



Progression in History – The Mill Academy

Objective	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Begin to make sense of their own life story and family history	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand common words and phrases relating to the passing of time. Sequence people, events or objects taught so far.	Understand common words and phrases relating to the passing of time. Sequence people, events or objects taught so far.	Understand common words and phrases relating to the passing of time. Understand timelines can be divided into BC and AD. Place periods of history studies onto a given timeline.	Understand common words and phrases relating to the passing of time. Use timelines to place key events from within the period studied.	Understand common words and phrases relating to the passing of time. Use a given timeline to place local, national and international events within a period of history. Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).	Understand common words and phrases relating to the passing of time. Use a timeline to place a range of periods from around the world, some occurring concurrently.
Vocabulary	Family	now, then, old, older, new, newer today, yesterday, tomorrow, last week, last year	year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory	chronological order, anachronism, era, period, recently, old fashioned, traditional,	Anno Domini, Before Christ, passing of time, common era, before the common era, millennium, circa	cause, effect, chronology, 18 th /19 th /20 th century	reign	Concurrently
Historical Enquiry	Understand why questions	Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years – old cameras tape players etc.	Ask simple questions about a significant event in history. Use a given source (e.g. diary entry, artefacts) to find facts about the past.	Ask a range of questions about the past (Who? What? When? Why?) Understand that a source provides information about the past and that there are different types of sources.	Ask focused questions in order to find out specific information about the past. Use a number of given source to infer information about the past. Select and record relevant information from written sources.	Develop and adapt questions based on what they find and what they still need to know. Suggest different sources which could be used to find out about the period they are studying (e.g. eye witness accounts, newspapers, photographs, stories). Use a number of sources to infer information about a specific aspect of the past. Understand sources can be sorted into two categories: primary and secondary.	Identify if a source is primary or secondary. Identify fact and opinion within a written source. Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.	Evaluate the usefulness and accuracy of different sources of evidence. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Select the most appropriate source of evidence for a particular task.
Vocabulary	why	who, what, why, when, where	source, artefacts, why? where? when? opinion, detective, historians, this source tells me..	impact, primary source (first hand evidence), secondary source (second hand evidence), viewpoint, investigate, experts, research, evidence, fact,	enquiry, infer, relevance. this suggests/implies, continuity, perhaps, maybe, could be.., impact, importance, significance, reason, effect	hypotheses, change, continuity, my conclusion is.., evidence suggests, on one hand...	consequence, plausible, interpret, validity, impression, this supports/contradicts the idea that...	reliability, subjective, objective, bias, justification, the source omits to mention that... plausible, interpret, validity,
Local History				KS1 Local History Worsbrough Mill: From Field to Flour Know that Worsbrough Mill is a 17th Century water mill Know that Worsbrough Mill is a working water mill using water power from the river Dove Know the history of Worsbrough mill and how it has changed over the years			KS2 Local History Coal Mining Know why the coal industry was important Know how mining changed over time (e.g., equipment, machinery, child labour, safety laws, worker shortage during WWI). Know about the dangers of mining (including miners that were killed in accidents (Darley Colliery explosion), pockets of gas	



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				<p>Know the significance of the water mill on the local area – farming etc. Know about everyday life as a modern-day Miller and compare it to the past Know how the milling industry has changed over time</p>			<p>suffocating the miners and causing explosions as well as collapsing tunnels and flooding). Know the historical significance of mining in the local area (Barrow Colliery – Worsbrough) What caused the major incident in 1907? Know about the miners' strike of 1984-85</p>	
Vocabulary				<p>flour, grind, grain, dough, miller, milling, process, wheat, 17th century, River Dove, waterwheel, machinery, corn, restore, engine room, water power, stoneground, organic</p>			<p>colliery, Davy lamp, firedamp, fossil fuel, strike, Industrial Revolution, natural gas, non-renewable energy, renewable energy, sediment, cage, banksman, engineman, bell pit, bottom-steward, coal face, collier, corf, furnace, getter, hurrier/thruster, motty, riddle, seam, shaft, snap tin, tallow candle, trapper, ventilation, winding gear, sink, sinker, spoil tip/slag heap</p>	
Topics	<p>Cycle 1: -Step back in time -Celebrate -Visit the library -Watch something grow -Retell a story Cycle 2: -Step back in time -Visit an art gallery -Care for our community</p>	<p>Cycle 1: -Step back in time -Celebrate -Visit the library -Watch something grow -Retell a story Cycle 2: -Step back in time -Visit an art gallery -Care for our community</p>	<p>The Great Fire of London Samuel Pepys King Charles II</p> <p>ruin, monument, fire hook, escaping, River Thames, panic, explosion, rebuild, destroyed, Pudding Lane, profiteers.</p> <p>Finding Neverland Blackbeard</p> <p>Treasure Monarchy Parliament Democracy Peace Freedom.</p>	<p>The Land before time Mary Anning (1799-1847)</p> <p>carnivore, dinosaur, extinction, extinct, fossil, prehistoric, herbivore, excavate, omnivore, Jurassic period predator prey, erosion, skeleton, palaeontology</p> <p>Superheroes Rosa Parks</p> <p>Motivation, refusal, boycott, momentous, policy, inspire, segregation, racism, inequality, rights, activist</p>	<p>Archaeology Rocks (Stone Age to Iron Age)</p> <p>Extinct, flint, tribe, hearths, land clearance, Mesolithic, Neanderthal, nomad, Palaeolithic, remains, settler/settlement, sabre-toothed, evolve</p> <p>Maya Mission (Mayans) Jasaw Chan K'awiiil Pakal the great</p> <p>Archaeologist, architecture, Chichen Itza, civilisation, deforestation, deities, demise, drought, economy, erosion, fertile, hierarchy, indigenous, Mayan, merchant, Mesoamerica, polytheists</p>	<p>Rampaging Romans - Roman Empire and the impact on Britain Julius Caesar Augustus Hadrian</p> <p>Republic, patricians, plebians, consuls, veto, dictator, Etruscans, Rome, Tiber River, province, aqueducts, colosseum, barbarian, emperor, gladiator, toga, Pantheon, chariot, Basilica, amphitheatre</p> <p>Vikings - Anglo – Saxons and scots to Viking invasion Ragnar Lothbrok King Alfred the Great The King of Wessex King Ethelbert</p> <p>Anglo-Saxon, archaeologist, artefact, invasion, Jutes, migration, monk, pagan, settler, source</p>	<p>Zeroes to Heroes - Ancient Greeks Aristotle Plato Homer Pythagoras</p> <p>Acropolis, archaeologist, architecture, circa, citadel, civilisation, climate, deity, democracy, empire, invasion, merchant, mythology, philosophy, polis, seafaring, warfare, trade, urban</p> <p>Crossing the Atlantic - Titanic - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Starboard port midship Morse code steerage testimony plummet navigate</p>	<p>War of the World – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Adolf Hitler Neville Chamberlain Winston Churchill Benito Mussolini Stalin Roosevelt</p> <p>Isolationism, dictators, appeasement, Holocaust, ration, evacuees, propaganda, Allies, Axis, Rhineland, Versailles, Luftwaffe, concentration camp, rural, urban, liberate legacy, prime minister, Fuhrer, empire, allies, axes, treaty, holocaust, antisemitism, ideology, Aryan Race, Blitzkrieg.</p>
Significant people who influenced history								
This list is not exhaustive								



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Enquiry Question	What can I tell you about me and my family?	How did some families live in the past and what is different today?	How do we know what happened during the Great Fire of London? What were the consequences of the fire?	Why did the Normans start building stone castles when motte and bailey were cheaper and easier to build?	When do you think it was better to live – Stone Age, Bronze Age or Iron Age?	What was the Roman Empire? What was the Roman impact on Britain?	What mattered to the Ancient Greeks?	How did World War Two affect different people within society?
We will learn about...	My past- Looking at how I have changed from a baby and looking at old photographs of me and my family	Understand about ‘a long time ago’ and how we know about dinosaurs when there aren’t any photos. Families past and present Use the book ‘Peepo’ to explore family life in the past and present and compare them	<u>The Great Fire of London</u> The Great Fire of London What Caused the Great Fire of London Samuel Pepys Fire Fighting Equipment in 1666	<u>Exploring Castles</u> Edward the Confessor and William Duke of Normandy Motte and Bailey Castles Stone Keep Castles	<u>Archaeology Rocks (Stone Age to Iron Age)</u> Palaeolithic Era Mesolithic Era Neolithic Era Bronze Period Iron Period Similarities and differences between the past and the present	<u>Rampaging Romans</u> Romulus and Remus Roman invaders The Roman Society The Roman Army Boudicca’s rebellion Hadrian’s Wall Life in Roman Britain The impact of Romans on Britain Gods and Goddesses	<u>Zeroes to Heroes</u> To learn about the differences between Athens and Sparta and to understand the term ‘democracy’. Ancient Greek warfare. To find out about the beliefs of the Ancient Greeks. To find out about daily life in ancient Greece Impact of the Ancient Greek civilisation on the modern world	<u>War of the World</u> Treaty of Versailles Allied and Axis forces and the leaders of the most prominent countries The Role of Women in World War 2 Blitz Morrison Shelters and Anderson Shelters Evacuees Battle of the Pacific
Enquiry Question		What do I know about the time of the dinosaurs?	Do you have to be a bad person to be a good pirate?	What was the significance of Worsbrough Mill and what do they do there?	Who were the Mayans and what did we learn from them?	The Vikings – ruthless killers or peaceful settlers?	Why was coal mining important to the industrial revolution?	
We will learn about...		What we know about dinosaurs at the beginning of the topic and what we about dinosaurs at the end of the topic	<u>Finding Neverland</u> The history of piracy and famous pirates. The way they lived and the different rules they had to abide by. The “Golden Age” of piracy and what happened at that time.	<u>Worsbrough Mill: From Field to Flour</u> Worsbrough Mill is a 17th Century water mill Worsbrough Mill is a working water mill using water power from the river Dove Know the history of Worsbrough mill and how it has changed over the years Know the significance of the water mill on the local area – farming etc. Know about everyday life as a modern-day Miller and compare it to the past Know how the milling industry has changed over time	<u>Maya Mission</u> When and where the remains of the Maya Civilisation were discovered How the Mayan Civilisation developed over time The city states of the Maya and how society was organised Mayan religions and beliefs Everyday life for the Mayan people The decline of the Maya Civilisation	<u>Vicious Vikings</u> Explore what Britain was like before the first Viking invasion The Viking invasions of Britain Viking settlement of Britain and how this affected the Anglo-Saxons Alfred the Great Vikings living in Britain End of the Anglo Saxon and Viking era	<u>Coal Mining</u> Know why the coal industry was important Know how mining changed over time (e.g., equipment, machinery, child labour, safety laws, worker shortage during WWI). Know about the dangers of mining (including miners that were killed in accidents (Darley Colliery explosion), pockets of gas suffocating the miners and causing explosions as well as collapsing tunnels and flooding). Know the historical significance of mining in the local area (Barrow Colliery – Worsbrough) What caused the major incident in 1907? Know about the miners' strike of 1984-85	