

## Bugle History Progression of Knowledge and Skills

### Year B

#### Key Stage One

### AUTUMN TERM



I can label timelines with words such as: past, present, older and newer.  I can recount changes that have occurred in my own life.	I can look at sources and ask "What was it like for people?"  "What happened?"  "What was this used for?"  "How long ago?"	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed overtime.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
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#### Core Knowledge

I know that toys and clothes have changed over time as new materials and processes have been invented.

Lesson One- How can we find out about the past? (Evidence and Interpretation)

I know that there are historical sources, like photos and videos, as well as talking to older people, that can help me find out about the past.

Lesson Two- What are our toys like now? (Historical Significance)

I know that modern toys are made using newer materials like plastic, which allows them to have a wide range of movements and ways to play.

Lesson Three- What was my favourite toy when I was a baby? (Change and Continuity)

I know that my favourite toy has changed as I have become older and a photo of it can help me to remember a different time.

Lesson Four- What were our guardians toys like and how do we know? (Chronology)

I know that toys have changed since my guardians were young.

Lesson Five- What were our older relatives toys like and how do we know? (Chronology/Cause and Consequence)

I know that there were different toys in the past and some photos or toys have remained.

Lesson Six- How have toys changed since our older relatives were little? (Similarity and Difference)

I know that the materials used in toys have changed since my older relatives were young. **Final Response**

# SPRING TERM



I can place events and some artefacts on a timeline.

I can observe or handle some evidence to ask questions about the past.

I can begin to explain why monarchs built castles and what the consequences of these actions were.

I can describe changes and historical events.

I can compare the similarities and differences between different castles.

I can begin to talk about key events of a significant king/queen or castle.

## Core Knowledge

I know that certain monarchs throughout history (from 1066) have changed the way we live. I know that the castles monarchs have built have projected power, security and continuity across British history.

Lesson One: How can we find out about the past? (Evidence and interpretation)

I know that castles are a great source of information about a period in time.

Lesson Two: Why did monarchs build castles? (Cause and Consequence)

I know that castles were built for different reasons by different monarchs. I know the key features of a castle.

Lesson Three: Who were the kings and queens of the past? (Chronology)

I know the different castles lived in during Queen Elizabeth II's reign.

Lesson Four: Who was Queen Victoria and where did she live? (Evidence and Interpretation)

I know why Queen Victoria is one of our most famous monarchs. I know the palaces she used during her reign and why.

Lesson Five: Who was the first Queen Elizabeth? (Similarity and Difference)

I know some key similarities and differences between Elizabeth I and II, including the castles and palaces they lived in.

Lesson Six: Why do we remember King William I? (Historical Significance)

I know that William I was the first King of England. I know he built lots of castles including Windsor Castle and Dover Castle.

Lesson Seven: Final Response- Where did Kings and Queens live through time?

**Local History: Trip to a castle (Restormel or Pendennis)**

# SUMMER TERM



I can place events, artefacts and historical figures on a timeline.

I can use dates where appropriate.

I can observe or handle evidence to ask questions and find answers to questions about the past.

I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).

I can explain the causes of the Great Fire of London and what the consequences were.

I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.

I can use artefacts and diary entries to compare similarities and differences.

I can identify some of the different ways the past has been represented.

I can describe significant people from the past and explain why they are important.

I can name a monarch.

## Core Knowledge

I know that the Great Fire of London happened in 1666. I know that we can learn much about the fire as lots of primary source records remain from the time of the fire. I know that much of London had to be rebuilt after the fire.

Lesson One: What was London like in 1666? (Evidence and Interpretation)

I know that London was very crowded, with houses close to get and mostly made out of wood.

Lesson Two: What happened on 2<sup>nd</sup> September 1666? (Cause and Consequence)

I know why the Great Fire of London started.

Lesson Three: How did the fire spread and how do we know? (Historical Significance)

I know that the fire spread quickly due to construction methods and the weather.

Lesson Four: What was left of London? (Evidence and Interpretation)

I know that 1/3 of London was destroyed by the fire.

Lesson Five: How was London rebuilt? (Similarity and Difference)

I know that when London was rebuilt, King Charles II ordered it be rebuilt out of stone and bricks, with more space between buildings and straighter roads. I know that Sir Christopher Wren redesigned St Paul's cathedral with a now famous dome.

Lesson Six: How did the fire impact the future? (Chronology and History Significance)

I know that London changed lots after the fire with new monument, access to water for houses and the formation of the London Fire Brigade.

## Year 3 / 4

# AUTUMN TERM



I can place events, artefacts and historical figures on a timeline.

I can use BCE and CE.

I can suggest suitable sources of evidence for historical enquiries.

I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

I can suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.

I can begin to explain the concept of change over time, when the Romans arrived in Britain

I can begin to describe the social, ethnic, cultural and religious diversity of the past.

I can begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).

I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.

## Core Knowledge

I know about the Romans and their achievements from 43CE to 410CE. I know what early life was like in Rome and who held the power. I know About the Roman invasion in Britain and can compare to Celtic villages.

**How did early Rome grow to become the Roman Empire?**

Lesson One: What do we know about early Rome and how do we know this? (Evidence and Interpretation)

I know when Rome was built and that the Empire grew over the years that followed.

Lesson Two: Who was in charge of the Roman Empire? (Chronology)

I know Rome's monarchy and who was in charge and when.

Lesson Three: How powerful was the Roman army? (Historical Significance)

I know how early Rome grew to become the Roman Empire.

### How did the Britons resist occupation?

Lesson Four: What events led up to Emperor Claudius invading Britain? (Chronology)

I know the chronology of events that led up to the successful Roman invasion of Britain under the leadership of Emperor Claudius.

Lesson Five: How did the Roman settlements compare to the Celtic villages? (Similarity and Difference)

I know Roman cities that were built in Britain after the invasion; what these cities looked like and how they differed from the Celtic villages already in Britain at the time.

Lesson Six: Who was Boudicca and why did she take revenge on the Romans? (Cause and Consequence)

I know who Boudicca was, why she was significant, the impact she had at the time and how she is remembered today.

### How did the Roman Empire maintain control over Britain?

Lesson Seven: How did the Romans protect their land and how do we know this? (Evidence and Interpretation)

I know the role of a Roman Governor and how they helped to protect the land; how important Roman Forts were to help in the defence, and what archaeological evidence is available to help us understand this.

Lesson Eight: What happened in the final years of the Roman Empire? (Change and Continuity)

I know the events that led up to the fall of the Roman Empire and what happened next when a new group of people arrived on Britain's shores, called the Angles, Saxons and Jutes. **The lesson concludes with the children writing a response to the main enquiry question of this unit, 'How did the Roman Empire impact Britain?'**

## SUMMER TERM

My Local History How has Mining changed over time?	Y3- I can look at primary sources to discuss Cornish mining. Y4- I can use primary sources to suggest how we know much about Cornish mining.	Y3- I can list reasons Cornish mining was important. Y4- I can suggest using evidence reasons why Cornish mining important.	Y3- I can use images to sort facts about life in Cornwall in the past. Y4- I can use primary sources to sort facts about life in Cornwall in the past, suggesting reasons for my inferences.	Y3- I can explain Cornwall's proud history to other people. Y4- I can explain and compare Cornwall's proud history to another part of the UK to other people.
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### Core Knowledge

I know that Cornwall was once an incredibly wealthy part of Britain with lots of people involved in the extraction of clay, copper and tin from the ground.

Lesson One: How can we learn about the past? (Evidence and Interpretation)

I know that much of Cornwall's mining history is preserved through artefacts, buildings and recordings of miners.

Lesson Two: Why was mining important in Cornwall? (Historical Significance)

I know that Cornwall was rich in copper and tin. I know that Richard Trevithick invented the steam engine which allowed Cornish miners to remove ore from the ground more easily.

Lesson Three: What was life like for people in Cornwall in the past? (Similarity and Difference)

I know that men, women and children were all involved in the mining industry, working long days in dangerous conditions.

Lesson Four: How has Cornish mining history been celebrated and preserved today? (Change and Continuity)

I know that walking trails, historical monuments and public celebration days are used to remember and be proud of Cornwall's unique history.

## Year 4/5

# AUTUMN TERM



I can place events, artefacts and historical figures on a timeline using dates.  I can use BCE and CE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen.	I can suggest causes and consequences of some of the main events and changes in Greece.	I can begin to explain the concept of change over time.	I can begin to describe some of the social, ethnic, cultural and religious diversity of the past.	I can suggest suitable sources of evidence to find out about and discuss the importance of people and events in time.
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### Core Knowledge

I know the Ancient Greeks and their achievements from around 3000 BCE to the reign of Alexander the Great around 330 BCE. I know the leadership of Ancient Greece.

### **How did early Greece begin and what was it like there?**

Lesson One: What can excavations tell us about early Greece? (Evidence and interpretation)

I know about early Greece. I can discuss the job of an archaeologist and find out about how they can date artefacts discovered in the soil.

Lesson Two: What was life like in early Greece? (Evidence and interpretation)

I know what life was like in early Greece. I can examine evidence from this civilisation and make inferences about the people that lived there.

Lesson Three: How did the Minoans trade in early Greece? (Evidence and interpretation)

I know about the Minoan civilisation and how important trade was to them. I know what goods were exported and imported and how popular these goods were to other parts of the world.

### **What was life like in the city-states of Greece?**

Lesson Four: What was life like in Athens and Sparta? (Similarity and Difference)

I know the similarities and differences between Mycenaeans and Minoans.

Lesson Five: How did the citystates overcome the Persian invasion? (Cause and consequence)

I know about the Achaemenid Empire, the Battle of Marathon and how the city-states worked together to defeat the Persian invasion.

Lesson Six: What was life like in the city-states after the Persians retreated? (Historical Significance)

I know about the Battle of Thermopylae and the Peloponnesian War, and why they were significant events.

### **How did Alexander the Great expand Greek power and influence?**

Lesson Seven: How did King Philip II grow the Macedon Empire? (Chronology)

I know the different leaders of Ancient Greece. I know about King Philip II and King Alexander.

Lesson Eight: Who was Alexander the Great and what made him a significant leader? (Historical Significance)

I know about Alexander the Great and what he was like as a leader.

Lesson Nine: What were the greatest achievements of Ancient Greece? **Final Response** (Historical Significance)

# SPRING/SUMMER TERM

<b>Changing Power of Monarchy</b>	I can sequence significant monarchs of British history.	I can use sources to ask and answer questions about the past, identifying change.	I can suggest trends for the shifting power of monarchy.	I can compare the life of monarchs shortly after 1066 with monarchs after the English Civil War.	I can compare similarities and differences between monarchs after 1066.	I can describe the social and political changes that affected the role of the monarchy in Britain.
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## Core Knowledge

I know that the monarchy has adapted to changing values in society, slowly giving away powers as Britain transitioned into a democracy.

Lesson One- King John (Historical Significance)

I know that King John's unpopularity over the loss of France led to the creation of Magna Carta which gave rights to all people (except peasants).

Lesson Two- King James I (Cause and Consequence)

I know that King James ruled both England and Scotland, oversaw the creation of a colony in North America and translated the bible (King James Bible). Guy Fawkes attempted to kill King James.

Lesson Three- King Charles I (Similarity and Difference)

I know that King Charles I's refusal to let Parliament make too many decisions led to the English Civil War where Britain became a Republic.

Lesson Four- King Charles II (Similarity and Difference )

I know that King Charles II restored the monarchy, with less power than before, by being more popular than Oliver Cromwell. King Charles II was known as the 'merry monarch'.

Lesson Five- King James II (Chronology)

I know that King James II's unpopular rule led to our modern 'Constitutional Monarchy' we still have now, this limited a monarch's freedoms.

Lesson Six- King William III and Queen Mary II (Evidence and Interpretation)

I know that William and Mary were the first monarchs to rule together, overseeing Britain's first years as a 'Constitutional Monarchy'.

Lesson Seven- Queen Anne (Change and Continuity)

I know that Queen Anne was the first monarch for all of Great Britain and started Britain's 'Golden Century'.

Lesson Eight- Queen Victoria (Historical Significance)

I know that Queen Victoria led Britain into industrialisation, a huge empire and greater wealth.

# AUTUMN TERM



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates and terms accurately in describing events.  I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past.  I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

## Core Knowledge

I know that World War Two lasted from 1939-1945. I know that for a year, the UK stood alone against the threats of fascism, communism and tyranny which were threats to the democratic way of life in the country. I know that the Battle of Britain was a turning point in the war as the UK stopped losing battles and territory to Nazi Germany.

### What was Nazi Germany like and why did World War Two begin?

Lesson One: What is modern-day Germany like, and how was it ruled before the start of WW2? (Historical significance)

I know that Germany has always been a wealthy and powerful European nation with lots of natural resources. I know that in past, Germany was a dictatorship led by Adolf Hitler whilst now it is a democracy.

Lesson Two: How did Hitler come to power and become the leader of Germany?(Chronology)

I know that after World War One, Germany suffered terribly from debts designed to punish the nation- this led to lots of German people listening to Adolf Hitler and eventually voting him to power.

Lesson Three: How did the Second World War begin? (Cause and consequence)

I know that Hitler's invasion of Poland was a final red line for the UK and France and led to the declaration of war.

### How was the United Kingdom involved in World War Two?

Lesson Four: How did Britain react to the outbreak of WW2? (Evidence and Interpretation)

I know that propaganda and political speeches helped motivate the British public to support the country's war effort.

Lesson Five: How were the lives of civilians changed during WW2? (Change and continuity)

I know that children were evacuated from major cities, lots of the cities of the UK were bombed heavily and British people were rationed for food and other items.

Lesson Six: How did Britain's Home Front cope when under attack? (Similarity and Difference)

I know that blackouts and bombing took their toll on British people, but communities were resilient and held firm against the onslaught.

### What was the impact of the Second World War on my region?

Lesson Seven: How did the Second World War impact specific localities? (Evidence and Interpretation)

I know that 30,000 evacuee children were brought to Cornwall to escape Nazi bombing. I know that much of Plymouth was destroyed during the war as the docks was very important for the Royal Navy.

### How did British forces claim victory at the Battle of Britain?

Lesson Eight: Why was the Royal Air Force (RAF) so vital to the defence of Britain? (Historical significance)

I know that Germany wanted air superiority over Britain before invading but the Germans did not know the British had radar and modern planes which protected Britain from invasion.

Lesson Nine: What major victories led to Britain winning the war? (Cause and consequence)

I know that the Battle of Britain, the invasion of France starting with D-Day and the battle and fall of Berlin led to British victory.

# SUMMER TERM



I can use dates and terms when describing events.	I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment.	I can identify changes in crime and punishment.	I can compare similarities and differences in crime and punishments over time.	I can describe the characteristic features of the past, including ideas and beliefs.
I can describe the main changes in a period of history.	I can use sources of evidence to deduce information about the past.	I can describe the consequences of crimes, and use evidence to support my answers.	I can use appropriate historical vocabulary to communicate change and continuity.	I can compare the main changes in a period of history with the present day.	I can describe the social and cultural significance of a past society.

## Core Knowledge

I know that punishments and crimes have changed over time, with the introduction of a police force and fairer laws.

Lesson One- What is crime and punishment? (Chronology)

I know the chronology to gain an overview of crime and punishment from the Roman period to the new millennium within Britain.

Lesson Two- What was crime and punishment like in Roman Britain? (Historical Significance)

I know what crime and punishment was like in Roman Britain, and how Rome laid the foundation for the law and justice system we have today.

Lesson Three- What was crime and punishment like in Anglo-Saxon Britain? (Evidence and Interpretation)

I know what crime and punishment was like in the Anglo-Saxon period and how they used trials of ordeal to test the innocence of criminals.

Lesson Four- What was crime and punishment like in Tudor Britain? (Change and Continuity)

I know how the monarch moved away from the church, taking full control of law and justice.

Lesson Five- What was crime and punishment like in the Stuart period? (Evidence and Interpretation)

I know who James 1 was and his impact on the Stuart period.

Lesson Six- What was crime and punishment like in Georgian Britain? (Cause and Consequence)

I know crimes were still harshly punished, however there was a greater emphasis on offenders being sent to prison as a form of a deterrent.

Lesson Seven- What was crime and punishment like in Victorian Britain? (Evidence and Interpretation)

I know what prisons were like this in the Victorian period because we have primary sources that show us

Lesson Eight- How did the police force develop through the 20<sup>th</sup> century? (Change and Continuity)

I know how the police force developed and changed from the Victorian period to the new millennium.

Lesson Nine- What are crime and punishments like today in comparison to the past? (Similarity and Difference)

I know changes in crime, punishment and the police and compare different periods of time with each other.