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|  | <h1>History</h1> |  |
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EYFS Framework 2021

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| ELG: Past and Present | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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 |
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EYFS Progression of Knowledge and Skills

- I can **discuss** who Guy Fawkes is.
- I can **state** a range of roles in society.
- I can **discuss** what I would like to be when I am older.
- I can **organise** events in chronological order.
- I can **compare** trains from the past and present day.

Vocabulary: Guy Fawkes, past, present, future, compare, same, different, chronological

KS 1 National Curriculum

- Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Hi1/1.2 events beyond living memory that are significant nationally or globally
e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- The Moon Landing (Year 1)
 - The Great Fire of London (Year 2)
- Hi1/1.3 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.
e.g. 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 and Edith Cavell
- Neil Armstrong (Year 1)
 - Christopher Columbus (Year 1)
 - Florence Nightingale and a range of Olympic athletes (Year 2)
- Hi1/1.3 significant historical events, people and places in their own locality.

KS 1 Ready to Progress Criteria
 ('Teaching a Broad and Balanced Curriculum for Educational Recovery', June 2021)

- At key stage 1:**
- Priority curriculum content should include a range of sufficiently **detailed period specific knowledge**.
 - Pupils should have the opportunity to situate this knowledge in relation to other **significant historical events** studied.
 - Teachers will also need to give pupils opportunities to learn about particular **people** and **places** through records and **artefacts**.

Year 1 Progression of Knowledge and Skills

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| Vocabulary | <p>Recap previous year vocabulary and then:</p> <p>Past, present, chronological, artefact, Christopher Columbus, Neil Armstrong, explorer, astronaut, castle, battlements, drawbridge, moat, bailey, castle walls, portcullis, arrow loops, keep, toys, metal, wind-up, handmade, Victorian, bathing machine, promenade, steam train.</p> |
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| Chronology | <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. |
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History Progression of Knowledge and Skills



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| | <ul style="list-style-type: none"> ○ <i>I can name some of the jobs they had in castles.</i> ● Describe things that happened to themselves and other people in the past. <ul style="list-style-type: none"> ○ <i>I can explain what it would be like on a seaside in the past.</i> ○ <i>I can explain what it would have been like to live in a castle.</i> ● Order a set of events or objects <ul style="list-style-type: none"> ○ <i>I can sort toys from past/present into a Venn diagram.</i> ● Use a timeline to place important events. ● Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. <ul style="list-style-type: none"> ○ <i>I can compare seaside holidays now and in the past using the correct vocabulary.</i> ○ <i>I can compare toys today and toys in the past by discussing their materials.</i> |
| Range and Depth of Historical Knowledge | <ul style="list-style-type: none"> ● Recall some facts about people/events before living memory <ul style="list-style-type: none"> ○ <i>Mersham school has changed.</i> ○ <i>Neil Armstrong was an astronaut.</i> ○ <i>Neil Armstrong was the first man on the moon in 1969.</i> ○ <i>Buzz Aldrin and Michael Collins were also on the Apollo 11 mission</i> ○ <i>Christopher Columbus was a famous Explorer. He sailed to discover new countries on a ship called the Santa Maria.</i> ○ <i>I can name some parts of a castle and their purpose.</i> ● Say why people may have acted the way they did. <ul style="list-style-type: none"> ○ <i>People dressed differently on seashores in the past (Victorian).</i> ○ <i>People did not have as many holidays as we do today.</i> ○ <i>Entertainment on seashores in the past was different to today.</i> ○ <i>People changed in bathing machines.</i> ○ <i>Only the rich has motor cars; most people travelled by steam train.</i> ○ <i>Toys in the past were often made from wood or metal and would have been hand made.</i> |
| Interpretations of History | <ul style="list-style-type: none"> ● Look at books, videos, photographs, pictures and artefacts to find out about the past. <ul style="list-style-type: none"> ○ <i>I can discuss similarities and differences between Mersham School in the past and today</i> ○ <i>I can discuss and recall elements of castle life from different sources.</i> ○ <i>I can use primary and secondary sources to compare toys in the past to present day.</i> |
| Historical Enquiry | <ul style="list-style-type: none"> ● Identify different ways in which the past is represented ● Explore events, look at pictures and ask questions i.e., “Which things are old and which are new?” or “What were people doing?” <ul style="list-style-type: none"> ○ <i>I can list similarities and differences between Mersham school in the past and present.</i> ○ <i>I can list forms of entertainment from seashores in the past.</i> ○ <i>I can sort toys from the past and present into a Venn diagram and explain my choices.</i> ○ <i>I can imagine what it was like on one of Christopher Columbus’ ships.</i> ● Look at objects from the past and ask questions i.e., “What were they used for?” and try to answer. <ul style="list-style-type: none"> ○ <i>I can identify objects and artefacts from castles and discuss their purpose.</i> |
| Organisation and Communication | <ul style="list-style-type: none"> ● Sort events or objects into groups (i.e. then and now.) ● Use timelines to order events or objects. <ul style="list-style-type: none"> ○ <i>I can sequence significant events in Neil Armstrong’s life.</i> ○ <i>I can plot toys on a timeline.</i> ● Tell stories about the past. |



History Progression of Knowledge and Skills



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| | <ul style="list-style-type: none"> • Talk, write and draw about things from the past. <ul style="list-style-type: none"> ○ <i>I can use materials and methods used in the past to create my own toys using all I have learned.</i> |
| Year 2 Progression of Knowledge and Skills | |
| Vocabulary | <p>Recap previous year vocabulary and then:</p> <p>Past, present, events, timeline, chronology, achievement, explorers, famous, artists, authors, scientists, inventors, royalty, popstars, astronauts</p> <p>Great Fire of London: Samuel Pepys, Thomas Farriner, Pudding Lane, 1666, River Thames, Sir Christopher Wren, St. Pauls Cathedral, King Charles II</p> <p>Pirates: Black Beard, Sir Francis Drake, Anne Bonny, Pirate Code, The Spanish Armada, Circumnavigate, The Golden Hind, piracy, cutlass, booty, sloop, parts of a ship</p> |
| Chronology | <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. <ul style="list-style-type: none"> ○ <i>I understand where the Great Fire of London 'fits' into history.</i> ○ <i>I can sort fire defenses used in the past/present.</i> • Use a timeline to place important events. <ul style="list-style-type: none"> ○ <i>I can plot the Brazil, London and the first Olympic Games on a timeline.</i> ○ <i>I can plot the events of the Great Fire of London on a timeline.</i> ○ <i>I can plot recent historical events on a timeline (London and Brazil Olympic Games)</i> |
| Range and Depth of Historical Knowledge | <ul style="list-style-type: none"> • Use information to describe the past. <ul style="list-style-type: none"> ○ <i>I can use knowledge and vocabulary learned to describe London during the Great Fire.</i> ○ <i>I can use knowledge and vocabulary learned to describe the impact Florence Nightingale had.</i> ○ <i>I can use knowledge and vocabulary learned to describe the 'Golden Age of Pirates'.</i> • Describe the differences between then and now. <ul style="list-style-type: none"> ○ <i>I can compare the differences between hospitals now and those in Scutari in the past.</i> ○ <i>I can explore some of the changes as a result of hosting the Olympic Games in 2016.</i> • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. <ul style="list-style-type: none"> ○ <i>I can explain the changes Florence Nightingale made to hospital and why.</i> ○ <i>I can explain King Charles II choices during the Great Fire of London.</i> • Recount the main events from a significant event in history. <ul style="list-style-type: none"> ○ <i>I can list key events and significant people from the Great Fire of London (Samuel Pepys, Thomas Farriner, Pudding Lane, 1666, River Thames, Sir Christopher Wren, St. Pauls Cathedral)</i> |
| Interpretations of History | <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. |
| Historical Enquiry | <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about the past. • Use a wide range of information to answer questions. |
| Organisation and Communication | <ul style="list-style-type: none"> • Describe objects, people or events in history. <ul style="list-style-type: none"> ○ <i>I can describe key artefacts and landmarks involved in the Great Fire of London.</i> • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, |



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| | <p>role-play, storytelling and using ICT.</p> <ul style="list-style-type: none"> ○ <i>I can imagine what it would have been like to be in London in 1666.</i> <ul style="list-style-type: none"> ● Use a wide range of information to answer questions. |
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KS2 National Curriculum

Hi2/1.1 Pre-Roman Britain (Year 3)

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture.

Hi2/1.2 Roman Britain (Year 3)

Pupils should be taught about the Roman empire and its impact on Britain

This could include:

Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Hi2/1.3 Anglo-Saxons & Scots (Year 4)

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

This could include:

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Scots invasions from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

Christian conversion – Canterbury, Iona and Lindisfarne

Hi2/1.4 Anglo-Saxons & Vikings (Year 4)

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

Hi2/2.3 Ancient Civilizations (Year 4)

Pupils should be taught about 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; or

The Shang Dynasty of Ancient China

Hi2/2.4 Ancient Greece (Year 5)

Pupils should be taught a study of Greek life and achievements and their influence on the western world.

Hi2/2.5 Non-European Study (Year 5)

Pupils should be taught about 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; or Benin (West Africa) c. AD 900-1300

Hi2/2.1 Local History (All Years)

Pupils should be taught about an aspect of local history

For example:



a depth study linked to one of the British areas of study listed above ma study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Year 6 – World War Two: Local and National History – the impact on the people of the UK

Hi2/2.2 Extended chronological study (All Years)

Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

For example:

the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain

KS 2 Ready to Progress Criteria

(‘Teaching a Broad and Balanced Curriculum for Educational Recovery’, June 2021)

At key stage 2:

- Teachers should continue to select content that illustrates the prioritised knowledge. This will establish strong foundations for studying a wider range of periods, with greater complexity, in the future.
Teachers should regularly locate this knowledge in wider timelines so pupils gradually gain a sense of the chronological relationship between different historical events and periods.
Teachers will also need to develop pupils’ knowledge of how historians study the past and construct historical arguments (for example, considering what makes claims valid or invalid).

Year 3 Progression of Knowledge and Skills

Table with 2 columns: Topic (Vocabulary, Chronology, Range and Depth of Historical Knowledge) and Description/Details. Vocabulary: Recap previous year vocabulary and then: BC (Before Christ) , AD (Anno Domini), evidence, timeline, Victorian, Emperor, Ancient Stone Age: Paleolithic period, Mesolithic period, Neolithic period, Stonehenge, Skara Brae Bronze Age: hill forts Iron Age: Roman, Britain, settlements, weapons agriculture, chronology, crop, flint, pre-historic. Chronology: Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) The Stone and Bronze Ages were BC. The Iron Age spanned over BC and AD. Use a timeline to place historical events in chronological order. I understand where the Stone/Bronze/Iron age 'fit' into history. Describe dates of and order significant events from the period studied. I can order key events and periods throughout the Stone to Iron Age (Paleolithic period, Mesolithic period, Neolithic period, Stonehenge). Range and Depth of Historical Knowledge: Use evidence to describe the culture and leisure activities from the past. During the Stone Age people were hunter-gathers and they began farming and growing crops. Use evidence to describe the clothes, way of life and actions of people in the past. During the Bronze Age, bronze was used instead of stone to make tools and weapons. During the Bronze Age woolen cloth was used to make clothes. During the Bronze Age, people were buried with their important possessions. During the Iron Age, iron was used instead of bronze to make tools and weapons because its shape could be changed. During the Iron Age, Britain was invaded by the Romans.



History Progression of Knowledge and Skills



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| | <ul style="list-style-type: none"> Use evidence to describe buildings and their uses of people from the past <ul style="list-style-type: none"> <i>During the Iron Age, settlements were often under attack and there were many wars/battles.</i> <i>Skara Brae is a stone built Neolithic settlement in Scotland.</i> <i>Stonehenge is a prehistoric monument in England.</i> |
| Interpretations of History | <ul style="list-style-type: none"> Explore the idea that there are different accounts of history. |
| Historical Enquiry | <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past |
| Organisation and Communication | <ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data - handling, drama role-play, storytelling and using ICT. |

Year 4 Progression of Knowledge and Skills

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| Vocabulary | <p>Recap previous year vocabulary and then:</p> <p>Ancient, civilization, Hieroglyphs, The Seven Kingdoms (Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent), Paganism, Battle of Hastings</p> <p>Angles, Saxons</p> <p>Vikings, invasion, long ships</p> <p>Ancient Egypt: pyramids, pharaohs, hieroglyphs, sphinx, Tutankhamun</p> |
| Chronology | <ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <ul style="list-style-type: none"> <i>The Anglo Saxon period spanned from 410AD to 1066AD</i> <i>Ancient Egypt period spanned from 7500BC to 51BC</i> Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. <p>Anglo- Saxon – I can recall and order some of these key dates and events.</p> <ul style="list-style-type: none"> <i>In 410AD the last Romans left Britain.</i> <i>Other Germanic tribes invaded Britain. They were known as the Anglo Saxons because the two biggest tribes were the Angles and the Saxons.</i> <i>The Anglo Saxons divided most of Britain into seven kingdoms (Northumbria, Mercia, East Anglia, Wessex, Sussex, Essex and Kent).</i> <i>597AD – Pope Gregory the Great sent a monk to persuade Anglo Saxons to become Christians. The monk was called Augustine and he founded Canterbury Cathedral and become the first Archbishop of Canterbury.</i> <p>Viking:- I can order these events chronologically and discuss some of their importance.</p> <ul style="list-style-type: none"> Around 787AD: <i>the Vikings arrived in Britain. They came from Scandinavia (Denmark, Norway and Sweden) in longships.</i> 793AD: <i>the Vikings attacked Lindisfarne in Northumbria. They also attacked Scotland.</i> 866AD: <i>the Vikings captured the city of York.</i> 871 AD: <i>Wessex was the last Anglo-Saxon Kingdom standing. Alfred the Great became King of Wessex. He forced the Vikings out of the south but they stayed in the north and the east.</i> 878AD: <i>the Vikings settled in England, overran Wessex and forced King Alfred into hiding.</i> 886AD: <i>King Alfred made a peace agreement with the Vikings. King Alfred kept the west and the Vikings were given the east which was known as ‘Danelaw’.</i> 954AD: <i>the Anglo-Saxons forced the last Viking King of Jorvick (York), Eric Bloodaxe, to leave. When Eric was killed in battle, the Vikings agreed to be ruled by England's king.</i> |



History Progression of Knowledge and Skills



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| | <ul style="list-style-type: none"> ○ 1013AD: King Sven of Denmark and his son Cnut sailed up the rivers Humber and Trent to claim the throne in Danelaw. Ethelred, the Anglo-Saxon King, fled to Normandy (northern France). ○ 1014AD: King Sven died and Ethelred returned to rule England again. ○ 1016AD: King Ethelred died. His son, Edmund Ironside, became king for a few months until he also died. Cnut became King. ○ 1035AD: King Cnut died. His sons Harold Harefoot and Hardicanute shared the ruling of England. Harold died in 1040 and Hardicanute became the only ruler of England. ○ 1042AD: Ethelred's second son, Edward returned from Normandy to become the King of England. When Edward died in 1066AD, Harold was chosen to be the next king. ○ 1066AD: King Harold was defeated by William the Conqueror at the Battle of Hastings. This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England started. <p>Ancient Egypt: - I can order these events chronologically and discuss some of their importance.</p> <ul style="list-style-type: none"> ○ 7500BC – First settlers arrived in the Nile Valley. ○ 3200BC – Hieroglyphs are used to keep trade records. ○ 2640BC – The first pyramid was built. ○ 2555 BC – The Giza pyramids are built for the kings Kufu, Kharfe and Menkaure. ○ 2520BC – The great sphinx is built. ○ 2200BC – First ploughs are attached to oxen. ○ 1539BC – Valley of Kings starts and pharaohs are buried with their treasures. ○ 1332BC – The ten year rule of Tutankhamun begins. ○ 51BC – Cleopatra's reign begins, the Egyptian civilisation ends. |
| Range and Depth of Historical Knowledge | <ul style="list-style-type: none"> ● Use evidence to describe the culture and leisure activities from the past. <ul style="list-style-type: none"> ○ Most Anglo Saxons were Pagans. ○ I can describe and made comparisons between Anglo-Saxon and Viking culture and leisure activities. ● Use evidence to describe the clothes, way of life and actions of people in the past. <ul style="list-style-type: none"> ○ I can describe and make comparisons between Anglo-Saxon and Viking clothes and actions. ○ Pyramids were used to bury pharaohs when they died. ● Use evidence to describe buildings and their uses of people from the past. <ul style="list-style-type: none"> ○ I can describe the main characteristics of Anglo-Saxon and Viking settlements. |
| Interpretations of History | <ul style="list-style-type: none"> ● Explore the idea that there are different accounts of history. |
| Historical Enquiry | <ul style="list-style-type: none"> ● Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. ● Ask questions and find answers about the past |
| Organisation and Communication | <ul style="list-style-type: none"> ● Communicate ideas about the past using different genres of writing, drawing, diagrams, data - handling, drama role-play, storytelling and using ICT. |
| Year 5 Progression of Knowledge and Skills | |
| Vocabulary | Recap previous year vocabulary and then: Ancient Greeks: Influence, gods, goddesses democracy, city-states, ancient, propaganda, factor, medieval |



History Progression of Knowledge and Skills



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| | <p>People: The Greeks, The Trojans, The Spartans, Thebes, Alexander the Great, Archimedes, Pericles, Aristotle, Charon, Thanatos, Zues, Poseidon, Hades, Hermes, Athena, Ares, Hephaestus, Aphrodite, Demeter, Hera, Apollo, Artemis.</p> <p>Mount Olympus, The Olympians, The Titans, Athens, Athenians, Sparta, Spartans, temple, zodiac, immortal, mortal, Ambrosia, Greek underworld, Asphodel Meadows, Drachma, chilton, democracy, pedagogo, Pynx, Acropolis, culture, tartarus</p> <p><u>Native Americans:</u> People: Sioux (Lakota), Cheyenne. Cherokee. Navajo, Apache, Mohawk, Pocahontas, Sequoya, Geronimo (Apache), Sitting bull, General Custer, Hiawatha, Great Peacemaker Teepee/Tipi , Wigwam , Hogan, Tomahawk, Buffalo, Tribe, Act, Medicine man, Reservation, Propaganda, The Great spirit</p> <p><u>Mayan:</u> People: Hun Hunahpu/The Maize God, Temple priest, The spirit of the Jaguar, Christopher Columbus, Olmec, Inca, Aztec, Mayan Artefact , Calendar, Civilisation, Dynasty, Empire, Hieroglyphics, Kingdom, Maize, Temple, Pyramid, Yucatan</p> |
| Chronology | <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <ul style="list-style-type: none"> ○ I understand The Greeks were BC. ○ I understand The Mayans timeline spans from BC to AD (1100BC – 1502AD) ○ I can discuss events from the 15th- 19th Century (Native Americans). • Order significant events, movements and dates on a timeline. <ul style="list-style-type: none"> ○ I can order key events on a timeline (from 776BC to 146BC) ○ I can order key events on a timeline (from 1492-1890) ○ I can order key events on a timeline (1100BC – 1502AD) • Describe the main changes in a period in history. |
| Range and Depth of Historical Knowledge | <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) <ul style="list-style-type: none"> ○ I can compare and analyse the beliefs of The Greeks. |
| Interpretations of History | <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. |
| Historical Enquiry | <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. |
| Organisation and Communication | <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. |
| Year 6 Progression of Knowledge and Skills | |



History Progression of Knowledge and Skills



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| Vocabulary | <p>Recap previous year vocabulary and then:</p> <p>Crime: slander, ecclesiastical, arson, burglary, theft</p> <p>Punishment: Judge, law, jury, innocent, guilty, prison, fine, slavery, capital punishment, crucifixion, execution, pay compensation, outlaw.</p> <p>Debate, opinion, peace, conflict, persecution, propaganda, evacuees, rationing, war</p> <p>Roman Britain, Anglo-Saxons and Vikings, Norman Britain, Middle Ages, Tudors, Stuarts, Victorians.</p> <p>World War Leaders: Neville Chamberlain; Winston Churchill (UK), Adolf Hitler (Germany), Joseph Stalin (Soviet Union), Benito Mussolini (Italy), Franklin Roosevelt; Harry Truman, (USA); Hideki Tojo (Japan)</p> <p>Mein Kampf, Nazi Party, Communism, Dictator</p> <p>Entertainment: broadcast, leisure, technology, decade, century, popular, invented,</p> | | | | | | | | | | | | |
| Chronology | <ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. <ul style="list-style-type: none"> ○ I can order significant milestones in WW2 (see key dates of WW2 below in historical knowledge) • Identify and compare changes within and across different periods. <ul style="list-style-type: none"> ○ I can list some key changes in entertainment across the 20th century. <table border="1" data-bbox="316 772 1484 1489"> <tr> <td data-bbox="316 772 438 862">1900s</td> <td data-bbox="443 772 1484 862">Films were silent and were black and white. Cricket was the most popular sport.</td> </tr> <tr> <td data-bbox="316 869 438 952">1920s</td> <td data-bbox="443 869 1484 952">The first 'talkie' movie is made called 'The Jazz Singer' The first television broadcast in Britain.</td> </tr> <tr> <td data-bbox="316 958 438 1064">1930s</td> <td data-bbox="443 958 1484 1064">Colour films started to be made Cinemas became very popular. The first football World Cup was held in Uruguay with just 13 teams.</td> </tr> <tr> <td data-bbox="316 1070 438 1176">1950s</td> <td data-bbox="443 1070 1484 1176">Queen Elizabeth's Coronation was televised. (1953) Watching television became more popular than going to the cinema. The first computer game was created. (1958)</td> </tr> <tr> <td data-bbox="316 1182 438 1400">1960s</td> <td data-bbox="443 1182 1484 1400">Watching television was the nations favourite past time. Most families had their own television. England won the football World Cup. (1966) The Apollo Moon landing was televised. (1969) The internet was invented for us by the armed forces. Many young people wanted a revolution (big change) in behaviour, clothes and music.</td> </tr> <tr> <td data-bbox="316 1406 438 1489">1970s</td> <td data-bbox="443 1406 1484 1489">Computers became cheap enough for many people to have in their homes. Mobile phones were invented.</td> </tr> </table> • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. | 1900s | Films were silent and were black and white. Cricket was the most popular sport. | 1920s | The first 'talkie' movie is made called 'The Jazz Singer' The first television broadcast in Britain. | 1930s | Colour films started to be made Cinemas became very popular. The first football World Cup was held in Uruguay with just 13 teams. | 1950s | Queen Elizabeth's Coronation was televised. (1953) Watching television became more popular than going to the cinema. The first computer game was created. (1958) | 1960s | Watching television was the nations favourite past time. Most families had their own television. England won the football World Cup. (1966) The Apollo Moon landing was televised. (1969) The internet was invented for us by the armed forces. Many young people wanted a revolution (big change) in behaviour, clothes and music. | 1970s | Computers became cheap enough for many people to have in their homes. Mobile phones were invented. |
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| Range and Depth of Historical Knowledge | <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. <ul style="list-style-type: none"> ○ Punishments have changed dramatically over time. • Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) <p>Key Dates:</p> <p>1933 – Hitler came to power in Germany</p> <p>1939 – Germany invades Poland. Start of WW2</p> <p>1940 – Rationing</p> <p>1940 – Blitzkrieg</p> <p>1940 – Winston Churchill becomes Prime Minister</p> | | | | | | | | | | | | |



History Progression of Knowledge and Skills



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|---------------------------------------|---|
| | <p>1940 – Dunkirk 1941 – The Blitz 1941 – Pearl Harbour 1944 – D-Day 1945 – Germans surrender after fall of Berlin; then Japan surrenders</p> |
| Interpretations of History | <ul style="list-style-type: none">• Evaluate evidence to choose the most reliable forms.• Know that people both in the past have a point of view and that this can affect interpretation.• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. |
| Historical Enquiry | <ul style="list-style-type: none">• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry by posing questions to answer. |
| Organisation and Communication | <ul style="list-style-type: none">• Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.• Plan and present a self-directed project or research about the studied period. |