

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

How we achieve these

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: WW1 and Aspects of local history. What was Audenshaw like in 1914?	Theme:	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: 4
Skills: Chronological understanding. Place current study on time line in relation to other studies.	Skills:	Skills: Chronological understanding. Know and sequence key events of time studied.	Skills:	Skills: Chronological understanding. Place current study on time line in relation to other studies.	Skills: Chronological understanding. Place current study on time line in relation to other studies.

<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels. Relate current studies to previous studies.</p> <p>Make comparisons between different times in history</p> <p>Range and depth of historical knowledge.</p> <p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Interpretations of history. Compare accounts of events from different sources. Fact or fiction.</p> <p>Offer some reasons for different versions of events</p> <p>Historical enquiry. Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research</p> <p>Communication and organisation. Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>		<p>Use relevant terms and periods labels.</p> <p>Make comparisons between different times in history</p> <p>Range and depth of historical knowledge. Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Interpretations of history. Compare accounts of events from different sources. Fact or fiction.</p> <p>Offer some reasons for different versions of events</p> <p>Historical enquiry. Begin to identify primary and secondary sources.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research</p> <p>Communication and organisation. Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>		<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels. Relate current studies to previous studies.</p> <p>Make comparisons between different times in history</p> <p>Range and depth of historical knowledge. Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p> <p>Interpretations of history. Compare accounts of events from different sources. Fact or fiction.</p> <p>Offer some reasons for different versions of events</p> <p>Historical enquiry. Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research</p> <p>Communication and organisation. Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>	<p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels. Relate current studies to previous studies.</p> <p>Make comparisons between different times in history</p> <p>Range and depth of historical knowledge. Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)</p> <p>Interpretations of history. Compare accounts of events from different sources. Fact or fiction.</p> <p>Offer some reasons for different versions of events</p> <p>Historical enquiry. Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research</p> <p>Communication and organisation. Fit events into a display sorted by theme time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms - work independently and in groups showing initiative.</p>
<p>Vocabulary:</p> <p>War Alliance Empire Armistice Trench Western Front No-mans Land Battle Suffragette Source</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p> <p>Renaissance Invention Engineer Discovery Museum Significance</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p> <p>Lindisfarne Raids Dark ages Reign Resistance Invasion Hierarchy Settlement Longboats Conquer</p>	<p>Vocabulary:</p> <p>Lindisfarne Raids Dark ages Reign Resistance Invasion Hierarchy Settlement Longboats Conquer</p>
Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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: 6	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 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, 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 checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. 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. Bring knowledge gathering from several sources together in a fluent account Communication and organisation. Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations	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. 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 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. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. 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. Bring knowledge gathering from several sources together in a fluent account Communication and organisation. Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations	Skills:	Skills:	Skills:
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: