**Progression: Knowledge Concepts**

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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Society** |  |  | **School Days**   * There are some similarities and some differences between our school in the past and the present. * In the past, the building was smaller, punishments were carried out and the classrooms were different. * In the present, the building is much bigger, rewards are used and classrooms have more technology. * The uniform, the school logo and the link with the church have stayed the same. * Developments in technology have led to the biggest changes in school life.   **Castle Life**   * Castles were built on hills to protect people and to show power. * Castles had towers, battlements, thick stone walls and sometimes a moat. * Most castles had a great hall, a kitchen, chambers and stables. * A king, queen, lord or lady was in charge of a castle. * Lots of other people lived and worked in castles doing jobs such as cooks, blacksmiths, soldiers and servants and a priest. * Entertainment in castles included banquets, jousting, jesters and falconry. | **Wonderful Wheels**   * Bikes have changed over time because of technological development. * There are some similarities and some differences between cars in the past and the present. * In the past, cars were slower, seatbelts were not used and cars were not good for the environment. * Cars still have petrol or diesel engines, gears, wheels, tyres and other basic features today. * In the present, cars have a range of safety features, electrics and they are better for the environment. * Developments in technology have led to the biggest changes to cars over time.   **Bournville**   * In Bournville, high-quality houses with natural light and large gardens were built for factory workers. * Bournville provided a swimming pool, places to play sports such as tennis and cricket, and community facilities such as a meeting house and church. * People working at the Cadbury factory were given a half day off work on Saturdays, which was very different to other factories at the time. | **Roman Rule**   * Over time, the people of Britain accepted Roman rule and began to live together alongside each other. * Most people continued to live in small villages of wooden houses with thatched rooves. * Wealthy Romans built grand country houses called villas which had many rooms and mosaic floors. * The Romans built new towns that had houses, shops and public meeting places including the forum and bathhouses. * In early Roman times, the Romans believed in many gods and goddesses and these were worshipped at temples. * In later Roman times, the Romans brought Christianity to Britain. * For 300 years, Britain was a peaceful and successful part of the Roman empire. * Roman rule in Britain ended in AD410 because the Roman empire and the city of Rome were under attack and the army was needed.   **Greek Gifts**   * The Ancient Greeks were people who lived in Greece from 800BC to 146BC. * Ancient Greece was a collection of city states that had different rules and rulers. * In Ancient Greece, most people lived in villages in the countryside. * Ancient Greek homes were made from wood and mud bricks and did not have a bathroom. * Farming, fishing and the army were common jobs in Ancient Greece. * The Ancient Greeks worshipped many gods and goddesses in temples. * The Ancient Olympic Games were part of a religious festival held in honour of the god Zeus. * The Ancient Greeks were the first to create a democracy, known as rule by the people. | **Full Steam Ahead**   * Birmingham grew rapidly in the Victorian period because of the many factories, mills and houses that were built. * Many Victorian factories manufactured textiles and metals, for example the factories in Birmingham’s jewellery quarter. * Cadbury’s chocolate factory and Bird’s custard factory were significant industries in Birmingham during the Victorian period. * Poor people working in factories, mines or mills had to work in dangerous and dirty working conditions and received very low pay. * Back-to-back houses were built for workers as these were small and cheap. * Most back-to-back houses had three rooms, one above the other, and were built around a yard with an outside toilet. * Rich Victorians such as factory owners lived in large houses and had servants employed to look after them and the house. * In most of the Victorian period, many children could not go to school because poor children often had to go to work to earn money for their families. * Children often worked in factories, mines and as servants in large houses. * By the end of the Victorian period, all children up to the age of eleven had to go to school. * Victorian schools were very strict and religious, and children learned the ‘3Rs’ (Reading, wRiting, aRithmetic) using slates and chalk to write with. * Christianity was important during the Victorian period and many people went to church regularly.   **Saxon Settlers**   * The Anglo-Saxons settled in areas that had lots of natural resources, such as food, water and wood. * Settlements were given place names linked to people and locations such as *ham* (village), *ing* (people) and *ley* (clearing). * Birmingham and Shirley were settlements in Anglo-Saxon time in the kingdom of Mercia. * In Anglo-Saxon Britain, people lived in villages, in small wooden houses made from wattle and daub with thatched rooves. * Children did not go to school and had little time to play because they needed to help with jobs such as chopping wood, churning butter and grinding flour. * The early Anglo-Saxons worshipped many different gods and goddesses who they believed looked after different parts of life, such as family and weather. * Over time, the Anglo-Saxons converted to Christianity, because they realised that by converting to one God, the kings could unite their people. | **Enter the Tomb**   * The Ancient Egyptian civilisation began around 3100BC and ended in 30BC when the Romans invaded. * The Ancient Egyptians built pyramids as giant burial tombs for pharaohs. * Pharaohs were monarchs in ancient Egyptian society and had the most amount of power. * Pyramids contained many rooms including a burial chamber containing a mummified body and important objects for the afterlife. * Gold, jewellery, pottery and statues were often buried with the mummified body of the pharaoh. * Mummification was the process of preparing the body for burial and took place for rich Egyptians. * The Ancient Egyptians worshipped many gods and goddesses who they believed represented different aspects of nature such as the sun, the moon, life and death. * Pharaohs built temples and performed rituals to keep order and keep the gods happy. * After the Romans invaded, Ancient Egyptian beliefs died out and other religious beliefs took their place. * Houses were built from mudbricks with floors made from earth and contained a living room, a kitchen and bedrooms. * There was a large variety of jobs in Ancient Egypt including farmers, scribes, priests and doctors. * Children did not go to school like today but had apprenticeships where they learned a job or a trade. * Scribes wrote hieroglyphics, an early writing system using pictures and symbols, by carving in stone and using papyrus. * Farming was important because the flooding of the Nile and the fertile soil allowed the Ancient Egyptians to build a wealthy empire. * Ancient Egyptian farmers dug channels to divert flood water towards fields for farming known as irrigation.   **The Round City of Baghdad**   * Early Islamic Civilisation began in around AD600 and some historians believe it ended with the destruction of Baghdad in the thirteenth century. * In AD900, Baghdad was an important early Islamic city and was the largest city in the world, with around one million people living there. * Religion played an important part in Baghdad’s society and Baghdad was home to many different religions and ethnic communities. * Baghdad was a perfectly round city, with all the important buildings, like the House of Wisdom, the mosque and the caliph’s palace, in the centre and residential areas outside the city walls. * Baghdad was governed by a caliph, who was a Muslim religious leader and lived in the caliph’s palace. * The House of Wisdom was a huge library that attracted thinkers from around the world who translated books into Arabic and studied the sky in its observatory. * Baghdad in AD900 had some of the world’s first hospitals where rich and poor people were treated and doctors studied the human body. * Houses were built of mudbricks, stone or sometimes wood and were built around a central courtyard with high ceilings and wooden screens on windows to help with the hot climate. | **Blitzed Brits**   * In Britain, regulations were introduced to protect people during air raids including blackout regulations, air raid shelter requirements and gas mask rules. * As a result of air raid bombings, children were evacuated from major cities such as Birmingham and London to safer places in the countryside. * Children were evacuated to Solihull during the war. * Rationing was introduced by the British government because supply ships were targeted by German bombers and food was more limited. * People were issued ration books that contained coupons which had to be used when buying rationed items. * The role of women in society changed dramatically during the war. * Women took on many different and new roles during World War II as men were away fighting, including factory workers, farm hands, medical workers and military service.   **The Windrush Generation**   * After World War II, Britain needed more workers to help rebuild the country. * The British Government passed a new law allowing people from the Caribbean to live and work in Britain. * Between 1948 and 1971, over half a million people from the Caribbean settled in the UK and were known as the Windrush Generation. * Some people from the Windrush Generation found it difficult to feel at home in Britain because of the weather, homesickness and being made to feel unwelcome. * Many people experienced racism and discrimination and often found it hard to get a proper home to live in and to make friends with British people. * Many people from the Windrush Generation settled in Birmingham, finding jobs in industries such as manufacturing and the NHS. |
| **Legacy** |  |  | **Up, Up & Away**   * The first flight by the Wright Brothers proved human flight was possible and changed the way people travel the world. * Whittle’s invention led to the development of global air travel and jet engines are still used in aeroplanes today. | **Wonderful Wheels**   * Improvements to bikes has led to an increased use of bikes for sport and leisure over time. * Over time, development of cars has made car travel safer, easier and more energy efficient.   **London’s Burning**   * After the fire, new laws were introduced saying all buildings should be built from brick or stone, buildings must not jut out on higher floors and water must be easier to access in the streets.   **Bournville**   * The Cadbury factory is still a successful business today and its name is recognised around the world. * Bournville Junior and Infants School were established by George and Elizabeth Cadbury and still provide education for children in Birmingham today. * George Cadbury created Bournville Village Trust to manage the village in 1900 and the Trust still manages it today. | **Roman Rule**   * The Romans left a significant legacy on Britain including roads, buildings, coins and language. * The Romans were ahead of their time because their ideas have lasted over 2000 years.   **Greek Gifts**   * The Ancient Greeks left a significant legacy including democracy, the Olympic Games, buildings and language. * Democracy is the form of government used in the UK and many other countries today. * The modern Olympic games has its roots in the ancient Greek Olympics and still today, the Olympic torch relay begins in Greece. * The Ancient Greeks were ahead of their time because their ideas are still used today. | **Full Steam Ahead**   * The Victorian period left a significant legacy on Britain including industrialisation, the development of towns and cities, and education for all children. * During the Victorian period, Birmingham became a busy, crowded city and it is now the second largest city in England.   **Saxon Settlers**   * The Anglo-Saxons left a significant legacy on Britain including Christian traditions, place names and unifying England as a country. * During the Anglo-Saxon period, kingdoms united to become the country of England. | **Enter the Tomb**   * The Ancient Egyptians left a legacy including written language, farming and medicine. * Hieroglyphics inspired the first alphabets, including the Latin alphabet which is used today.   **The Round City of Baghdad**   * The early Islamic civilisation left a significant legacy, including science, medicine and maths. | **Blitzed Brits**   * The changed role of women during World War II was a catalyst for lasting changes to women’s roles in society. * Buildings and memorials were built as places of remembrance, including Poppy Island, Remembrance Park, Spitfire Island and local war memorials. * Remembrance Day takes place in November each year as a time to reflect and remember, ‘lest we forget’.   **The Windrush Generation**   * The Windrush Generation and their descendants have made a significant social and cultural impact on British society. * The Windrush Generation have impacted on the arts, sports and traditions and added diversity to British society. * An annual day of celebration, known as Windrush Day, takes place each year to celebrate the contribution of the Windrush Generation and their descendants. |
| **Invasion** |  |  |  |  | **Romans Rule**   * The Roman Empire began in Rome and spread across continents over time. * The Romans invaded Britain and other countries because they wanted to gain more land, power and resources. * Julius Caesar led the first Roman invasions of Britain in 55BC and 54BC, but these attempts failed. * Claudius led a successful invasion of Britain in AD43. * Many British tribes resisted the Roman invasion. * This Roman invasion was successful because the Roman army conquered anyone who tried to stop them. | **Saxon Settlers**   * The Anglo-Saxons were a mix of tribes known as the Angles, the Saxons and the Jutes. * The Anglo-Saxons were warriors and farmers who invaded Britain to fight or to find land to farm. * The Anglo-Saxons began to invade Britain in the fifth century and then settled over time |  | **Blitzed Brits**   * German troops invaded Poland in 1939 as Hitler wanted Germany to gain more land, power and resources. * After Hitler refused to stop the invasion, Britain and France declared war on Germany and World War II began. * The major Allied Powers were Britain, France, Russia, China and the United States and the major Axis Powers were Germany, Italy and Japan. |
| **Significant Events** | * I go to Nursery. * I watch fireworks on Bonfire Night. * Some people celebrate Diwali. * Some people celebrate Christmas. * I … at Christmas. * Some people celebrate Easter. | * I go to Our Lady of the Wayside Catholic Primary school. * Diwali is the Festival of Light. * There are four weeks in Advent. * At Easter, people celebrate the resurrection of Christ. * Dinosaurs lived on Earth a long time ago. | **School Days**   * Our Lady of the Wayside Catholic Primary School opened nearly 70 years ago.   **Up, Up & Away**   * The first flight took place over one hundred years ago and lasted about 12 seconds. * Amelia Earhart flew across the Atlantic Ocean over 90 years ago and the flight lasted for 15 hours.   **Castle Life**   * A siege was when an enemy surrounded a castle so no one could escape and no food could get in. * The longest siege in English history took place at Kenilworth Castle a long time ago. | **Wonderful Wheels**   * The Land Rover factory in Solihull opened in 1948 and has been manufacturing cars ever since.   **London’s Burning**   * The Great Fire of London happened in 1666 and lasted for four days. * The Great Fire of London started in a bakery when a spark came out of the oven and landed on wood. * The Great Fire of London spread quickly and was difficult to extinguish because the buildings were made of wood, they had thatched rooves, they were close together and it was hot and windy. * Many buildings were destroyed including houses, churches and St Paul’s Cathedral. * The Great Fire ended because the wind died down, people brought water from the River Thames and made firebreaks to stop the spread of the fire, meaning firefighters could put out the flames. | **Roman Rule**   * Boudicca and the Iceni tribe rebelled against the Roman invasion in AD60. * Boudicca raised a huge army and burned Roman towns, then marched north to confront the Roman army. * The Roman army defeated the rebellion because they were better trained and had better armour. | **Full Steam Ahead**   * The Industrial Revolution was a time of industrialisation and advances in technology. * The Industrial Revolution led to significant changes to the way people lived and worked because of the use of steam power. * During the Industrial Revolution, mills, factories, mines and houses were built across the country and towns and cities grew. | **The Round City of Baghdad**   * Caliph Abbas is significant because he moved the capital of the Abbasid state to Baghdad. * Al-Zahrawi is significant because he invented medical instruments including forceps, the scalpel and cat gut for stitching wounds. * Al-Khwarizmi is significant because he developed new methods for maths including algebra and introduced the Hindi numerals which we still use today. | **Blitzed Brits**   * Birmingham was targeted by the Germans throughout the war because it was a major industrial and manufacturing location. * The most significant air raid on Birmingham took place in November 1940. * During this air raid, bombs fell on Shirley and Solihull, causing damage and loss of life in our local area. * World War II ended in Europe in 1945 when Germany surrendered to the Allied Powers. * Victory in Europe Day, or VE Day, was a day of national celebration after six years of war.   **The Windrush Generation**   * The first ship called HMT Empire Windrush travelled from the Caribbean to Britain in 1948 with over 800 people on board, some of whom had served in World War II. |
| **Significant People** | * *X* is in my family. * The Nativity Story is about the birth of Jesus. | * *X* is/are in my family. * Bonfire Night happens to remember Guy Fawkes. * Jesus was born in a stable in Bethlehem. * There are different types of transport. [+ examples] | **Up, Up & Away**   * The Wright Brothers were inventors who are significant because they made the first human flight in an aeroplane. * Sir Frank Whittle is significant because he invented the jet engine so aeroplanes could fly faster and higher. * Amelia Earhart is significant because she was the first female to fly solo across the Atlantic Ocean. * Bessie Coleman is significant because she was the first African-American female pilot. | **London’s Burning**   * Samuel Pepys is significant because his diary is an important source of information about the Great Fire of London. * Christopher Wren is significant because he was responsible for designing and rebuilding St Paul’s Cathedral after the Great Fire of London.   **Bournville**   * George Cadbury is significant because he opened the current Cadbury factory in 1879 and built the village of Bournville in Birmingham for factory workers. * George Cadbury wanted to move the factory to a greener area so workers could enjoy a healthier life outside the city centre. | **Roman Rule**   * Boudicca is significant because she was a leader who challenged Roman rule in Britain. | **Full Steam Ahead**   * Queen Victoria ruled Britain from 1837 to 1901, during the nineteenth century, and this is called the Victorian period. * Queen Victoria is significant because she led Britain through a time of significant changes. * James Watt is significant because he made improvements to the steam engine, allowing steam power to be used in industries. | **Enter the Tomb**   * Howard Carter is significant because he was a British archaeologist who discovered the tomb of Tutankhamun in 1922. * Howard Carter discovered the tomb inside the Great Pyramid of Giza, in the Valley of the Kings. * Tutankhamun is significant because his tomb gives historians a detailed insight into the Ancient Egyptian civilisation. | **Blitzed Brits**   * At the outbreak of war in 1939, Neville Chamberlain was the Prime Minister of Britain and Adolf Hitler was the leader of Germany. * Winston Churchill took over as Prime Minister of Britain in 1940 and he is significant because his leadership helped the Allies win the war.   **The Windrush Generation**   * Floella Benjamin came to Britain from the Caribbean in 1960. * Floella Benjamin is significant because she overcame adversity in her life, became a member of the House of Lords and helped set up Windrush Day. |

**Progression: Historical Skills**

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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Developing & Understanding Chronology** | * Talk about ‘before’ and ‘after’. | * Use ‘then’ and ‘now’ when talking about familiar and unfamiliar experiences. | * Explain and use the words past and present. * Sequence events and changes within living memory. | * Use historical words and phrases to describe the passing of time including dates and decades. * Sequence events and changes in the past. * Explain how to sequence events, people and artefacts in order on a simple timeline. | * Explain that the past can be divided into time periods. * Explain that a timeline can be divided into BC and AD. * Use a timeline to place historical events. | * Explain and use the word century. * Name the century and dates of significant events from the past. * Place events in history in the right place on a timeline. | * Explain and use the word civilisation. * Use appropriate historical language to discuss events and periods. * Develop a timeline that shows historical events and time periods accurately. | * Explain historical chronology, linking periods and events. * Use precise historical language to discuss events and periods. * Sequence events and periods on a more complex timeline, using precise dates and times. |
| **Using & Interpreting Historical Sources** | * Make comments about people and events heard in books read to them. | * Compare own experience with things that happened in the past, using books to help. | * Explain what a source is. * Use books, stories, photographs, web-sites, pictures, objects, historical visits to ask and answer questions about the past. | * Use more than one type of source to find out historical information. * Explain how to use sources to find out about the past, including asking and answering questions. | * Use a range sources to find out historical information. * Explain the difference between a primary and secondary source and how to use them. | * Evaluate sources in terms of their usefulness. * Choose and use a range of suitable sources of evidence for a given historical enquiry and use them to find the answer * Use evidence to generate additional questions about the past and find answers. | * Choose reliable and useful sources of evidence to help to answer questions, giving reasons for the choices. * Give clear reasons why there may be different accounts of history. * Identify a line of historical enquiry. | * Choose reliable and useful sources of evidence and justify choices. * Explain that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. * Adapt and refine a line of historical enquiry. |
| **Explaining Historical Reasons** | * Talk about what has already happened. | * Talk about past and present events in own life. | * Explain why an event or individual from the past is important to learn about. * Ask and begin to explain why things happened in the past. | * Explain how an important event or an individual is significant and why. * Begin to explain why people did things, why events happened and what happened as a result. | * Explain reasons for historical events and how they contributed to life in Britain. * Explain why people did things and why events happened and what happened as a result. | * Explain how individuals or events contributed to national change. * Explain reasons for historical events, situations and changes with support. * Explain the consequences of events and the actions of people. | * Explain how significant people and events have impacted on society across time periods. * Explain reasons for historical events, the results of historical events, situations and changes. * Examine and explain causes and consequences of significant events. | * Explain how national and international events affected local lives in the past. * Explain how the same event could impact different groups in different ways. * Explain historical reasons and justify with evidence from a range of sources. |
| **Comparing & Contrasting** | * Make comments about people and events heard in books read to them. | * Know some similarities and differences between the past and now, using own experiences and stories I have heard. * Compare own experience with things that happened in the past, using books to help. | * Identify simple changes, ideas and objects that remain the same. * Identify simple similarities and differences between the past and the present. | * Identify similarities and differences between the past and the present. * Identify simple reasons for changes as the result of an event or an individual. | * Compare lives of people from the distant past to our own and identify differences. * Explain similarities and differences between daily lives of people in different groups in society. | * Identify similarities and differences between ways of life at different times and for different groups. * Describe simple changes and continuity between past and present. | * Identify similarities and differences between periods of history. * Make links between events and changes within and across different time periods / societies. | * Compare different periods of history and identify changes and continuity. * Explain the reasons for changes and continuity using precise historical vocabulary. * Describe similarities and differences between social, cultural and ethnic diversity in Britain and the wider world. |