

LADY ROYD Primary History Progression

Progression in Disciplinary Knowledge (knowledge of the second-order concepts and the approach to historical enquiry)

Disciplinary Concepts	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry Sources and Evidence – (Understanding of how historians use sources of evidence to construct knowledge. Use of questions , sources and evidence to construct and communicate ideas)	I can begin to use a source by handling it and asking questions. I can distinguish between old and new I can develop vocabulary related to type of ‘source’ and evidence	I can use sources to find out key information and observations. I can ask questions to find answers to lines of enquiry. I can use the question stems When, What, Who and Where I can sort sources and evidence into ‘then’ and ‘now’. I can discuss similarities and differences between related sources.	I can use a wide range of sources to find out key information. I can ask questions to find answers to lines of historical enquiry. I can use the question stems When, What, Who, Where, Why and How. I can sort sources/artefacts ‘past’ and ‘present’. I can communicate ideas using writing, drawing, drama and ICT. e.g., venn diagrams I can identify similarities and differences between related sources.	I can use a range of sources to find out about a short time within a historical period time. I can select and record information relevant to the study by observing small details of artefacts and pictures. I can begin to use the library or e-learning for research. I can ask, research, and answer a variety of questions with the question stems When, What, Who, Where, Why and How.	I can use a range of sources to find out about a short time within a historical period and over time. I can select and record information relevant to the study by observing small details of artefacts and pictures including famous artwork and architecture. I can use a range of sources evidence to build up a picture of a past event. I can choose relevant sources to present a picture of one aspect of life in past times. I can ask, research, and answer a variety of questions with the question stems When, What, Who, Where, Why and How. I can use the library or e-learning for research	I can begin to identify primary and secondary sources. I can use evidence to build up a picture of life in time studied. I can select relevant sections of information. I can confidently use the library or internet to research. I can use a range of sources to find out about an aspect of past times. I can bring knowledge gathered from several sources together in a fluent account.	I can identify primary and secondary sources. I can plan historical enquiries, collect evidence and construct conclusions. I can select relevant sections of information and organise my findings. I can confidently use the library or the internet to research and begin to identify unreliable information. I can use a range of sources to find out about an aspect of past times and suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together in different ways.
Interpretations of history (Understanding of <i>how</i> and <i>why</i> different accounts of the past are constructed)	I can listen to different versions of the same story. I can look at different illustrations of the same person and notice differences. I can discuss different versions of an event at school.	I can begin to distinguish between factual and fictitious examples. I can begin to compare adults talking about the past – and discuss how reliable memories are. I can compare pictures or photographs of people or events in the past.	I can distinguish between factual and fictitious and explain how they might differ. I can compare adults talking about the past – discuss how reliable are memories. I can compare two versions of a past event. I can compare pictures or photographs of people or events in the past. I can discuss reliability of photos / accounts / stories	I can start to identify and give reasons for different ways in which accounts of the past are represented/constructed. I can compare different versions of events and identify ways in which they are different. I can look at representations of the period – e.g., museum, cartoons, films etc. by looking at the evidence available from different sources and beginning to evaluate its usefulness.	I can identify and give reasons for different ways in which accounts of the past are represented/constructed. I can compare different accounts of events/daily life and give reasons for differences. I can compare representations of the period e.g., museum, cartoons, films etc. by evaluating the usefulness of different sources.	I can compare accounts of the past from different sources giving reasons to explain. I can compare different accounts of events/daily life and give reasons for differences and checking the accuracy of interpretations – fact or fiction and opinion. I can evaluate the usefulness of different sources giving reasons to support choices.	I can compare a wide variety of accounts of the past from different sources giving reasons and exploring bias. I can link versions of accounts and work out how conclusions are arrived at, by checking the accuracy of interpretations – fact or fiction and opinion. I am aware that different evidence will lead to different conclusions drawing on evidence to support e.g., historical propaganda, opinion etc.

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Cause and Consequence (Analysis of why events happened and the effect of this or results that follow it)		I can talk about why people did things in the past. I can recognise why events happened.	I can recognise why people did things in the past and what happened as a result. I can recognise why events happened in the past and what happened as a result.	I can suggest reasons for and results of people's actions. I can identify the causes and consequences of historical events.	I can identify the causes and consequences of historical events and understand why they are important (from current and prior learning).	I can examine causes, identify and give reasons for the consequences of historical events/changes using evidence to support. I can explain the significance of an event/change and the impact on people drawing on prior knowledge.	I can identify and give reasons for causes and consequences of historical events/changes using evidence to support and making links. I can explain the significance of an event/change and the impact on people drawing on prior knowledge.
Change and Continuity (Analysis of changes in the past - particularly the pace, type or extent of change)		I can compare and identify changes in daily life at different time periods. <i>e.g. 19th and 21st Century Saltaire Elizabethan and New Elizabethan</i>	I can identify changes and differences in daily life at different time periods.	I can identify the main types of changes that have happened within a time period or over time.	I can describe types and extent of changes that have happened within a time period or over time.	I can analyse and describe change and continuity within a time period and over time drawing on type, pace and extent of change.	I can analyse and describe change and continuity within a time period and over time drawing on and comparing type, pace and extent of change.
Similarity and Difference (Analysis of past societies, groups, and places in terms of identity and experiences)		I can identify similarities and differences between people, places and ways of life within a time period/society.	I can identify similarities and differences between people, places and ways of life within a time period/society.	I can identify similarities and differences between people, groups and places within a time period/society.	I can identify similarities and differences between people, groups and places within a time period/society.	I can explain the similarities and differences between people, groups and places within a time period/society in terms of identity and experiences.	I can explain the similarities and differences between people, groups and places within a time period/society in terms of identity and experiences.
Historical Significance (Exploration of why events or people are considered important by historians or others)		I can identify a famous person/event and know why they are important.	I can identify a famous person/event and know why they are important.	I can identify significant people or groups and describe their impact/changes made. I can identify significant events, or aspects of a time period and explain why they are considered important.	I can identify significant people or groups and describe their impact/changes made. I can identify significant events, or aspects of a time period and explain why they are considered important.	I can identify the significance of a person, group, society and explain their influence. I can identify the significance and explain the impact of an event, historical period or development.	I can identify the significance of a person, group, society and explain their influence. I can identify the significance and explain the impact of an event, historical period or development.

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Progression in Substantive Knowledge (generative knowledge including chronological knowledge and substantive concepts)

Substantive Knowledge	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I can show an awareness of the passing of time.</p> <p>I can use the words - now and a long time ago.</p> <p>Begin to organise events using basic chronology recognising that some things happened before they were born.</p> <p>I can sort things using now and a long time ago.</p>	<p>I can show an awareness of the passing of time.</p> <p>I can use common words and phrases relating to the passing of time. E.g., To describe things/ events within living memory: nowadays, when I was younger etc. To describe things beyond living memory: before I was born, a long time ago.</p> <p>I can sequence events in my life.</p> <p>I can begin to fit events and people into a chronological framework.</p> <p>I can sequence people, artefacts and events using a simple timeline.</p>	<p>I can show an awareness of the passing of time.</p> <p>I can use common words and phrases relating to the passing of time to describe events within and beyond living memory. E.g., nowadays, present, in the past.</p> <p>I can sequence events in my life using appropriate words and phrases to explain choices. e.g., now, last year</p> <p>I can begin sequence historical sources in chronological order.</p> <p>I can sequence photos from different periods.</p> <p>I can sequence people, artefacts and events adding to the Y1 timeline.</p>	<p>I can show awareness of the passing of time in relation to the events, people, periods and societies studied.</p> <p>I can use dates and terms related to the study unit to order and divide periods of time.</p> <p>I can sequence sources to show developments over time.</p> <p>I can sequence significant people, objects and events from periods of British local and world history on a timeline.</p> <p>I can label timelines using the dates and term studied.</p>	<p>I can show awareness of the passing of time in relation to the events, people, periods and societies studied.</p> <p>I can understand and use more complex terms related to the study unit e.g., to order and divide periods of time.</p> <p>I can sequence sources to show developments in an aspect over time. I can talk about the impact of these developments.</p> <p>I can sequence significant people, objects and events from periods of British local and world history on a timeline.</p> <p>I can label timelines using the dates and terms studied.</p>	<p>I can demonstrate a secure understanding of the passing of time in relation to the events, people, periods and societies studied.</p> <p>I can understand and use more complex terms related to the study unit e.g., to order and divide periods of time.</p> <p>I can sequence sources to show developments over time and explain the impact drawing on events and concepts e.g., trade in current and previous studies.</p> <p>I can use chronological knowledge to make comparisons between different times in the past based on the aspects and concepts studied e.g., society.</p> <p>I can sequence significant events, periods, and societies studied and place them on a timeline using dates and terms to show how time is ordered, divided into sections and historical periods.</p> <p>I can use a timeline to make links between aspects of societies and developments over time.</p>	<p>I can demonstrate a secure understanding of the passing of time in relation to the events, people, periods and societies studied.</p> <p>I can use complex terms e.g., to order, divide and make comparisons within and across periods of time.</p> <p>I can sequence sources to show developments over time in aspects of society and concepts. Explaining the impact of and making links between these developments. e.g., the impact of changes to transport on trade</p> <p>I can use chronological knowledge to compare different periods in relation to aspects and concepts studied e.g., invasion, empire and the legacy of these.</p> <p>I can sequence significant events, periods, people and societies a timeline using dates and terms to show how time is ordered, divided into sections.</p> <p>I can use a timeline to make links between aspects of societies and concepts within historical periods and over time based on current and previous studies.</p>

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Substantive Concepts (Abstract terms to be revisited by studying people, events and developments in a range of historical contexts to build knowledge over time).															
Invasion	Conflict	King/kingdom	Empire	Civilisation	Parliament	Government	Power	Democracy	Settlement	Peasantry	Trade	Tax	Culture	Religion	Tradition
Greeks – Y4/A1	Iron Age Y3/A1	GFOL Y2/A1	GB/Pakistan Y2/Su1	S, B & I Age Y3/A1	GFOL Y2/A1	Greeks Y4/A1	Greeks Y4/A1	Greeks Y4/A1	Anglo-Saxons Y5/A1	Egypt Y3/Sp2	S & I Age Y3/A1	Greeks Y4/A1	PCC EYFS	P&P EYFS	P&P EYFS
Romans Y4/Sp2	Greeks Y4/A1	Anglo-Saxons Y5/A1	Titus Salt Y6/A1	Egypt Y3/Sp2	Titus Salt Y6/A1	Romans Y4/Sp2	Romans Y4/Sp2	Romans Y4/Sp2	Transport Y2/Sp2	Greeks Y4/A1	Greeks Y4/A1	Romans Y4/Sp2	GB/Pakistan Y2/Sp2	GB/Pakistan Y2/Su1	Toys Y1/A1
Vikings Y5/A1	Romans Y4/Sp2	WW2 Y6/Sp1		Greeks Y4/A1	WW2 Y6/Sp1	Titus Salt Y6/A1	WW2 Y6/Sp1			Romans Y4/Sp2	Romans Y4/Sp2	Islam Y5/Sp2	Islam Y5/Sp2	Anglo-Saxons Y5/A1	Where do I live? Y1/Sp1
WW2 Y6/Sp1	Anglo-Saxons Y5/A1			Romans Y4/Sp2		WW2 Y6/Sp1				Titus Salt Y6/A1	High St Y1/Sp2	Transport? Y2/Sp2	WW2 Y6/Sp1	Islam Y5/Sp2	Romans Y4/Sp2
	WW2 Y6/Sp1			Islam Y5/Sp2							Titus Salt Y6/A1		Titus Salt Y6/A1	WW2 Y6/Sp1	
											Transport Y2/Sp2				

Vocabulary	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Timeline Material Question In the past	Bakery Thatch Landmark Cathedral Eye-witness	Archaeology Artefacts Settlement Tribe Hunter-gatherers Neolithic	Civilisation City-State Citizen Democracy Legacy Empire	Convert Heptarchy Pagan Punishments Raider	Philanthropist Import Industrial Revolution Industry Interpretation

Subject content	Early Years	Year 1	Year 2
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	ELG People and Communities Children Talk about the past and present events in their own lives and in the lives of family	What did my grandparents play with? <ul style="list-style-type: none"> Know what a timeline is. Sequence artefacts from different periods of time Know who they can ask to find out about the past. Know that toys have changed over time and the toys their parents and grandparents played with were different to their own Know key similarities and differences between toys in the past and present day toys Know how playground games have changed over time. 	

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Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions.	<p>How did the Great Fire of London Change Britain?</p> <ul style="list-style-type: none"> • Know when and where the Great Fire of London began. • Know the key events of the GFL and order these on a simple time line. • Know who Samuel Pepys is and explain what he did during the Great Fire of London. • Explain the causes of the Great Fire of London and what the consequences were. • Explain the impact the Great Fire of London had on life today.
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Exceeding People and Communities Children Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.	<p>Florence Nightingale – What is Florence Nightingale remembered for?</p> <ul style="list-style-type: none"> • Know who Florence Nightingale was. • Recount and sequence the main events in the life of Florence Nightingale • Know why Florence Nightingale went to the Crimea and who influenced her • Know what Florence Nightingale did to help soldiers. • Know Florence Nightingales greatest achievements and why she is remembered today. • Compare the achievements of Mary Seacole and Florence Nightingale
Significant historical events, people and places in their own locality.		<p><u>How has my school and local area changed over time (100 years)?</u></p> <ul style="list-style-type: none"> • Know the main differences between their school days and that of their grandparents. • Identify similarities and differences between schools, and in particular, BGGS in the past and modern day • Identify similarities and differences between our high street in the past and modern day. • Explore the local high street, looking for evidence/ signs/ examples of things that have changed over time. • Know how shopping has changed over time. •

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NC Subject content	Examples (non-statutory)	Key Stage 2		
Was prehistoric Britain a peaceful place?				
Changes in Britain from the Stone Age to the Iron Age	<p>This could include:</p> <ul style="list-style-type: none">late Neolithic hunter-gatherers and early farmers, for example, Skara BraeBronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture	<ul style="list-style-type: none">Know that prehistoric period is divided into three ‘ages’: the Stone Age, the Bronze Age and the Iron Age.Know what artefacts are and the role of an archaeologist.Know where the time periods of Stone (Palaeolithic, Mesolithic and Neolithic), Bronze and the Iron Age are on a timelineKnow the main similarities and differences between the Stone, Bronze and Iron ages,Know what life was like during the Stone Age and how Stone Age paintings help us to understand more about life in these timesKnow what life was like for a Neolithic person – farming, homes etcKnow the significance of historical sites, such as Stonehenge and Skara BraeKnow the key features of the Bronze age - travel, advent of metal, weapons.Know the key features of the Iron Age – people learned how to use iron in their everyday life, conflict between tribes, beliefs, importance of tradeKnow why there was conflict in Iron Age Britain		
	Key vocabulary			
	Pre-historic Stone Age Bronze Age Iron Age Artefact Ice Age Palaeolithic Mesolithic Neolithic Archaeology Doggerland	Hunter Evidence, Source Farming Solstice Religion Settlement Gatherer Hunter Mining Disease	Flint hamlet Village Conflict Celt Land use Tools Mammoth Fossils Climate	
What is the legacy of the ancient Egyptians?				
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang	<ul style="list-style-type: none">Know what life was like in Ancient Egyptian civilizationKnow the significance of the Pharaoh in Ancient Egypt and recognise the importance of the afterlife to Ancient Egyptians (Anubis and hieroglyphs)Know Ancient Egyptian beliefs about Gods and GoddessesKnow how and why the pyramids were constructedKnow key information about the life of TutankhamunKnow what an amulets is and it’s importance to the Ancient EgyptiansKnow and describe aspects of Egyptian everyday life including laws, trade, education, womenUnderstand the importance of Ancient Egyptian society in shaping the world today.			

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Dynasty of Ancient China		
	Key vocabulary	
	Civilisations Ancient Egypt Ancient Egyptians Archaeological Archaeologists Pyramids Afterlife Tutankhamun Howard Carter Tomb Pharaoh	Anubis Hieroglyphs Canopic jar Eye of Horus Giza Mummy Obelisk Sarcophagus Sphinx
What powerful ideas from the Ancient Greeks are still important today?		
Ancient Greece – a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> Place Ancient Greece on a timeline -started in 1200BC and ended in 146BC . Identify key historical events within this period on the timeline. Know that Ancient Greece was not one country but was made up of a number of states (Athens, Sparta and Troy) Know key similarities and differences between Athens and Sparta (Athens = trade, near coast, more foreigners, only men could vote, People in Athens often had lots more rights than some of the other city-states in Greece; SPARTA = surrounded by mountains, all men became warriors from birth, ruled by 2 kings, didn't agree with democracy) Recognise the key Ancient Greek achievements- The ancient Greeks were the first to create a democracy. Know the impact that Ancient Greece had on the Western World - including - democracy, philosophy, coins, history, the alphabet, entertainment and mathematics Know who Alexander the Great was and what he achieved <p>Know about:</p> <ul style="list-style-type: none"> <u>Society</u>: - Greek society was dominated by MEN! Women had very few rights. <u>Beliefs</u>: -The Greeks were polytheistic (believed in many different gods and goddesses) <u>Housing</u>: <u>Entertainment</u>: plays and theatres The invention of Olympics as a festival to the god Zeus 	
	Key vocabulary	
	Ancient Greece Ancient Greek Greece Persia Athens Sparta Troy Peloponnesian War Phalanx	Alexander the Great Persian Empire Athenian Greek god Mythological creature Culture Democracy Philosophers Mythology
Did the Romans bring conflict or security to Britain?		
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> This could include: Julius Caesar's attempted invasion in 55-54 BC 	<ul style="list-style-type: none"> Know where the Romans originated from and show this on a map Identify differences between Rome and Britain before 43BC Define the term 'invasion' and explain reasons for the Roman invasion Identify significant people (Julius Caesar, Claudius) and explain changes which they made. Know why Hadrian's Wall was built

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	<ul style="list-style-type: none">the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s WallBritish resistance, for example, Boudica‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	<ul style="list-style-type: none">Understand the significant legacy of the Roman period including construction (market squares, aqueducts, roads and concrete) and language, writing and number (including the modern calendar)Identify ways in which the Romans changed the British way of lifeKnow why the Roman’s left Britain		
	Key vocabulary			
	Romans Invasion Iron Age Roman occupation Chronology Boudicca Roman emperor	Construction Market square Aqueduct Concrete Modern calendar Julius Caesar Hadrian’s Wall	Claudius Rome Conflict Conquerors Slaves Trade	
Who caused more conflict, the Saxons or the Vikings?				
Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	This could include: <ul style="list-style-type: none">Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman EmpireScots invasions from Ireland to north Britain (now Scotland)Anglo-Saxon invasions, settlements and kingdoms: place names and village lifeAnglo-Saxon art and cultureChristian conversion – Canterbury, Iona and LindisfarneViking raids and invasion	<ul style="list-style-type: none">Using the term ‘centuries’, plot the Anglo-Saxon and Viking periods onto a timeline (including the Roman withdrawal)Know where the Picts (Scottish), Anglo-Saxons and Vikings originated from and show this on a mapKnow what everyday life was like during Anglo-Saxon times – farming, homes, villages.Know how religion changed during Anglo-Saxon times.Know about Anglo-Saxon laws and punishment. The fact they had law and order did not mean that Britain was peaceful.Know some of the struggles between the Vikings and the Anglo-Saxons (790 – 1066)Know the significance of the fact that Archaeologists have found swords, spears, axes, helmets, shields and chainmail.Know who the Vikings were and what they believed.Know who Alfred the Great is and explain which of Alfred the Great’s achievements were the most significant.Know some about some key raids and invasions during Viking times.		

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	<ul style="list-style-type: none">resistance by Alfred the Great and Athelstan, first king of Englandfurther Viking invasions and DanegeldAnglo-Saxon laws and justiceEdward the Confessor and his death in 1066			
	Key vocabulary			
	Century Roman withdrawal Celts / Celtic tribes Taxes Angles Saxon Viking Slave Artefact Conflict Danelaw Settlement	English Witan King Harold Battle of Hastings Norman conquest Catholic conversion Lindisfarne BC (Before Christ) AD (Anno Domini) Emperor Hill fort Horn		Angles Jutes Norway Sweden Denmark Alfred the Great Danegeld King Edward Wessex Christian monasteries Jorvick
What can we learn from early Islamic civilisations?				
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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<ul style="list-style-type: none">To revise the term BC and create a timeline to show where this period fits in with other eras studiedTo use a map to locate Baghdad and to track the growth of the Islamic civilisation during this periodTo be able to describe how and why Baghdad was established- Baghdad was far more advanced in terms of technology, wealth and comfort, than cities from other civilizations such as Paris or London.To understand the significance of the House of WisdomTo explore and map the trade network of Baghdad, the network of routes, especially the Silk Road, allowed traders from all over Europe, North Africa and Asia to pass through Baghdad and sell their wares.To understand the growth of early Islamic civilisation - began in the early 600s in the Arabian Peninsula, By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world’s population.Recognise why Islam spread so quickly e.g. . weakness of surrounding empires, exhausted by war; divisions among rivals; zeal of their faith; better fighting tactics and weaponsUnderstand the significance of the Caliph - Caliphs would keep building new palaces, so they were wealthy, the caliph’s palace was right next to the main mosque so that when people bowed down to pray, they were also bowing down to the caliph.Know how the layout of the city gives us information about early Islamic civilisation about daily life in Baghdad.Know what life was like for the rich - access to many of the luxuries we do today: libraries, schools, wide variety of international food and well-lit streets due to links with other countriesKnow that the Early Islamic civilization made great achievements in the areas of: Mathematics, Astronomy, Geography, Science and Technology, Literature and Medicine			

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	Key vocabulary		
	Islamic civilisation Bagdad Decade House of Wisdom Trade The Silk Road	Etymology Islamic scholars Ancient civilisations	
How significant an individual was Titus Salt?			
A local history study	<ul style="list-style-type: none">a depth study linked to one of the British areas of study listed abovea study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	<ul style="list-style-type: none">To understand what the British Industrial Revolution was and its impact on Bradford.To place features of the Industrial Revolution into a chronological framework e.g. a timeline -People moved from the countryside to work in the factories, so towns grew up.Understand the impact of change by comparing everyday life in England pre and post Industrial RevolutionKnow what life was like for children during these times.Know who Sir Titus Salt is and why he is a significant historical figures.Know why Titus Slat built a village and know about the development of Saltaire from 1850's – houses, almhouses, shops, schools, hospitalTo explain how the function of Salt's Mill has changed since it was built in the 1850s through a chronological framework, including WW1/2To understand the impact and legacy of Titus Salt.To identify what has changed and what stayed the same in Saltaire.	
	Key vocabulary		
	Saltaire British Industrial Revolution Chronological Titus Salt Immigration Mill	Textiles Industry Manufacturing Agriculture Manufacture Merchant	Migration Revolution Working class Textile mill
Why was there so much conflict in the early 20 th Ct?			
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<ul style="list-style-type: none">the changing power of monarchs using case studies such as John, Anne and Victoriachanges in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and	Know how Nazi Germany began and what it was like there. Know how the Second World Wat began Know how Hitler expanded Germany Know the impact of the war on lives in Britain Know the impact of the war on Yorkshire Know the key events resulting in Britain winning the war.	

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	<p>entertainment in the 20th Century</p> <ul style="list-style-type: none">the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present daya significant turning point in British history, for example, the first railways or the Battle of Britain		
	Key vocabulary		