

Skills Progression Map

Subject – History

Purpose of History:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



Lawn Primary
and Nursery School

Aims of history:

- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Vocabulary- the Key New Vocabulary section acts as an accumulative system. Some words will be needed that are not listed under the topic as they are first encountered in a prior topic: for example, Ancient is applicable for the Egyptians, Romans and Greeks, yet noted specifically in Year 3 as that is the first Ancient Study. Please refer back on the progression map to see prior language expectations.

EYFS Knowledge: The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history. The most relevant statements for history are taken from the following area of learning: Understanding the World

KS1 Knowledge

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- Significant historical events, people and places in their own locality.

KS2 Knowledge

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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 Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

EYFS

History

Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• 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.

	<u>Year 1</u>		
<u>Prior Learning</u>	Children will have comprehension of the EYFS area of learning linked to Understanding the World. Within this, children will have begun considering similarities and difference between themselves and others and among families and traditions. Children will have an understanding of past and present events in their own lives. Children will have discussed special events and people in their own lives. Children will have an understanding of their environment the changes which occur within this and experience of discussing these topics.		
	Mary Anning	Monarchy	The Moon Landing
<u>The Big Question</u>	What important discoveries did Mary Anning make?	What are the similarities and differences between King James and our Queen today?	Why was the Moon Landing important?
<u>Assessment Outcome: Children should know</u>	<p>Who was Mary Anning? When and where did she live? What key events happened in the early life of Mary Anning? What did Mary Anning discover? What is Mary Anning's legacy?</p> <p>Assessment Task: Can they draw (and annotate) a picture of Mary and her discovery?</p>	<p>Can you give one way in which King James and Queen? How long did they reign? Do you know any challenges they faced their reign? Do you think one was a 'better' monarch- can you explain why?</p> <p>Assessment Task: A picture of both monarchs to be provided: What do you know about this person- what do they do? Where do they live? Did they make any important decisions?</p>	<p>Who landed on the moon? Who was Neil Armstrong? Why was it such a special moment? What was life like on the space rocket? How did the Moon Landing change how we view space exploration? Challenge: When was the Moon Landing?</p> <p>Assessment Task: Can they write what they think Neil Armstrong did/ who he is around a picture of him. Challenge: Can they say why- explain their ideas.</p>
<u>Key Progression Targets</u>			
• Chronological Understanding	<p>Sequence some events or 2 related objects in order</p> <p>Remembers parts of stories and memories about the past</p>	<p>Sequence some events or 2 related objects in order</p> <p>Remembers parts of stories and memories about the past</p>	<p>Sequence some events or 2 related objects in order</p> <p>Remembers parts of stories and memories about the past</p>

<ul style="list-style-type: none"> • Knowledge and Understanding of the past 	<p>Tell the difference between past and present in own and other people's lives.</p> <p>To know of some main events from a significant person in history.</p>	<p>Tell the difference between past and present in own and other people's lives.</p> <p>To know of some main events from a significant person in history.</p>	<p>Tell the difference between past and present in own and other people's lives.</p> <p>To know of some main events from a significant person in history.</p>
<ul style="list-style-type: none"> • Historical interpretation 	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Begin to talk about things some people in the past did.</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Begin to talk about things some people in the past did.</p>	<p>Begins to identify and recount some details from the past from sources (eg. pictures, stories)</p> <p>Begin to talk about things some people in the past did.</p>
<ul style="list-style-type: none"> • Historical enquiry 	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>	<p>Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</p>
<ul style="list-style-type: none"> • Organisation and communication 	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>	<p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>
<p><u>Key New Vocabulary</u></p>	<p>Archaeology/ Palaeontologist</p> <p>Museum/ Local</p> <p>Discovery Fossil</p> <p>Old/ young</p> <p>Existed/ extinct</p> <p>Influential</p>	<p>King</p> <p>Queen</p> <p>Monarchy</p> <p>Nation</p> <p>Change</p> <p>Great Britain Union</p>	<p>Days</p> <p>Months</p> <p>Decades</p> <p>Calendar</p> <p>Astronaut</p> <p>Expedition Pioneer</p>

	<u>Year 2</u>		
<u>Prior Learning</u>	Children will have developed an understanding of their own lives and family tree in the near/distant near future. Children will have begun to develop an awareness of influential people/events outside of living memory (Mary Anning, The Moon Landing and the formation of the 4 Nations). Children will have begun questioning the impact/changes their lives and actions had on how we live today.		
	Florence Nightingale	The First Flight	The Great Fire of London
<u>The Big Question</u>	Why do we remember Florence Nightingale?	How did the Wright brothers change the history of flight?	How did life in London change because of the Great Fire of London?
<u>Assessment Outcome:</u> <u>Children should know</u>	<p>Who was Florence Nightingale and when did she live? What job did Florence Nightingale do? Who was Mary Seacole and when did she live? What job did Florence Nightingale do? What job did Mary Seacole do? How did Florence Nightingale improve the lives of soldier in the Crimea? What was the 'British Hotel' that Seacole established? Why was Seacole forgotten from history for a long time? What improvements did Florence Nightingale introduce to Scutari? Why do we remember Florence Nightingale? Why do we remember Mary Seacole? – how did they change the history of nursing?</p> <p>Assessment=Picture- who do you think she is and what do you think did? Written or drawn response</p>	<p>Who were the Wright brothers? What did they do that made them significant?</p> <p>How did people try to fly before?</p> <p>What did the Wright brothers do differently- how were their designs and techniques new?</p> <p>How did their flight change the future or flight?</p> <p>How did their aeroplane design influence the design of aeroplanes today?</p> <p>Assessment= 2 aeroplanes- modern and past. Similarities and differences? Which would they rather fly in and why?</p>	<p>Where and when did the Great fire of London take place? Why did the fire spread so quickly? How did people respond to the fire? Who was Samuel Pepys and what can we learn from him? How did the fire change how buildings were built in London? Would a fire like that be able to happen in London today? Examine sources from the time and ask questions about them- what do they tell us? Who wrote them? Examine sources from the time and ask if they are reliable and relevant- why did they write them? Where were they made for? Who were they made for?</p> <p>Assessment Task= two pictures of London. One modern and one from 1666. Children sort in Venn's, looking for similarities and differences. Scaffolded- children may use two colours to circle similarities and differences.</p>

<u>Key Progression Targets</u>			
• Chronological Understanding	Uses past and present when telling others about an event.	Uses past and present when telling others about an event.	<p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses past and present when telling others about an event.</p>
• Knowledge and Understanding of the past	<p>Recounts main events from a significant person in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Recounts main events from a significant person in history.</p> <p>Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses information to describe the past.</p> <p>Uses information to describe differences between then and now.</p>
• Historical interpretation	<p>Understands why some people in the past did things.</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>	<p>Understands why some people in the past did things.</p> <p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).</p>	Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).
• Historical enquiry	<p>Estimates the ages of people by studying and describing their features.</p> <p>Looks carefully at pictures or objects to find information about the past.</p>	<p>Estimates the ages of people by studying and describing their features.</p> <p>Looks carefully at pictures or objects to find information about the past.</p>	<p>Looks carefully at pictures or objects to find information about the past.</p> <p>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',</p>

	Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',	Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?',	
• Organisation and communication	<p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>	<p>Describes objects, people and events.</p> <p>Writes simple stories and recounts about the past.</p> <p>Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.</p>
<u>Key New Vocabulary</u>	<p>Invention</p> <p>War / Peace</p> <p>Soldier</p> <p>Crimea</p> <p>Chamber pot</p> <p>Scutari</p> <p>Turkey</p> <p>Ward</p> <p>Nurse</p> <p>Patient/ Wounded</p>	<p>Century</p> <p>Now</p> <p>Later</p> <p>Significant</p> <p>Explorer</p> <p>Transport</p> <p>Launch</p> <p>Equipment</p> <p>Flight/ pilot/aviator</p> <p>Engineer</p>	<p>Evidence / sources</p> <p>Before</p> <p>After</p> <p>Parliament</p> <p>Similarities</p> <p>Differences</p> <p>Cause</p> <p>Diary</p> <p>Fire / Spread</p> <p>Samuel Pepys/ Bakery</p>

	<u>Year 3</u>		
<u>Prior Learning</u>	Children will have developed an understanding of their own lives and family tree in the near/distant near future. Children will know a wide range of influential people outside of living memory and the impact/changes their lives made. Children will have an understanding of key historical events- the moon landing/Great Fire of London and the impact these had on how we live today. Children will have begun evaluating- comparing and contrasting- the events and lives of eras covering several significant eras and considering the significance of the events those times included. Children will now have significant experience of investigating and evaluating the roles of significant people and events both within and beyond living memory. Through discussion and written recording, children will be more able to express and evaluate the events and significance associated with key events/people. Children will be able to offer ideas about the impact of studied events and people on how we live/what we know today.		
	Ancient Egyptians	The Stone Age	Bronze Age to Iron Age
<u>The Big Question</u>	Why were the Ancient Egyptian society such a successful civilization?	What changes occurred during this era that changed how humans lived forever?	How did the discovery of metal change how humans lived?
<u>Assessment Outcome: Children should know</u>	Why was the River Nile so important to Ancient Egyptians? What was the structure of Ancient Egyptian society? What was life like for Ancient Egyptians? How did Ancient Egyptian beliefs about the afterlife impact daily routines? What was the role of the pharaoh? What technology did the Egyptians use? How did the Egyptians use art to strengthen society?	What were the different periods of the Stone Age? What were the main changes within each period? What was life like in a Stone Age settlement? Did they make any significant inventions? How did their developments change the way humans would live forever?	How did the Bronze Age change how people lived? Who were the Celts and why did they use iron? What significant inventions were there from within this time? How did the use of metal help humans advance the way we lived?
<u>Key Progression Targets</u>			

• Chronological Understanding	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timeline can be divided into BC and AD.</p>
• Knowledge and Understanding of the past	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences and the lasting impact on modern British life.</p>	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences and the lasting impact on modern British life.</p>	<p>Uses evidence to describe past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences and the lasting impact on modern British life.</p>
• Historical interpretation	<p>Looks at two versions of same event and identifies differences in the accounts.</p>	<p>Looks at two versions of same event and identifies differences in the accounts.</p>	<p>Looks at two versions of same event and identifies differences in the accounts.</p>
• Historical enquiry	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'how did people? What did people do for?'</p>

	Suggests sources of evidence to use to help answer questions.	Suggests sources of evidence to use to help answer questions.	Suggests sources of evidence to use to help answer questions.
• Organisation and communication	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>
<u>Key New Vocabulary</u>	<p>Pharaoh</p> <p>Ancient</p> <p>Civilization</p> <p>International</p> <p>Myths and Legends</p> <p>Slave</p> <p>BC</p> <p>AD</p> <p>Mummification</p> <p>Pyramid</p>	<p>Agriculture</p> <p>Chronology</p> <p>Migration</p> <p>Nomad</p> <p>Prehistory</p> <p>Settler</p> <p>Homo sapiens</p> <p>Palaeolithic era</p> <p>Mesolithic era</p> <p>Neolithic era</p>	<p>Metal-working</p> <p>Ore</p> <p>Global</p> <p>Trade</p> <p>Iron</p> <p>Community</p> <p>Tools</p> <p>Weapons</p> <p>Village</p> <p>Farming</p>

	<u>Year 4</u>		
<u>Prior Learning</u>	Children will have developed an understanding of their own lives and family tree in the near/distant near future. Children will know a wide range of influential people outside of living memory and the impact/changes their lives made. Children will have an understanding of key historical events- the moon landing/Great Fire of London and the impact these had on how we live today. Children will have begun evaluating- comparing and contrasting- the events and lives of eras covering several significant eras and considering the significance of the events those times included. Children will have begun to consider the impact on how people live in Britain today based on the developments during the Stone Age, Bronze Age and Iron Age. Children will have begun to develop an awareness of chronology-placing the early people of the British Isles on a timeline. In addition, children will have considered the importance of the Ancient Egyptians in sustaining successful civilizations which span many centuries.		
	The Romans	The Anglo-Saxons	The Vikings
<u>The Big Question</u>	How did the Roman conquest of Britain change how people lived? <u>Impact on the people living here</u>	Why did the Anglo-Saxons invade Britain? <u>Motives for invading and settling</u>	Did the Vikings come to Britain to be raiders or traders? <u>Evaluating history</u>
<u>Assessment Outcome: Children should know</u>	When did the Romans invade Britain? Why did they invade Britain? Who lived in Britain before the Romans invaded? How was life different inside a Roman settlement compared to a Celtic settlement? How did the Romans gain/ keep control over the Celts? What changes did they bring to art and culture? What changes did they bring to the infrastructure and design of the land?	Who were the Anglo-Saxons? When was the Anglo-Saxon era? – Anglo-Saxon daily life. How did the physical geography of their homeland cause Anglo-Saxons to have to leave? Why was Britain a good place to build an Anglo-Saxon settlement? What was it like to be an Anglo-Saxon warrior? How did religion influence Anglo-Saxons wanting to invade Britain? How was Anglo-Saxon life different to the eras before? What is the	Who were the Vikings? Where did they come from? – Daily life for Vikings. Why did some Vikings stay in Britain? What was life like in a Viking settlement? Did the Vikings only come to Britain? What impact did religion have on how Vikings behaved towards other people? How did the Anglo-Saxons respond to the Viking arrival? Who was Alfred the Great and why did Alfred the Great try to compromise with the Vikings?

	Why did Roman rule end? What is the lasting legacy of the Romans on how we live today?	lasting legacy of the Anglo-Saxons on how we live today?	
• Chronological Understanding	Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Names and places dates of significant events from past on a timeline.	Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Names and places dates of significant events from past on a timeline.	Divides recent history into present, using 21 st century, and the past using 19 th and 20 th centuries. Names and places dates of significant events from past on a timeline.
• Knowledge and Understanding of the past	Describes how some of the past events/people affect life today. Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.	Describes how some of the past events/people affect life today. Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.	Describes how some of the past events/people affect life today. Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.
• Historical interpretation	Gives reasons why there may be different accounts of history.	Gives reasons why there may be different accounts of history.	Gives reasons why there may be different accounts of history.
• Historical enquiry	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic

	<p>historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘what was it like for a during?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>historic buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘what was it like for a during?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>buildings and visits to collect information about the past.</p> <p>Asks questions such as ‘what was it like for a during?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>
• Organisation and communication	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</p> <p>Uses dates and terms correctly.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p>
<u>Key New Vocabulary</u>	<p>Republic</p> <p>Conquest Soldier</p> <p>Emperor Empire</p> <p>Rebellion</p> <p>Barbarian</p> <p>Hierarchy</p> <p>Mosaic</p> <p>Villa</p>	<p>Kingdom Wessex/ Mercia</p> <p>Coins</p> <p>Dark Ages</p> <p>Alfred The Great</p> <p>Bayeux tapestry Battle of Hastings</p> <p>Burial Mounds</p> <p>Christianity</p> <p>Translation</p>	<p>Invasion</p> <p>Monastery</p> <p>Monk</p> <p>Longboat</p> <p>Axe Shield</p> <p>Valhalla Odin</p> <p>Treasure</p> <p>Warrior</p>

	Aqueduct	Peasant	Freeman
--	----------	---------	---------

<u>Year 5</u>			
<u>Prior Learning</u>	Children will have developed an understanding of their own lives and family tree in the near/distant near future. Children will know a wide range of influential people outside of living memory and the impact/changes their lives made. Children will have an understanding of key historical events- the moon landing/Great Fire of London and the impact these had on how we live today. Children will have significant experience of evaluating- comparing and contrasting- the events and lives of eras spanning many years and considering the significance of the events their time included. Children will have considered the impact on how people live in Britain today based on many eras/peoples that have inhabited the land: Stone Age, Bronze Age, Iron Age, Roman, Viking, and Anglo Saxon. Children will have a developed awareness of chronology within the British Isles and some key Ancient Civilizations; they should be able to place these on a timeline.		
	WW2	The Monarchy from 1066	The Mayans
The Big Question	How did the Blitz impact the lives of those living in London?	How has the role of the monarchy changed since 1066?	What were the factors behind the end of the Mayan Era?
<u>Assessment Outcome: Children should know</u>	When was WW2? What were the main reasons for WW2 starting? When was the Blitz? How long did the Blitz last? What was the loss London experienced because of the Blitz? What was the German agenda for bombing London? How did people living in London prepare for the bombings? Who were evacuees? Why were children evacuated? What was it like for people living in London during the attacks? What was the role of women during the Blitz? How did the	What impact does it have on a country being conquered? What change did the Magna Carta have on the power of the monarchy? What was the reformation? Why did Henry V111 carry out the Reformation? Why was Charles 1 executed? Was Charles 1 a good role model for the monarchy? How did Queen Victoria reinvent/save the image of the monarchy? What is the role of the Queen today? How is the role of our Queen different	Can you think of 3 reasons we remember the Mayans? How did religion impact how the Mayans lived their daily lives? How did war impact Mayan society? Describe the Mayan social hierarchy. How did the Mayan response to environmental events affect their civilization?

	Blitz effect how people lived their daily lives? How did the armed forces respond to the attacks? How did the Blitz change life in London forever?	to the role of William the Conqueror and why?	
<u>Key Progression Targets</u>			
• Chronological Understanding	Uses timelines to place and sequence local, national and international events. Identifies changes within and across historical periods.	Sequences historical periods. Identifies changes within and across historical periods.	Identifies changes within and across historical periods.
• Knowledge and Understanding of the past	Gives some causes and consequences of the main events, situations and changes in the periods studied.	Identifies changes and links within and across the time periods studied.	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
• Historical interpretation	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.
• Historical enquiry	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts,	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic

	<p>historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>historic buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>buildings and visits to collect information about the past.</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>
• Organisation and communication	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience.</p>
<u>Key New Vocabulary</u>	<p>Primary Evidence Secondary Evidence</p> <p>Interpretation</p> <p>Evacuee</p> <p>Blitz</p> <p>Bomb shelter Bomb</p> <p>Spitfire Hurricane</p> <p>Land army</p>	<p>Peasant</p> <p>Parliament</p> <p>Pope Catholic</p> <p>Execution</p> <p>Aristocracy</p> <p>Magna Carta</p> <p>Revolt Civil War</p>	<p>Sacrifice Priest</p> <p>Central America</p> <p>Conquistador</p> <p>Stelae</p> <p>Monument Temple</p> <p>Trade</p> <p>Noble K'inich Janaab Pakal</p>

	Neville Chamberlain	Commonwealth	Discrimination
	Winston Churchill	ReformationChurch of England	Astronomy

Year 6

<u>Prior Learning</u>	Children will have developed an understanding of their own lives and family tree in the near/distant near future. Children will know a wide range of influential people outside of living memory and the impact/changes their lives made. Children will have an understanding of key historical events- the moon landing/Great Fire of London and the impact these had on how we live today. Children will have extensive experience of evaluating- comparing and contrasting- the events and lives of eras spanning many years and considering the significance of the events their time included. Children will have considered the impact on how people live in Britain today based on many eras/peoples that have inhabited the land: Stone Age, Bronze Age, Iron Age, Roman, Viking, and Anglo Saxon. Likewise, children will have considered the technology and lifestyles of Ancient Civilization within and outside of Europe- The Mayans and Romans. Children will have an awareness of the impact of war and the consequences of the Blitz. Children will have an awareness of the many changing roles of the monarchy and how that has impacted modern society. Children will have a developed awareness of chronology within the British Isles and some key Ancient Civilizations; they should be able to place these on a timeline.		
	Crime and Punishment	Brunel and the Industrial Revolution	Ancient Greece
<u>The Big Question</u>	How have the approaches to crime and punishment changes in Britain since 1066?	How did the inventions of Brunel and the Industrial Revolution change how people live?	What is the lasting legacy of the Ancient Greeks within modern British society?
<u>Assessment Outcome:</u> <u>Children should know</u>	What beliefs formed the foundation of how crime was treated in during each era (Anglo Saxon, Viking, Victorian and the Modern Era)? What punishments were used to treat crimes in each era? How was the court/punishment system organised during each era? How have the ways that crime has been treated in the past impacted how we approach crime and punishment today? What were the positives and negatives of the way each era approached crime and punishment.	Who was Brunel? What was the Industrial Revolution? How did the Industrial revolution change the types of jobs people did? How did the Industrial revolution change the places people lived/chose to live? How did the technology of Brunel's inventions change the way people live in Swindon? How did Industrialisation of Britain impact people- positively? Negatively? How did the Industrial revolution impact the social hierarchy of the country? How did the Industrial revolution impact the status of Britain on a global stage? What are the lasting impact of the changes during this time period?	Who were the Greeks? How did Greek culture impact: <ul style="list-style-type: none"> • Our political/legal system • The British language • Education- number, maths, classification, schools • Social hierarchy, • Arts and culture. ...Within modern Britain.

Key Progression Targets

<ul style="list-style-type: none"> Chronological Understanding 	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, WW1, WW2 and Today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p>	<p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>
<ul style="list-style-type: none"> Knowledge and Understanding of the past 	<p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Describes similarities and differences between some people, events and objects studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p>	<p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>
<ul style="list-style-type: none"> Historical interpretation 	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>	<p>Understands that the past has been represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>

	Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.	Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.	Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.
• Historical enquiry	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p>
• Organisation and communication	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</p>

<u>Key New Vocabulary</u>	Torture Heresy Court Traitor Treason Prison Non-Custodial Sentence Deportation A Thing Tithing Weregild Colony Execution	Technology Rural Urban Industrialisation Civil Engineer Expansion Causation Great Western Railway Great Exhibition Queen Victoria Empress of India Prince Albert	Democracy Homer Odyssey Aristotle Scholars Hellenes/ Hellas Minoans City-States Olympic Games Pottery Theatre Festivals Sculpture Zeus, Hades, Poseidon Mount Olympia
----------------------------------	---	---	---