

**Knowledge and Skills Progression Map**  
**Treales CE Primary School 2023-2024**

**History**

Oak Class Cycle B Year 1 and 2

	Autumn 1/2	Spring 1/2	Summer 1/2
<b>Focus</b>	How do we know so much about where Sappho used to live?	What does it take to be a great explorer?	How do our favourite toys and games compare with those of children in the 1960s?
<b>National Curriculum</b>	Events beyond living memory that are significant nationally or globally.	Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  The lives of significant individuals in the past who have contributed to national and international achievements
<b>CONCEPTS</b>	Change - how something or someone becomes different over time Sources - evidence I use to gather information and reach judgements Chronology - arranging things that happened in the past in their correct order Causation - the connections between events where one thing happens as a result of another Empathy - placing myself in another's position to better understand the things they do	Significance - identifying events, sources, people or ideas I think are the most important Sources - evidence I use to gather information and reach judgements Chronology - arranging things that happened in the past in their correct order Empathy - placing myself in another's position to better understand the things they do Empire - a group of countries ruled by a single person, government or country	Change - how something or someone becomes different over time Continuity - things in life which remain constant and change little over time Sources - evidence I use to gather information and reach judgements Chronology - arranging things that happened in the past in their correct order Empathy - placing myself in another's position to better understand the things they do

	<p>Empire - a group of countries ruled by a single person, government or country</p> <p>Trade - the buying and selling of goods and services</p> <p>Significance - identifying events, sources, people or ideas I think are most important</p> <p>Slave - a person who is the legal property of another and is forced to obey them</p> <p>Emperor/Empress - the man or woman who rules an empire</p>	<p>Conquer - take control of a place or people by force</p> <p>Monarch - a king or queen that rules a country</p> <p>Slave - a person who is the legal property of another and forced to obey them</p> <p>Trade - the buying and selling of things between countries</p> <p>Society - a group of people who share a common way of life</p> <p>Equality - having exactly the same rights in life as everybody else</p> <p>Timeline - a graph showing events in the order they happened</p>	<p>Significance - identifying events, sources, people or ideas I think are most important</p> <p>Similarity and difference - comparing things and ways of life at different times</p>
<p>Key Vocabulary</p>	<p><b>Reconstruction</b> - building something again that has been destroyed.</p> <p><b>Artefact</b> - an historic object made by a human being.</p> <p><b>Primary evidence</b> - a source of information that was produced at the time of an historic event by someone who was there.</p> <p><b>Secondary evidence</b> - information about an historic event that was collected afterwards by someone who did not witness it.</p> <p><b>Restoration</b> - repair or bring something back to its original condition.</p> <p><b>Archaeologist</b> - someone who studies the things that people in prehistoric times made, used and left behind to understand their lives.</p> <p><b>Merchant</b> - someone who buys and sells goods to make a profit.</p> <p><b>Volcano</b> - a landform (usually a mountain) from which red hot liquid rock, gas and ash erupts onto the Earth's surface.</p>	<p><b>Voyage</b> - a long journey especially by ship</p> <p><b>Explore</b> - travel to discover or to search for something</p> <p><b>Pioneer</b> - a person who does something for the first time</p> <p><b>Discrimination</b> - where someone or a group of people are treated differently or unfairly</p> <p><b>New World</b> - the lands of North America and South America that were not known to most Europeans until the 1500s</p> <p><b>Navigate</b> - travel along a planned route from one place to another</p> <p><b>Merchant</b> - someone who buys and sells goods to make a profit</p> <p><b>Indigenous</b> - the first and original people to live in a place</p> <p><b>Mission</b> - a task that a person or a group of people is given to complete</p> <p><b>Motive</b> - the reason someone has for acting in a particular way</p>	<p><b>Decade</b> - a period of ten years</p> <p><b>BC</b> - Means 'Before Christ' and the number of years before Christ's birth that an event happened</p> <p><b>AD</b> - Means Anno Domini 'in the year of the Lord' and the number of years after Christ's birth that an event happened</p> <p><b>Century</b> - a period of a hundred years</p> <p><b>Millennium</b> - a period of a thousand years</p> <p><b>Timeline</b> - a graph to show the order in which events happened</p> <p><b>World Wide Web</b> (WWW or 'The Web') - is part of the Internet that contains websites and web pages</p> <p><b>Smart toys</b> - internet-enabled toys with Wi-Fi and Bluetooth built in</p>

	<p><b>Pyroclastic flow</b> - a dense mass of very hot and fast moving ash which erupts from a volcano.</p> <p><b>Plaster cast</b> - a mold made of a shape using white powder mixed with water that dries hard quickly.</p> <p><b>Unearthed</b> - to discover something in the ground.</p> <p><b>Sulphur dioxide</b> - a heavy, colourless and poisonous gas.</p>		
<p>Prior Knowledge (indicate year group)</p>	<p><b>Earlier in Key Stage 1 pupils:</b> Learned why some people and events in history are considered more important or significant than others – e.g., Marie Curie and the First World War</p> <p><b>In Nursery and Reception pupils:</b> Were introduced to people in stories about the past who did important things and are remembered today Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play Gained first-hand experience through visiting places locally of historic importance Were supported to organise events using basic chronology Recognised that things happened before they were born</p>	<p><b>In Nursery and Reception pupils:</b> Were supported to make sense of their own life story and of past and present Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play Gained first-hand experience through visiting places locally of historic importance Were supported to organise events using basic chronology Recognised that things happened before they were born Compare and contrasted characters from stories including important figures from the past.</p>	<p><b>Earlier in Key Stage 1 pupils:</b> Studied people and events that lived and occurred in prehistoric periods (BC) e.g., Ancient Egypt and AD e.g., Pompeii and the First World War Learned why some people and events in history are considered more important or significant than others – e.g., Marie Curie and the First World War</p> <p><b>In Nursery and Reception pupils:</b> Created their own personal timeline for their lives so far Were introduced to people in stories about the past who did important things and are remembered today Examined and talked about images of familiar situations in the past Examined artefacts from the past commenting on similarities and differences to modern day equivalents Heard and discussed accounts of the past involving people, places and events through storytelling and role play Were supported to organise events using basic chronology</p>

			Recognised that things happened before they were born
<p>Key Knowledge (Substantive)</p>	<p>Where the remains of the ancient Roman city of Pompeii can be found today          What the Roman empire was and the lands it once covered          Why the Romans built a huge empire          Why the city of Pompeii was important to the Romans          What an archaeologist does          Some important artefacts that have been discovered at Pompeii by archaeologists          What these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people          Why the city of Pompeii was destroyed in AD 79          The difference between primary and secondary sources of evidence of this event          How archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed          Why the bodies of many people who died at Pompeii were preserved and how they have since been restored</p>	<p>What an explorer does both in the past and in modern times          The achievements of Ranulph Fiennes and why he is recognised as the world's greatest living explorer          The accomplishments of Amy Johnson          Why Amy Johnson's achievements were particularly remarkable given the expectations of women in society at that time          What Christopher Columbus succeeded in doing during his expeditions          Why Christopher Columbus was able to accomplish what he did          Who Neil Armstrong was and what he achieved in 1969          What the 'space race' was during the 1960s          The particular challenges that will be faced by explorers to Mars          The personal qualities that most explorers must have in order to succeed</p>	<p>Some of the ways in which historians divide up time          Why dividing up time into periods helps in the study of History          How to construct a simple timeline of significant events in British history          Some of the important events which occurred during the decade of the 1960s          How to construct a timeline of the main events of the 1960s          Why some of these events were of great significance          Which were the most popular games and toys of the 1960s          How these toys and games compare with popular toys and games today          Some of the reasons for the similarities and differences I observe          How an invention of Tim Berners-Lee in 1989 led to a great change in toys and games          What the term 'continuity and change' means in History          Some of the significant memories and experiences of adults alive today who lived through the 1960s</p>

<p>Key Skills (Disciplinary)</p>	<p>Recognise - Name and point out who or what something is  Identify - Distinguish something or someone from others that may be similar  Describe - 'Say what you see'. Give an account in words of something or someone  Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others  Select - Decide upon and choose that information considered most suitable or relevant  Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics  Sequence - Place a set of related events or things that follow each other into an order  Compare and contrast - Find similarities and differences  Recall - Remember and recount something learned  Reason/speculate - Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition  Summarise - Outline or sum up briefly the main points about something  Empathise - Placing yourself in another's position to better understand their motives, decisions and actions</p>	<p>Recognise - Name and point out who or what something is  Identify - Distinguish something or someone from others that may be similar  Describe - 'Say what you see'. Give an account in words of something or someone  Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others  Select - Decide upon and choose that information considered most suitable or relevant  Categorise/Classify - Arrange information into particular groups according to shared qualities or characteristics  Sequence - Place a set of related events or things that follow each other into an order  Compare and contrast - Find similarities and differences  Recall - Remember and recount something learned  Reason/speculate - Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition  Summarise - Outline or sum up briefly the main points about something  Empathise - Placing yourself in another's position to better understand their motives, decisions and actions</p>	<p>Recognise - Name and point out who or what something is  Identify - Distinguish something or someone from others that may be similar  Describe - 'Say what you see'. Give an account in words of something or someone  Observe - Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others  Select - Decide upon and choose that information considered most suitable or relevant to answer a question  Categorise/ Classify - Arrange information into particular groups according to shared qualities or characteristics  Sequence - Place a set of related events or things that follow each other into an order  Compare and contrast - Find similarities and differences  Recall - Remember and recount something learned  Reason/speculate - Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition  Summarise - Outline or sum up briefly the main points about something  Empathise - Placing yourself in another's position to better understand their motives, decisions and actions</p>
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<p>Possible-sequence of lessons – enquiry questions?</p>	<p>Who was Sappho and where did she live (Pompeii)?          Why was Pompeii part of the Roman Empire?          What happened to Pompeii on August 24<sup>th</sup> AD 79?          What evidence exists of what happened at Pompeii on August 24<sup>th</sup> AD 79?          Why do we know so much about where Sappho used to live?          How did the archaeologists know that people had been buried under the ash?</p>	<p>Why is Ranulph Fiennes in the Guinness World Records?          How do Amy Johnson's achievements compare with those of Ranulph?          Why did Christopher Columbus sail across an unknown ocean?          Why was Neil Armstrong's small step also 'a great leap' forward?          Are you the kind of person who could become a Mars explorer?</p>	<p>Why do historians divide up time?          What do people remember about the 1960s?          How do the most popular toys and games of the 1960s compare with those of today?          Why were there no smart toys and games in the 1960s?          How can we make sure we play with smart toys and games safely and securely?          What do adults I know remember about the 1960s?</p>
<p>End of unit goals          Suggested assessment task?</p>	<p><b>Identify and locate</b> where the remains of the ancient Roman city of Pompeii can be found today  <b>Describe</b> what an empire is and identify and locate the lands once covered by the Roman empire  <b>Suggest reasons</b> why the Romans wanted such a huge empire  <b>Suggest reasons</b> why the city of Pompeii was important to the Romans  <b>Explain</b> what an archaeologist does  <b>Describe and compare and contrast</b> some important artefacts that have been discovered at Pompeii by archaeologists  <b>Describe</b> what these artefacts suggest about what life was like in Pompeii during the Roman Empire for both rich and poor people  <b>Describe and suggest reasons</b> for how the city of Pompeii was destroyed in AD 79</p>	<p><b>Describe</b> what an explorer does both in the past and in modern times  <b>Describe</b> the achievements of Ranulph Fiennes and <b>suggest reasons</b> for why he is recognised as the world's greatest living explorer  <b>Describe</b> the accomplishments of Amy Johnson  <b>Suggest reasons</b> why Amy Johnson's achievements were particularly remarkable given the expectations of women by society at that time  <b>Describe</b> some of the achievements of Christopher Columbus during his expeditions  <b>Suggest some reasons</b> why Christopher Columbus was able to accomplish so much  <b>Describe</b> who Neil Armstrong was and what he achieved in 1969  <b>Recognise and describe</b> some of the particular challenges that will be faced by explorers to Mars in the future</p>	<p><b>Identify and describe</b> some of the ways in which historians divide up time  <b>Suggest reasons</b> why dividing up time into periods helps in the study of History  <b>Construct and describe</b> a simple timeline of significant events in British history  <b>Describe</b> some of the important events which occurred during the decade of the 1960s  <b>Construct and describe</b> a timeline of the main events of the 1960s  <b>Suggest reasons</b> why some of these events were of great significance  <b>Identify, observe and describe</b> the most popular games and toys of the 1960s  <b>Compare and contrast</b> these toys and games with popular toys and games of today  <b>Suggest reasons</b> for the similarities and differences observed  <b>Describe</b> what Tim Berners-Lee invented in 1989</p>

	<p><b>Describe</b> the difference between primary and secondary sources of evidence of this event</p> <p><b>Describe</b> how archaeologists and artists have gone about reconstructing what Pompeii looked like before it was destroyed</p> <p><b>Suggest reasons</b> why the bodies of many people who died at Pompeii were preserved and how they have since been restored</p>	<p><b>Compare and contrast</b> explorers from different times in the past and <b>identify</b> some of the personal qualities they have in common</p>	<p><b>Explain</b> why this invention led to a great change in toys and games</p> <p><b>Describe</b> what the term 'continuity and change' means in history</p> <p><b>Describe</b> some of the significant memories and experiences of adults that they have interviewed about their experiences of the 1960s</p>
<p>Suggestions for the development of greater depth</p>	<p><b>Explain</b> why some evidence about what occurred at Pompeii and the life of the people who lived there is more trustworthy and reliable than others</p>	<p><b>Describe and explain</b> what the 'space race' was during the 1960s</p> <p><b>Describe and explain</b> what is meant by the 'Old World' and 'New World'</p> <p><b>Describe</b> what an empire is</p>	<p><b>Describe and explain</b> some other ways in which the invention of the internet, wi-fi and 'smart connectivity' has changed people's lives since the 1960s</p>
<p>Enrichment opportunities</p>			<p>Judge's Lodgings</p>