



# Ringway Primary School

## History Progression Grid



The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding.

### Historical Enquiry

<b>At EYFS:</b> <ul style="list-style-type: none"> <li>Children know about similarities and differences between themselves, others, and families, and communities and traditions.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented.</li> <li>Explore events, look at pictures and ask questions i.e. 'Which things are old and which things are new?' or 'What were people doing?'</li> <li>Look at objects from the past and ask questions i.e. 'What were they used for?' and try to answer</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic building and visits to museums, galleries and sites in order to collect evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic building and visits to museums, galleries and sites in order to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul>
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### Organisation and Communication

<b>At EYFS:</b> <ul style="list-style-type: none"> <li>Children talk about the past and present events in their own lives and family members lives.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Sort events or objects into groups (i.e. then and now)</li> <li>Use timelines to order events or objects.</li> <li>Tell stories about the past.</li> <li>Talk, write and draw about things from the past.</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data- handling, drama role-play, storytelling and using ICT.</li> </ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data- handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about a studied period.</li> </ul>
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### Historical Interpretation

<b>At EYFS:</b> <ul style="list-style-type: none"> <li>Look at their own families and immediate surroundings.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out find out about the past.</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Explore the idea that there are different accounts of history.</li> </ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"> <li>Understand that some evidence from the past is propaganda, opinion or misinformation, and this affects interpretations of history.</li> <li>Give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul>
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## Chronological Understanding

<b>At EYFS:</b> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and family members.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Understand the difference between things that happened in the past and the present.</li> <li>Describe things that happened to themselves and other people in the past.</li> <li>Order a set of events or objects.</li> <li>Use a timeline to place important events.</li> <li>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Use a timeline to place historical events in chronological order.</li> <li>Describe dates of and order significant events from the period.</li> </ul>	<b>At Upper Key Stage Two:</b> <ul style="list-style-type: none"> <li>Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events, movements and dates on a timeline.</li> <li>Describe the main changes in a period of history.</li> </ul>
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## Knowledge and Understanding of events, people and changes in the past

<b>At EYFS:</b> <ul style="list-style-type: none"> <li>Children know that other children don't always enjoy the same things and are sensitive to this.</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>Recall some facts about people/ events before living memory.</li> <li>Say why people may have acted the way they did.</li> </ul>	<b>At Lower Key Stage Two:</b> <ul style="list-style-type: none"> <li>Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and action of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past.</li> </ul>	<b>At Upper Key Stage 2:</b> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>Give own reasons why changes have occurred, backed up with evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied.</li> <li>Describe how historical events studied affect/ influence life today.</li> <li>Make links between some of the features of past societies (e.g. religion, houses, society, technology)</li> </ul>
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## Overarching Historical Vocabulary

<b>At EYFS:</b> <ul style="list-style-type: none"> <li>a long time ago</li> <li>same</li> <li>different</li> <li>people</li> <li>lives</li> <li>past</li> <li>now</li> <li>modern</li> <li>old</li> <li>new</li> <li>yesterday</li> <li>order</li> </ul>	<b>At Key Stage One:</b> <ul style="list-style-type: none"> <li>history</li> <li>significant</li> <li>timeline</li> <li>order</li> <li>compare</li> <li>similar</li> <li>different</li> <li>fact</li> <li>opinion</li> <li>artefact</li> <li>event</li> <li>source</li> <li>evidence</li> <li>changes</li> <li>invention</li> <li>question</li> </ul>	<b>At Lower Key Stage Two:</b> As Key stage one plus... <ul style="list-style-type: none"> <li>chronological</li> <li>millennium</li> <li>century</li> <li>decade</li> <li>BC/BCE</li> <li>AD/CE</li> <li>Era</li> <li>time period</li> <li>similarities</li> <li>differences</li> <li>cause</li> <li>consequence</li> <li>prehistoric</li> <li>evidence</li> <li>primary</li> </ul>	<b>At Upper Key Stage Two:</b> As Key Stage One and Lower Key Stage Two plus... <ul style="list-style-type: none"> <li>cause</li> <li>effect</li> <li>propaganda</li> <li>bias</li> <li>society</li> <li>empire</li> <li>point of view</li> <li>objectivity</li> <li>subjectivity</li> <li>consequences</li> <li>legacy</li> <li>Modern British Values</li> <li>invasions</li> <li>expansions</li> <li>kingdoms</li> </ul>
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- compare

- cause
- consequences
- reason
- connections
- century
- decade
- living memory
- different periods of time

- secondary
- sources
- achievements
- ancient
- modern
- archaeology
- archaeologist
- contrasts
- trends over time
- influence
- significant
- impact
- fact
- opinion
- evidence
- chronology
- enquiry
- reliability
- continuity
- significance
- settlements
- landscape
- technology
- travel
- trade
- road system
- climate
- religion
- worship
- beliefs
- inventions
- medicine
- leisure
- prosperity
- wealth

- settlements
- village life
- peasantry
- hierarchy
- laws and justice
- withdrawal
- cultural
- economic
- military
- political
- religious
- social history
- civilisation
- gender
- achievements
- archaeologists
- deduction
- inference
- organising
- information
- chronology
- comparison
- chronology
- interpretation
- reflection

## History Topics throughout the School

### BLOCK A

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Teddy Bears/ Christmas	Great and Ghastly Events – Gunpowder Plot/ The First Aeroplane Flight	Great and Ghastly Events – Remembrance/ Great Fire of London	Changes in Britain from the Stone Age to the Iron Age.	The Roman Empire and its impact on Britain.	Britain's settlement by the Anglo Saxons and the Scots.	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Chronological Knowledge	<p><b>25<sup>th</sup> December</b> – Christmas Day</p> <p><b>5<sup>th</sup> November</b> – Guy Fawkes Night</p>	<p><b>13<sup>th</sup> April 1570</b> – Guy Fawkes is born</p> <p><b>24<sup>th</sup> March 1603</b> – King James I becomes king of England.</p> <p><b>May 1604</b> – The group begin to plot against King James I</p> <p><b>March 1605</b> – The plotters rent a cellar under the houses of Parliament.</p> <p><b>26<sup>th</sup> October 1605</b> – Lord Monteagle receives a letter warning him not to go to the opening of Parliament on the 5<sup>th</sup> November.</p> <p><b>5<sup>th</sup> November 1605</b> – Guy Fawkes is found in the cellar with 36 barrels of gunpowder by the king's guards.</p> <p><b>31<sup>st</sup> January 1606</b> – Guy Fawkes is executed</p> <p><b>17<sup>th</sup> December 1903</b> – the first aeroplane powered by an engine takes flight.</p>	<p><b>Sunday 2<sup>nd</sup> September 1666</b> – The fire starts at 1 a.m.</p> <p><b>Monday 3<sup>rd</sup> September 1666</b> – The fire gets close to the Tower of London.</p> <p><b>Tuesday 4<sup>th</sup> September 1666</b> – St Paul's Cathedral is destroyed by the fire.</p> <p><b>Wednesday 5<sup>th</sup> September 1666</b> – The wind dies down and the fire spreads more slowly.</p> <p><b>Thursday 6<sup>th</sup> September 1666</b> – The fire is finally put out.</p> <p><b>11<sup>th</sup> November 1918</b> – Armistice Agreement.</p>	<p><b>3000 BC</b> – The village of Skara Brae is built in Orkney.</p> <p><b>3000BC</b> – Construction starts on Stonehenge in Wiltshire.</p> <p><b>2500BC</b> – 'Bell Beaker' culture arrives in Britain.</p> <p><b>2100 BC</b> – Bronze begins to be used in Britain to make weapons and tools.</p> <p><b>1800BC</b> – The first large copper mines are dug</p> <p><b>1200BC</b> 'Celtic' culture begins to arrive in Britain and tribal kingdoms develop.</p> <p><b>800BC</b> – Iron begins to be used in Britain to make tools and weapons, instead of Bronze.</p> <p><b>800BC</b> – The first hillforts are constructed.</p> <p><b>43 AD</b> – The Romans invade Britain.</p>	<p><b>55 BC – The First Raid</b></p> <p>Julius Caesar attempts to invade Britain but the Celts fought back and he returned to Gaul.</p> <p><b>54BC – The Second Raid</b></p> <p>Julius Caesar tried to take over Britain again. He took bigger and stronger legions. Some British tribes were forced to pay tributes.</p> <p><b>43 AD – Invasion</b> Emperor Claudius successfully invaded Britain. Many Celts realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes.</p> <p><b>60 AD – Boudicca's Rebellion</b> The Romans decided the Iceni Tribe should be paying taxes but Queen Boudicca refused and formed an army against the Romans. The Romans eventually won.</p> <p><b>122 AD- Hadrian's Wall</b></p> <p>The Romans wanted a way to separate their land from the Picts so the Roman emperor Hadrian ordered a wall to be built to protect the Roman land.</p>	<p><b>440 AD</b>– Anglo Saxons invade Britain</p> <p><b>597 AD</b> - a Roman monk Augustine is sent to tell the Anglo Saxons about Christianity</p> <p><b>625 AD</b> – King Redwald is buried at Sutton Hoo</p> <p><b>731 AD</b> – St Bede writes 'The Ecclesiastical History of the English People'</p> <p><b>871 AD</b> – Alfred becomes King of Wessex</p> <p><b>1066 AD</b> –The Battle of Hastings</p>	<p><b>793 AD</b> – The Vikings attack the island of Lindisfarne.</p> <p><b>866 AD</b> – Vikings capture York</p> <p><b>871 AD</b> – Alfred the Great becomes King of Wessex</p> <p><b>886 AD</b> – King Alfred agrees to a treaty with the Vikings.</p> <p><b>900 AD</b> – The Vikings rule the North of Scotland</p> <p><b>954 AD</b> – The last Viking king of Jorvik is forced out of York.</p> <p><b>1013 AD</b> – King Sven of Denmark and his son Cnut sail up the rivers Humber and Trent to claim the throne.</p> <p><b>1042 AD</b> – Edward the Confessor is invited to return from Normandy to become the King of England.</p> <p><b>1066 AD</b> – King Harold is defeated in the Battle of Hastings.</p>

Wider Knowledge	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>Stick Man</li> <li>Christmas</li> </ul>	<p><u>Gunpowder Plot</u></p> <ul style="list-style-type: none"> <li>What was the Gunpowder Plot and who was involved?</li> <li>Who was involved?</li> <li>Why were they plotting?</li> <li>How was the plot stopped?</li> <li>Why do we celebrate Bonfire Night?</li> </ul> <p><u>The First Aeroplane Flight</u></p> <p>How has the invention of aeroplanes changed the way people live?</p> <ul style="list-style-type: none"> <li>Early attempts at flight</li> <li>The Wright Brothers</li> <li>Aeroplanes now.</li> </ul>	<p><u>Remembrance Day</u></p> <ul style="list-style-type: none"> <li>Why do we celebrate remembrance day?</li> <li>What is the significance of poppies?</li> </ul> <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> <li>When and where did the fire start?</li> <li>Why did the fire start?</li> <li>Why did the fire spread so quickly?</li> <li>How did people try to put the fire out?</li> <li>How and when was the fire put out?</li> </ul>	<p><u>What is Skara Brae?</u></p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers</li> <li>Early Farmers</li> </ul> <p><u>What was the Bronze Age?</u></p> <ul style="list-style-type: none"> <li>Religion</li> <li>Technology</li> <li>Stonehenge</li> </ul> <p><u>What was the Iron Age?</u></p> <ul style="list-style-type: none"> <li>Hill forts</li> <li>Farming</li> <li>Art and Culture</li> </ul>	<p><u>Roman Invasion</u></p> <ul style="list-style-type: none"> <li>The First Raid 55BC</li> <li>The Second Raid 54BC</li> <li>Invasion 43 AD</li> </ul> <p><u>Roman Roads</u></p> <ul style="list-style-type: none"> <li>Key link roads in Britain</li> <li>Trade</li> </ul> <p><u>Rebellion</u></p> <ul style="list-style-type: none"> <li>Boudicca and the Iceni Tribe</li> </ul> <p><u>Hadrian's Wall</u></p> <ul style="list-style-type: none"> <li>Key features</li> <li>Why was the wall built?</li> </ul> <p><u>Gods and Goddesses (LINK TO SPACE WEEK)</u></p> <ul style="list-style-type: none"> <li>Roman Gods and Planets</li> </ul> <p><u>Life in the Roman times</u></p> <ul style="list-style-type: none"> <li>Men and Women</li> <li>Children</li> <li>Roman Baths</li> </ul>	<p><u>Invasion</u></p> <ul style="list-style-type: none"> <li>Where, when and Why the Anglo-Saxons and Scots invaded.</li> <li>Seven Anglo Saxon Kingdoms</li> </ul> <p><u>Place Names</u></p> <ul style="list-style-type: none"> <li>How have the Anglo- Saxons influenced Britain using place names.</li> </ul> <p><u>Village Life</u></p> <ul style="list-style-type: none"> <li>Typical Anglo – Saxon village</li> <li>Jobs</li> </ul> <p><u>Anglo-Saxon Gods</u></p> <ul style="list-style-type: none"> <li>Religious beliefs</li> <li>Describe the gods they worshipped</li> </ul> <p><u>Conversion to Christianity</u></p> <ul style="list-style-type: none"> <li>Influential people involved</li> <li>Christian buildings that were founded</li> </ul>	<p><u>Viking Raiders and Settlers</u></p> <ul style="list-style-type: none"> <li>Where did the Vikings come from?</li> <li>Why did they raid Britain?</li> </ul> <p><u>Anglo – Saxon Kings</u></p> <ul style="list-style-type: none"> <li>Comparisons of Anglo-Saxon kings during the Viking period.</li> </ul> <p><u>Danegeld</u></p> <ul style="list-style-type: none"> <li>Who was King Ethelred II?</li> <li>Why was danegeld introduced?</li> </ul> <p><u>Viking Life</u></p> <ul style="list-style-type: none"> <li>Identify and explain key aspects of Viking life</li> </ul> <p><u>Law and Justice</u></p> <ul style="list-style-type: none"> <li>How did the legal system work in Anglo-Saxon and Viking period?</li> </ul> <p><u>The Last Anglo-Saxon Kings</u></p> <ul style="list-style-type: none"> <li>How did the last Anglo-Saxon Kings help to shape Britain?</li> </ul>

Topic Vocabulary	<ul style="list-style-type: none"> <li>• Guy Fawkes</li> <li>• Gunpowder Plot</li> <li>• King James I</li> <li>• London</li> <li>• fireworks</li> <li>• sticks</li> <li>• trees</li> <li>• leaves</li> <li>• beach</li> <li>• woods</li> <li>• nests</li> <li>• mother</li> <li>• father</li> <li>• memories</li> <li>• Christmas</li> <li>• Festival</li> </ul>	<ul style="list-style-type: none"> <li>• The Gunpowder Plot</li> <li>• Catholics</li> <li>• Protestants</li> <li>• Houses of Parliament</li> <li>• Gunpowder</li> <li>• Guy Fawkes</li> <li>• King James I</li> <li>• Wright Brothers</li> <li>• aeroplane</li> <li>• flight</li> <li>• wings</li> </ul>	<ul style="list-style-type: none"> <li>• poppies</li> <li>• soldiers</li> <li>• World War One</li> <li>• remembrance</li> <li>• bakery</li> <li>• St Pauls Cathedral</li> <li>• diary</li> <li>• firebreak</li> <li>• Samuel Pepys</li> <li>• Thomas Farriner</li> <li>• King Charles II</li> </ul>	<ul style="list-style-type: none"> <li>• Britain</li> <li>• temporary</li> <li>• permanent</li> <li>• Palaeolithic</li> <li>• hunter-gatherers</li> <li>• Mesolithic</li> <li>• Neolithic</li> <li>• early farmers</li> <li>• farming</li> <li>• deforestation</li> <li>• Skara Brae</li> <li>• Bronze Age</li> <li>• Stonehenge</li> <li>• Iron Age hill forts</li> <li>• tribal kingdoms</li> </ul>	<ul style="list-style-type: none"> <li>• Julius Caesar</li> <li>• Claudius</li> <li>• invasion</li> <li>• conquest</li> <li>• resistance</li> <li>• Boudicca</li> <li>• gladiator</li> <li>• Colosseum</li> <li>• amphitheatre</li> <li>• Hadrian's Wall</li> </ul>	<ul style="list-style-type: none"> <li>• dark ages</li> <li>• Christian conversion</li> <li>• Canterbury</li> <li>• Iona</li> <li>• Lindisfarne</li> <li>• Sutton Hoo</li> </ul>	<ul style="list-style-type: none"> <li>• raids</li> <li>• resistance</li> <li>• Danegeld</li> <li>• Alfred the Great</li> <li>• Althelstan</li> <li>• Edward the Confessor</li> </ul>
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**BLOCK B**

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Dinosaurs	Toys	Inventors and Inventions	Ancient Egypt	Changing Power of Monarchy	Ancient Greece	Mayan Civilisation
Chronological Knowledge	<p><b>Triassic Period</b> <b>Jurassic Period</b> <b>Cretaceous Period</b></p>	<p><b>19<sup>th</sup> Century</b> – wooden toys, wooden doll houses, tea sets, ball and cup, spinning top, toy soldiers, leather footballs. <b>20<sup>th</sup> century</b> – teddy bears, Barbie dolls, Action Man, electronic games, computers, games console. <b>21<sup>st</sup> century</b> – handheld games consoles, virtual reality.</p>	<p><b>May, 1874</b> - Bell invents the telephone. <b>June 2, 1875</b> - Bell proves that telephones work. <b>August 3, 1876</b> - Bell gets first long-distance call. <b>1906</b> - George Washington Carver creates the Jessup Agricultural Wagon. <b>January 25, 1915</b> - Bell places first trans-Atlantic phone call. <b>1971</b> – Kevlar is introduced commercially <b>December 12, 1980</b> – Apple goes public <b>October 23, 2001</b> – Release of the first iPod <b>January 9, 2007</b> – Release of the iPhone</p>	<p><b>3100 BC</b> - Egypt is united by King Narmer <b>2650 BC</b> - The first step pyramid is built. <b>2250 BC</b> – Gods for all areas of their lives are introduced. <b>1670 BC</b> - The Hyksos people invade and introduce the chariot. <b>1648 BC</b> – Nilometers are invented to measure the height of the Nile. <b>1539-1070 BC</b> - Time of the 'New Kingdom' <b>1070 BC</b> - The gods Ra and Amun are joined to create Amun-Ra, the king of the gods. <b>332 BC</b> - Alexander the Great conquers Egypt and founded Alexandria. <b>30 BC</b> – Queen Cleopatra kills herself. Romans conquer Egypt.</p>	<p><b>1066 AD</b> – Battle of Hastings <b>1199 AD</b> – Start of King John's reign <b>1215 AD</b> – The Magna Carta is signed <b>1509 AD</b> – Henry VIII becomes king <b>1707 AD</b> – Act of Union unites England, Scotland and Wales and Great Britain is formed. <b>1837 – 1901 AD</b> – Reign of Queen Victoria <b>1857 AD</b> – Queen Victoria becomes Empress of India <b>1952 AD</b> – Queen Elizabeth II takes the throne.</p>	<p><b>776 BC</b> – First Olympic Games are held. <b>700 BC</b> – Homer writes the Odysseys and Iliad poems. <b>650 BC</b> – The tyrant Kypselos takes over Corinth <b>508 BC</b>- Male citizens of Athens are allowed to vote. <b>500 BC</b> – The 'Classical Period' begins <b>472 BC</b> – Greek theatre becomes popular in Athens. <b>460- BC</b> – Hippocrates 'Father of Medicine' is born in Kos. <b>432 BC</b> – The Parthenon is finished in Athens. <b>388 BC</b> – King Phillip II takes control of Greece <b>336 BC</b> – Alexander the Great takes control of Greece. <b>146 BC</b> – Greek falls under the Roman Empire.</p>	<p><b>1100 BC</b> – The first hunter gatherers settle along the Pacific Coast and then expand to the central highlands. <b>800 BC</b> – Village farming and trading becomes established throughout the Maya region. <b>700 BC</b> – Mayan writing is developed in Mesoamerica <b>400 BC</b> – Earliest solar calendars are carved in stone. <b>300 BC</b> – The social structure in Maya adapts to include Nobles and Kings as rulers. <b>100 BC</b> – The first pyramids are built. <b>450 AD</b> – The city-state of Tikal dominates the tropical lowland of the Central Region <b>683 AD</b> – Pacal the Great of Palenque dies and is buried in the Temple of Inscriptions. <b>800 AD</b> – Sites in the rain forest and tropical lowlands are abandoned whilst northern lowland sites flourish <b>1502 AD</b> – First contact with Europeans made.</p>

Wider Knowledge	Exploring extinction and animals which may have been alive in the past.	How long have toys existed?	Alexander Graham Bell	<u>Who were the ancient Egyptians?</u>	<u>William the Conqueror</u>	<u>Who were the Ancient Greeks?</u>	<u>Who were the Maya?</u>
	<p>Role play activities linked to excavation and bones to create dinosaur skeletons.</p> <p>Exploring and creating volcanoes.</p>	<p>What were toys made of in the Victorian era?</p> <p>What toys did Victorian children play with?</p> <p>What are modern toys made of?</p> <p>How are modern toys different?</p>	<p>Steve Jobs</p> <p>Stephanie Kwolek</p> <p>George Washington Carver</p> <p>(Links to Design Technology)</p>	<ul style="list-style-type: none"> <li>Where is Egypt?</li> <li>When did the ancient Egyptians live?</li> </ul> <p><u>What was life like in Ancient Egypt?</u></p> <ul style="list-style-type: none"> <li>What was important to people in Egyptian times?</li> </ul> <p><u>Mummies</u></p> <ul style="list-style-type: none"> <li>Ritual of Mummification</li> </ul> <p><u>Tutankhamun</u></p> <ul style="list-style-type: none"> <li>Who was Tutankhamun?</li> <li>The discovery of Tutankhamun.</li> </ul> <p><u>Hieroglyphics</u></p> <ul style="list-style-type: none"> <li>Compare and contrast Egyptian writing with own writing</li> </ul> <p><u>Egyptian Gods</u></p> <ul style="list-style-type: none"> <li>Compare and contrast the powers of the Egyptian gods and goddesses.</li> </ul>	<ul style="list-style-type: none"> <li>Battle of Hastings</li> <li>Harold Godwinson</li> <li>Bayeux Tapestry</li> </ul> <p><u>King John</u></p> <ul style="list-style-type: none"> <li>Revolt</li> <li>Magna Carta</li> </ul> <p><u>King Henry VIII</u></p> <ul style="list-style-type: none"> <li>Six wives</li> <li>Male heir</li> </ul> <p><u>Queen Anne</u></p> <ul style="list-style-type: none"> <li>Act of Union 1707</li> <li>Formation of Great Britain</li> </ul> <p><u>Queen Victoria</u></p> <ul style="list-style-type: none"> <li>British Empire</li> <li>Empress of India</li> </ul> <p><u>Queen Elizabeth II</u></p> <ul style="list-style-type: none"> <li>Modern Royal Family</li> </ul>	<ul style="list-style-type: none"> <li>Timeline of Ancient Greece</li> <li>Why did the empire grow?</li> </ul> <p><u>Democracy</u></p> <ul style="list-style-type: none"> <li>What is democracy?</li> <li>Comparison of ancient and modern democracy</li> <li>Legacy of the Athenian democratic system.</li> </ul> <p><u>Olympics</u></p> <ul style="list-style-type: none"> <li>Pottery</li> <li>Comparison of ancient games and modern games</li> <li>Legacy of the ancient Olympic games.</li> </ul> <p><u>Athens vs Sparta</u></p> <ul style="list-style-type: none"> <li>Battle of Marathon</li> <li>Comparison of city states Athens and Sparta.</li> </ul> <p><u>Gods and Goddesses</u></p> <ul style="list-style-type: none"> <li>Compare and contrast gods</li> <li>Gods and myths</li> </ul> <p><u>The Trojan War</u></p> <ul style="list-style-type: none"> <li>Story from Homer's Iliad</li> <li>Using a range of artefacts to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Where the Ancient Maya people lived.</li> <li>Timeline</li> </ul> <p><u>Gods and Religion</u></p> <ul style="list-style-type: none"> <li>Compare and contrast Maya gods</li> <li>What are the religious beliefs of the Maya?</li> <li>How did the Maya worship?</li> </ul> <p><u>Maya Number System</u></p> <ul style="list-style-type: none"> <li>Maya symbols for 0, 5 and 1</li> <li>Understand how the Maya number system works.</li> </ul> <p><u>Exploration and Discovery</u></p> <ul style="list-style-type: none"> <li>Using sources to discover more about the Maya people .</li> <li>Maya historians</li> </ul> <p><u>Maya Writing</u></p> <ul style="list-style-type: none"> <li>What was the Maya writing system?</li> <li>How were words constructed?</li> <li>What are codices?</li> </ul> <p><u>Food</u></p> <ul style="list-style-type: none"> <li>What did the Ancient Maya people eat?</li> <li>Why is corn and chocolate significant to the Maya people?</li> </ul>



Topic Vocabulary	<ul style="list-style-type: none"> <li>• extinct</li> <li>• alive</li> <li>• past</li> <li>• skeleton</li> <li>• bones</li> <li>• fossils</li> <li>• volcano</li> <li>• erupt</li> <li>• archaeologist</li> <li>• features</li> <li>• dig up</li> <li>• Apatosaurus</li> <li>• Iguanodon</li> <li>• Stegosaurus</li> <li>• Tyrannosaurus Rex</li> <li>• Brachiosaurus</li> <li>• Velociraptor</li> <li>• Triceratops</li> <li>• Ankylosaurus</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Victorian</li> <li>• 20<sup>th</sup> century</li> <li>• 21<sup>st</sup> century</li> <li>• Wooden toys</li> <li>• Paper toys</li> <li>• Metal toys</li> <li>• Plastic toys</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone</li> <li>• Alexander Graham Bell</li> <li>• Thomas Watson</li> <li>• Steve Jobs</li> <li>• Iphone</li> <li>• Ipod</li> <li>• Apple</li> <li>• Agriculture</li> <li>• Farmers</li> <li>• kevlar</li> </ul>	<ul style="list-style-type: none"> <li>• ancient</li> <li>• Nile</li> <li>• mummification</li> <li>• ritual</li> <li>• amulets</li> <li>• afterlife</li> <li>• Book of the Dead</li> <li>• Canopic</li> <li>• sarcophagus</li> <li>• scarab</li> <li>• Tutankhamun</li> <li>• treasure</li> <li>• archaeologist</li> <li>• Howard Carter</li> <li>• hieroglyphics</li> <li>• irrigation</li> <li>• pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Battle of Hastings</li> <li>• Normans</li> <li>• Anglo- Saxons</li> <li>• Succession</li> <li>• Magna Carta</li> <li>• Barons</li> <li>• Revolt</li> <li>• Riot</li> <li>• Wives</li> <li>• Divorce</li> <li>• Heir</li> <li>• Reign</li> <li>• Union</li> <li>• England</li> <li>• Scotland</li> <li>• Wales</li> <li>• Empire</li> <li>• Empress of India</li> <li>• Commonwealth</li> <li>• National Anthem</li> <li>• Jubilee</li> <li>• Coronation</li> </ul>	<ul style="list-style-type: none"> <li>• Western world</li> <li>• Democracy</li> <li>• Philosophy</li> <li>• Olympic games</li> <li>• Athens</li> <li>• Parthenon</li> <li>• Acropolis</li> </ul>	<ul style="list-style-type: none"> <li>• Civilisation</li> <li>• Mesoamerica</li> <li>• Sacrifice</li> <li>• Worship</li> <li>• Blood-letting</li> <li>• Ritual</li> <li>• Xibalba</li> <li>• Upperworld</li> <li>• Chichen Itza</li> <li>• Palenque</li> <li>• John Lloyd Stephens</li> <li>• Frederick Catherwood</li> <li>• Copan</li> <li>• Hieroglyphics</li> <li>• Syllabogram</li> <li>• Logogram</li> <li>• Codex</li> <li>• Codices</li> <li>• Cacao</li> <li>• maize</li> </ul>
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**BLOCK C – Local History/Geography**

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Pirates/ Under the Sea	Our Local Area (including the seaside) – GEOGRAPHY	Grace Darling	North East - Anglo/ Scots relations	North East - Coal Mining	North East -Sport	Local history research project
Chronological Knowledge	1650 - 1720 – ‘Golden Age’ of Piracy	1960 – Opening of Ringway Primary School  Changes within living memory	1815 AD – Grace Darling is born 7 <sup>th</sup> September 1838 AD – Grace and her father rescued 9 people who were shipwrecked from the SS Forfarshire	17 <sup>th</sup> November 1292 AD – John Balliol named King of the Scots. 1295 AD – Auld Alliance 27 <sup>th</sup> April 1296 AD – Battle of Dunbar 1320 AD – Declaration of Arbroath 19 <sup>th</sup> July 1333 AD – Battle of Halidon Hill 1357 AD – Treaty of Berwick 1707 AD – Treaty of Union	1815 AD – Davy Lamp created 1842 AD – Mines and Colliery Act 1867 AD – James White dies at South Hetton Colliery 1894 AD – sinking of the first shaft at Woodhorn Colliery 1909 AD – West Stanley Pit Disaster 1920s AD – Miners Strikes	1902 AD – Muriel Robb wins Wimbledon July 30, 1966 AD – Jack Charlton and Bobby Charlton help England win the World Cup 1981 AD – First Blaydon Race 28 June 1981 AD – First Great North Run 1995 AD – Jonathan Edwards breaks world record for long jump. 2003 AD – Johnny Wilkinson scores last minute drop goal to help England win against Australia in the Rugby World Cup	Chronological knowledge from previous local history topics
Wider Knowledge	Exploring lives of people from the past and different ways of life.  Exploring sea creatures and where about in the world they will be found locating oceans on a map.  Understanding recycling and its impact on our own community and the world globally.	What is our local area like?  Out and about fieldwork  Houses and homes  Jobs in Our Local Area  History of the School.	Who was Grace Darling?  Why is she remembered?  The Shipwreck of 1838  Remembering Grace Darling	Anglo Scots Relations in the Middle Ages  The border marches and the Anglo-Scottish conflict  Castles as a means on control and defence  Border reivers, raiding and feuding	An investigation into the death of James White <ul style="list-style-type: none"> <li>Source work</li> </ul> [Link to Geography] <ul style="list-style-type: none"> <li>Map skills</li> </ul> [Link to art] <ul style="list-style-type: none"> <li>Pitman painters</li> </ul> Educational visit <ul style="list-style-type: none"> <li>Beamish</li> <li>Woodhorn Colliery</li> </ul> Davy Lamp  Life in the Pit Village	History of North East sporting achievements  The Blaydon Races  Great North Run	Children will use their knowledge from previous local history topics to choose a topic to research and present. These can include but are not limited to: <ul style="list-style-type: none"> <li>Famous people from the North East.</li> <li>Events in the North East and their legacy.</li> <li>Historical buildings and their impact</li> <li>Comparing and contrasting life in the North East during the Victorian period to now.</li> </ul>

Topic Vocabulary	<ul style="list-style-type: none"> <li>• sea life</li> <li>• creatures</li> <li>• Black Beard</li> <li>• oceans</li> <li>• seas</li> <li>• countries</li> <li>• ships</li> <li>• wheel</li> <li>• mast</li> <li>• sail</li> <li>• anchor</li> <li>• helm</li> <li>• map</li> <li>• recycling</li> <li>• global impact</li> <li>• community</li> <li>• plastic</li> <li>• metal</li> <li>• paper</li> <li>• pollution</li> <li>• pollute</li> </ul>	<ul style="list-style-type: none"> <li>• local area</li> <li>• school</li> <li>• address</li> <li>• north</li> <li>• east</li> <li>• south</li> <li>• west</li> <li>• north east</li> <li>• directions</li> <li>• compass</li> <li>• street map</li> <li>• detached</li> <li>• semi-detached</li> <li>• terraced</li> <li>• cottage</li> <li>• bungalow</li> <li>• flats</li> <li>• caravan</li> <li>• job</li> <li>• work</li> <li>• pay</li> <li>• wages</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Grace Darling</li> <li>• Lighthouse</li> <li>• SS Forfarshire</li> <li>• Northumberland</li> <li>• Storm</li> <li>• Survivor</li> <li>• Shipwreck</li> <li>• Farne Islands</li> </ul>	<ul style="list-style-type: none"> <li>• Archer</li> <li>• Bailey</li> <li>• Barbican</li> <li>• bastle</li> <li>• border</li> <li>• castle</li> <li>• chivalry</li> <li>• curtain wall</li> <li>• feud</li> <li>• fortified</li> <li>• keep</li> <li>• knight</li> <li>• march</li> <li>• moat</li> <li>• motte</li> <li>• nobility</li> <li>• pele tower</li> <li>• raid</li> <li>• reivers</li> <li>• siege</li> </ul>	<ul style="list-style-type: none"> <li>• Pitman</li> <li>• Colliery</li> <li>• Davy lamp</li> <li>• Beamish</li> <li>• Woodhorn</li> <li>• Shaft</li> <li>• Census</li> <li>• Village</li> <li>• Coal</li> </ul>	<ul style="list-style-type: none"> <li>• athlete</li> <li>• sport</li> <li>• run</li> <li>• rugby</li> <li>• long jump</li> <li>• Olympics</li> <li>• Championship</li> <li>• race</li> </ul>	Topic vocabulary from previous local history topics.
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