



Progression of Knowledge and Skills in History



	Year 3	Year 4	Year 5	Year 6
<p>Topic questions linked to the Significant Six disciplinary strands and substantive knowledge</p>	<p>If Howard Carter had not discovered the tomb of Tutankhamun, would historians still have a good historical interpretation of the Ancient Egyptians?</p> <p>Substantive knowledge:</p> <ul style="list-style-type: none"> * Civilisation is the stage of cultural development and organization that is considered most advanced e.g. Ancient Egypt was rich in culture including government, religion, arts, and writing. * The civilization of Ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of ancient Egypt's wealth. Great Egyptian cities grew up along the Nile as the Egyptian people became experts in irrigation and were able to use the water from the Nile to grow rich and profitable crops. The Nile was significant because it provided food, soil, water, and transportation for the Egyptians. Floods would come each year and would provide fertile soil for growing food. * Pharaohs of Egypt were often 	<p>Do historians always need a written or verbal recount of a period of history to interpret what life was like in the past?</p> <p>Substantive knowledge:</p> <ul style="list-style-type: none"> *Historians primarily rely on written accounts to understand and interpret periods of history. However, when it comes to prehistoric periods like the Stone Age (characterised by the use of stone tools) written records are scarce or non-existent. In such cases, historians employ a variety of other sources and methods to reconstruct what life was like during that time. *Archaeological evidence plays a crucial role in understanding the Stone Age. By excavating and analysing artefacts, tools, pottery, and artefacts left behind by ancient societies, historians can gain insights into their daily lives, technological advancements, social structures, and even cultural practices. *Palaeolithic rock art: Stone Age societies left behind cave paintings and engravings. Historians study 	<p>What were the consequences of World War Two on the daily lives of people in Britain?</p> <p>Substantive knowledge:</p> <ul style="list-style-type: none"> * Britain (and many places in Europe including Germany) faced significant physical destruction and loss of life during the war, particularly during the German bombing campaign known as the Blitz. Major cities such as London, Coventry, and Liverpool, were heavily damaged, leading to the loss of infrastructure and homes. * The war placed a strain on Britain's economy. It depleted national resources, and the government had to divert a significant portion of its budget towards military efforts. As a result, there were shortages of essential goods, and rationing measures were introduced. * WW2 brought significant social and cultural changes to Britain. . The war contributed to a breakdown of traditional societal norms, as women played a more visible role in the workforce and society. 	<p>What was the cause and consequences of Wolverhampton's industrialisation?</p> <p>Substantive knowledge:</p> <p>Causes:</p> <ul style="list-style-type: none"> *The Industrial Revolution, which began in the late 18th century, had significant causes and consequences which impacted Wolverhampton. Technological advancements: Innovations in machinery, such as the steam engine, made production more efficient. * Wolverhampton had natural resources, including coal and iron ore, which were crucial for industrialization. Wolverhampton became a prominent centre for iron and steel production, earning the nickname "Black Country." * The construction of canals and later, railways, facilitated the movement of goods and raw materials. Wolverhampton played a significant role in the development of the British automotive industry, particularly with manufacturers like Jaguar and Wolverhampton's own

buried in giant pyramids or in secret tombs. They believed that they needed treasure to be buried with them to help them in the afterlife. As a result, archaeologists have a lot of well-preserved artifacts and tombs to examine in order to find out how the ancient Egyptians lived.

*The Ancient Egyptian Empire began to weaken in about 700 BC. In 332 BC, Alexander the Great of Greece was significant because he conquered Egypt and set up his own ruling family called the Ptolemaic Dynasty. Finally, the Romans came in 30 BC and Egypt became a province of Rome.

What changes and continuities are there between the Ancient Greeks and modern day Britain?

Substantive knowledge:

Continuity:

* Both modern day and ancient Greece have systems of democracy. Ancient Greece is often considered the birthplace of democracy, and many modern democratic principles are rooted in ancient Greek political systems.

*Ancient Greece made significant cultural contributions that continue to influence modern society. Their advancements in areas such as literature, art, philosophy, and

these ancient artworks to understand the cultural and symbolic significance of various motifs, as well as gain insights into the religious, social, and artistic practices of the time.

*Historians compare Stone Age societies with existing hunter-gatherer cultures and ethnographic studies. This comparative approach helps them to understand similarities and differences in subsistence strategies, social structures, and technological development.

What legacy and continuity have the Romans left behind in the UK?

Substantive knowledge:

* Roman law influenced the modern-day laws of many countries. Legal ideas like trial by jury were influenced by Roman law and the Roman way of looking at things.

* The Latin language spoken by the Romans spread throughout much of Western Europe during the time of the Roman Empire. Many languages evolved from Latin

* Romans changed the western world by spreading their innovations in engineering throughout the

* The war led to a growing consensus on the need for social reform and the establishment of a welfare state. This eventually led to the establishment of the National Health Service (NHS)

*WW2 marked a significant shift in Britain's position on the world stage. It resulted in the decline of British power and the emergence of the United States and the Soviet Union as superpowers.

What are the similarities and differences between the Saxons and the Vikings?

Substantive knowledge:

Similarities:

*The Saxons and Vikings were both Germanic peoples who lived during the early medieval period.

* Both the Saxons and Vikings were skilled sailors and had a strong presence on the seas. They used ships for trade, exploration, and warfare, and were known for their navigational skills.

* Both groups were known for their warrior culture and were skilled in warfare. They would often engage in

brand, the "Wolverhampton Wanderer" (later known as the Wolves).

Consequences:

*The industrial revolution led to rapid urban growth as people migrated to cities like Wolverhampton in search of employment in newly established factories.

*The manufacturing industry boomed, creating job opportunities and stimulating economic growth. This rapid growth created new challenges, including poor living conditions and labour struggles within Wolverhampton.

* Increased industrial activity had adverse effects on the environment, leading to pollution and resource depletion.

What is the historical significance of the 1960's youth culture on today's society?

Substantive knowledge:

* The 1960s witnessed a cultural revolution where young people challenged traditional norms and values. The rise of youth subcultures, such as the Mods and Rockers, reflected a new sense of identity and rebellious spirit. This

<p>mathematics are still studied and celebrated today.</p> <p>*The Olympic Games were founded in ancient Greece and have been revitalized in modern times. The modern Olympics draw inspiration from the ancient Greek tradition of athletic competitions and are held every four years.</p> <p>Change:</p> <p>*Modern society has seen enormous progress in technology that was not available to the ancient Greeks. The advent of electricity, the internet, advanced medical treatments, and various other technological advancements are unique to the modern era.</p> <p>*Ancient Greek society had a rigid social structure with distinct classes, including the aristocracy, citizens, and slaves. Modern societies have evolved to a more fluid social structure with a focus on equality and a rejection of slavery.</p> <p>*Modern-day scientific knowledge and understanding greatly surpass the understanding of the ancient Greeks. Advances in fields such as physics, biology, chemistry, and</p>	<p>empire. They built long lasting roads that helped to increase trade and also helped their armies to quickly move about the empire. Many of these roads are still used today. They built aqueducts to bring water into the cities for all to use. To build many of these projects the Romans perfected concrete.</p> <p>* The Roman Empire had a great impact on religion in Europe through the spread of Christianity. Rome was the home of the Catholic Church which would hold great influence over Europe for the next thousand years.</p>	<p>raiding and pillaging activities, targeting coastal settlements and neighbouring territories.</p> <p>Differences:</p> <p>*The Saxons were located in present-day Germany and England, while the Vikings originated from the Scandinavian region, including Norway, Sweden, and Denmark. The Saxons were settled farmers, while the Vikings were often nomadic and relied more on seafaring.</p> <p>*The Saxons were organized into several distinct kingdoms and had a complex political structure. They had kings, nobles, and a social hierarchy. The Vikings had a decentralized political structure, with a focus on independent chieftains leading small communities or tribes.</p> <p>* The Saxons established long-term settlements in areas such as England and parts of Germany. They formed organized societies with agriculture, villages, and towns. The Vikings were known for their frequent exploration and temporary settlements, often setting up temporary camps and trade posts.</p> <p>Why do you think there is not enough sources and evidence about the Ancient Mayans that</p>	<p>cultural revolution influenced subsequent generations, shaping music, fashion, and attitudes towards societal norms.</p> <p>*The 1960s was a pivotal era for British music and arts. The emergence of bands like The Beatles, The Rolling Stones, and The Who brought British rock and pop music to the global stage. Today, the influence of this era's music can still be seen in contemporary British music, and artists continue to draw inspiration from the 1960s.</p> <p>* The fashion trends of the 1960s, such as the miniskirt, bold patterns, and vibrant colours, revolutionized the industry and continue to influence fashion today. Concepts of self-expression and individuality that emerged during this time still resonate with young people in Britain.</p> <p>* The 1960s youth culture in the UK was marked by political and social activism. Young people took part in protests, demanding changes in civil rights, gender equality, and opposition to the Vietnam War. The activism of the 1960s paved the way for increased political engagement</p>
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	<p>astronomy have revolutionized our understanding of the natural world.</p>		<p>would give historians a clearer picture about this civilisation?</p> <p>Substantive knowledge:</p> <ul style="list-style-type: none">* The Mayan civilization did not disappear completely; their descendants still live in various regions of Central America today, including Guatemala, Belize, Honduras, and Mexico. However, there are gaps in our understanding of Mayan history, particularly regarding the collapse of the Classic Mayan civilization around the 9th century AD* The Mayans did leave behind a substantial amount of written records, such as stone inscriptions and codices. However, many of these were destroyed by Spanish conquistadors during the colonial period, resulting in a loss of historical information.* Following the collapse of the Classic Maya, the Mayan civilization went through significant cultural, social, and political changes. This transformation may have led to a loss of specific knowledge about the events that preceded it.* Archaeologists are continuously studying the Mayans through excavations and research. However,	<p>among youth and influenced subsequent social movements.</p>
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			the dense jungles of Central America make archaeological investigations difficult, and there is still much to uncover in terms of physical evidence and artefacts.	
Disciplinary knowledge strands and skills				
	How and why historical interpretations are different			

<p>Historical Interpretation</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Begin to understand some of the ways in which historians and others investigate the past. -Sequencing events in chronological order. -Distinguishing between the past and present using historical sources. -Asking and answering simple historical questions using appropriate sources. 	<p>Skills:</p> <ul style="list-style-type: none"> - Examining different sources of evidence to build a broader understanding of historical events. -Making connections and identifying patterns between historical events. -Recognizing bias and understanding that different interpretations of history may exist. 	<p>Skills:</p> <ul style="list-style-type: none"> - Start to understand the difference between primary and secondary evidence and start to question its reliability. _ Find and analyse a wide range of evidence about the past. - Continue to develop their understanding of how historians and others investigate the past. 	<p>Skills:</p> <ul style="list-style-type: none"> - Consider different ways of checking the accuracy of interpretations of the past. - Know that people in the past represent events or ideas in a way that may be to persuade others. - Show an awareness of the concept of propaganda.
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Cause and Consequence	How historians make judgements about why an event occurred, or the consequences of an event			
	Skills: <ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. 	Skills: <ul style="list-style-type: none"> - Explain a series of directly related events that happened in the lead up to a historical event. - Understand that historical events have consequences that sometimes last long after the event is over. 	Skills: <ul style="list-style-type: none"> - Understand that the consequences of one historical event can sometimes become the causes of another, e.g., the consequences at the end of the First World War being cited as one cause of the Second World War. - 	Skills: <ul style="list-style-type: none"> - Understand that one event can have multiple consequences that impact on many countries and civilisations. E.G. assassination of JFK in 1963
Change and Continuity	How historians make judgments about the extent, nature or pace of change across time			
	Skills: <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. 	Skills: <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Start to understand that there are times in history when change happens suddenly. 	Skills: <ul style="list-style-type: none"> - Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. 	Skills: <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. - Understand and describe in some detail the main changes to an aspect of a period in history. - Understand that there are times in history when change happens suddenly, and these

				<p>moments of change can be referred to as 'turning points' in history.</p>
<p>Similarity and Difference</p>	<p>How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period</p>			
	<p>Skills:</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Identifying similarities and differences between different periods of history.</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. 	<p>Skills:</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. 	<p>Skills</p> <ul style="list-style-type: none"> - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences.

Historical Significance	How historians and others ascribe significance to historical people or events (deem the worthy of attention)			
	Skills: <ul style="list-style-type: none"> - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. 	Skills: <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. - Understand that what we consider to be significant can change throughout different periods. 	Skills: <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. 	Skills: <ul style="list-style-type: none"> - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
Source and Evidence	How historians use sources to make claims about the past			
	Skills: <ul style="list-style-type: none"> - Understand that a source gives us evidence about the past - Start to understand that there are primary and secondary sources 	Skills: <ul style="list-style-type: none"> - Understand that evidence is what we take from that source to utilise it for a specific purpose. - Identify the difference between primary and secondary sources 	Skills: <ul style="list-style-type: none"> - Identify a primary and secondary source - Start to explain evidence that has been used from a source. 	Skills: <ul style="list-style-type: none"> - Use primary and secondary sources to explain evidence used found from a source and how that evidence gives us information about the past.