



History Knowledge Progression

At Worthington We Will Know.....



	Autumn	Spring	Summer
Nursery	Who am I? Society, beliefs and politics; Transport and technology <u>I know who is in my family</u> - I know who lives in my house - I know who is in my family - I can talk about members of my family - I know families can be different <u>I know I have changed from being a baby</u> - I know I was once a baby - I can talk about my baby picture - I sequence the life cycle of a human - I know where my name comes from <u>I know how kitchens have changed</u> - I know what a modern kitchen looks like - I know what a Victorian kitchen looks like - I can identify what is different between a modern and Victorian kitchen including washing clothes, cooking, food, keeping warm	What equipment did doctors and nurses use in the past? Transport and technology <u>I know uniforms and equipment has changed over time</u> - I can identify the uniforms worn by doctors and nurses now - I can identify the uniforms doctors and nurses used to wear in the past - I can identify some equipment doctors and nurses use now; - I can identify some equipment doctors and nurses used in the past - I can talk about how uniforms and equipment have changed	Where did food come from before supermarkets? Transport and technology <u>I know what a farmer does and how farming has changed</u> - I can identify modern farming equipment including; tractor, combine harvester, plough, milking machines - I can identify farming equipment from the past - I can talk about the differences
	Vocabulary family, name, history, brother, sister, mother, father, grandma, grandad, stepmother/father/brother/sister, auntie, uncle, special, skin, hair, eyes, belong, baby, toddler, child, teenager, adult, elderly	Vocabulary Superhero, doctor, nurse, policeman, change, equipment, work, uniform, power	Vocabulary Farm, equipment, food, supermarket, machinery, combine harvester, plough, milking machine
Reception	<u>Has Worthington Primary always looked like this?</u> <u>Why do we wear Poppies?</u> <u>Why do we remember the 5th November?</u> Local history; Society, beliefs and politics	<u>How do we know what is old and what is new?</u> Transport and technology	

	I know that the window in the hall is special because it was designed and made before the new school was built. I know that the window was made more than 100 years ago and came from the old school to the new school. I know why people wear poppies - to remember soldiers that died in the wars I know that we have fireworks because we are remembering that Guy Fawkes tried to blow up the Houses of Parliament What figures from the past will the children learn about and what facts will they learn?	I know that the first trains were powered by steam and modern trains are not. I know that George Stephenson invented 'The Rocket' I know that lighthouses were used to guide ships I know that ships today do not need lighthouses to guide them.	
	<u>Vocabulary</u> : parent, aunt uncle, Grandparent (familiar names) cousin Remembrance Day soldiers WW1, WW2, Remembrance Day Guy Fawkes <u>Communicate Historically:</u> Use words and phrases such as: Before, After, Now, Then, A long time ago, Not long ago Past, Present	<u>Vocabulary</u> Steam trains, lighthouses, modern engines George Stephenson Rocket	<u>Vocabulary</u>
Year One	Why is there a Blue Plaque in Sale Moor? Local history;	How did Samuel Pepys help us to find out about the GFoL? Civilisation;	How have aeroplanes evolved since The Wright Brothers? Transport and technology
	<u>I know why George Mottershead has a blue plaque.</u> - Significant people/events can have blue plaques to commemorate them. - George Mottershead was born in Sale Moor (June 12, 1894) Why is he significant? He founded Chester Zoo – the first zoo without bars	<u>I know the GFoL was a significant event that happened in 1666 over 4 days.</u> (2 September 1666)- Fire broke out in a bakery on Pudding Lane. Thomas Fariner was the baker. Samuel Pepys started his diary.	<u>I know who the Wright brothers are and why they are important.</u> Wilbur and Orville were brothers who lived in America. Lots of people were trying to make a machine that could fly.

	<u>I know where to place events of GM on a timeline.</u> • GM was born and where this fits in respect to our school being built. (1894) • When he was a boy he was taken to Belle Vue and didn't like all the animals in cages and was determined to build a zoo without bars. • Chester Zoo was opened. (1931 37 years old) <u>I know how lives and homes have changed in Sale Moor since 1894.</u> • I know Sale Moor has some shops and buildings (the public house) which are still here now. • I know there was a tram which went through Sale Moor when GM was a boy whereas we have cars and trains.	• (3 September)- People start to move their possessions to safety using boats on the River Thames. • (4 September)- St Paul's Cathedral was destroyed. • (5 September)- King Charles agreed to houses being pulled down, the wind died down and fire stopped spreading. <u>I know why the fire spread so quickly and how it changed London.</u> • Tudor London had houses built close together and made of wood. It was very dry and windy. • When the fire was over, King Charles II ordered the city to be rebuilt with brick and stone. • Christopher Wren designed St Paul's Cathedral. <u>I know Samuel Pepys kept a diary and this is how we know about the GFoL.</u> • An eyewitness, Samuel Pepys, wrote a recount of the fire in his famous diary. • Extracts from his diary helped us learn about this event.	• The brothers were the first to pilot the first flight of an engine-powered aeroplane (took place on 17th December 1903). • The flight flew for 12 seconds. • Over the next few years they carried on improving the aircraft. <u>I know how planes have evolved and the affect this has had on the world.</u> • The aeroplane has made the world smaller – trade, holidays etc. • The first powered aircraft had wings and propellers which allowed it to fly. • World War One plane had a cockpit for the pilot. • Concorde the first plane to fly supersonic. • A380 the world's largest passenger airliner. It has two floors and can seat 853 passengers.
	<u>Vocabulary</u> Timelines, artefact, blue plaque, significant, famous, George Mottershead, zoo, consequence, similar, different, remember, old and new, past and present, chronological order, before and after, evidence,	<u>Vocabulary</u> decade, architects, fire hook, leather buckets, diary, Samuel Pepys, St. Pauls Cathedral, King Charles II, royal, River Thames, changes, modern, event, old and new, past and present, chronological order, before and after, evidence, monument	<u>Vocabulary</u> centuries, inventors, explorers, flight exploration, airport, aeroplanes, The Wright Brothers, hot-air balloon, airport, succeed, commemorate
Year Two	Why did Emmeline Pankhurst and Rosa Parks shock the world? Local history; Society, beliefs and politics	What was it like to be on the Titanic as a seven-year-old? Society, beliefs and politics	How has medicine changed since the Birth of the NHS in 1948? Local history; Transport and technology
	<u>I know why Emmeline Pankhurst was an important person and place the events of her life onto a timeline.</u> • Emmeline Pankhurst is a significant person- founded the Suffragette movement to give women the vote. • EP was born in Manchester she changed Britain forever. She paved the way for equal rights for women in Britain.	<u>I know and can explain reasons why the events of the Titanic happened, placing them into chronological order.</u> • I know that the Titanic sank because it hit an iceberg in 1912. • I know that certain passengers were loaded onto lifeboats first (women and children)	<u>I know what the NHS is and it was created in 1948 and place this on a timeline.</u> • NHS is an abbreviation for the National Health Service. • The NHS looks after people when they are unwell. • Trafford General Hospital was the first NHS hospital. <u>I know the roles of doctors and nurses have changed over time.</u>

	<u>I know why Rosa Parks was an important person and can place the events of her life onto a timeline.</u> - I know that in USA people of colour were kept apart from white people. - I know why Rosa Parks was important- she refused to give up her seat on a bus to a white person which resulted in the desegregation of buses in America. <u>I know the similarities and differences between their lives and achievements.</u> - They fought for equal rights. EP fought for equal rights for women to be able to vote. RP fought for equal rights for black people. EP and RP both protested. They both brought positive change. - EP's achievements were on a national level (impacted on the UK). RP's achievements were on an international level (impacted segregation laws in America).	- I know that remaining passengers were left stranded in the water and were unable to be saved. - I know that the Titanic did not have enough lifeboats and that is why so many people died. <u>I know and can describe the similarities and differences to being on board the Titanic in first and third class.</u> - First class passengers were rich and paid lots of money for their ticket for the Titanic. - Third class passengers were poorer and paid less for their tickets. <u>I know how it is different to travel on a cruise ship now in comparison to the Titanic.</u> - Modern cruise ships are bigger than the Titanic. - Modern ships must have enough lifeboats for all passengers.	- Nurses used to go to nursing school, now they need to go to university to get a degree. - People could train in four years to become doctors because of the Second World War. - Now it takes around ten years to become a doctor.
	<u>Vocabulary</u> Rosa Parks: Activist, law, segregation Emmeline Pankhurst: Democracy, protests, hunger strike, law, suffragettes, , campaign, politics	<u>Vocabulary</u> Maiden Voyage, first class, second class, third class, iceberg, collision, disaster, survivors, lifeboat, lifejacket, Atlantic Ocean, unsinkable, Titanic	<u>Vocabulary</u> NHS, matron, vaccine, wards, medicine, medical, significance, revolutionary, development.
Year Three	What do archaeological findings tell us about Ancient Egyptians? Civilisation;	What were the greatest achievements of the Ancient Civilisations? Civilisation;	How did the development of tools change how people lived from the Stone Age to the Bronze Age? Civilisation; Invasion and Settlement; Transport and technology
	<u>I understand where and when the Ancient Egyptians existed and what their lives were like.</u> - I know that Ancient Egypt civilisation lasted from 7500BC to 51BC - The River Nile was crucial to the Egyptians – helping them farm, travel and survive. - I know that artefacts have told us about how they lived. <u>I know Howard Carter discovered the tomb of Tutankhamun, a pharaoh, in 1922.</u>	<u>I can explain when and where the Shang Dynasty, Indus Valley, Egyptian and Sumerian civilisations were in existence and describe similarities between their locations.</u> - All 4 civilisations were located near major rivers. - The Shang Dynasty were around at the same time as the Ancient Egyptians and the Ancient Sumerians - The Shang Dynasty existed from 1600BC-1046BC.	<u>To understand the chronology of the Stone Age to the Iron Age</u> - The Stone Age came first, with Bronze Age next and Iron Age after that. - Stone Age is made up of Palaeolithic, Mesolithic and Neolithic periods. - Stone Age covers from 3million years ago up to 2500BC. <u>To understand development in tools throughout the Palaeolithic, Mesolithic and Neolithic Stone Age eras</u>

- Howard Carter discovered the tomb in the Valley of Kings.
- Many precious items were found in the tomb.
- Tutankhamun was 8 years old when he became king.

I know that looking after the dead was important to people during ancient Egyptian times.

- It was important to them to look after dead people to help them get to the afterlife.
- There were 8 steps to the mummification process.
- The process aimed to help the dead to get to the afterlife with their body and possessions intact.
- They had special objects that they used during the ritual.
- Wealthy people (like pharaohs) got more lavish mummification.
- Egyptian gods also helped get you to the afterlife.

I know how the Rosetta Stone allowed us to understand Egyptian writing.

- The Rosetta Stone was discovered by Pierre Bouchard.
- It was decoded because it was also written in other known languages.
- Hieroglyphics uses symbols instead of letters.
- It took 27 years for the Rosetta Stone to be decoded.

I can label and explain the main geographical features of the Shang Dynasty.

- The Shang Dynasty existed in the eastern part of China.
- They existed near the Yellow River, in the Yellow River Valley.
- The Yellow River was important to them, because it gave them water and good land to grow crops.

I can explain how the Shang Dynasty developed bronze technology.

- The Shang Dynasty used bronze to make weapons (unlike the Indus Valley people)
- They made bronze arrowheads, which travelled longer distances and spears and dagger axes which were stronger and sharper than ones made from stone.
- The Shang Dynasty were able to win more battles because of their bronze weapons.

I can explain how artefacts like oracle bones help us know more about the Shang Dynasty.

- The Shang people believed they were writing on dragon bones.
- They used to write questions to the gods on the bones, burn holes in them and then interpret the cracks to find the answer.
- Most of what we know about the Shang Dynasty comes from oracle bones, as archaeologists could read what they wrote about.

I can explain the greatest achievements of the Shang Dynasty.

The Shang Dynasty were great at war, because of their use of bronze weapons.

The Shang Dynasty invented some of the earliest Chinese writing, which was found on oracle bones. The Shang Dynasty had a government. Rich people worked for the king/government and ordinary people did harder jobs like farming or mining.

- Tools were made out of a hard stone called Flint.
- Tools were hand-held in the beginning but then they attached wooden handles and made spears and arrows.
- In the Neolithic era, they made specialist tools for farming.

To be able to understand the key developments in tools in The Bronze Age

- Bronze was made from copper and tin in a process called 'smelting'.
- Bronze tools helped people to work more quickly.
- Bronze weapons and armour helped people to defend their settlements.

To be able to understand the key developments in tools The Iron Age

- Iron was stronger and lighter than bronze.
- Iron could be shaped by heating it and hammering it into shape.
- Iron Age people developed moving tools which helped them do jobs more quickly – like grinding flour or making pottery.

I can understand how homes developed from the Stone Age to the Iron Age

- Stone Age people made temporary homes from sticks and animal skins that they could move from place to place.
- Bronze Age and Iron Age homes used 'wattle and daub' to make walls.
- Iron Age people built their homes on Hill Forts so they could defend their territory more easily.

To summarise the impact of tool development on life in Britain during these times.

- Explain how improvement in tool strength and sharpness made life easier through the ages.
- Explain the advantages and disadvantages of the different homes.
- Explain how farming made life easier compared to early Stone Age life.

	Vocabulary Canopic jars, mummification, ritual, natron salt, artefacts, hieroglyphics, tomb, amulet, scarab beetle, senet, sarcophagus, pyramids, afterlife.	Vocabulary Dynasty, valley, bronze technology, dagger-axe, ji, arrowheads, oracle bones, archaeologists, government, civilisation.	Vocabulary Palaeolithic, Mesolithic, Neolithic, flint, flakes, smelting, smithing, roundhouses, hill forts, tranchet axe, wattle and daub.
Year Four	What do we have to thank Ancient Greece for? Civilisations; Society, beliefs and politics	How did the Romans change Britain? Local history; Invasion and Settlement; Transport and technology	Why was the Liverpool to Manchester railway so important to our local area? Local history; Transport and technology
	- Place Ancient Greece as 776BC -146BC on a timeline of history - democracy began in Greece – democracy means rule by the people - Ancient Greece was made up of a number of city states that ruled themselves and can name Athens and Sparta - Only adult male citizens of Athens could vote - I know that Sparta was not a democracy but had a king - Ancient Greek Olympics began in 776BC to honour king of the gods, Zeus, held at Olympia every 4 years. - Events took place-Discus · Long jump · Javelin · Equestrian events · Running events · Boxing · Wrestling · Pankration - Some words from Ancient Greece are part of the English language e.g. dinosaur, acrobat and democracy. - we use Greek architecture in modern buildings and can identify Corinthian, Doric and Ionian columns	- the Roman Empire spanned from 800BC to 486 AD - Roman invasion of Britain was led by Emperor Claudius in AD43 - Roads were built to move troops quickly, move supplies, improve communication and trade - Roman roads were straight. 2000 miles of road were built - Londinium was the largest Roman town with 60000 inhabitants. - Chester was named Deva and was the most important military bases. - Romans introduced sanitation, fresh water, drains, sewers, public baths and food takeouts in towns - AD 60 Boudicca- Queen of Iceni tribe- led a revolt which failed but destroyed large parts of London, Colchester and St Albans. After defeat she poisoned herself. Romans never settled and integrated and retreated in 409AD to defend Rome from attack by Germany	- Manchester population grew during the 19th Century due to the Industrial Revolution. Increased 10X in 19th Century - Links between Manchester and Liverpool were important to trade raw cotton and finished textiles - Before rail, the journey was made by canal or horse power. - The railway was built by George Stevenson and opened in 1830. - It was the first passenger railway in the world. - The locomotive engine created by Stevenson was The Rocket. - It made the journey in 90 minutes
	Vocabulary	Vocabulary	Vocabulary

	Olympics, Mount Olympus, Zeus, Athens, Sparta, legacy, democracy, alphabet, civilisation, city state, Olympia	Emperor, Claudius, Julius Caesar, Boudicca, Celt, round house, Hadrian's wall, aqueduct, hypocaust, amphitheatre,	George Stephenson, railway, Rainhill Trials, Manchester, Liverpool, transport, locomotive, travel, The Rocket, Industrial Revolution
Year Five	Were the achievements of the Mayans as successful as the Romans? Civilisation; Society, belief and politics; Transport and technology,	How did the Anglo Saxons invade and settle? Invasion and settlement	What did the Manchester Suffragettes do to shock Britain? Society, belief and politics; Local history;
	I know who the Mayans were and when they lived. - The Mayans were a civilisation that lasted for over 3000 years (2,000BCE – 1500AD) - The Mayans lived in Mesoamerica which is now modern Mexico and parts of Central America. - The Mayan Civilisation ended when the Spanish invaders arrived and took over the region in the 16th Century. <u>I know about Mayan society and what they believed.</u> - The Maya built amazing cities like Tika - Mayan cities were ruled by different Kings and Queens. - Maya believed in Gods that represented different parts of life - Mayans believed that priest could communicate with the Gods. They were responsible for leading worship and sacrifice. <u>I Know the importance of the Mayan writing and number system.</u> - The Maya created their own base 20 number system and used symbols to represent their numbers including pebbles sticks and shells.	I know who the Anglo-Saxons were and why they settled in Britain. - The Anglo-Saxons were invited by the British King Vortigern to fight against the Scots and the Picts. - Once the first Anglo-Saxons arrived in Britain, they liked it and decided to stay. - The Anglo-Saxons invaded and settled in Britain migrating from Germany, Denmark and The Netherlands. I know how the Anglo Saxons have influenced place names in the present day. - The Anglo-Saxons used Saxon language to name places. - Some parts of Saxon language can still be found in the name of our towns. - Towns which have Anglo-Saxons place names indicates areas which the Anglo Saxons settled. I know what a typical Anglo-Saxon village was like and can explain what jobs the people did. - Anglo-Saxon houses were built of wood and had thatched roofs made of straw. - An Anglo-Saxon family home had one room, with a fire for cooking, heating and light. - Anglo- Saxon children were considered to be adult from the age of 10 and expected to work.	I know who the Suffragettes were. - The suffragettes were a group of women who fought for equal voting rights. - Emmeline Pankhurst started the suffragette movement. I know what impact the Suffragettes had on Britain. - The suffragette movement was the beginning of women having a parliamentary vote. I know why Manchester became the starting place for the Suffragette. - Emmeline Pankhurst was raised in Manchester. - Emmeline Pankhurst and her family lived at number 62 Nelson Street and the first meeting of the movement that became known as the suffragettes took place in the parlour of this house. - Emmeline Pankhurst statue unveiled in St Peter's Square, Manchester to mark 100 years since women received the right to vote. I know the role of propaganda in the Suffragette movement - Propaganda is biased political information. - To be able to identify pro and anti-suffragette propaganda and the impact these had. - To understand the reliability of sources.

	- Mayans used symbols and hieroglyphs to write and had books called codices which folded out. - Writing could be found on stone or on pottery. <u>I can compare a Mayan game to a modern-day game.</u> - The Maya played a game called Pitz. - Often, the losing team would have to offer a sacrifice to the Gods. - The game was played to settle tribal conflicts.	- Anglo-Saxon women were responsible for cooking, weaving cloth and housekeeping. - Anglo-Saxons men were expected to fight as part of the army, hunt, farm and make jewellery. <u>I can understand how Anglo-Saxon Britain was ruled.</u> - Each Anglo- Saxon kingdom each had their own leader or war chief. - Each Anglo-Saxon King ruled a kingdom and led a small army. - The Anglo-Saxon Kings were from a ruling family and passed their power onto their children.	<u>I know what impact the Manchester Suffragette movement had on Britain.</u> - The first female of parliament was elected in 1919. - The suffragette movement gained rights for women over 30 to vote. - The suffragette movement was the start of changes in society for equal voting rights for women.
	<u>Vocabulary</u> <i>Tikal Palenque, sacrifices, codices, codex carvings</i> <i>Chaac Maize God -Yum Kaaz Itzamna K'inich Ahau</i> <i>Kukulkan</i> <i>Kimi Ix Chel, civilisation,</i>	<u>Vocabulary</u> <i>Anglo-Saxon, Witan, legacy, Wessex, Sussex, Northumbria, Kent, East Anglia, Essex, Mercia, Kingdom, settlement, invaders, agriculture, migrated.</i>	<u>Vocabulary</u> <i>Activist, Women's rights, Suffragette, Suffragist, militant, arson, Movement, Protest</i>
Year Six	Will the Vikings be remembered as Invaders or Settlers? Invasion and settlement; Society, belief and politics	What happened to children from our local area during WWII? Invasion and settlement; Local history; Society, belief and politics	Was Tudor England a time of progress or problems? Legacy
	<u>I know the Viking age lasted from AD700 to 1100</u> <u>I know first Viking raids began in AD789</u> - They came from modern Scandinavia - They arrived in longboats - They came to raid, pillage and also to settle and farm as there was a better climate for farming in Britain. <u>I know that Vikings raided monasteries for riches.</u> - raid of Lindisfarne in AD793 - This was written about in the Saxon chronicles – but can be interpreted as biased and written many years after the event - monasteries were easy targets and not defended <u>I know that Vikings settled and built towns</u> - Settled in York in 866 – named Yorvik	<u>I know when and why war broke out and which countries were involved</u> - War began 3.9.39 after Nazi Germany – led by Adolf Hitler- invaded Poland. British PM, Neville Chamberlain, declared war on Germany 2 sides – Allies (UK, France, USA) v Axis (Germany, Italy, Japan) - War ended in 1945. <u>I know that children were evacuated</u> - Cities with industry and ports at risk of German attack so children sent to the countryside. - Children had v different experiences and many came home due to ‘phony war.’ <u>I know that Hitler wanted to invade Britain</u>	<u>I know when the Tudor period was and who the Tudor monarchs were</u> - The Tudor period lasted from 1485 to 1603. - It began when Henry VII won the Battle of Bosworth. - There were five Tudor monarchs: Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. - The Tudor period ended in 1603 when Elizabeth I died. - I know that Henry VIII changed religion in England - Henry VIII wanted to divorce his first wife but the Pope refused. - He created the Church of England and made himself its head. - Monasteries were closed and their land and wealth were taken by the Crown.

	- It became a centre of trade for Vikings across Europe - It became capital of Danelaw - Still evidence of Viking inhabitation today in street names I know that Danegeld was paid by Anglo-Saxons - King Alfred of Wessex paid taxes to Vikings in return for no Viking attacks - AD 878 Guthrun attacked Wessex - King Arthur retaliated in Battle of Edington - Guthrun was given land in North England and ruled it under Danelaw which led to a period of relative peace	- After conquering France, Belgium, Netherlands, Hitler bombed Britain to weaken resolve and surrender. - Blitzkrieg (Lightning War) ran from Sep 40-May 41. - Manchester suffered 3 large attacks during blitz and Worthington was bombed Dec 1940 I know precautions were taken during Blitz - Gas masks to be carried at all times - Air raid sirens sounded and people ran to shelters – Anderson, Morrison and public - Children re-evacuated - Blackout at night I know that war caused shortages and propaganda was used to get public compliance - Food, clothing, metal was rationed - Propaganda posters asked people to grow their own food, donate scrap metal and be careful who they spoke to	- These changes caused disagreement and unrest across England. - I know what life was like for people in Tudor England - Rich and poor people had very different lives, homes, food and clothing. - Most people lived in villages and worked in farming or trades. - Children from wealthy families were more likely to receive an education than poor children. - England became wealthier through trade and exploration, but many people still faced poverty, disease and religious conflict.
	<u>Vocabulary</u> Conquer, Invade, settle, Lindisfarne, monastery, trade, raid, Anglo-Saxon, Danelaw, Danegeld	<u>Vocabulary</u> Blitz, Rationing, Propaganda, Nazi, holocaust, blackout, Air raid shelter, Hitler, Chamberlain, Churchill,	Vocabulary Tudor, Monarch, Reign, Dynasty, Reformation, Church of England, Monastery, Catholic, Protestant, Exploration