

## History Progression Map

Links between topics can be found in more detail in the Subject Intent document

Progression in Historical vocabulary can be found in the relevant History Vocabulary documents (Key Stage 1, Lower KS2 and Upper KS2)

Nursery					
Phase (a) Prior learning to 3	<ul style="list-style-type: none"> <li>Children to understand the terms: before, today, now.</li> <li>Understand which members of their family are younger and older and explain how they know.</li> </ul>	Phase (b) 3 & 4	<ul style="list-style-type: none"> <li>Recognise older and newer in buildings, transport and their immediate environment clarifying any misconceptions such as a dirty book is old.</li> </ul>	Phase (c) End Point for Nursery	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today.</li> </ul>
Reception					
Phase (a)	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul> <p>Children to look at photographs of the school and locality by comparing new and old buildings.</p>	Phase (b)	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	Phase End Point for Reception <b>ELG</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events</li> </ul>

					encountered in books read in class and storytelling;
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Year 1			
	How have toys changed?	Why was Lowry important?	Why was the moon landing important?
	<i>changes within living memory</i>	<i>significant historical events, people and places in their own locality</i>	<i>the lives of significant individuals in the past who have contributed to national and international achievements</i>
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• The children will know the concept of past from work in EYFS.</li> <li>• The children will understand the difference between what is made up e.g., unicorns, fairy stories and real events and people.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will know the concept of past from work in EYFS and the previous topic on toys.</li> <li>• The children will understand the use of a timeline as a way to show when things happened in the past.</li> <li>• The children will have begun to find out about the past through different sources.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will understand the use of a timeline as a way to show when people lived in the past.</li> <li>• The children will have begun to find out about the past through different sources.</li> <li>• They will have an understanding of finding similarities and differences.</li> </ul>

<p><b>Historical Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Know what we mean by the past</li> <li>• The materials old and new toys are made of and why this may have changed</li> <li>• The different toys children have played with in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Lowry was born in Salford (local)</li> <li>• He painted a long time ago</li> <li>• A brief life story of Lowry</li> <li>• The style of Lowry's paintings and why he painted them</li> </ul>	<ul style="list-style-type: none"> <li>• The moon landing happened a long time ago (around the time that Lowry was an old man)</li> <li>• Know the 3 astronauts involved in the moon landing and the reason Neil Armstrong is the most remembered</li> <li>• The timeline of moon landing events</li> <li>• The work of Katherine Johnson and the part she played in the moon landing</li> <li>• How the moon landing was televised around the world and became globally significant</li> </ul>
<p><b>Understanding (key concepts)</b></p>	<ul style="list-style-type: none"> <li>• Similarities and differences between old and new toys</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences between past and present-day landscapes</li> </ul>	<ul style="list-style-type: none"> <li>• The significance of the moon landing and the sense of achievement that it brought with it</li> <li>• The changes and developments that have come about due to the moon landing</li> </ul>

<p><b>Historical Enquiry</b></p>	<ul style="list-style-type: none"> <li>• How we can tell something is old – investigate primary resources</li> <li>• Research by asking questions of people in their own historical framework e.g., parents, grandparents</li> </ul>	<ul style="list-style-type: none"> <li>• How we can use primary and secondary sources to make simple observations about how people lived in the past e.g., Lowry’s paintings and visit to museum</li> <li>• Use of digital resources i.e., Digi maps to find out about the past and how things have changed</li> </ul>	<ul style="list-style-type: none"> <li>• Use photographs and internet footage to compile a picture of the whole mission</li> <li>• How different people were involved in the same event e.g., Katherine Johnson</li> </ul>
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<p style="text-align: center;"><b>Year 2</b></p>			
	<p><b>Why was Guy Fawkes Significant?</b></p> <p><i>events beyond living memory that are significant nationally or globally</i></p>	<p><b>Why was Rosa Parks Significant?</b></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements</i></p>	<p><b>Why was the Great Fire of London significant?</b></p> <p><i>events beyond living memory that are significant nationally or globally</i></p>
<p><b>Prior Knowledge</b></p>	<ul style="list-style-type: none"> <li>• The children will know how to use different sources to find out about the past.</li> <li>• The children will have some knowledge on how an</li> </ul>	<ul style="list-style-type: none"> <li>• The children will know how to use different sources to find out about the past.</li> <li>• The children will know how historical events can impact</li> </ul>	<ul style="list-style-type: none"> <li>• The children will have begun to find out about the past through different sources.</li> <li>• The children will have been introduced to cause and consequences.</li> </ul>

	<p>individual can be significant through studying Lowry.</p> <ul style="list-style-type: none"> <li>• The children will have knowledge of the celebration of Bonfire Night.</li> </ul>	<p>on life today through studying The Moon Landing.</p> <ul style="list-style-type: none"> <li>• The children will have some knowledge on how an individual can be significant through studying Lowry</li> <li>• They will be aware of inequality in society through looking at Katherine Johnson during The Moon Landing</li> </ul>	<ul style="list-style-type: none"> <li>• The children will be familiar with eye witness accounts.</li> </ul>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• Guy Fawkes and the Gunpowder Plot was in the past “a very long time ago” before Lowry and Neil Armstrong</li> <li>• What life was like in England in 1605</li> <li>• King James I was monarch</li> <li>• Events leading up to the Gunpowder plot</li> <li>• How the plot was stopped</li> <li>• Why we celebrate bonfire night each year and why Guy Fawkes is remembered nationally not globally like Neil Armstrong</li> </ul>	<ul style="list-style-type: none"> <li>• The event was a century ago and a decade before Neil Armstrong</li> <li>• The ways that black people were segregated in Alabama at the time</li> <li>• The events leading up to the bus boycott and the significant part Rosa Parks’ played</li> <li>• The roles other, different types of people in the community played in the event</li> <li>• The significance between Rosa Parks and Martin Luther King Jr. and the</li> </ul>	<ul style="list-style-type: none"> <li>• When the event happened i.e., a very long time ago approx. 6 decades after Guy Fawkes</li> <li>• What life in general was like in 1666</li> <li>• The main people involved in the event – Thomas Fariner, Samuel Pepys, King Charles II</li> <li>• The order of events during the Great Fire of London</li> <li>• The contributing factors to the fire</li> <li>• How the fire spread and the damage it caused</li> </ul>

		<p>activist movement that followed the event</p> <ul style="list-style-type: none"> <li>• How Rosa Parks is commemorated</li> </ul>	
<b>Understanding (key concepts)</b>	<ul style="list-style-type: none"> <li>• Conflict between Protestants and Catholics</li> <li>• How situations and events are interpreted and acted upon in different historical times and how this differs from today.</li> </ul>	<ul style="list-style-type: none"> <li>• The cause and consequences of the Montgomery Bus Boycott</li> <li>• The struggles for equal rights since the event and changes that have and are still occurring.</li> <li>• An understanding of laws and how a society is run</li> <li>• The global significance of Rosa Parks and the Bus Boycott</li> <li>• How beliefs and opinions of the same event can differ</li> </ul>	<ul style="list-style-type: none"> <li>• The cause and consequences of The Great Fire of London</li> <li>• Why facts and figures may not be accurate i.e., the amount of recorded deaths</li> <li>• How rules and laws were changed following the event</li> <li>• Similarities and differences between streets of London including buildings then and now</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Ask questions to find out about the past.</li> <li>• Show an understanding of some of the ways in which we find out about the past and why evidence may not be readily available e.g., photographs</li> <li>• Use evidence to solve clues about the past e.g., Lord Monteaule's letter</li> </ul>	<ul style="list-style-type: none"> <li>• How secondary resources can be used to find out about the past including photographs, video footage and newspaper articles</li> <li>• How eye witness accounts can be interpreted</li> <li>• How research skills can be used to gain information about a historical event</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with and analyse real historical sources i.e., extracts from Samuel Pepys' diary</li> <li>• Compare sources to validate their accuracy</li> <li>• Select the best evidence to find out about different aspects of the fire e.g., a painting to show what</li> </ul>

			<p>people did, map to show how the fire spread.</p> <ul style="list-style-type: none"> <li>• Question and rank the contributing factors and their impact</li> </ul>
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Year 3		
	<b>How did things change from the Stone Age to the Iron Age?</b>	<b>What impact did the Romans have on Britain?</b>
	<i>changes in Britain from the Stone Age to the Iron Age</i>	<i>the Roman Empire and its impact on Britain</i>
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• From their work in KS1, the children will understand the significance of individuals and events beyond living memory (Toys, LS Lowry, Moon Landing, Rosa Parks, Guy Fawkes, Great Fire of London).</li> </ul>	<ul style="list-style-type: none"> <li>• From their work in Year 3 on the Stone Age to Iron Age children will understand what Iron Age Britain was like before the Roman invasion.</li> <li>• From their work in KS1, they will understand the significance of individuals and events beyond living memory (Toys, LS Lowry, Moon Landing, Rosa Parks, Guy Fawkes, Great Fire of London).</li> </ul>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• How and where Stone Aged people lived</li> <li>• What tools and weapons they used and for what reason</li> <li>• How life changed when farming was introduced</li> <li>• Location and importance of Skara Brae</li> <li>• When and how Stonehenge was built</li> </ul>	<ul style="list-style-type: none"> <li>• Locate Rome on a map</li> <li>• Discussion on meaning of an empire</li> <li>• The difference between a settler and an invader</li> <li>• Attempted invasions of 3 emperors - Julius Caesar, Caligula and Claudius</li> <li>• A brief outline of the Celts</li> <li>• Why the Roman invasion was successful</li> </ul>

	<ul style="list-style-type: none"> <li>• What was life like in the Iron Age</li> <li>• A timeline of changes from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Who Boudica was, what the impact of her rebellion was and why she is remembered today</li> <li>• The impact the Romans had on daily life in Britain</li> <li>• The significance in the rise of towns and the buildings within them</li> <li>• The long-term impact of Roman roads and walls</li> <li>• Hadrian's Wall – who and why was it built.</li> <li>• How soldiers from North Africa were sent to guard the wall.</li> <li>• The legacy of The Roman Empire</li> </ul>
<b>Understanding (key concepts)</b>	<ul style="list-style-type: none"> <li>• The concept of change in particular within farming and settlements</li> <li>• Compare objects from Bronze age to Stone Age</li> <li>• Changes in ways of life from Stone Age to Bronze Age</li> <li>• How things changed from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities, differences and change between Iron Age settlements and Roman settlements</li> <li>• The concept of conflict between different peoples</li> <li>• How Britain changed after Roman rule</li> <li>• Change in roads from Roman Britain to now</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Make inferences about lifestyle of Stone Age people using artist reconstruction</li> <li>• Make deductions and support statements using evidence through use of virtual tour</li> <li>• Evaluate plausibility of reasons why Stonehenge was built</li> <li>• Ask and answer questions about what objects might tell you about the Bronze Age</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse explanations about invasion</li> <li>• How can accounts be improved for more accuracy</li> <li>• Piece together information to determine what equipment a legionary would carry</li> <li>• Ask questions to find out information - hot seating</li> </ul>



	<ul style="list-style-type: none"> <li>• Investigate how historians and archaeologists gain knowledge and understanding of the past</li> <li>• Reason about which change is most significant and why</li> </ul>	<ul style="list-style-type: none"> <li>• How historical accounts from the time were limited and the implications of this on interpretation</li> <li>• Use of maps to make comparisons</li> <li>• Research the long-term impact of Hadrian's Wall</li> <li>• Make links between modern objects and the Roman civilisation e.g., a watch with Roman numerals</li> </ul>
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Year 4			
	<p><b>Why were the ancient Egyptians significant?</b></p> <p><i>the achievements of the earliest civilizations</i></p>	<p><b>Why did the Anglo-Saxons settle in England?</b></p> <p><i>Britain's settlement by Anglo-Saxons and Scot</i></p>	<p><b>Why was there a struggle between the Anglo-Saxons and the Vikings?</b></p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>
<p><b>Prior Knowledge</b></p>	<ul style="list-style-type: none"> <li>• From their work in Year 3 on the Stone Age to Iron Age and the Romans, children will understand: how societies are formed; what a civilisation is; and how societies organised themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• From their work in Year 3 on the Stone Age to Iron Age and the Romans, children will understand what a settlement is and why particular places are more advantageous settlements than others.</li> </ul>	<ul style="list-style-type: none"> <li>• From their work on the Stone Age to Iron Age, the Romans and the Anglo-Saxons, children will understand what a settlement is, why people migrate and why they choose particular places to settle.</li> <li>• Children will know who the Anglo-Saxons were, where</li> </ul>

	<ul style="list-style-type: none"> <li>• From their work in KS1, they will understand the significance of individuals and events beyond living memory (Toys, LS Lowry, Moon Landing, Rosa Parks, Guy Fawkes, Great Fire of London).</li> </ul>	<ul style="list-style-type: none"> <li>• From their work on the Romans, children will know what Britain was like during Roman times. They will also know about the fall of the Roman Empire.</li> </ul>	<p>they came, where they settled and what impact they had on Britain before the Viking raids began in 793 AD.</p>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• Egypt is significant because it was one of the first civilisations</li> <li>• Know where and when the first civilisations appeared</li> <li>• Know the key significant features of Ancient Egypt, Sumer, Indus Valley, and Shang China and their places on a timeline</li> <li>• Why the River Nile was vital to the success of ancient Egyptian civilisation</li> <li>• Information about historically significant people (such as Khufu/ Akhenaten) and events (such as the building of the pyramid at Giza/the opening of Tutankhamun's tomb)</li> </ul>	<ul style="list-style-type: none"> <li>• Why the Saxons invaded including push and pull factors</li> <li>• Where the Anglo-Saxons settled</li> <li>• Saxon place names</li> <li>• The purpose and use of Saxon objects</li> <li>• The meaning of paganism</li> <li>• The start of Christianity</li> <li>• The impact Hadrian the African of Tarsus had on Anglo-Saxon Britain</li> <li>• How the Anglo-Saxon justice worked what effect it had</li> <li>• The effect of Anglo-Saxon and Scot settlement in Britain</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a country a country</li> <li>• When England became a unified kingdom</li> <li>• Key dates of Viking conflicts and targets e.g., Jarrow ransacked in 794</li> <li>• Locate key places on a map</li> <li>• Key events in the Anglo-Saxons and Vikings struggle for power</li> <li>• Why Viking longships were so effective</li> <li>• Key facts about King Alfred and his achievements</li> <li>• Key facts about the Lady of the Mercians and her achievements</li> <li>• Viking place names</li> </ul>

	<ul style="list-style-type: none"> <li>• Howard Carter’s discovery of Tutankhamen’s tomb</li> <li>• Know that the tombs would have contained objects linked to the people’s work in this life.</li> <li>• Ancient Egyptian religion and their beliefs in the after life</li> </ul>		<ul style="list-style-type: none"> <li>• Brief description of kings and their reign from 900 – 1016</li> <li>• The youth of Ethelred</li> <li>• Main reasons Vikings were able to take control</li> <li>• The determination of the Danes</li> <li>• The murder of Edward</li> <li>• How the struggle between the Anglo-Saxons and the Vikings ended</li> </ul>
<p><b>Understanding (key concepts)</b></p>	<ul style="list-style-type: none"> <li>• Compare the key significant features to other ancient civilisations</li> <li>• The significance of the Pyramids and tombs</li> <li>• The significance of Howard Carter’s discovery in terms of evidence</li> <li>• Similarities and differences between the 4 ancient civilisations and the significant features they have in common</li> </ul>	<ul style="list-style-type: none"> <li>• The significance of Sutton Hoo</li> <li>• How people’s lives change when Christianity came to Britain</li> <li>• Different principles that underlaid Saxon punishments: revenge, loyalty etc</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict between Anglo-Saxons and Vikings</li> <li>• Similarities, differences and change in settlements following the invasion of the Vikings</li> <li>• Compare reasons for settling in Britain between Vikings and Anglo-Saxons</li> <li>• Interpretation of events – the raid on Lindisfarne</li> <li>• Impact and significance of events on the fortunes of the Vikings</li> <li>• The significance of King Alfred in the struggle against the Vikings</li> </ul>

			<ul style="list-style-type: none"> <li>• The significance of the Lady of the Mercians in the struggle against the Vikings</li> <li>• The change in place names from Roman through Saxon to Viking</li> <li>• Comparison between the daily lives of the Anglo Saxons and the Vikings</li> <li>• The significance of 1016 – unified country with single Viking king</li> </ul>
<p><b>Historical Enquiry</b></p>	<ul style="list-style-type: none"> <li>• Spot deliberate mistakes within a picture of Ancient Egypt and explain the errors</li> <li>• Know that ancient Egyptians left behind a lot of archaeological evidence that we can interpret and learn from</li> <li>• Use Google Expeditions to explore Tutankhamen's tomb</li> <li>• Link the objects in the tombs to people's work in this life.</li> <li>• Use of The Book of the Dead as a source of evidence to find out about religion</li> <li>• Research and debate about whether or not Akhenaten</li> </ul>	<ul style="list-style-type: none"> <li>• Which aspects do they think are true and why in the Hengist and Horsa myth</li> <li>• What are the arguments for and against Scot invasion</li> <li>• Use of maps to gain understanding of the past</li> <li>• Make deductions from an Anglo-Saxon grave</li> </ul>	<ul style="list-style-type: none"> <li>• What is most accurate representation of the Vikings (what is fiction)</li> <li>• Identify bias and reasons for this, in accounts of raid on Lindisfarne</li> <li>• Use questioning to gain further understanding</li> <li>• How and why evidence is limited</li> <li>• The role of Asser's biography</li> <li>• Why the Lady of the Mercians was not as well-known as King Alfred</li> <li>• Improve historical video source by adding more information</li> </ul>

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Year 5			
	<b>How did Manchester change during Victorian times?</b>	<b>Why were the Ancient Greeks significant?</b>	<b>Why was World War II a significant event?</b>
	<i>a local history study</i>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• Children will know how/why the physical and social geography of Chorlton and Manchester changed during the Industrial Revolution. See Year 4 Geography unit on Manchester (lesson 5).</li> <li>• Children will be familiar with the following terminology and its significance to Victorian Manchester's geographical change over time: Industrial Revolution, cotton industry, canal, railway, slum.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will know the key features of ancient civilisations from their work on the ancient civilisations (focusing on the Ancient Egyptians) and Romans.</li> <li>• Children will know about the significance of the Romans and their legacy.</li> <li>• Children will understand the term 'BC'.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will already have a good understanding of the concepts of 'struggle' and 'conflict' due to their work on the Romans, Anglo-Saxons and Vikings.</li> <li>• Children will know their locality has been shaped by what happened in the past.</li> <li>• Children will know how historic items and artefacts have been used to help build up a picture of life in the past</li> <li>• Children will know about the impact that more than one period of history had on the world.</li> </ul>

<p><b>Historical Knowledge</b></p>	<ul style="list-style-type: none"> <li>• The development of the cotton trade, including its links to the slave trade, the impact of the Civil War on cotton production in the North West and the subsequent shift of production towards Egypt and India</li> <li>• What city life was like in Victorian Manchester</li> <li>• Why people moved to Manchester</li> <li>• Conditions in Victorian factories</li> <li>• Key legislative changes in factories post 1833</li> <li>• Key inventions including the Liverpool-Manchester railway</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greece was a significant civilisation which had a lasting impact on the 'western world'</li> <li>• Variety of Greek myths and legends</li> <li>• Aspects of everyday life in Ancient Athens</li> <li>• Why different people visited the Agora</li> <li>• Ancient Greece was made up of city states</li> <li>• What life was like for women in Athens and Sparta.</li> <li>• What happened at the Battle of Marathon</li> <li>• Information about Athenian/Palatean soldiers</li> </ul>	<ul style="list-style-type: none"> <li>• Reason for why World War II started</li> <li>• The significance of Kindertransport and evacuation</li> <li>• Key events during WWII including the Blitz</li> <li>• Different artefacts from the time and their uses</li> <li>• The roles of people in the Home Front</li> <li>• The British Empire and Commonwealth's contribution to WWII</li> </ul>
<p><b>Understanding (key concepts)</b></p>	<ul style="list-style-type: none"> <li>• Changes in Manchester since the Industrial Revolution and the Victorian era</li> <li>• Changes in Manchester during Victorian times</li> <li>• The significant impact of the railway and the changes it caused</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences between the lives of women in Athens and Sparta</li> <li>• The significance of the Battle of Marathon</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline of <i>conflicts</i> from 1066 to 1939 and their significance</li> <li>• Cause. Why Britain went to war in 1939</li> <li>• Interpretation of the term Blitz spirit</li> <li>• Analyse and interpret propaganda</li> </ul>

			<ul style="list-style-type: none"> <li>• Impact of the Blitz spirit during WWII and present day</li> </ul>
<p><b>Historical Enquiry</b></p>	<ul style="list-style-type: none"> <li>• Use of literature to find out about the past – Charles Dicken’s Coketown</li> <li>• Accuracy of historical evidence - Gustav Dore’s painting</li> <li>• Comparison of secondary resources including reliability</li> <li>• Arguments for and against the railway</li> <li>• Research into child-initiated areas e.g. schools, other jobs such as chimney sweeps, inventions like the bicycle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• How much of Greek myths and legends are based on fact</li> <li>• Use of pictures as secondary sources</li> <li>• Using information work out why Athens was so successful in the Battle of Marathon.</li> <li>• Ways historians group causes and reasons</li> <li>• Improve explanations</li> <li>• Understand and explain why textbooks today tell the same story differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Debate - should Britain adopt a policy of appeasement or not?</li> <li>• Analyse and compare the Kindertransport and evacuation</li> <li>• Comparison between concepts rationing, hoarding and the black market</li> <li>• How artefacts can tell us about different roles on the Home Front</li> <li>• Comparison of historical sources as evidence</li> </ul>

## Year 6

<b>Year 6</b>			
	<p><b>What was the significance of the Islamic Golden Age?</b></p> <p><i>a non-European society that provides contrasts with British history</i></p>	<p><b>What was the cause and consequence of World War 1? <i>Conflict focus</i></b></p> <p><i>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p>	<p><b>What was the cause and consequence of the Suffragette movement? <i>Conflict focus</i></b></p> <p><i>a study of an aspect or theme in British history that extends pupils’ chronological knowledge</i></p>

			<i>beyond 1066 (including a local link)</i>
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>• The children will know what a civilization is.</li> <li>• The children will know what an empire is.</li> <li>• The children will have a clear understanding of the contribution of other ancient civilizations to the world (Ancient Egypt, Ancient Greece and Ancient Rome).</li> </ul>	<ul style="list-style-type: none"> <li>• Children will already have a good understanding of the concepts of 'struggle' and 'conflict' due to their work on the Romans, Anglo-Saxons, Vikings and World War Two.</li> <li>• Children will know their locality has been shaped by what happened in the past.</li> <li>• Children will know how historic items and artefacts have been used to help build up a picture of life in the past</li> <li>• Children will know about the impact that more than one period of history had on the world.</li> </ul>	<ul style="list-style-type: none"> <li>• The children will know what Manchester was like during the Industrial Revolution.</li> <li>• The children will know how changes to the Home Front during World War 1 impacted on women in Britain.</li> <li>• The children will know about other significant historical protests involving women (Rosa Parks, Boudicca).</li> </ul>
<b>Historical Knowledge</b>	<ul style="list-style-type: none"> <li>• The Islamic Golden Age's contribution to advances in medicine, knowledge of geography and astronomy and literature</li> <li>• Where and when the Islamic Golden Age occurred</li> <li>• How and why Islam spread</li> </ul>	<ul style="list-style-type: none"> <li>• How WWI links to WWII</li> <li>• Death of Archduke Franz Ferdinand as a trigger to starting the war plus other factors</li> <li>• The necessity of conscription</li> </ul>	<ul style="list-style-type: none"> <li>• The role of women and women's rights since 1066</li> <li>• Background information on the Suffragette movement</li> <li>• Reasons for protests</li> <li>• What the WSPU was and why it was founded</li> </ul>



	<ul style="list-style-type: none"> <li>• What the city of Baghdad looked like (aerial view) and key information about it e.g., when it was built, why the caliph's palace was where it was</li> <li>• Examples of Islamic developments in science and their relevance today</li> <li>• The legacy of the Islamic Golden Age</li> </ul>	<ul style="list-style-type: none"> <li>• Facts about life in the trenches</li> <li>• Where and what was the Battle of the Somme</li> <li>• Advancements in warfare during WWI</li> <li>• Who Walter Tull was and the impact the war</li> <li>• The roles of people on the Home Front and the impact the war had on them</li> <li>• The role the British Empire had in the war and the impact on it afterwards</li> <li>• How the war ended and the changes to Europe</li> <li>• The changes to the Middle East after the war</li> <li>• The role of British Jews in WWI</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies used by the Suffragettes</li> <li>• Why some women won the right to vote in 1918</li> <li>• The life and work of Ellen Wilkinson</li> </ul>
<p><b>Understanding (key concepts)</b></p>	<ul style="list-style-type: none"> <li>• Why the Islamic Golden Age significant</li> <li>• Link between Islamic scholars and Greeks and Romans - they made copies of their works which might otherwise have disappeared.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison between conflicts of Anglo Saxons/Vikings, and WWII</li> <li>• Cause and consequences of WWI</li> <li>• Contrasting viewpoints of the war</li> </ul>	<ul style="list-style-type: none"> <li>• The cause and consequence of the Suffragette movement</li> <li>• The consequences of some of the Suffragettes strategies</li> <li>• Link and comp to role of women in WWI</li> <li>• Why Ellen Wilkinson is significant to Oswald Road</li> </ul>

	<ul style="list-style-type: none"> <li>• Why Baghdad was a significant place</li> <li>• Why the House of Wisdom was, and remains, significant and relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and interpret consequences of propaganda</li> <li>• Consequences of the Battle of the Somme</li> </ul>	
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>• Pupils determine reasons for studying early Islam</li> <li>• What was happening in the rest of the world at the same time as the Islamic Golden Age</li> <li>• How visitors to a place can be a good source if evidence due to them making comparisons</li> <li>• Understand that some evidence is very flimsy as much was destroyed by Mongol invaders</li> <li>• Explain what would have happened if texts hadn't been preserved</li> <li>• Question the reliability of resources and their accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Identify artefacts from the era</li> <li>• The technologies that were most advantageous during the war</li> <li>• Improve a section of text with information following research</li> </ul>	<ul style="list-style-type: none"> <li>• Inference from selected artefacts</li> <li>• The arguments for and against women's suffrage</li> <li>• Research for more information into Suffragettes' strategies</li> <li>• Link to role of women in WWI</li> <li>• Debate taking on differing viewpoints</li> </ul>