

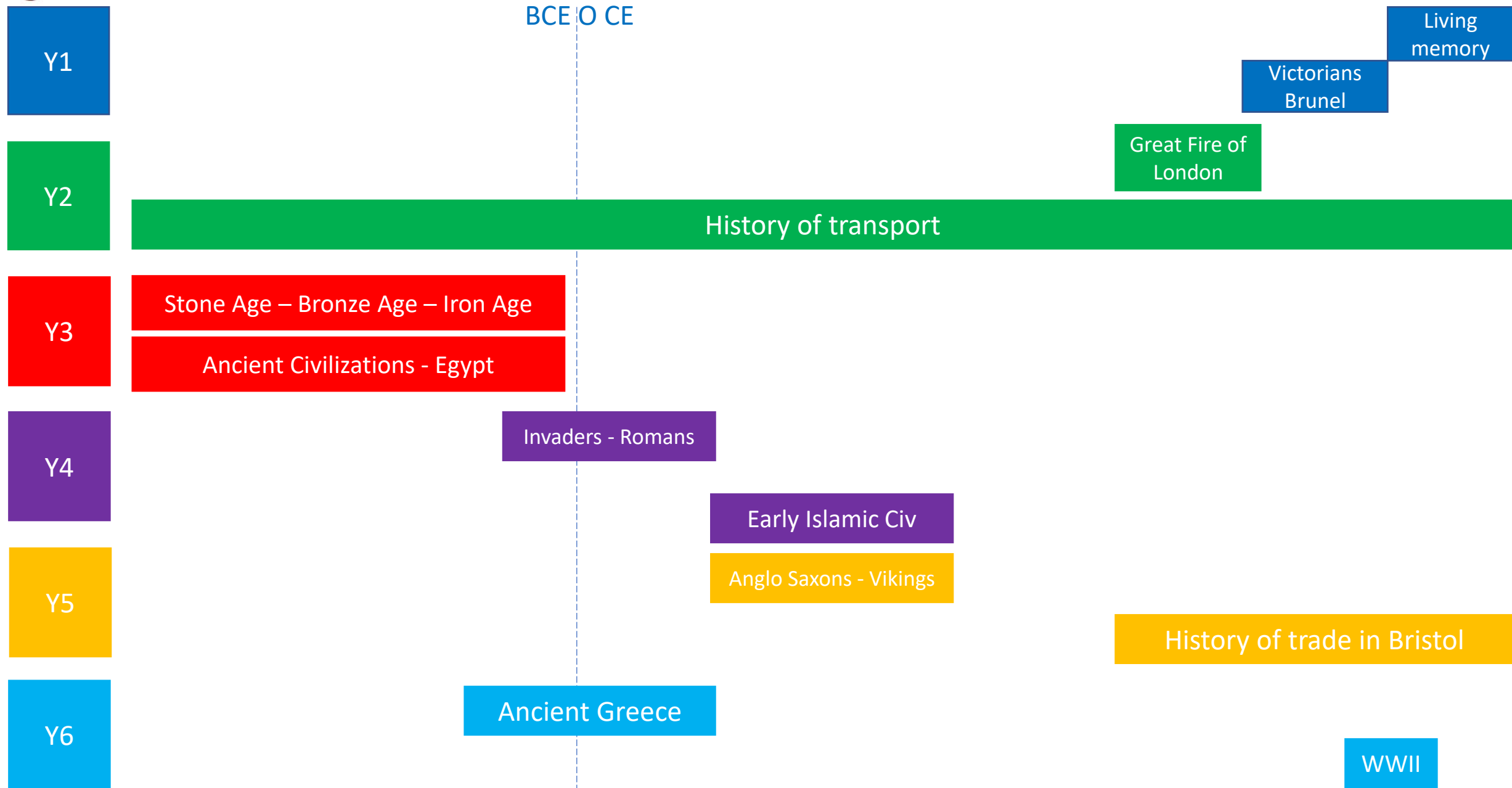


**Barton Hill
Academy**

History Booklet 2023-24



Barton Hill Academy History Overview





**Barton Hill
Academy**

History Progression 2023-24

Year 1

KS1 NC	Year 1: Term 2		Year 1: Term 6	
SUBSTANTIVE KNOWLEDGE				
Changes within living memory	<ul style="list-style-type: none"> • Know that past is different to the present and know we cannot go back to the past • Know that most things change over time, including school • Know about the significant personal events which have happened in my lifetime. • Know some events which have happened before my lifetime (parents/grandparents) including changes to toys / technology/books, etc. • Know that some of the games my grandparents played with were different to my own • Know what a number of older objects (artefacts) were used for 			
Events beyond living memory			<ul style="list-style-type: none"> • Know who Queen Victoria (1837 -1901) was • Know that the Victorians period was over 150 years ago during the reign of Queen Victoria • Know how life was much harder for most children during the Victorian period • Know the term ‘industrial revolution’ and its impact on Bristol 	
Lives of Significant individuals			<ul style="list-style-type: none"> • Know what the term ‘significant’ and ‘famous’ means and can name some significant people from the past and their achievements • Know who Isambard Kingdom Brunel was, that he lived in Bristol and why he was significant. 	
significant historical events, people and places in their own locality			<ul style="list-style-type: none"> • Know that ‘legacy’ means an important change that is the result of things/people that have happened in the past • Know that part of Brunel’s legacy is the SS Great Britain, The Clifton Suspension Bridge and the Great Western Railway from Bristol to London • Know some of differences between Victorian and modern Bristol • Know how Brunel’s achievements changed the lives of Victorians in Bristol and influenced modern Britain. 	
DISCIPLINARY KNOWLEDGE				
Timelines	Chronology	Evidence Base	Significance & Interpretation	
<p>*Begin to appreciate what a timeline is by looking at a timeline over the past 10 years</p> <p>*Know how to set out information on a timeline up to 50 years ago</p>	<p>*Recognise that familiar objects we have today would have been different in the past, i.e., telephone</p> <p>*Describe memories and changes that have happened in their own lives</p>	<p>*Begin to understand that some evidence related to what happened in the past is more reliable than others</p> <p>*Observe and handle artefacts and ask simple questions about the past</p>	<p>*Understand that an invention from the past can lead to something we use today, e.g., television</p> <p>*Offer an opinion as to why something may have happened in the past and why they know</p>	

Long-term overview for HISTORY

YEAR 1

What was my grandparents' childhood like?

How different were the toys that our grandparents' played with?

How different were our grandparents' school days?

What games did our grandparents play?

What food would our grandparents have eaten?

How would our grandparents have enjoyed their holidays?

DISCIPLINARY KNOWLEDGE

Timelines

*Begin to appreciate what a timeline is by looking at a timeline over the past 10 years

*Know how to set out information on a timeline up to 50 years ago

Chronology

*Recognise that familiar objects we have today would have been different in the past, i.e., telephone

*Describe memories and changes that have happened in their own lives

Evidence

*Begin to understand that some evidence related to what happened in the past is more reliable than others

*Observe and handle artefacts and ask simple questions about the past

Significance and Interpretation

*Understand that an invention from the past can lead to something we use today, e.g., television

*Offer an opinion as to why something may have happened in the past and why they know

Knowledge Organiser

Year 1

Subject: History Main Learning: Chronology (Grandparents' childhood)



Key knowledge
Know how different their grandparents' childhood was compared to their own
Know what their grandparents' toys were like
Know how different their grandparents' school days were
Know how their grandparents used to shop
Know what their grandparents would have eaten
Know how grandparents celebrated their birthdays or enjoyed holidays

Vocabulary	
Beatles	A very popular group through the 1960s and 1970s. Perhaps Britain's most famous band ever.
Hippie	A name used to describe people who dressed in a very trendy way
Clangers	A very popular TV programme for children in the 1960s and 70s.
Crackerjack	Another very popular children's programme that was on BBC on Friday nights. Famous for a quiz where children had a cabbage
Moon landing	The first man landed on the moon in 1968. He was called Neil Armstrong
McDonalds	The first McDonald's opened in England in 1974



Prior Knowledge –

Long-term overview for HISTORY

YEAR 1

Who were and are the famous Bristol and UK people?

What do we mean by the term 'famous' or 'significant'?

Who are the famous people from the past who lived in Bristol?

What do you know about the Isambard Kingdom Brunel ?

Who are the famous people from the UK that have made a difference to our lives today?

Who are the famous people from Bristol that are still alive today?

DISCIPLINARY KNOWLEDGE

Timelines

Chronology

Evidence Base

Significance and Interpretation

*Begin to appreciate what a timeline is by looking at a timeline over the past 10 years

*Recognise that familiar objects we have today would have been different in the past, i.e., telephone

*Begin to understand that some evidence related to what happened in the past is more reliable than others

*Understand that an invention from the past can lead to something we use today, e.g., television

*Know how to set out information on a timeline up to 50 years ago

*Describe memories and changes that have happened in their own lives

*Observe and handle artefacts and ask simple questions about the past

*Offer an opinion as to why something may have happened in the past and why they know



**Barton Hill
Academy**

History Progression 2023-24

Year 2

SUBSTANTIVE KNOWLEDGE

Changes within living memory

- Know how transport has changed from our grandparents' life to now.

Events beyond living memory

- Know when the Great Fire of London happened 2/9/1666
- Know why it was significant
- Know what caused the Great Fire of London– how it started, how it progressed and how it was eventually put out 3 days later
- Know the Impact of the fire on London – landmarks, homelessness, home building (materials)
- The development of fire service

- Know some of the changes in transport over time
 - Horses
 - Boats
 - The wheel
 - Motor cars
 - Flight
 - space
- Know that the present is a continuation from the past and ideas are often improvements from what has come before

Lives of Significant individuals

- Know who Samul Pepys was and why he was significant (sources and evidence, historical significance)

- Know who Henry Ford was and why he was significant (Model T Ford 1908)

significant historical events, people and places in their own locality

- Links to Grenfell Tower and Ecclestone House in Barton Hill

- Know that PJ Kerswell invented the motorcycle and side car in Bristol.

DISCIPLINARY KNOWLEDGE

Timelines

*Know that a timeline can be used to help them understand the time period they are studying, e.g., Great Fire of London

Chronology

*Order a few events and different artefacts from the recent past

*Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after

Evidence Base

*Begin to understand that some evidence, such as word of mouth may not always reflect accurately what happened in the past

*Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth

Significance & Interpretation

*Point out a few similarities and differences between ways of life at different times

*Begin to reflect on the significance of what has been learnt from the past

Long-term overview for HISTORY

YEAR 2

What lessons have we learned from the Great Fire of London?

How do we know the fire happened in the first place?

Why did the fire spread so quickly and burn for so long?

How has the way we tackle fires changed over the years?

Why do still have problems with different types of fires even today, e.g. Ecclestone House, Grenfell Towers and forest fires?

How did the Great Fire of London improve the capital?

DISCIPLINARY KNOWLEDGE

Timelines

*Know that a timeline can be used to help them understand the time period they are studying, e.g., Great Fire of London

Chronology

*Order a few events and different artefacts from the recent past
*Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after

Evidence

*Begin to understand that some evidence, such as word of mouth may not always reflect accurately what happened in the past
*Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth

Significance and Interpretation

*Point out a few similarities and differences between ways of life at different times
*Begin to reflect on the significance of what has been learnt from the past

Knowledge Organiser

Year 2

Main Learning: A very long time ago – Great Fire of London

Key knowledge
Know what lessons we learnt from the Great Fire of London
Know why the fire burnt for many days
Know how fire fighting equipment has changed over the years
Know why we know the fire actually happened
Know why different types of fires creates problems even today
Know what people learnt from the fire and how it improved London

Vocabulary	
Pudding Lane	The fire started here in a bakery
Thomas Farynor	The owner of the bakery
Samuel Pepys	Famous for his diary writing which included the events of the great fire
Leather buckets	These were used to fetch water from the Thames in order to try and put out the fire
plague	A terrible disease that is sometimes known as the Black Death which spread in London just before the fire broke out
Thames	The river that runs through London and where they got the water to try and put out the fire



Prior Knowledge –

Long-term overview for HISTORY

YEAR 2

How has transport changed in Britain over time?

How did people get around a long time ago?

How important have horses been in helping us get around?

How have cars changed over the years?

How has air travel changed our lives?

What part did Brunel have in improving transport in Britain?

DISCIPLINARY KNOWLEDGE

Timelines

*Know that a timeline can be used to help them understand the time period they are studying, e.g., Great Fire of London

Chronology

*Order a few events and different artefacts from the recent past
*Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after

Evidence

*Begin to understand that some evidence, such as word of mouth may not always reflect accurately what happened in the past
*Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth

Significance and Interpretation

*Point out a few similarities and differences between ways of life at different times
*Begin to reflect on the significance of what has been learnt from the past

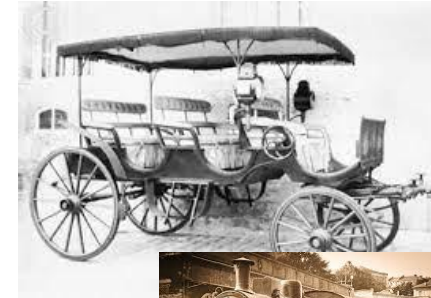
Knowledge Organiser

Year 2

Subject: History Main Learning: How transport has changed over time

Key knowledge
Know how transport has changed from the past
Know from evidence how bicycles have changed over time
Know the role that horses had in transport in the past
Know from evidence how cars have changed over time
Know from evidence how trains have changed over time
Know how international travel has changed over time

Vocabulary	
Penny farthing	One of the first types of bicycles. Named after the money one penny and a farthing
Charabanc	One of the first types of buses. Sometimes drawn by horses but then powered by steam
Stage coaches	Most stage coaches were drawn by four horses
Steam train	In 1814 Locomotion no 1 was the first steam train to carry passengers
George Stephenson	A British civil engineer who was born in 1781 and created the first public railway in 1825
Karl Benz	Designed and built the world's first practical automobile to be powered by an internal-combustion engine



Prior Knowledge –



**Barton Hill
Academy**

History Progression 2023-24

Year 3

KS2 NC	Year 3: Term 2	Year 3: Term 4
Changes in Britain from Stone age to the iron age	<ul style="list-style-type: none"> • Know when the stone age, iron age and bronze happened. • Know about the significance of the invention of the wheel and the discovery of iron ore • Locate the stone age, bronze age and iron age in a timeline of periods studied so far. • Explore Skara Brae and Stonehenge to understand how stone age life is different to modern life. • Know the main differences between the stone age, bronze age and iron age. • Know what is meant by ‘hunter gatherer.’ • Know how Britain changed between the beginning of the stone age and the iron age. 	
Ancient Civilization from around 3000 years ago		<ul style="list-style-type: none"> • Know the names of some advanced ancient civilisations : Shang Dynasty, Ancient Sumer, Ancient Egypt , Indus Valley • Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them. • Know key inventions of some advanced ancient civilisations: built cities, invented forms of writing, pottery and metals, domesticated animals , created social structures with class systems • Know the civilisation of Ancient Egypt was from c. 3100 BCE– c. 330 BCE roughly 5,000 years ago . • Know why the Egyptians settled where they did , river access, farming • Know about some of the key features and achievements of Ancient Egypt and how these influenced the world

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Start using a timeline that identifies different centuries</p> <p>*Use timeline to show how Britain has changed over the years</p>	<p>*Put artefacts or information in chronological order from a long time ago</p> <p>*Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</p>	<p>*Know that much of what is presented as historical fact is based on limited information</p> <p>*Observe and use pictures, photographs and artefacts to find out about the past</p> <p>*Understand that there are different types of evidence and sources that can be used to help us find out about what happened in the past</p>	<p>*Understand that significant discoveries or inventions created much change to the lives of people, e.g., the wheel or iron ore</p> <p>*Start to compare two versions of a past event</p> <p>*Start to use stories or accounts to distinguish between fact and fiction</p>

Long-term overview for HISTORY

YEAR 3

How did Britain change between the beginning of the Stone Age and the end of the Iron Age?

What has helped us to build a picture of what happened during the stone age period?

What are the key differences between the stone, bronze and iron ages?

What was the significance of the discovery of iron ore and the invention of the wheel?

Why was the creation of Iron Age Hill Forts so important?

What do we mean by the term hunter gatherers?

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Start using a timeline that identifies different centuries</p> <p>*Use timeline to show how Britain has changed over the years</p>	<p>*Put artefacts or information in chronological order from a long time ago</p> <p>*Use appropriate dates and chronological conventions, e.g., BC, BCE and AD</p>	<p>*Know that much of what is presented as historical fact is based on limited information</p> <p>*Observe and use pictures, photographs and artefacts to find out about the past</p> <p>*Understand that there are different types of evidence and sources that can be used to help us find out about what happened in the past</p>	<p>*Understand that significant discoveries or inventions created much change to the lives of people, e.g., the wheel or iron ore</p> <p>*Start to compare two versions of a past event</p> <p>*Start to use stories or accounts to distinguish between fact and fiction</p>

Knowledge Organiser

Year 3

Main Learning: Chronology

– Beginning of Stone Age to the end of the Iron Age



Key knowledge
Know how Britain changed from the stone age to the end of the iron age
Know the significance of the invention of the wheel
Know the significance of the discovery of iron ore
Know some of the key differences between the stone, bronze and iron ages
Know about the significance of the creation of Iron Age Forts
Know what is meant by hunter gatherers

Vocabulary	
hunter-gatherers	Mainly living by hunting, fishing and gathering wild fruit
settlement	A small number of people living together
Iron Age forts	A settlement built on a hill so that it was easier to defend against enemies
Skara Brae	The archaeological site found on the Orkney Islands in Scotland
Stonehenge	A famous Stone Age monument in Wiltshire
archaeologists	People who discover our history by looking at artefacts that have been found



Prior Knowledge –

Long-term overview for HISTORY

YEAR 3

Why was Ancient Egypt's civilization ahead of its time?

What was happening in Britain when the Ancient Egyptians were at their most powerful?

How have archaeologists helped us know what happened in Ancient Egypt and elsewhere?

What do we know about other great civilizations of this time?

How and why were the Ancient Egyptians influenced by their Gods?

Why did the powerful Egyptians create a culture of slavery?

DISCIPLINARY KNOWLEDGE

Timelines

Chronology

Evidence Base

Significance & Interpretation

*Start using a timeline that identifies different centuries
*Use timeline to show how Britain has changed over the years

*Put artefacts or information in chronological order from a long time ago
*Use appropriate dates and chronological conventions, e.g., BC, BCE and AD

*Know that much of what is presented as historical fact is based on limited information
*Observe and use pictures, photographs and artefacts to find out about the past
*Understand that there are different types of evidence and sources that can be used to help us find out about what happened in the past

*Understand that significant discoveries or inventions created much change to the lives of people, e.g., the wheel or iron ore
*Start to compare two versions of a past event
*Start to use stories or accounts to distinguish between fact and fiction

Knowledge Organiser

Year 3

Subject: History Main Learning: Civilizations – Ancient Egypt

Key knowledge
Know that there were several advanced civilizations on Earth around 3000 years ago
Know what was happening in Britain when the Ancient Egyptians were at their most powerful
Understand how archaeologists have helped us know what happened in Ancient Egypt, Ancient Sumer, the Indus Valley and the Shan Dynasty many years ago
Know how the Ancient Egyptians were influenced by the Gods
Know how the powerful Egyptians create a culture of slavery

Vocabulary	
pharaohs	Originally meant 'great house', but came to mean the person who resided in it
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs
hieroglyphs	Refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus
vizier	The most powerful position after the king. A vizier was the equivalent of a modern day prime minister.
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form paper



Prior Knowledge –



**Barton Hill
Academy**

History Progression 2023-24

Year 4

KS2 NC	Year 4: Term 2	Year 4: Term 6
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> • Know that Britain was part of the Roman Empire from AD 43 to AD 410 • Know about how Britain joined the Roman empire (invasion) • Know why the Romans invaded Britain • Know some of the ways in which Britain changed during, and as a consequence of the Roman occupation. • Know why the Romans left Britain in AD 410 • Know where there is evidence of the Roman occupation in the local area 	
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900		<ul style="list-style-type: none"> • Know that Early Islamic period from about 600 CE until about 1200 CE • Know that the Early Islamic civilization was in different regions but had important cities like Baghdad (Middle East) • Know how early Islamic civilization began (Muhammed, Mecca, Medina). • Know about some of the significant achievements of Early Islamic Civilization • Know about the rise and fall of Baghdad

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Accurately set out different events onto a timeline</p> <p>*Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p>	<p>*Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation</p> <p>*Use words and phrases: century, decade</p>	<p>*Recognise the impact that bias has on historical events</p> <p>*Know that historical recounts are prone to exaggeration</p>	<p>*Look at more than one version of the same event or story in history and identify differences</p> <p>*Know about the impact of a past action on our lives today</p>

Long-term overview for HISTORY

YEAR 4

How did Britain change between the end of the Iron-age and the end of the Roman occupation?

What did the Romans find when they first arrived in Britain?

What evidence is there that the Romans came to Bristol?

What do we mean by the 'Romanisation' of Britain?

What did the Romans do to improve Britain?

Why did the Romans leave Britain?

DISCIPLINARY KNOWLEDGE

Timelines

- *Accurately set out different events onto a timeline
- *Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart

Chronology

- *Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
- *Use words and phrases: century, decade

Evidence Base

- *Recognise the impact that bias has on historical events
- *Know that historical recounts are prone to exaggeration

Significance & Interpretation

- *Look at more than one version of the same event or story in history and identify differences
- *Know about the impact of a past action on our lives today

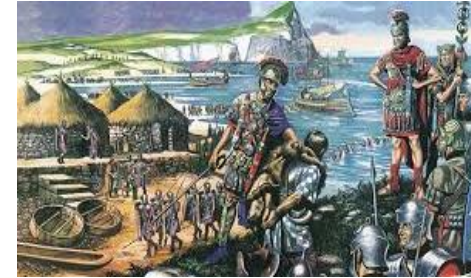
Knowledge Organiser

Year 4

Subject: History Main Learning: Chronology – End of Iron Age to end of Roman occupation

Key knowledge
Know how Britain changed between the end of the Iron Age and the end of the Roman occupation
Know why the Romans came to Britain in the first place
Know how the Romans changed the landscape in Britain
Know why there was some resistance to the Roman occupation
Consider what was the most important change the Romans brought to Britain
Know why the Romans left Britain

Vocabulary	
centurion	A commander of a group of 100 Roman soldiers
Londinium	This was the Roman name for London
Romanisation	When the countries that the Romans conquered became very much like Rome
invade	Enter a place or land with the intention of occupying it
aqueduct	A large system, like a bridge, for carrying water from one place to another
senate	Similar to the Roman version of our parliament



Prior Knowledge –

Long-term overview for History

YEAR 4

Why was the Islamic civilization known as the golden age?

What was the House of Wisdom and what went on there?

Who was the Prophet Muhammad (PBUH) and how was he association with the Golden Age?

What part did the golden age have in improving health care?

What was the golden age's influence on education?

Why did the golden age came to an end?

DISCIPLINARY KNOWLEDGE

Timelines

*Accurately set out different events onto a timeline
*Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart

Chronology

*Appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation
*Use words and phrases: century, decade

Evidence Base

*Recognise the impact that bias has on historical events
*Know that historical recounts are prone to exaggeration

Significance & Interpretation

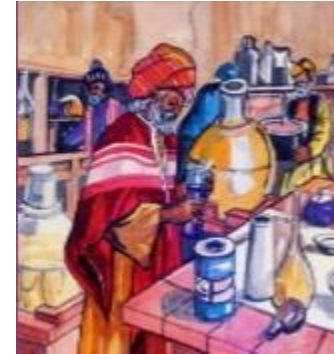
*Look at more than one version of the same event or story in history and identify differences
*Know about the impact of a past action on our lives today

Knowledge Organiser

Year 4

Subject: History Main Learning: Civilizations - Islamic civilization

Key knowledge	Vocabulary	
<p>Know why the Islamic civilization was known as the golden age</p>	<p>House of Wisdom</p>	<p>A library or university where scholars from all over the world were invited to study</p>
<p>Know what the House of wisdom was and what went on there</p>	<p>Baghdad</p>	<p>Today it is the capital of Iraq and was the capital of the Muslim world.</p>
<p>Know about Prophet Muhammad association with the Golden Age</p>	<p>Prophet Muhammad</p>	<p>Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by the Prophet Muhammad</p>
<p>Know about the part the golden age had in improving health care</p>	<p>Ramadan</p>	<p>The most sacred month in the Islamic culture. Muslims do not eat or drink between dawn and dusk</p>
<p>Know about the golden age's influence on education</p>	<p>manuscript</p>	<p>A book, document or piece of music written by hand rather than typed or printed</p>
<p>Know why the golden age came to an end</p>	<p>madrassa</p>	<p>A school built in, or alongside, a mosque</p>



Prior Knowledge –



**Barton Hill
Academy**

History Progression 2023-24

Year 5

KS2 NC	Year 5: Term 2	Year 5: Term 6
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> • Know the Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD • Know about how the Anglo Saxons attempted to bring law and order to the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today 	
	<ul style="list-style-type: none"> • Know where the Vikings originated from and can show this on a map • Know that the Vikings and Anglo Saxons were often in conflict • Know why the Vikings frequently won battles against the Anglo Saxons • Know that in 1066, England was invaded twice. • Know that the Norman Conquest ended with the Battle of Hastings. • Know that when people invade, they often change an area through the things they leave behind 	
•A local history study		<ul style="list-style-type: none"> • Know about some of the changes within trade in Bristol
•A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		<ul style="list-style-type: none"> • Know that buying and selling things is called 'trade' • Know that goods being traded have changed over time • Know that trade is an important way for countries to make money and has been happening across the world for hundreds of years. • Know that trade routes have changed over time: Silk road (Early Islamic), spice route, transatlantic slave trade • Know about some of the changes within trade in Bristol: enslaved people, slave trade, exports: cloth, coal, lead, animal hides. Imports: wine, grain, slate, timber, and olive oil

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
*Have a secure understanding of a British timeline that extends from the Stone Age to the present day	*Show a chronologically secure knowledge and understanding of local, national and global history	*Show an awareness of the concept of propaganda and censorship	*Consider different ways of checking the accuracy of interpretations of the past
*Order an increasing number of significant events, movements and dates on a timeline using dates accurately	*Know and describe in some detail the main changes to an aspect in a period of history being studied	*Know the difference between primary and secondary sources of evidence and the impact of this on reliability	*Realise that there is often not a single answer to historical questions

Long-term overview for HISTORY

YEAR 5

How did Britain change between the end of the Roman occupation and 1066?

Who were the Anglo-Saxons and why did they invade Britain?

Who were the Vikings and why did they have a reputation of being fierce raiders?

What was the long-term impact of the Anglo-Saxons and Vikings on our lives today?

Who were the famous Anglo-Saxon kings?

How important was the Norman conquest in 1066?

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Have a secure understanding of a British timeline that extends from the Stone Age to the present day</p> <p>*Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p>	<p>*Show a chronologically secure knowledge and understanding of local, national and global history</p> <p>*Know and describe in some detail the main changes to an aspect in a period of history being studied</p>	<p>*Show an awareness of the concept of propaganda and censorship</p> <p>*Know the difference between primary and secondary sources of evidence and the impact of this on reliability</p>	<p>*Consider different ways of checking the accuracy of interpretations of the past</p> <p>*Realise that there is often not a single answer to historical questions</p>

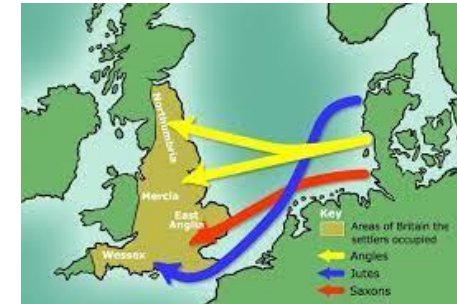
Knowledge Organiser

Year 5

Subject: History Main Learning: Chronology – end of Roman occupation to 1066

Key knowledge
Know how Britain changed between the end of the Roman occupation and 1066
Know why the Romans left Britain
Know who the Anglo-Saxons were and how they divided Britain up
Know who the Vikings were and how they battled with the Anglo-Saxons
Know how many of the words we use today originate from the Anglo-Saxons or the Vikings
Know how the Vikings and Anglo-Saxons improved Britain

Vocabulary	
Anglo-Saxon kingdoms	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms
Shire reeve	The peace officer of a shire, later known as 'sheriff'.
churl	A lower-class Anglo-Saxon but better than a slave
longship	The narrow boat used by Vikings to raid along coasts
longhouse	A large hall-like building where many Viking families would live together
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik



Prior Knowledge –

Long-term overview for HISTORY

YEAR 5

How has trade changed in Bristol since the Tudor times?

What do we mean the term trade and what did we trade in Bristol 500 years ago?

What part did Bristol play in the slave trade?

What do we mean by the silk road and why was it important?

What have we traded in Bristol over the past 100 years?

Why is Bristol's location important for trade and the city?

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Have a secure understanding of a British timeline that extends from the Stone Age to the present day</p> <p>*Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p>	<p>*Show a chronologically secure knowledge and understanding of local, national and global history</p> <p>*Know and describe in some detail the main changes to an aspect in a period of history being studied</p>	<p>*Show an awareness of the concept of propaganda and censorship</p> <p>*Know the difference between primary and secondary sources of evidence and the impact of this on reliability</p>	<p>*Consider different ways of checking the accuracy of interpretations of the past</p> <p>*Realise that there is often not a single answer to historical questions</p>



**Barton Hill
Academy**

History Progression 2023-24

Year 6

KS2 NC	Year 6: Term 2	Year 6: Term 6
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> • Know who/what/when and where the ancient Greeks were • Know the main characteristics of the Athenians and the Spartans • Know about and can talk about the struggle between the Athenians and the Spartans • Know about the influence the gods had on ancient Greece • Know about the rights of different parts of Greek society • Know about the power structures of ancient Greece • Understand the importance of ‘debate’ in Greek society • Know the legacy of democracy left by ancient Greece 	
<p>A local history study</p>	<ul style="list-style-type: none"> • Use a variety of different sources to compare and contrast ancient Greek society and life today. • Locate ancient Greece in a timeline of periods I have studied so far. • Know how to place ancient Greece in a timeline and in a chronological framework. 	
<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>		<ul style="list-style-type: none"> • Know how Bristol changed as a result of World War 2 • Know that Britain went to war in 1939 • Know who Hitlers, Chamberlain and Churchill were • Know why Germany invaded many European countries • Know what impact the war had on British and German children • Know how Bristol was affected by World War 2 • Know how the war ended.

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Use timelines to demonstrate changes and developments in culture, technology, religion and society</p>	<p>*Demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world</p>	<p>*Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distance past</p>	<p>*Appreciate that people in the past represent events or ideas in a way that may be to persuade others</p>
<p>*Know date of any significant event studied from past and place it correctly on a timeline</p>	<p>*Describe main changes in a period in history using words such as: social, religious, political, technological and cultural</p>	<p>*Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p>	<p>*Form own opinions about historical events from a range of sources</p>

Long-term overview for HISTORY

YEAR 6

What did the Ancient Greeks bring to the world?

What evidence is there that the Ancient Greeks were more advanced than Ancient Britons?

What did the Ancient Greeks introduce that we benefit from today?

How were the Ancient Greeks influenced by their Gods?

What was everyday life like for the Ancient Greeks?

What were the main characteristics of the Spartans and the Athenians?

DISCIPLINARY KNOWLEDGE

Timelines

*Use timelines to demonstrate changes and developments in culture, technology, religion and society

*Know date of any significant event studied from past and place it correctly on a timeline

Chronology

*Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world

*Describe main changes in a period in history using words such as: social, religious, political, technological and cultural

Evidence Base

*Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distance past

*Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past

Significance & Interpretation

*Appreciate that people in the past represent events or ideas in a way that may be to persuade others

*Form own opinions about historical events from a range of sources

Knowledge Organiser

Year 6

Subject: History **Main Learning: Civilizations - Ancient Greeks**

Key knowledge
Know what the Ancient Greeks gave the world
Know why the Ancient Greeks were more advanced than Ancient Britons
Know what the Ancient Greeks introduced that we benefit from today
Know how the Ancient Greeks were influenced by their Gods
Know how important philosophy and democracy was in helping the Greeks to be remembered today
Know what the main characteristics of the Spartans and the Athenians were

Vocabulary	
philosophy	Is a way of thinking about the world, the universe, and society
Athenians	Residents of the ancient city-state of Greece, Athens, in around the 5th century BC
Spartans	Believed that strict discipline and a tough upbringing was the secret to making the best soldiers
democracy	Allowing citizens to make their own decisions for their personal lives
Zeus	The supreme God of the Olympians
Olympics	The ancient Olympic Games were originally a festival, or celebration of Zeus



Prior Knowledge –

Long-term overview for HISTORY

YEAR 6

What was the impact of the war on Britain?

Why did World War 2 start and what part did Hitler have in it?

What was appeasement, and was it a cowardly approach?

What it was like to be a German child during World War Two?

Who was Winston Churchill and what part did he play in the war?

How was Bristol affected during and after the war?

DISCIPLINARY KNOWLEDGE

Timelines	Chronology	Evidence Base	Significance & Interpretation
<p>*Use timelines to demonstrate changes and developments in culture, technology, religion and society</p> <p>*Know date of any significant event studied from past and place it correctly on a timeline</p>	<p>*Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world</p> <p>*Describe main changes in a period in history using words such as: social, religious, political, technological and cultural</p>	<p>*Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distance past</p> <p>*Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p>	<p>*Appreciate that people in the past represent events or ideas in a way that may be to persuade others</p> <p>*Form own opinions about historical events from a range of sources</p>

Knowledge Organiser

Year 6

Subject: History Main Learning: Significance – Impact of world wars

Key knowledge
Impact of World wars on ordinary people in the locality
Know how lives of ordinary people started to change after WW1
Make use of evidence to find out why WW2 happened
Know the impact of Chamberlain's speech on the country
Make use of local evidence to find out about the impact of the wars on local people's lives
Know about the issues people faced after WW2 ended

Vocabulary	
axis	Countries which fought on the German side including Italy, Germany and Japan
Allies	Countries which fought on the British side during WW2 (including: USA, Great Britain, France and Russia)
propaganda	Controlling news media (such as radio) to depict the war effort
no man's land	The area between the two sides during battle.
Armistice Day	The day the agreement was signed between the Allies and Germany to end the war on 11 th November
conscription	A rule that said ALL healthy men aged 18 – 41 had to fight



Prior Knowledge –

History Assessment overview: Key Stage 1			
Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
Year 1: What was my grandparents' childhood like?			
Name two toys that we play with today that were not around 50 years ago	2 points		
Two things that are different in my school to that of 50 years ago	2 points		
Two outside games that were popular 50 years ago	2 points		
Food we eat today that most did not have 50 years ago	2 points		
Two ways in which holidays are different today compared with 50 years go	2 points		
Year 1: Who were and are the famous Bristol and UK people?			
Know what we mean by the word 'famous'	1 point		
Know why Isambard Kingdom Brunel is famous	4 points		
Name another famous person with Bristol connections	2 points		
Name a person who has made a differences to our lives today	2 points		
Name someone from Bristol that is still alive today	1 point		

History Assessment overview: Key Stage 1			
Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
Year 2: What lessons have we learnt from the Great Fire of London?			
Know about the evidence that tells us the fire did happen	2 points		
Two reasons why the fire spread so quickly	2 points		
Two things people did to try and put out the fire	2 points		
Know what type of fire gives us problems today	2 points		
Know how London was improved by the fire	2 points		
Year 2: How has transport changed in Britain over time?			
Name two ways people got around before cars were invented	2 points		
Know the part Brunel played in improving transport	2 points		
Know the part horses had in our daily transport	2 points		
Know that air travel was not that common before the 1960s	2 points		
Name two things that cars have today that the first ones did not have	2 points		

History Assessment overview: Lower Key Stage 2

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
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Year 3: How did Britain change between the beginning of the Stone Age and the end of the Iron Age?

Two things we know about stone age life because of the discovery of Skara Brae	2 points		
Three main differences between the stone, bronze and iron age	2 points		
Know which come first: iron, stone or bronze age	2 points		
Know what we mean by hunter-gatherers	2 points		
Know what an Iron Age Hill Fort is and its significance	2 points		

Year 3: Why was Ancient Egypt's civilization ahead of its time?

Know what period it was in Britain when the Ancient Egyptian civilization was at its most powerful	2 points		
Know what an archaeologist does	2 points		
Name two other great civilizations from 3000 years ago	2 points		
Name two Ancient Egyptian Gods	2 points		
Name two Ancient Egyptian pharaohs	2 points		

History Assessment overview: Lower Key Stage 2

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
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Year 4: How did Britain change between the end of the Iron-age and the end of the Roman occupation?

Two pieces of evidence to let us know that the Romans were in Bristol	2 points		
Know what life was like in Britain when the Romans first arrived	2 points		
Know two things the Romans did to improve Britain	2 points		
Know the name of a famous British leader that tried to fight the Romans	2 points		
Give two reasons as to why the Romans might have decided to leave Britain	2 points		

Year 4: Why was the Islamic civilization known as the Golden Age?

Know what the House of Wisdom was	2 points		
Know who the Prophet Mohammed (PBHU) was	2 points		
Know how the Ancient Islamic civilization improved medicine and education	2 points		
Know about the importance of trade and the silk road	2 points		
Know why the Golden Age came to an end	2 points		

History Assessment overview: Upper Key Stage 2

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
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Year 5: How did Britain change between the end of the Roman occupation and 1066?

Know which countries the Anglo-Saxons come from	2 points		
Know which countries the Vikings come from	2 points		
Name three Anglo-Saxon kings	2 points		
Name two things the Vikings introduced to Britain	2 points		
Know who conquered Britain in 1066	2 points		

Year 5: How has trade changed in Bristol since the Tudor times?

Know what we traded in Bristol 500 years ago	2 points		
Know the part that Bristol played in the slave trade	2 points		
Know what do we mean by the silk road and know why it is important	2 points		
Know what Bristol has traded in over the past 100 years	2 points		
Know why Bristol's location is important for trade	2 points		

History Assessment overview: Upper Key Stage 2

Key Knowledge	Weight given to question	Green or Amber according to outcomes	Red (name children needing support for this question)
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Year 6: What did the Ancient Greeks bring to the world?

Know what the word democracy means	2 points		
Know what we still have today linked to the Ancient Greeks	2 points		
Name three Ancient Greek Gods	2 points		
Name two things we know about the Spartans	2 points		
Name two things we know about the Athenians	2 points		

Year 6: What was the impact of World War 2 on Britain (especially Bristol)?

Know why world war two started	2 points		
Know who Hitler and Churchill were	2 points		
Know what was meant by appeasement and the part Chamberlain played in trying to prevent the war	2 points		
Know about Winston Churchill's speeches	2 points		
Know the impact of the war on Bristol	2 points		