



Knowledge and Skills Progression Overview

	Guidance Areas	Autumn	Spring	Summer
EYFS	In EYFS, History is covered through topics of interest and key themes. This consists of learning and resources in continuous provision, taught sessions and incidental learning. Wider events such as Remembrance and Day and Bonfire Night provide opportunities for children to explore History. Within Continuous Provision, the children constantly reflect on what they have been doing and how this differs from what they have previously been doing, including what they can do now that they could not before. In Summer Term, the children have an opportunity to reflect on their year in Reception, drawing on their own past experiences.			
	Nursery	<p>Understanding the world (People and Communities)</p> <p>Is curious about people and shows an interest in stories about people, animals and objects that they are familiar with, or which fascinate them</p> <p>Shows an interest in photographs of themselves and other familiar people and objects</p> <p>Enjoys stories about people and nature and is interested in photographs of themselves with these.</p> <p>Has a sense of own immediate family and relations and pets.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from others</p>		
	Reception	<p>Understanding the world (People and Communities)</p> <p>Shows an interest in the lives of people who are familiar to them</p> <p>Enjoys joining in with family customs and routines</p> <p>Remembers and talks about significant events in their own experiences</p> <p>Recognises and describes special times or events for family and friends</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family or friends.</p> <p>Talks about past and present events in their own lives and in the lives of family members</p> <p>ELG: Past and Present</p> <p>Talks about the lives of the people around them and their roles in society</p> <p>Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understands the past through settings, characters and events encountered in books read in class and storytelling</p>		
	Continuous Provision	<p>Artefacts and objects from the past for children to explore</p> <p>Objects to provoke investigation or prompt questioning of key themes (Remembrance, Bonfire Night, transition etc)</p> <p>Stories from the past, including key themes and events</p> <p>Photographs of the children in the past and now</p> <p>Photographs of familiar family members and friends</p> <p>Opportunities for children to share experiences and knowledge from different parts of their lives with each other</p> <p>Preserving memories of special events (drawing pictures, collecting photographs, video recording)</p> <p>Encouraging children to share their news and family events/ routines</p> <p>Investigation area – What do you think this is? Where has it come from?</p> <p>Role play dressing up</p> <p>Displays of events children have participated in throughout their learning journey</p> <p>Storytelling area – puppets, stories, fiction books, dolls</p>		
Year 1	Topic/Focus	All about me (Family Album)	Toys in the past	Neil Armstrong
	Key knowledge	<p>History is past events connected to a person, place or thing.</p> <p>Timeline is a line to order events from then to now.</p> <p>Then something that happened in the past.</p> <p>Now something that is happening in the present.</p> <p>Past is something that has already happened.</p> <p>Difference is something that is not the same.</p> <p>Similarities are things that are the same.</p> <p>Grandparents are people who are older than us and include our Grandma and Grandad.</p>	<p>Old is something from a long time ago.</p> <p>New is something that has not been there a long time.</p> <p>Chronology is in time order.</p> <p>Timeline is the order of events from then to now.</p> <p>Toys are things we play with.</p> <p>Clothes are the things we wear.</p> <p>Comparison is where you look at two or more pictures and say what is the same and what is not the same.</p> <p>Recent is something that happened not long ago.</p> <p>Photographs are pictures taken as an event happens.</p> <p>Change is a difference over time.</p> <p>Past is something that has already happened</p> <p>Present is something that is happening now.</p>	<p>Source is something that tells us about then or now.</p> <p>Significant person is a person that made changes in history.</p> <p>Chronology is the order of time from past to present.</p> <p>Neil Armstrong Date: 1969</p> <p>Reasons for significance: He was the first man on the moon. The rocket he travelled in was called the Apollo 11. The landing craft that he landed on the moon in was called 'The Eagle'.</p> <p>Apollo 11 was the spaceflight to the moon.</p> <p>Buzz Aldrin and Michael Collins were astronauts also taking part in the space mission.</p> <p>The First Moon Landing Date: 1969</p>



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				Reasons for significance: This was the first time we had ever been on the Moon.
	Key skills	<p>Discuss the lives of people around them. Create a timeline of events within their own lives. Discuss events within their own living memory. Create a class timeline using photographs of key events State how something from the past compares to now. Begin to sort images into then and now. Ask simple questions. Sequence events within their own lives. Begin to use historical language such as a long time ago, recently, when my parents were children and years to describe the passing of time.</p>	<p>Ask and answer simple questions about the past. Begin to order artefacts on a timeline. Sort five images into then and now. List similarities and differences between two contrasting time periods. Place images on a timeline and label with then and now. Match images to the correct time period. Verbally compare similarities and differences between two pictures (for example, old and new toy dolls) Know that a photograph can tell us about the past.</p>	<p>Create a timeline of space travel on the moon. Begin to use photographs as a way to find out about the past. Place images on a timeline labelled with the correct dates. Sequence pictures from a significant historical event. Verbally retell an event using pictures or video as support. Match a significant person to the correct reason why they are significant. Verbally state why a person is significant and outline their key actions. Know that a source tells us about then or now. Identify and ask simple questions about a source.</p>
	Topic/Focus	Great Fire of London	Grace Darling	Captain Cook
Year 2	Key knowledge	<p>Significant event is an important event that made a change to History. Chronology is the order of time from past to present. Timeline is used to sequence events from the past to present. Past is a period of time that has already happened. Present is the current period of time. Sources are photographs and objects that we can use to find out about the past. Reliable means that it can be trusted. Pudding Lane is a small street in London where the bakery was.</p> <p>Samuel Pepys Date: 1666 He kept a diary during the Great Fire of London and recorded lots of facts.</p> <p>Thomas Bludworth Date: 1666 He was the Mayor of London when the Great Fire of London happened. He was responsible for building planning.</p> <p>The Great Fire of London Date: 1666 This was the biggest disaster to happen in London. Following the fire, the whole of London was rebuilt.</p> <p>The Great Fire of Gateshead Date: 1854 A local fire which destroyed substantial amounts of property in the local area.</p>	<p>History is a series of past events connected to a person, a place or a thing. Significant individual is someone important who made a change to world History. Evidence is something that we use to prove that something happened. Sources are pieces of evidence that we use to find out about the past. Sources include photographs, videos, pictures, newspapers, and letters. Reliability is how much trust we can place in a source. Historian is somebody that collects information to find out about the past.</p> <p>Grace Darling Date: 1838 She became a national heroine after risking her life to save the stranded survivors of the wrecked steamship Forfarshire in 1838.</p> <p>Northumberland is a county in the North of England. Victorian is someone who was alive during the Victorian times. Lighthouse is a tower to warn guards of ships at sea. Artefacts are objects made or shaped by a human which tells us or gives us clues about what happened in the past.</p> <p>George Elmy Lifeboat Disaster The lifeboat, 'George Elmy' was capsized by two huge waves only 30 yards from Seaham Harbour's South Pier, in East Durham. They had just saved the lives of the crew members of the fishing boat, Economy, which had foundered in stormy seas off Dawdon Colliery.</p>	<p>Century is 100 years. Explorer is someone who travels somewhere. Discovery is the act of finding something new. Change is the idea that something is different. Primary Sources are pieces of evidence that were around at the time. Secondary Sources are things that were created after an event. Interpret is to explain the meaning of something. Voyage is a long journey which involves travelling on a boat. Captain is someone who is in charge of a team.</p> <p>Captain James Cook Date: 1728 He was Captain of a ship called HMS Endeavour. He went on three voyages to explore new land, including Australia.</p> <p>Neil Armstrong Date: 1969 He was the first man on the moon. The rocket he travelled in was called the Apollo 11. The landing craft that he landed on the moon in was called 'The Eagle'.</p>
	Key skills	<p>Compare the Great Fire of London to the Great Fire of Gateshead. Handle evidence to ask questions about the past.</p>	<p>Describe Grace Darling as a significant individual Show a growing understanding of the reasons why the people in the past acted as they did.</p>	<p>Identify the difference between ways of life at different times Use historical language to talk about events in the past. Use a range of sources to explore the past.</p>



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	<p>Add three images/artefacts/events on a simple pre-dated timeline.</p> <p>State whether a source is from the past or now.</p> <p>Provide a simple definition of what a source is.</p> <p>Identify different sources that they have used. For example, photographs, video, newspaper.</p> <p>Sequence five pictures from the Great Fire of London and verbally retell the event.</p> <p>Begin to use specific key dates on a timeline</p> <p>Begin to explore how sources of information may not be as reliable as they seem.</p>	<p>Describe whether a source is from the past or now.</p> <p>Show an understanding of the term 'significance'</p> <p>Match a significant person to the correct reason of significance.</p> <p>Using a word bank for support, write a sentence to state why Grace Darling is significant.</p> <p>Discuss what they can find out from three sources of evidence.</p> <p>Ask simple questions about a source. For example, Who is it? Why is she wearing a uniform?</p> <p>State why Grace Darling is significant and outline her key actions.</p> <p>Demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Recognise what happened as a result of people's actions and events.</p>	<p>Discuss whether a source is from the past or now.</p> <p>Define the word significance.</p> <p>With support, comment on the reliability of a source.</p> <p>Write sentences to explain why Captain Cook was significant and give a reason to support this.</p> <p>Begin to compare Captain Cook and Neil Armstrong as two significant individuals.</p> <p>Identify the similarities and differences of Captain Cook and Neil Armstrong.</p> <p>Ask and begin to answer simple questions about a source.</p> <p>Annotate timelines to begin to include historical language.</p>
Topic/Focus	Stone Age	Romans	Celts V Romans
Year 3	<p>Key knowledge</p> <p>Prehistory is the period of time before writing was invented.</p> <p>BC Before Christ is a date that occurred before the birth of Christ.</p> <p>AD After Domini is a date from Jesus's birth.</p> <p>Cause and Effect is something that made that event happen and what happened because of that event.</p> <p>Significance is the importance of an event or person.</p> <p>Nomadic refers to a person who lives by travelling from place to place.</p> <p>Hunter-Gatherers are people who live by hunting, fishing and harvesting wild food.</p> <p>Changes from Stone Age to Iron Age</p> <p>Date: Stone Age 12 000 years ago.</p> <p>Significance: The earliest period of human culture when stone tools were used.</p> <p>Facts: Stone Age had three periods; Palaeolithic – Old Stone Age, Mesolithic – Middle Stone Age and Neolithic – New Stone Age.</p> <p>Stone Age led to Bronze Age and then to Iron Age.</p> <p>Iron Age</p> <p>Date: 800 B.C</p> <p>Facts: The use of bronze was replaced with Iron. Tools were better developed which led to improved farming. They lived in larger communities.</p> <p>Stonehenge</p> <p>Date: Started building 5000 years ago in Neolithic period.</p> <p>Facts: Took over 1000 years to build. It is believed to be a place where sick people were brought to be healed.</p> <p>Skara Brae is a stone-built Neolithic settlement.</p> <p>Batter Law is a local Bronze Age burial mound.</p>	<p>Chronology is the order of time from past to present.</p> <p>Timeline is used to sequence events from the past to present.</p> <p>AD After Domini is a date from Jesus's birth.</p> <p>Chronology is arranging events in their occurrence in time.</p> <p>Civilisation means a group of people living in a well-organised place.</p> <p>Evidence is something that we use to prove that something happened in the past.</p> <p>Artefacts are objects made or shaped by a human which tells us or gives us clues about what happened in the past.</p> <p>Local is somewhere close to where we live.</p> <p>Emperor is a man who rules the Empire.</p> <p>Dictator is a ruler with total power over a country.</p> <p>Roman Empire</p> <p>Date: 43AD</p> <p>Significance: Roman invasion impacted Britain by introducing new ideas and ways of life.</p> <p>Facts: Romans built roads into Britain.</p> <p>Julius Caesar</p> <p>Date: 100BC – 44BC</p> <p>Facts: He invaded Britain twice.</p> <p>He was the dictator of Roman and put an end to Roman Republic.</p> <p>He was the leader of the Roman army and conquered many lands.</p> <p>He fought in a civil war and became the leader in Rome.</p> <p>He was assassinated.</p> <p>Hadrian's Wall</p> <p>Date: Began building in 122AD</p> <p>Significance: It was built to protect from the Scottish tribes.</p>	<p>Romans refer to the people living in Rome after it was founded in 753BC by King Romulus.</p> <p>Empire refers to a group of people ruled by an Emperor.</p> <p>Republic is a form of government in which people choose their leaders.</p> <p>Celts are people who lived in Britain and Northwest Europe during the Iron Age.</p> <p>Continuity and change refers to things that stayed the same and things that were made different.</p> <p>Constitution is a system of laws and rules</p> <p>Resistance is fighting back against attackers.</p> <p>Consequence is something that occurs because of an event.</p> <p>Society means people living together in an organised group.</p> <p>Aqueducts are systems for transporting water from one place to another.</p> <p>Invaders are people or groups that invade a country, region, or other place.</p> <p>Architecture is the design of a building.</p> <p>Territory means land controlled by a ruler.</p> <p>Import means to buy goods from another country.</p> <p>Export is the selling of goods to another country.</p> <p>Invasion is to use military force to take occupy someone else's land or country.</p>
	<p>Key skills</p> <p>Develop skills in comparison.</p> <p>Use thinking and problem-solving skills to begin to understand how evidence is used.</p> <p>Show a developing understanding of chronology.</p> <p>Use timelines to describe how long ago an event occurred.</p>	<p>Consider why England was an attractive destination for the Romans.</p> <p>Discuss the changes the Romans brought to England.</p> <p>Use sources to consider the reliability of evidence.</p> <p>Place events, artefacts and historical figures on a timeline that uses dates.</p>	<p>Begin to understand the concept of continuity and change in Britain.</p> <p>Begin to suggest suitable sources of evidence for historical enquiries.</p> <p>Develop different accounts of a historical events.</p>



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		<p>Label a chronological timeline with historical language. Use visual sources and artefacts to identify and describe reasons for and results of, situations and changes. Identify what life was like at sites like Skara Brae. Show a developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. With support, describe some of the major changes in Britain from the Stone Age. Make some suggestions on the cause and consequence of familiar events in history. Use AD and BC on a timeline with key events identified. Explain what types of sources are available to tell us about the Stone Age.</p>	<p>Investigate how far the Roman Empire spread. Investigate the fall of the Roman Empire. Explain some of the reasons why the Romans left Britain. Explain, using historical vocabulary, the impact and influence of the Romans on Britain. Organise information about the Roman Empire. List some sources of evidence that help historians understand Roman life. Identify and describe the sources that they have used. For example, photographs, newspapers etc. Compare and contrast the invasions of Britain in 55BC and 54 BC with the invasion of 43AD. Explore everyday lives of Roman soldiers.</p>	<p>With support, begin to suggest causes and consequences of the conflict between the Celts and Romans. Investigate the Celts. What was their effect on the social, cultural and religious diversity of Britain at the time? Recommend some significant artefacts from the Iron Age that help us to understand what life was like for different sections of society. Add previously studied events onto the timeline (Stone Age and Iron Age). Compose an accurate and annotated timeline of key events. Compose a simple explanation to describe the key similarities and differences between the Celts and Romans. Identify the different ways that the past may have been represented. Communicate knowledge and understanding in a variety of ways.</p>
	Topic/Focus	Ancient Greece	Anglo-Saxons	Vikings
Year 4	Key knowledge	<p>Ancient is more than 1500 years old. Ancient Greece Formed approximately 4000 years ago Greece was split into City states E.g. Athens and Sparta. The Ancient Greeks had many Gods. The head of the Gods was Zeus. Gods lived on Mount Olympus. Ancient Greece were the first to form a government and introduce democracy. Women had no say. The Olympic Games were held in Ancient Greece. Democracy is a system of government where the people vote for a leader. Historical sources are things that give us information about the past. Civilisation is a group of people living in a well-organised place. Golden Age is the period when a specified art or activity is at its peak. Pantheons are groups of particularly respected, famous, or important people. Olympics is a festival that was held every four years to honour the god Zeus. The first recorded version of this was in 776BC in a place called Olympia.</p>	<p>Conquer is to take control by force. Alliance is the support of a person or group. Medieval refers to the period of European History between 476AC and 1500AC. Christianisation is the conversation to Christianity. Pagan relates to religious beliefs other than those of the main word religions. The Anglo-Saxons Date: 410AD- 1066 Significance: They came after the Romans. Facts: Britain no longer had a strong Roman army to help defend so it was an easy target for the Anglo-Saxons to invade. Woden is the chief God of the pagan Anglo-Saxons. Saint Augustine is the first Archbishop of Canterbury and the founder of the English Church. Invasion is to use military force to take occupy someone else's land or country. Bede Date: 673AD – 735AD Facts: A monk who wrote about life in Anglo-Saxon Britain. Alfred the Great an Anglo-Saxon King who fought back against the Vikings and managed to control most of England. Monks are people who work and live in a Christian Church or monastery and serves God by writing, performing chores and spreading the word of Christianity. Sutton-Hoo is an archaeological site in Suffolk, England where a ship-burial was discovered. Lindisfarne Raid was a Viking attack in 793 on the island of Lindisfarne.</p>	<p>Date: 787AD Significance: The Vikings raided Britain Facts: The first Viking raid was recorded in 787AD which was the start of a struggle between the Anglo-Saxons and the Vikings. They divided up Britain with the Vikings living in the East and Anglo-Saxons in the West. Anglo-Saxons: The main group of people living in Britain when the Vikings invaded. Interpretation is explanation of something when the answer isn't always clear or obvious. Explorers are people who travel to a new place to discover what is there. Evidence is proof or information that shows whether information is true. Raid is to enter a place to steal something. Scandinavia is Norway, Sweden and Denmark. Colonisation means to take control of a place and to live there. Reputation means the beliefs that are held about someone. Lindisfarne Raid was a Viking attack in 793 on the island of Lindisfarne. King Alfred is the King of Wessex who prevented England from falling to the Vikings. Treaty is a formal written agreement between states. Trade is the act of buying and selling goods. Primary Sources are pieces of evidence that were around at the time. Secondary Sources are things that were created after an event.</p>
	Key skills	<p>Describe the characteristic ideas, beliefs and attitudes of Ancient Greece. Compare and contrast between democracy in Ancient Greece and Britain at the same day.</p>	<p>Develop a sense of chronology through making links within and across the periods of history studied, and describing connections, contrasts and trends over time.</p>	<p>Suggest causes and consequences of the Lindisfarne Raids. Use more than one source of evidence to gain a more accurate understanding of the past. Use evidence to reconstruct life for the Vikings.</p>



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		<p>Accurately place events, artefacts and historical figures on a timeline that uses dates.</p> <p>Explain how democracy was established and maintained in Ancient Greece.</p> <p>Compare and contrast democracy in Ancient Greece and Britain at the same time.</p> <p>Explain the significance of the Olympic Games.</p> <p>Carefully select and investigate evidence to ask questions and explore possible answers.</p> <p>Use and suggest sources of evidence to build an overview of the past.</p> <p>Begin to discuss the effectiveness and relevance of sources of evidence.</p> <p>Identify the different ways that the past may be represented.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Place events, artefacts, historical figures and periods of times on a timeline using dates and key annotations.</p>	<p>Identify social, cultural, religious and ethnic diversity in Britain.</p> <p>Describe what Anglo-Saxon life was like for all groups of people.</p> <p>Explain some of the reasons why the Anglo-Saxons came to Britain.</p> <p>Explain what religious beliefs were before the spread of Christianity and how the spread of Christianity impacted Britain.</p> <p>Share an overview of the changes in Britain from the Stone Age to Anglo-Saxon times.</p> <p>Investigate the burial site at Sutton-Hoo.</p> <p>Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century.</p> <p>Develop the use of appropriate historical terms.</p> <p>Use sources of evidence to consider the reliability of evidence.</p> <p>Find out about the past by asking and answering questions, selecting and using a range of sources thoughtfully to provide evidence.</p> <p>Select and use evidence in order to gain a more accurate understanding of history.</p> <p>Explore St Mary's church in Seaham as an Anglo-Saxon building.</p>	<p>Explore different accounts and interpretations of historical events.</p> <p>Give some reasons as to why the accounts may differ.</p> <p>Accurately represent the periods of time studied on an annotated timeline.</p> <p>Represent the key theme of change on a timeline, considering where and why the biggest change occurred.</p> <p>Select and use a range of historical terms appropriately.</p> <p>Use key dates on timelines and when sequencing.</p> <p>Consider the suitability of evidence.</p> <p>Consider alternative viewpoints about the causes and consequences of the Lindisfarne Raids.</p> <p>Explore how recent excavations of evidence has challenged previous historical claims and views on the Vikings.</p> <p>Ask and answer a variety of questions about a range of different sources.</p> <p>Discuss the effectiveness and relevance of a source and choose appropriate sources to gather evidence from.</p>
	Topic/Focus	Ancient Egypt	Monarchs	Victorians
Year 5	Key knowledge	<p>Rituals are religious services that follow set patterns.</p> <p>Archaeologists are people who study the past by examining remains and objects.</p> <p>Mummies are preserved bodies.</p> <p>Sarcophagus is a decorative container for a body.</p> <p>Temples are a place of worship.</p> <p>Architects are people who design buildings.</p> <p>Afterlife is a life that some people believe begins when you die.</p> <p>Achievements are things that have been completed successfully.</p> <p>Preserve means to protect from decay or damage.</p> <p>Pharaoh is a King or Queen.</p> <p>Canopic jars are special jars that hold the organs of a mummy.</p> <p>Hieroglyphics is a special type of writing that contains pictures and symbols.</p> <p>Cleopatra was the last active Pharaoh of the Ancient Egyptian Empire. Cleopatra reigned of the kingdom for 21 years, from 51 BC until her death in 30 BC.</p> <p>Reign is the period when a monarch is the ruler of a country.</p> <p>River Nile is a north-flowing river in Africa.</p>	<p>Monarchy is a form of government where a single ruler is at the head.</p> <p>Reign is the period when a monarch is the ruler of a country.</p> <p>Queen Victoria became the Queen of England in June 1837 when she was just 18 years old. She ruled for over 60 years and became Queen of the biggest empire in history.</p> <p>Victorian Era: This period was under the reign of Queen Victoria. The Industrial Revolution occurred during this time.</p> <p>Industrial Revolution was a period where machines began to be used more in factories and more goods were produced as a result.</p> <p>Queen Elizabeth I was Queen of England and Ireland from 1558 to 1603. She's regarded as one of the greatest monarchs of England.</p> <p>Upper Class refers to a social group that has the highest status in society.</p> <p>Poverty is being extremely poor.</p> <p>Elizabethan is a period under the reign of Queen Elizabeth I</p> <p>Great Exhibition is a display to showcase industry and progress.</p> <p>Economy is the wealth a country gets from business and industry.</p> <p>Revolution is an important change.</p> <p>Expansion is to become larger or grow.</p> <p>Conditions are how good or bad something is.</p> <p>Innovations are new ways of doing things.</p> <p>Economy is the wealth that a country gets from business and industry.</p> <p>Parliament are a group of people who make and change laws.</p> <p>Walter Raleigh was a famous explorer. He was knighted and made a member of Parliament under the reign of Queen Elizabeth I.</p>	<p>Victorian Era Date: 1837-1901 This period was under the reign of Queen Victoria.</p> <p>Queen Victoria became the Queen of England in June 1837 when she was just 18 years old. She ruled for over 60 years and became Queen of the biggest empire in history.</p> <p>Chartism refers to a popular mass movement who fought for the right of suffrage and a fair voting system.</p> <p>Analyse is to consider something carefully in order to understand it or find something out.</p> <p>Upper Class refers to a social group that has the highest status in society.</p> <p>Poverty is being extremely poor.</p> <p>Conditions are how bad or good something is.</p> <p>Law is a set of rules.</p> <p>Parliament is a group of people who make or change laws.</p> <p>Industrial Revolution was a period where machines began to be used more in factories and more goods were produced as a result.</p> <p>Joseph Rowntree attempted to improve the quality of his employees' lives and provided a library in the factory and free education for workers under seventeen.</p> <p>Lord Shaftsbury promoted education for poor children.</p> <p>Dr Barnardo a missionary who set up homes for poor, homeless children with food, shelter and training.</p> <p>Coronation is the formal service of making a person king or queen of a country.</p> <p>Diseases are illnesses, many of which were very dangerous (for example, cholera, smallpox and typhoid).</p>



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				<p>Child Labour Act / Factory Acts are laws passed by government to protect people working in dangerous factories.</p> <p>Paupers are very poor people who have no way of feeding or supporting themselves.</p> <p>Ragged School refers to a school set up to teach poor children.</p> <p>Workhouses are places set up by the government where poor people with no money could go and be given a bed, food and work. Many had very harsh rules.</p>
	Key skills	<p>Show a sense of chronology through making links within and across the periods of history studied, and describing connections, contrasts and trends over time.</p> <p>Make connections, draw contrasts, and analyse trends in the daily lives and treatments of slaves, farmers, and the upper classes.</p> <p>Select and use a range of evidence which allows conclusions to be deduced from its scrutiny.</p> <p>Make comparisons between the lives of slaves and women in Britain and Ancient Egypt; women had more rights than those in Britain, including the right to own land and property, and to trade and make contracts.</p> <p>Explore how this enabled Cleopatra to become a pharaoh of the kingdom by using evidence to make historical claims.</p> <p>Explain how the Romans ended the reigns of Cleopatra.</p> <p>Identify and describe the reasons for, and results of, this change.</p> <p>Use evidence to reconstruct life in the time studied.</p> <p>Demonstrate a growing understanding of how to use evidence to generate questions and to investigate answers about the past.</p> <p>Explain why Ancient Egyptians were significant.</p> <p>Plan a historical enquiry that uses sources of evidence to explore lives for the Ancient Egyptians.</p> <p>Collect and use a wider range of evidence sources.</p>	<p>Describe the social diversity of past society.</p> <p>Continue to develop a chronologically secure knowledge of history</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses by selecting and organising relevant historical information.</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Order significant events, movements and dates on a timeline, with detailed annotations.</p> <p>Identify and compare changes within and across different periods.</p> <p>Compare and contrast the lives for individuals during the reign of the two Queens.</p> <p>Recommend suitable sources of evidence to provide an overview of the Victorian Era. Justify your answers.</p> <p>Show an understanding of the significance of both Queens during their reign.</p> <p>Explore the reign of Queen Victoria and comment on the social, economic and technological change that it brought.</p> <p>Deduce conclusions from well investigated sources of evidence.</p> <p>Use dates and terms accurately when describing events.</p>	<p>Show a sense of chronology through making links within and across the periods of history studied, and describing connections, contrasts and trends over time.</p> <p>Know and sequence key events in the period studied.</p> <p>Describe the characteristic features of the Victorian Era.</p> <p>Show a growing understanding of the concept continuity and change, with some examples given.</p> <p>With some support, describe and compare time periods. Study different aspects of different people (differences between children – rich and poor).</p> <p>Compare life in the early and late period studied.</p> <p>Suggest some suitable sources of evidence.</p> <p>Begin to form and investigate hypothesis.</p> <p>Describe how different types of sources tell us different things about the past.</p> <p>Use sources of evidence.</p> <p>Analyse children's experiences, contrasting rich and poor.</p> <p>Make appropriate use of historical terms.</p> <p>Recommend sources of evidence to provide an overview of the Victorian era. Justify your answers.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence and give reasons for choices.</p> <p>Compare the Victorian life of a child to that of a child today.</p> <p>Understand chronology whilst securing knowledge of British, local and world history.</p>
	Topic/Focus	Mayan Civilisation	Medicine and Disease	WWII
Year 6	Key knowledge	<p>Mayan Civilisation The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war, went to 'the place of misty sky'. At the top of Mayan society was the king and royal family who were believed to be closely linked to the gods. Mayans and the Vikings had similar 'class structure'. Mayans, Egyptians and Vikings all believed in their 'creation story'. Bias is where one thing is favoured over another. Ahau is the name for a Mayan King.</p>	<p>Note: - Children will use their previous learning of studied time periods to build an overview of medicine and disease over time.</p> <p>Sources are pieces of evidence that we use to find out about the past. Sources include photographs, videos, pictures, newspapers, and letters.</p> <p>Prehistory is the period of time before writing was invented.</p> <p>Witch Doctors and Medicine Men were experienced and wise people but not medically trained. Medicine men's treatments were mainly aimed to banish the evil spirits from the body.</p> <p>Trepanning was the process of cutting a hole into the skull to release the evil spirit.</p> <p>Ancient Egyptians began to record ideas and theories. Similarly, they also had experienced and wise people to help treat and heal the sick. The Egyptians also believed that evil spirits caused illnesses, although</p>	<p>WW11 – 1939-1945 The war divided countries into Allies and Axis. The Nazi Party wanted to gain more power so invaded Poland and war was declared. Winston Churchill was the British Prime Minister from 1940 to 1945, then again from 1951 to 1955. He is famous for his speeches and inspired people to keep fighting. Mark Sheriff was a local home guard officer. Communism is a political belief system. Decades are periods of 10 years. Evacuated means removed from a dangerous place. Evacuation means the removal to a place of safety.</p>



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Guidance Areas	Autumn	Spring	Summer
	<p>Dynasty refers to the continuation of powerful leaders within the same family over a period of time.</p> <p>Hieroglyphics is a system of writing that used pictures and symbols instead of letters and numbers.</p> <p>Peasant refers to a class of people who had little money or possessions.</p> <p>Sacrifice means giving up something as an act of worship.</p> <p>Settlement is a place where people live and build homes.</p> <p>Temple is a building devoted to the worship of a god or gods.</p> <p>Tzolk'in is the Mayan religious calendar which contained 260 days instead of 365.</p>	<p>another theory was developed. The channel theory was based on the River Nile. They thought that the body was made up of 46 different tubes or 'channels'. If these got blocked (by the evil spirits) the person would become ill.</p> <p>Mummies are preserved bodies.</p> <p>Sarcophagus is a decorative container for a body.</p> <p>Afterlife is a life that some people believe begins when you die.</p> <p>Preserve means to protect from decay or damage.</p> <p>Canopic jars are special jars that hold the organs of a mummy.</p> <p>Ancient Greeks</p> <p>Hippocrates is often recognised as the father of modern medicine. He believed that the observation and recording of a patient's symptoms was vital to medical care. This process is now called 'clinical observation'.</p> <p>Galen dissected animals. He was a famous Greek physician, surgeon and philosopher in the Roman Empire. He contributed to Hippocrates' theory.</p> <p>Romans were some of the first to realise the importance of public health in their towns and cities. Towns included sewers and public toilets to keep streets cleaner.</p> <p>Aqueducts are systems for transporting water from one place to another.</p> <p>The Black Plague was an infection that was spread by rats. Victorian Era had a division between rich and poor people. Medical advances were made.</p> <p>Edward Jenner found a prevention from contracting smallpox.</p> <p>Florence Nightingale was the founder of modern nursing.</p> <p>Diseases are illnesses, many of which were very dangerous (for example, cholera, smallpox and typhoid).</p> <p>NHS is the National Health Service that provides treatments and health service to the public.</p>	<p>Propaganda is communication used to influence the opinions of others.</p> <p>Blitz is when a city (like London) was heavily bombed.</p> <p>Legacies are things left behind from the past.</p> <p>Declaration is an official announcement.</p> <p>Rationing is the limiting of amounts of food, fuel or water.</p> <p>Scapegoat means to blame someone else for a certain thing.</p> <p>Holocaust was the deliberate murder of Jews and political prisoners by the Nazi Party.</p> <p>Adolf Hitler was the leader and founder of the Nazi Political Party. He was a German dictator during World War II.</p> <p>Anderson Shelter was a shelter that was half buried in the ground and covered to protect people from the bomb blasts.</p> <p>Blackout means that all windows and doors had to be covered to stop enemies seeing house lights.</p> <p>Gas masks were given to all civilians to protect them from gas attacks.</p> <p>Concentration camps were places where people were imprisoned together because of political or religious beliefs of their race.</p>
<p>Key skills</p>	<p>Show a clear sense of chronology through making links within and across the periods of history studied, and describing connections, contrasts and trends over time.</p> <p>Compare beliefs and behaviours with another time studied.</p> <p>Place current study on a timeline in relation to other studies.</p> <p>Make connections, draw contrasts and analyse trends over time.</p> <p>Annotate timelines in detail to include historical concepts and language.</p> <p>Compare key themes and identify and describe areas of continuity and change.</p> <p>Shows good knowledge of the broad history of Britain and the ancient societies,</p> <p>Compare beliefs and behaviours with another time studied.</p> <p>Suggest good examples of refinements to a line of enquiry with reasons given for the refinement.</p> <p>Use a range of sources to find out about an aspect of time in the past.</p>	<p>Show a clear sense of chronology through making links within and across the periods of history studied, and describing connections, contrasts and trends over time.</p> <p>Compare and contrast development in medicine over time, using various time periods studied.</p> <p>Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</p> <p>Discuss the use of historical sources and how a historian could use sources to find out about the past.</p> <p>Compare past beliefs to more modern views and to civilisations they have previously studied.</p> <p>Investigate medical practices of prehistoric civilisations and Ancient Egypt</p> <p>Compare prehistoric and Ancient Egyptian attitudes towards health.</p> <p>Investigate how Roman attitudes towards health was influenced by the Greeks.</p> <p>Use sources of evidence to study the spread of the Black Plague.</p> <p>Summarise key turning points for medicine during the 19th Century.</p>	<p>Use a range of sources to form and conduct their own enquiry question.</p> <p>Explore beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Devise historically valid questions about change, cause, similarity and difference.</p> <p>Interpret the past using a range of concepts and ideas</p> <p>Understand the role of opinion and propaganda.</p> <p>Use historical language for explanation and justification of artefacts and sources in chronological order.</p> <p>Make connections and draw contrasts to trends over time.</p> <p>Annotate timelines in detail to show understanding and developed knowledge.</p> <p>Compare key themes and describe areas of continuity and change.</p> <p>Make links between some characteristics of time periods studied.</p>



Knowledge and Skills Progression Overview

	Guidance Areas	Autumn	Spring	Summer
		<p>Independently investigate a complex historical research question.</p> <p>Explore religious beliefs and attitudes of the Mayan Civilisation and make comparisons to the Ancient Egyptians.</p> <p>Compare and contrast beliefs of the Maya to the Vikings.</p> <p>Investigate social, technological and cultural advances.</p> <p>Justify claims made about the past.</p> <p>Distinguish between reliable and unreliable sources of evidence and justify reasons why.</p>	<p>Use a range of sources to suggest causes for continuity and change between the past and medicine today.</p> <p>Give a broad overview of life in Britain and how it has changed over time.</p> <p>Explain the characteristic features of the past, including ideas and beliefs.</p> <p>Accurately use appropriate historical vocabulary to communicate.</p> <p>Identify periods of rapid change and contrast them with times of relatively little change.</p>	<p>Collect, select and explore sources of evidence to provide well-reasoned arguments for events in the past.</p> <p>Form interesting and thoughtful hypotheses, based on an understanding of the past which can be tested through further research.</p> <p>Explore the social, cultural and political views of the past in Britain and draw conclusions.</p> <p>Independently investigate a historical research question.</p> <p>Use a variety of ways to communicate knowledge and understanding.</p>