

Dothill Progression Mapping



History

Respect Happiness Responsibility Creativity HONESTY Enthusiasm Confidence Kindness Cooperation fairness

	Year Five	Year Six
	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Historical concepts - invasion</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Victorians</p> <p>Local history study</p> <p>Historical concepts - influence</p>
<p>Substantive knowledge</p> <p>(Topic knowledge, chronological and concepts)</p>	<p>Topic knowledge</p> <ul style="list-style-type: none"> ✓ People have been coming to Britain from other places throughout history. ✓ Vikings arrived from the north (Now Scandinavia). ✓ Viking raids, such as at Lindisfarne, are examples of conflict between the different settlers. ✓ Christianity became the main religion during Anglo-Saxon times and Vikings often raided monastery ✓ Vikings and Anglo-Saxons weren't always in conflict, but also co-operated with each other. ✓ King Alfred (the Great) defeated the Vikings in battle, and kept power in Wessex. ✓ York was an important settlement for Vikings in their conquest of England. ✓ Danelaw was a treaty which gave Viking rule over the north of England. ✓ Anglo-Saxon and Viking life was different depending on your status in society - rich/poor, male/female etc. ✓ Many settlements' names in England reflect the Viking and Anglo-Saxon history. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> ✓ After Romans left Britain in 410AD, Anglo-Saxons from northern Europe settled in Britain. ✓ The raid at Lindisfarne in 793AD was one of the first Viking raids. ✓ Viking raids increased towards the end of the century. ✓ The Viking and Anglo-Saxon struggle ended in 1066 with the Norman conquest of Britain. 	<p>Topic knowledge</p> <ul style="list-style-type: none"> ✓ Britain changed from a rural country with small industries to a highly industrialised and wealthy nation. ✓ Many inventions were discovered during this time period. ✓ Industrialised towns were overcrowded and polluted. ✓ People worked very long shifts in dirty, noisy and very dangerous factory conditions. ✓ There were not many laws to protect workers in factories during the Industrial Revolution. ✓ Injuries were very common as most machines were unguarded. ✓ Children as young as five were sent to work in the factories. ✓ Impact made and significance of Lord Shaftesbury, who was involved in reforming British factories; the working conditions and the length of a worker's day (for children). <p>Chronological Knowledge</p> <ul style="list-style-type: none"> ✓ The Victorian period of time in history was from 1837 to 1901. ✓ this time period is known as the Victorians because of the powerful reigning monarch at the time, Queen Victoria. ✓ The Factory Act of 1833 was a significant piece of legislation. ✓ In 1870, Parliament made education compulsory for every British child up to 11 years old, beginning the age of mass education. ✓ Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then.

Disciplinary Knowledge (Knowledge and second order concepts)	<ul style="list-style-type: none"> ✓ This period is often referred to as the Dark Ages, as not much recorded history exists ✓ Many archaeological finds, such as the Hutton Hoo hoard, tell us about life in this time. ✓ Many representations of Vikings in modern film/media does not reflect the facts historians have discovered. ✓ People have different viewpoints about historical figures from the past (Alfred the Great) 	<ul style="list-style-type: none"> ✓ Placing current study (The Victorians- beyond 1066) on a timeline in relation to other studies. ✓ Knowing key dates, characters and events of time studied (relating to the Industrial Revolution). ✓ Bringing knowledge gathered from several sources together in a fluent account. ✓ Making observations about the importance and impact of the Victorian period.
	<p>Similarities, differences and changes:</p> <ul style="list-style-type: none"> ✓ Explain similarities and differences between and within periods of history. ✓ Describe what life was like for people living at the same point (e.g. rich and poor) <p>Cause and consequence</p> <ul style="list-style-type: none"> ✓ Ask and answer clear and accurate questions about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects and understand why historians may have different views (bias). <p>Evidence and artefacts</p> <ul style="list-style-type: none"> ✓ Accept, reject and comment on how useful sources are when carrying out research. ✓ Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion. <p>Historical interpretation and significance</p> <ul style="list-style-type: none"> ✓ Deepen their understanding that historical knowledge comes from a range of sources. ✓ Understand that there can be many versions of the same events in history, giving reasons why these may exist. 	<p>Similarities, differences and changes:</p> <ul style="list-style-type: none"> ✓ Ask and answer questions about changes, similarities and differences and challenge responses. ✓ Discuss and debate trends and themes over time. ✓ Describe changes across an historical period (considering social, political, cultural and technological changes). <p>Cause and consequence</p> <ul style="list-style-type: none"> ✓ Independently ask and answer clear and accurate questions about the past. ✓ Discuss and compare a range of plausible causes and effects. ✓ Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. <p>Evidence and artefacts</p> <ul style="list-style-type: none"> ✓ Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. ✓ Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources. <p>Historical interpretation and significance</p> <ul style="list-style-type: none"> ✓ Recognise that some events and people are more significant than others, and use evidence to back-up responses. ✓ Understand that historical knowledge comes from a range of sources. ✓ Make links between historical events, changes and cultures across a range of periods studied.
Vocabulary	Romans settlers Britain religion Anglo-Saxons defeated Europe battle conquest treaty	Queen Victoria Industrial Monarch Rural Invention Industrialised Revolution Working conditions Government Population Crime
	Non-European society that provides contrasts with British history - Mayan Civilisation Historical concepts - settlements	Ancient Greece Historical concepts - settlements

<p>Substantive knowledge</p> <p>(Topic knowledge, chronological and concepts)</p>	<p><u>Topic knowledge</u></p> <ul style="list-style-type: none"> ✓ The Mayan civilization faced the challenge of life within a rainforest climate. ✓ Mayans developed an early calendar for measuring time. ✓ Mayans developed systems for mathematics and calculation. ✓ Trade was important in Mayan culture - the significance of cocoa trade. ✓ Boats were the main form of transport and trade. ✓ The Mayan civilisation consisted of many city-states, each ruled by a King. ✓ Mayans believed in many Gods and sacrifice was part of their culture. <p><u>Chronological Knowledge</u></p> <ul style="list-style-type: none"> ✓ The Mayan civilization developed at the same time as Stone Age Britain. ✓ Mayan civilization around 2000BC ✓ Mayan civilization declined in 900AD without significant known cause. ✓ BC is based in Christian values - should we refer to BCE and CE instead? 	<p><u>Topic knowledge</u></p> <ul style="list-style-type: none"> ✓ Ancient Greeks lived in different city states which had different leaders and different rules. ✓ Athens was the first democracy. ✓ Athens developed maths, philosophy and theatre. ✓ Sparta was a warrior state, where the ability to fight was more important than education. ✓ Athens and Sparta were in conflict with each other and had several battles. ✓ Ancient Greek Gods were the basis of many mythical stories still told today. ✓ Many aspects of modern life can be traced back the Ancient Greeks, such as the Olympics. <p><u>Chronological Knowledge</u></p> <ul style="list-style-type: none"> ✓ BC counts backwards and is before AD ✓ Ancient Greece spanned a period from ✓ The Ancient Greek empire had different leaders and different states within it ✓ The Ancient Greek empire was taken over by the Roman Empire.
<p>Disciplinary Knowledge</p> <p>(Knowledge and second order concepts)</p>	<ul style="list-style-type: none"> ✓ Historians know about the Maya because of their 'glyphs' where pictures and text were closely linked. ✓ Archaeology digs require precision recording to preserve the artefacts and information discovered. (Waka site) ✓ Interpretations of the past can differ - Pharaohs are not always presented in the same way. 	<ul style="list-style-type: none"> ✓ Historians used artefact such as Greek pots to find out about life in the past. ✓ Understanding Ancient Greek writing allows us to read some of what is written on the remains. ✓ Stories told can change over time - different versions of myths.

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