History progression

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History progression

		using parts of stori to show that they key features of eve What did Brunel d Understand some we find out about		Develop the appropriate use of		of British, local and world history, establishing clear narratives within and across the periods they study How do we all live together? construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Historical Knowledge	significant I places in th How could Pupils shou within living appropriate	by who? Ould be taught about the thistorical events, people and their own locality. If we play in different ways? Ould be taught about changes and memory. Where atte, these should be used to beects of change in national life. What did Brunel do Pupils should be taught about the international achies should be used to life in different per How will we get an Pupils should be taught appropriate, these	bo for Britain? ught about the lives duals in the past who on ational and vements. Some compare aspects of iods. round in the future? ught about changes ory. Where	The achievements of the earliest civilizations – where & when the first civilizations appeared & an in-depth study of Ancient Egypt. Theme in British pupils' The settlement of Britain by Anglo-	How can you show what you believe in? a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900 Who is trading with whom? A local history study; Who is trading with whom? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a history of Trade in the local area Who is trading with whom? The Roman Empire and its impact on Britain - TRADE/EMPIRE	How are lives saved? Local history study - local medical pioneer/ history of a local hospital Who were the greater engineers? Changes in Britain from the Stone Age to the Iron Age Who were the greater engineers? A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066. How have sporting events developed over time? Ancient Greece – a study of Greek life and achievements and their influence on the western world
Key Figures, Era, Civilisations and events.	Who helps Princess Ca Who helps King Charle Who helps Mary Seacc Who helps Florence Ni	Brunel Sos who? What did Brunel d Thomas Edison Sos who? What did Brunel d James Dyson What did Brunel d What did Brunel d What did Brunel d What did Brunel d	the past? Compare King Charle Henry VIII How can we find ou the past? John Cabot, o for Britain? How can we find ou the past? Matthew Henson, Why did people tray Amelia Earhart.	Settlements - Egyptians Who has stood here before us? Anglo Saxons/Vikings, Who has stood here before us? Edward the Confessor/Alfred the Greet about people in el in the past?	How can you show what you believe in? Maya, Who is trading with whom? Romans to present day – empire, trade	Who were the greater engineers? Stone age- Iron age, How have sporting events developed over time? Democracy and the Greeks, How have sporting events developed over time? Women rights and equality, Who were the greater engineers? Sarah Guppy George Stephenson Gustav Eiffel Linnaeus and Darwin – What connects them? Linnaeus and Darwin. How are lives saved? Da Vinci