




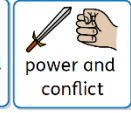






BOSTON WEST ACADEMY










HISTORY KNOWLEDGE PROGRESSION OVERVIEW








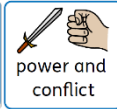











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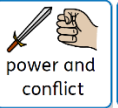




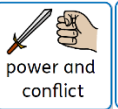

Y1 History overview



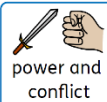
<p>Term 1/2 Changes within living memory</p> <p>Homes -Now and in the past (using artifacts and replicas from inside the home)</p> <p>Local history-Using photographs to explore places, buildings in Boston (geography Link)</p> <p>Remembrance</p> <div data-bbox="113 383 603 495">  settlements  society and civilisation  location and movement  power and conflict </div>	<p>Prior Learning: EYFS</p> <p><u>Understanding the World—Past and Present</u></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Children have discussed special events and celebrations throughout the year.</p>	<p>Next Steps:</p> <p>Year 1 Term 3/4 extend understanding beyond living memory when looking at significant people who lived a long time ago.</p> <p>Year 2- term 4/5 Transport and travel topic significant individuals</p>
<p>Term 3/4 Chronology/ Significant People/ Changes within living memory</p> <p>Me now and then – changes within living memory.</p> <p>Nurses- Florence Nightingale and Mary Seacole,</p> <div data-bbox="113 972 480 1084">  legacy and achievement  location and movement  power and conflict </div>	<p>EYFS: Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Year 1- term 5/6 extending personal experiences (within living memory) of the seaside to beyond living memory</p>
<p>Term 5/6 (Seasides) Significant People</p> <p>The seaside now and in the past</p> <p>Grace Darling</p> <div data-bbox="113 1518 480 1630">  society and civilisation  settlements  legacy and achievement </div>	<p>EYFS: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Year 2- term 4/5 Transport and travel topic significant individuals</p>
<p>Visits and Outdoor learning: Visit to Boston</p> <p>Significant historical events, people, and places in their own locality: Visit to Boston, looking at maps in the past and building</p>		

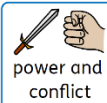



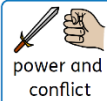
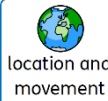




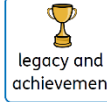
Year 2		
Term 1/2 Significant people who have contributed to national and international achievements: Inventors – transport and travel (flight, cars, trains) <div>  location and movement  legacy and achievement  society and civilisation </div>	Prior Learning: Year 1- significant individuals and their impact National and international life. Year 1 Sea sides. How did people travel to the seaside in the past?	Next Steps: Year 5- Journeys. The legacy of individuals and nations- Greece and the impact they have on our lives today.
Term 4/5 Events beyond Living memory (significant nationally and globally) Castles (comparisons to lives/homes today) Lincoln/Tattershall castle <div>  society and civilisation  power and conflict  settlements </div>	Year 1- Homes and use of artefacts and replicas. How their grandparents used to live?	Continue the theme of what were homes like (and how people lived) Year 3 Stone to Iron age (round houses) Roman villas.
Term 5/6 The Great Fire of London Events beyond Living memory (significant nationally and globally) <div>  society and civilisation  legacy and achievement  settlements </div>	Year 1 – Talk about events within living memory and beyond living memory (approx. 100years)	Year 3 Chorology, extending their understanding of chronology further to BC/ AD Year 6- How was London changed after the Blitz?

Year 3		
Term 1/2 Changes from the Stone Age to the Iron age <div>  legacy and achievement  society and civilisation  settlements </div>	Prior Learning: Year 2 using sources. Placing events and time periods on a timeline	Next Steps: Year 3 Roman study. Romans- comparing and contrasting. Continuing the narrative of British history and changes in ways of life through the ages.
Term 3/4 Roman Empire and its impact on Britain <div>  legacy and achievement  society and civilisation  settlements  location and movement  power and conflict </div>	Year 3 Autumn term- Stone age to Iron age, narrative of British History	Year 4- Anglo Saxons, Viking, and Scots settlements
Term 5/6 Local History study – Buildings, the market and the fair <div>  settlements  society and civilisation  legacy and achievement </div>	Year 1 Where I live/ homes	Year 4- Medieval trade and Hansa league .
Visits and Outdoor learning: Visit to Flag fen and or The Collection at Lincoln, Creating Celtic round house structures DT link Local History/ Visits: Fieldwork around the town and school area to notice changes over time		
Year 4		
Term 1/2 Where did the earliest civilizations appear? In depth study about Ancient Egypt <div>  settlements  society and civilisation  legacy and achievement  location and movement  power and conflict </div>	Prior Learning: Year 3- chronology, placing time periods on a timeline	Next Steps: - Year 5= The Greeks Year 6 - Mayan civilisation Compare and contrast ancient civilisations.
Term 3/4 Anglo Saxons, Vikings, and Scots settlements in Britain <div>  location and movement  settlements  society and civilisation </div>	Year 3- Stone to Iron age The Romans	. Year 5-The Victorians- ways of life in Britain Year 6- continuing the narrative of British history

		<p>Year 5-Pilgrim Fathers/ journeys</p> <p>Year 6-enquiry study of The Stump</p>
<p>Term 5/6 Local Study: The importance of water to the town- Hanseatic League</p> <div>  settlements  society and civilisation  location and movement </div>	<p>Year 1- Home and the high street topic Year 3 – has Boston always been here (maps)</p>	<p>Year 5-Pilgrim Fathers/ journeys</p> <p>Year 6-enquiry study of The Stump</p> <p>Year 5-Journeys and the Pilgrim Fathers. Comparing why people have come to and left Britain</p>
<p>Visits and Outdoor learning: Local History/ Visits. Hansa day</p>		

Year 5		
<p>Term 1/2 Ancient Greece A study of their life and achievements and the impact on the western world</p> <div>  society and civilisation  settlements  power and conflict  legacy and achievement  location and movement </div>	<p>Prior Learning: Continuing the narrative of British history</p> <p>Remembrance</p>	<p>Next Steps: Journeys year 5: Journeys related to the WW2 and after the war</p>
<p>Term 3/4 World War II A study of an aspect or theme of British history that extends pupils knowledge beyond 1066</p> <div>  society and civilisation  settlements  power and conflict  location and movement </div>	<p>Year 4- Year 4 – Ancient Egypt, comparing ways of life in ancient civilisations.</p>	<p>Year 6- Year 6- Maya study, comparing ways for life in different civilisations</p>
<p>Term 5/6 Local history Journeys/ Pilgrim Fathers</p>	<p>Building on the knowledge and understanding of our locality in the past across each year group.</p>	<p>Year 6- Local study- developing a broader understanding across a longer period of time</p> <p>.</p>

 location and movement  society and civilisation  power and conflict	Anglo Saxon, Viking, and Scot's settlements- why people have invaded and settled	
Visits and Outdoor learning: Local History/ Visits. Guild Hall / Pilgrim Fathers memorial		

Year 6		
Term 1/2 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The Victorians (The lives of children during the industrial revolution) <div>  power and conflict  location and movement  society and civilisation  settlements </div>	Prior Learning: Continuing the narrative of British history	Next Steps: KS3 History curriculum area: Challenges for Britain, Europe, and the wider world, 1901-present. Ideas, political power, industry, and empire in Britain, 1745-1901.
Term 3/4 A non-European society that provides a contrast with British history The Mayan Civilization (comparing to the Anglo Saxons) <div>  power and conflict  location and movement  society and civilisation  settlements </div>	Year 4 Egyptians and overview of ancient civilisations	Next Steps: KS3 History curriculum area: At least one study of a significant society or issue in world history and its interconnections with other world developments.
Term 5/6 Local Study Boston Through the Ages – events, significant people and buildings What can the buildings of Boston tell us about life in the town through the ages? <div>  society and civilisation  settlements  legacy and achievement </div>	During the key stage the children will have been building knowledge of their locality and the historical skills to engage in an enquiry-based topic	Next Steps: KS3 History curriculum area: The development of the Church, state and society in Britain, 1509-1745. A local history study.
Visits and Outdoor learning: Visits into Boston to use The Stump as a source for enquiry Local History/ Visits. Boston visit for research		