

Objectives:

- 1. in Britain from the Stone Age to the Iron Age;
- 2. the Roman changes Empire and its impact on Britain;
- 3. Britain's settlement by Anglo-Saxons and Scots;
- 4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- 5. a local history study;
- 6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 7. 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;
- 8. Ancient Greece a study of Greek life and achievements and their influence on the western world;
- 9. 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.

Chronology		Range and Depth of Historical Knowledge		Interpretations of History		Historical Enquiry		Organisation and Communication	
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
Place current study on time line in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Relate current studies to previous studies Make comparison s between different times In history	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to ten events on a time line	Study different aspects of life of different people – differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang dynasty, Eygpt)	Find about beliefs, behaviour and characterist ics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Compare and contrast ancient	Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretati ons – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confident use of the library etc. for research	Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Confident use of library, e-learning, research	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out Bring knowledge gathering from several sources together in a fluent account	Fit events into a display sorted by theme time Use appropriate terms, matching dates to people and events Record and communica te knowledge in different forms · work independe ntly and in groups showing initiative	Select aspect of study to make a display Use a variety of ways to communica te knowledge and understandi ng including extended writing Plan and carry out individual investigatio ns

How we achieve these

		now we act	lieve iliese			
Year 5						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme: Theme: WW1 and Aspects of local history. What was Audenshaw like in 1914?		Theme: Finding out about inventors and inventions – Da Vinci.	Theme:	Theme: Anglo Saxons and Vikings – 1066.	Theme: Anglo Saxons and Vikings – 1066.	
NC Reference: 5, 6	NC Reference:	NC Reference:	NC Reference:	NC Reference: 4	NC Reference:	
understanding. Place current study on Know		Skills: Chronological understanding. Know and sequence key events of time studied.	Skills:	Skills: Chronological understanding. Place current study on time line in relation to	Skills: Chronological understanding. Place current study on time line in relation to other studies.	

other studies.

UKS2 History Progression

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

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Know and sequence key Use relevant terms and Know and sequence key periods labels. events of time studied. events of time studied Know and sequence Use relevant terms and key events of time Use relevant terms and periods labels. periods labels. Make comparisons between studied Relate current studies to Relate current studies to different times in history previous studies Use relevant terms and previous studies Range and depth of historical periods labels Make comparisons Relate current studies Make comparisons between knowledge. between different times Study different aspects of life to previous studies different times in history in history of different people differences between men Make comparisons Range and depth of Range and depth of and women between different historical knowledge. Study different aspects of times in history historical knowledge. Examine causes and results life of different people Study different aspects of great events and the Range and depth of differences between men of life of different people impact on people. historical knowledge. and women. - differences between Study different aspects Interpretations of history. of life of different Examine causes and results men and women. people - differences Compare accounts of events of great events and the Examine causes and from different sources. Fact between men and impact on people. results of great events or fiction. women. ompare life in early and and the impact on people. Offer some reasons for Examine causes and late times studied. different versions of events results of great events Compare life in early and the impact on Compare an aspect of life and late times studied. Historical enquiry. people. with the same aspect in Begin to identify primary and another period. Compare an aspect of secondary sources. Compare life in early life with the same aspect Study an ancient civilization and late times studied. in another period. Select relevant sections of in detail (e.g. Benin, Shang Compare an aspect of information. Dynasty, Eyapt) Interpretations of history. life with the same Compare accounts of Confident use of library, easpect in another Interpretations of history. events from different period. learnina, research Compare accounts of sources. Fact or fiction events from different Communication and Study an ancient sources. Fact or fiction. Offer some reasons for organisation. civilization in detail different versions of Fit events into a display (e.g. Benin, Shang Offer some reasons for events sorted by theme time. Dynasty, Eygpt) different versions of events Historical enquiry. Begin to identify primary Use appropriate terms, Interpretations of Historical enquiry. Begin to identify primary and secondary sources. matching dates to people history. and secondary sources. Compare accounts of Use evidence to build up events from different a picture of life in time Record and communicate Use evidence to build up a sources. Fact or fiction. knowledge in different forms studied. picture of life in time studied. Offer some reasons for work independently and in Select relevant sections groups showing initiative. different versions of Select relevant sections of of information events information Confident use of library, Historical enquiry. Confident use of library, ee-learning, research Begin to identify learning, research Communication and primary and secondary organisation. Communication and sources Fit events into a display organisation. sorted by theme time. Fit events into a display Use evidence to build up a picture of life in sorted by theme time. time studied. Use appropriate terms, matching dates to Use appropriate terms, people and events. Select relevant sections matching dates to people and events. Record and Confident use of communicate Record and communicate knowledge in different library, e-learning, knowledge in different forms · work research forms · work independently independently and in and in groups showing groups showing initiative. Communication and initiative organisation. Fit events into a display sorted by theme tin Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms · work independently and in groups showing initiative Vocabulary Vocabulary: Vocabulary: Vocabulary Vocabulary: Vocabulary: War Renaissance Lindisfarne Lindisfarne Alliance Invention Raids Raids **Empire** Engineer Dark ages Dark ages Armistice Discovery Reign Reign Trench Museum Resistance Resistance Western Front Significance Invasion Invasion No-mans Land Hierarchy Hierarchy **Battle** Settlement Settlement Suffragette Lonaboats Lonaboats Source Conquer Conquer Year 6

UKS2 History Progression



Theme: Battle of marathon, warfare, gods and goddesses. Ancient Greeks.	Theme: Evolution Democracy	Theme: Lives of children throughout history	Theme:	Theme:	Theme:
NC Reference: 8	NC Reference:	NC Reference:	NC Reference:	NC Reference:	NC Reference:
Skills: Chronological understanding. Place current study on time line in relation to other studies. Use relevant dates and terms. Range and depth of historical knowledge. Find about beliefs, behaviour and characteristics of people, recognising that	Skills:	Skills: Chronological understanding. Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time line. Range and depth of historical knowledge.	Skills:	Skills:	Skills:
not everyone shares the same views and feelings Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates,		Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using			
characters and events of time studied. Compare and contrast ancient civilisations Interpretations of history. Link sources and work out how conclusions were arrived at. Consider ways of		evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Interpretations of history. Link sources and work out how conclusions were arrived at.			
checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of the		Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.			
library etc. for research Historical enquiry. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge		Confident use of the library etc. for research Historical enquiry. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.			
gathering from several sources together in a fluent account Communication and organisation. Select aspect of study to make a display.		Bring knowledge gathering from several sources together in a fluent account Communication and organisation. Select aspect of study to make a display.			
knowledge and understanding including extended writing. Plan and carry out individual investigations	Vocabulana	Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations Vocabulary:	Vocabillary	Vocabulane	Vocabulan:
Vocabulary: chronological, comparison, democracy, artefact, acropolis, evidence, source, cause and effect, interpretation, legacy, perspective	Vocabulary: Democracy, parliament, civilisation, government, election, manifesto, representative, campaign, House of Commons, House of Lords	Vocabulary: Welfare, reformer, legislation, child labour, slum, working conditions, workhouse, apprentice, account, significant	Vocabulary:	Vocabulary:	Vocabulary: