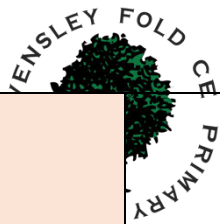




## Progression of Key Schematas from EYFS to Year 6

|                                       |                                 |                                                |                                |
|---------------------------------------|---------------------------------|------------------------------------------------|--------------------------------|
| <b>Legacy and Significance</b>        | <b>Society and Civilisation</b> | <b>Governance, Hierarchy<br/>and Democracy</b> | <b>Religion</b>                |
| <b>Empire, Invasion<br/>and Trade</b> | <b>Cause and<br/>Change</b>     | <b>Chronology</b>                              | <b>Locality and<br/>People</b> |

|  | EYFS                                                                                                                                                                                                                              | KS1 (Y1 and 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Lower KS2 (Y3 and 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Upper KS2 (Y5 and 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Legacy and Significance                                                         | <p>To know that we change as we grow and when we were babies is in the past.</p> <ul style="list-style-type: none"> <li>Buzz Aldrin, Neil Armstrong, Mary Anning, Charles Darwin as significant individuals in history</li> </ul> | <ul style="list-style-type: none"> <li>Children to understand that common items (such as toys homes and transport) change over a period of time as technology advances.</li> <li>Children to understand that items change and become better over time and the items of old had a purpose in history.</li> <li>Children to identify that items are old due to technology not due to how an item looks</li> <li>Understand the word invention and significance.</li> </ul> | <ul style="list-style-type: none"> <li>Children to understand how early civilisations began to develop the area in which we live.</li> <li>Things we use every day are adaptations of earlier inventions (such as early Roman roads have been altered to fit modern times)- physical inventions</li> <li>What have these civilisations left behind? Why have these inventions lasted the length of time?</li> <li>What legacy did the civilisations leave? How do these compare?</li> </ul> | <ul style="list-style-type: none"> <li>Children to understand how civilisations structure developed our own civilisation. (governance, democracy, maths)</li> <li>Children to understand that lots of different civilisations have affected the way we live.</li> <li>Compare and highlight different inventions and link them correctly to the civilisation.</li> <li>What have these civilisations left behind? Why have these inventions lasted the length of time?</li> <li>What legacy did these leave behind on Britain?</li> <li>What legacy did these leave on Blackburn?</li> </ul> |
|                                                                                 | <ul style="list-style-type: none"> <li>Lives around us, occupations in our community.</li> <li>Changes in society from prehistory (dinosaurs) to now.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Children to begin to understand the differences between being rich and poor. How did this affect the lives of people within history? Begin to understand the societal hierarchy throughout history.</li> <li>Children to look at differences within history which restricted people from doing things. (Rich had big</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>How did structure of society change from the Stone Age to the modern day. How have this changes occurred?</li> <li>Begin to look at different societal structures and hierarchical pyramids. Know that different civilisations used different leaders. Know the difference between emperors, kings and pharaohs.</li> <li>How did societal hierarchy begin</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Begin to look at societal hierarchy within countries. How did different types of governance arise (Greece)?</li> <li>Compare different civilisations within the same time frame. Where they similar to each other?</li> <li>Be able to find similarities between the way we live and the legacy left behind.</li> <li>Compare the lives of the rich</li> </ul>                                                                                                                                                                                        |



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|  |  | <p>houses, poor shared. Rich bought cars and travelled on planes. Boys went to schools, girls stayed home).</p> <ul style="list-style-type: none"><li>• Look at the way society has developed into a more equal life for all.</li></ul> | <p>to develop? Look at the structure of normal people. Important people at the top, less important at the bottom.</p> <ul style="list-style-type: none"><li>• How did their lives differ from each other?</li><li>• How did their lives compare to modern day?</li></ul> | <p>and poor. What did they do to survive?</p> |
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## Governance, Hierarchy and Democracy

- People who help us-police.
- School rules.
- Kings and Queens, their lifestyles, homes, clothing. The hierarchy of this.

- Children to understand that they have the ability to make their own decisions, choices and opinions.
- Understand that we have rules that we must follow.
- Rules differ when we are in different situations.
- Children to understand that we have governance in lots of different areas. People are in charge and follow a chain of command. Everyone has a place.
- Children to understand that people rule over areas and rules change with different people in charge.

- Children to look at the early types of governance and the transition from living separate lives to a community/tribe.
- Children to understand that different civilisations ruled in different ways.
- Look at the vocabulary of emperor, king and pharaoh. What is the difference?
- How did the structure of these early civilisations affect the ruling of Britain? How did they compare?

- What happens when a person doesn't follow the rules? How has this developed over history?
- Look at the introduction of democracy. How did this change over time? What did this do to the Greek civilisation.
- How did democracy affect the power in the cities? How did this compare to other civilisations in the same time period both in Greece and further afield?
- How did rules and society change in Britain and Blackburn. What did hierarchy look like in the mills of Blackburn?
- How did the Vikings and Saxons rule together in the same country? Look at compromise.

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| <p>Religion</p>                   | <ul style="list-style-type: none"> <li>World religions/festivals of light.</li> <li>Hannukah, Diwali, Bonfire night, Christmas, Chinese new Year (historical stories)</li> </ul>               | <ul style="list-style-type: none"> <li>How does religion affect our society?</li> <li>Gift giving at religious festivals. Why are these important traditions?</li> <li>How did people move around in religious stories (story of Easter week and Nativity story)?</li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Comparisons of different early religious festivals.</li> <li>Look at different beliefs and gods over history. How do these compare to today?</li> <li>Why did these civilisations have so many gods?</li> <li>How do these gods still appear in our language and lives today (Saxon gods are days of the week, Roman gods are the planets)?</li> <li>Are they similar or different to others on a similar place on the timeline?</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>Look at the introduction of religions from today (Islam and Christianity)?</li> <li>How did religion spread across the planet like these did?</li> <li>How did religions differ within the Greek empire?</li> <li>How has the church been involved in the lives of normal people? Look at the predominance of the church in the ruling of the country in middle age Britain.</li> </ul> |
| <p>Empire, Invasion and Trade</p> | <ul style="list-style-type: none"> <li>Kings and Queens, their lifestyles, homes, clothing. The hierarchy of this.</li> <li>Occupations/ trade.</li> <li>Use of money to buy items.</li> </ul> | <ul style="list-style-type: none"> <li>How have toys, transport and other items made their way to this country.</li> <li>Understand that we attain things using money or services.</li> <li>Understand the concept of trade.</li> <li>How did the development of things such as transport affect the seaside resort? How did the seaside develop with these new visitors?</li> <li>How and why were castles developed to help with the defence of the area they were situated?</li> </ul> | <ul style="list-style-type: none"> <li>What is an empire? Why did civilisations want to branch out and expand?</li> <li>How big was the Roman Empire? How was it governed? Why did they invade? What did the Romans leave behind when they retreated?</li> <li>How did Romans transport items across the vast Empire?</li> <li>Compare Roman totalitarian rule and the Saxon tribal rule. How did the Saxons divide up the country using the hierarchy? Why?</li> <li>How did early civilisations trade and create trade routes across wide areas with little technology?</li> </ul> | <ul style="list-style-type: none"> <li>Development of the Silk Road and how this changed the way people traded.</li> <li>Difference between Viking raiders and Saxon and Roman settlers. Why did the Vikings go home in the beginning?</li> <li>How did the Victorian Industrial boom affect the area of Blackburn?</li> <li>How did the British Empire help with the development of trade across the country?</li> </ul>      |

## Cause and Change

- Changes in seasons, weather, birth to child, dinosaurs-then and now.
- Changes in technology. (Buzz Aldrin, Neil Armstrong)

- Children to develop the understanding that things change over time.
- Including materials, technology, purpose of an item etc.
- Children to understand that these changes cause bigger and better things to be developed e.g. the development of space travel due to the understanding of flight.

- Children to look at how changes in history impact other civilisations in Britain.
- Children to look at how these changes left a legacy in Britain.
- Understand how societal changes developed from the hunter/gatherers of the stone age to more civilised tribes and empires.
- How did these civilisations bring their own laws and traditions to the places they ruled over?
- How did life change in Britain once the new rulers came into power?
- What inventions changed the way these people live? How did they develop ideas to help them live?

- Children to look at how changes in history impact other civilisations across the wider world.
- How did new technologies and ideologies change the way people lived and were governed?
- How did new technologies and ideologies change the way people lived and worked in Blackburn?
- What ideas were transferred from the wider world to Britain? (democracy, medicine, maths etc.)
- How do things change over the course of a 1000 years?

# Chronology

Dinosaurs-the world looked different  
Babies to adults  
Start to end of year  
Seasonal change  
Counting  
Past present  
Old and new  
Kings and queens how they lived

- Children to begin to understand the concept of past, present and future in regards to time.
- Children to be able to differentiate old and new through use of materials, concepts or visual clues and to erase misconceptions (e.g. old is dirty)
- Children to understand that people lived differently in the past.
- Children to begin to understand that changes in technology before their lifetime changes the way they live now.

- Children to begin to understand the concepts of BC and AD. Children to understand the history of the Earth is much longer than the year.
- Children to understand that time periods can be split into ages where significant incidents happen within the time period.
- Children to understand the word 'chronology' and that time fits in a linear fashion.
- Children to know when certain civilisations both entered and left Britain.
- Children to be able to understand that Britain was shaped in different ways by different civilisations influences and legacies.
- Children to be able to plot on a linear timeline when these civilisations appeared in history.
- Children to be able to plot on a linear timeline significant events within the period of time.

- Children to understand that different civilisations appear across the world at the same time as each other.
- Children to be able to plot these time periods on a Bracey timeline, showing understanding of events happening simultaneously
- Children to be able to compare life in Britain and abroad during the same time period.
- Children to be able to discuss ideas about why some civilisations lasted longer than others.
- Children to be able to plot events on a linear timeline of a significant British and local period.

## Locality and People

Our community,  
occupations, those who  
help us  
Buzz Aldrin , Charles  
Darwin  
Mr Vimto (Blackburn -  
famous person)

- Children to understand the local area around them and the things what make their town special.
- Children to look closer at how they are able to move around the town and how these are made possible by technological developments.
- Children to begin to look at the people who help them in their local area.
- Children to begin to look at significant people within the topic (Amelia Earhart, de Lacy family).
- Links to seaside towns within the region (Blackpool, Fleetwood etc.)

- Children to begin to link the legacies of the civilisations to their locality.
- Look at how then town is affected by the civilisations over the course of 1000 years.
- Link teaching to the towns (Roman bathhouses, Ribchester, Roman roads, Blackburn museum)
- Look at significant people and understand their impact on the timeline (e.g. Julius Cesar, Amesbury Archer, King Alfred). How did these people affect the way we live?

- Children to be able to research and study the impact changes have had on Blackburn as a town.
- Children to understand the impact Blackburn and its history has had on Britain.
- Understand how Blackburn has changed hands under new rulers.
- Children to look at the significance of Blackburn and the surrounding areas within the Industrial Revolution.
- Who were the major inventors from the area?
- Look at the significant events of crime and changes within history. (Pendle witches, mass fingerprinting).