?</p> <p>Can you compare photographs of castles/medieval times to now? What differences can you identify?</p> <p>Can you identify the features of a castle?</p> <p>Can you discuss the different roles people had who lived in castles?</p>	<p>Can you sequence events in your life? (E4S link).</p> <p>Can you discuss how Rustington has changed over the years? e.g. what do we have in Rustington now that wasn't there 10 years ago? 20 years ago? Etc.</p> <p>Can you identify significant people and locations in our local area?</p>
<b>Core Vocabulary</b>	<p>Memories, black history, significant, past, observation, skills, exhibition, Antarctica, Shackleton, adventure, Endurance, photographs</p>	<p>Artefact, castles, motte and bailey, medieval, change, compare, photographs, difference, feature.</p>	<p>Sequence, significant, event, locality, Rustington, location, past, previous.</p>

YEAR 3	Term 1	Term 2	Term 3
Topic title		Romans Rock	
Core learning	Study of the landmarks of Britain as a Historic icon.	<b>The Roman Empire and its impact on Britain</b> <ul style="list-style-type: none"> <li>• Do I understand where the Roman Empire began?</li> <li>• Can I use research skills to find out about Julius Caesar?</li> <li>• Do I know that the brilliance of the Roman army was the key to Rome's success in building its empire?</li> <li>• Do I know about Roman invasions?</li> <li>• Do I know about the significance of Hadrian's Wall?</li> <li>• Do I know about Boudicca and her plight to defend the celts against the Romans?</li> <li>• What do I know about Roman culture?</li> <li>• What is significant about the way the Romans built their roads?</li> <li>• What did the romans invent that we still have today? ( Money, sewers, roads, laws, baths, central heating, theatre, sport ... )</li> <li>• What do we know about The Roman Gods and Godesses?</li> </ul>	
Core Vocabulary		Empire, Country, invasion, Emperor, Army, Centurion, Chariot, myth, gladiator Rome, legion, Londinium, Roman, Sewage, slave stylus, strijl, frigidarium, hypocaust, forum, aqueduct, amphitheatre, colliseum, barbarian, villa, shield, slave, mythology soldier sword, coin, mosaic, toga, Julius Caesar basilica, Boudicca, celt, gaul, democracy, amphora, Pompeii.	

## Georgian Gardens

### History Knowledge Progression

YEAR 4	Term 1	Term 2	Term 3
Topic title	It's a Kind of Magic	Walk Like an Egyptian	Through the Ages
Core learning	<ul style="list-style-type: none"> <li>Who is Pablo Fanque?</li> <li>What is he famous for?</li> <li>What challenges did he have to overcome?</li> <li>What are primary and secondary historical sources?</li> </ul>	<ul style="list-style-type: none"> <li>What remains of ancient Egypt?</li> <li>What happened to the ancient Egyptians?</li> <li>What was life like for the ancient Egyptians?</li> <li>Why was farming important?</li> <li>What games did the ancient Egyptians play?</li> <li>Who was Tutankhamun?</li> <li>What were ancient Egyptian hieroglyphs?</li> <li>What did the ancient Egyptians believe in?</li> <li>What did the ancient Egyptians do to the dead?</li> <li>Why were cats so special?</li> <li>What was the meaning of makeup?</li> <li>Did the ancient Egyptians have a god?</li> </ul>	<ul style="list-style-type: none"> <li>What was prehistoric Britain like?</li> <li>How did Stone Age hunter-gatherers live?</li> <li>Who were the first farmers?</li> <li>What was life like in the bronze age?</li> <li>How did Iron Age people live?</li> <li>What is and how do we know about Stonehenge and how it was built?</li> <li>How do we know about the Stone Age?</li> <li>What were cave paintings used for?</li> <li>What is Skara Brae and why is it important when learning about how people lived?</li> </ul>
Core Vocabulary	Pablo Fanque Circus Discrimination Source – Primary/Secondary	Archaeologist Pharaohs Tombs Pyramid Hieroglyphs Vizier Scribe Sarcophagus Mummy Papyrus Scarab	Pre-historic Bronze Age Iron Age Hunter-gatherer Stonehenge

Georgian Gardens

History Knowledge Progression

YEAR 5	Term 1	Term 2	Term 3
Topic title	To Infinity and Beyond (Space)	Who Let the Gods Out? (Ancient Greece)	Under the Canopy (Amazon)
Core learning	<p>Research Space Race and order Chronology of space exploration (time line) and history of Moon Landings.</p> <p>Primary sources – newspapers, video and moon rocks!</p> <p>1950/60s Black Women/NASA Hidden Figures</p>	<p>Life of the Ancient Greeks – homes, architecture, medicine, theatre, education, sports, (Olympics), ships and trading, great scholars and discoveries</p> <p>Achievements and their influence on the Western World</p> <p>Spartans</p> <p>Myths, Legends, God and Goddesses</p> <p>Primary sources/artefacts/scholarly writings</p>	<p>First Explorers – Fransico de Orellana</p> <p>Indigenous people of the Amazon (e.g. Yanomamo and Kayapo) – culture, life and methods of subsistence.</p>
Core Vocabulary	<p>Chronological Order</p> <p>Time Line</p> <p>Past/presents</p> <p>Primary source</p> <p>Segregation</p> <p>Racism/sexism</p>	<p>Democracy      Change</p> <p>Oligarcy      Cause</p> <p>Culture      Similarity</p> <p>Tyrant      Difference</p> <p>Titans      Significance</p>	Indigenous

YEAR 6	Term 1	Term 2	Term 3
Topic title	Digging up the past	Life on Earth	All About the Aztecs
Core learning	<ul style="list-style-type: none"> <li>- Produce a timeline including previous studies</li> <li>- Describe primary and secondary sources</li> <li>- Explain what bias means</li> <li>- Identify the seven kingdoms of the A-Saxons</li> <li>- Explain key facts about the Celts and their lifestyle</li> <li>- How did Celt lifestyles differ to those of the invading Romans?</li> <li>- Learn about the life and death of Boudicca</li> <li>- Learn about the Civil Rights movement in America and how it impacted life today (people who have changed the course of history)</li> <li>- Understand the Vikings and AS struggle for England (Danelaw)</li> <li>- Learn about Viking battle techniques</li> <li>- Compare Viking and modern day (focus on rights of women)</li> <li>- Describe the role of Edward the Confessor</li> <li>- Develop a brief understanding of WW1 and WW2</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the beliefs and behaviours of the Vikings, Romans and Anglo-Saxons</li> <li>- Develop the ability to identify the accuracy of information presented (fact/fiction)</li> <li>- Evaluate resources and form your own opinions</li> <li>- History of climate change (use books confidently)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Place the Aztecs in the correct period of history and locate where they lived</li> <li>- Use a variety of sources to produce informative writing on the Aztecs and their lifestyle</li> <li>- Who were the Aztecs?</li> <li>- Aztec settlements</li> <li>- Impact of the Aztecs on the modern world (chocolate)</li> <li>- Make comparisons between periods of time (Aztecs vs Vikings vs now)</li> <li>- Make comparisons with the Mayans and equivalent time period of British History</li> </ul>
Core Vocabulary	Categorise, sources, visual, written, physical, oral, primary, secondary, Celts, Romans, Anglo-Saxons, Jutes, Angles, Saxons, invasion, civil rights movement, Martin Luther King, rights, Vikings, Danelaw, impact, bias, kingdom, Iceni, warrior, Norsemen, nordic, era, period, chronological, historian, palaeontologist, archaeologist, evidence, modern, runes, artefacts, fossils, trace, Mary Anning, Beowulf, serf, Lindisfarne	Beliefs, behaviours, fact, fiction, accuracy, "fake news", evidence, support, modern, reliability, climate change, evaluate,	Aztecs, gods, beliefs, settlements, sacrifice, culture, rituals, rites, comparisons, pagan, sources, ceremony, burial, prophecy, Tenochitlan, Mexicans, nomadic, hierachy,