

Knowledge and Skills Progression: Year 1 to Year 6

History Curriculum

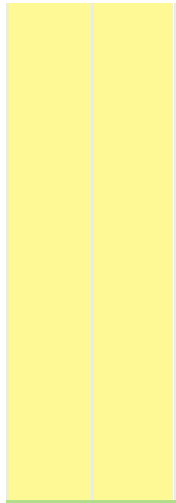


Year	Term	Scheme of work	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
1	Aut	Toys Past and Present	<ul style="list-style-type: none"> I know that some objects were different in the past to how they are today. I can describe old objects. I can identify objects that are old and objects that are new. I can compare old and new objects. 	<ul style="list-style-type: none"> I know that the toys my parents and grandparents played with are different to the toys I play with today. 	<ul style="list-style-type: none"> I can order decades chronologically. 	<ul style="list-style-type: none"> Decade
1	Spr	What were seaside holidays like in the past?	<ul style="list-style-type: none"> I can use a range of photographs to infer information about the past. 	<ul style="list-style-type: none"> I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times. 	<ul style="list-style-type: none"> I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today. 	<ul style="list-style-type: none"> Steam train Tradition Bathing machine Promenade Modern Old-fashioned
1	Sum	Homes in the Past	<ul style="list-style-type: none"> I can use photographs to explore what the interiors of Victorian homes were like. I can use photographs of objects to explore what daily life was like in Victorian times. 	<ul style="list-style-type: none"> I know that houses built today are different from houses built a long time ago. I can match houses to their time period. I can explain how house designs have changed over time. I know who Queen Victoria was. I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet. I can use illustrations to compare and contrast modern and Victorian homes. I can name some objects found in a Victorian house that we no longer use today. I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes 	<ul style="list-style-type: none"> I recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods. I know when the Victorian period was. 	<ul style="list-style-type: none"> Medieval Tudor Georgian Victorian

				without a washing machine.		
2	Aut	The Great Fire of London	<ul style="list-style-type: none"> I can use photographs and illustrations to compare London today with London in 1666. I can use maps to explain some of the ways London has changed over time. I know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. I can read extracts from Samuel Pepys diary and explain what they tell us about the fire. I can distinguish between objects, writing and pictures as historical sources. 	<ul style="list-style-type: none"> I can explain some of the ways in which London was different in 1666 to today. I can explain the key events of the Great Fire of London. I can explain some of the factors that made the Great Fire last so long and be so difficult to put out. 	<ul style="list-style-type: none"> I know that the Great Fire of London took place in the Stuart period. I can place the Great Fire of London on a timeline. I can organise dated cards into a timeline of British history. 	<ul style="list-style-type: none"> Century Plague Stuart King Charles II Source Samuel Pepys Thomas Farriner Monument
2	Autr	Intrepid Explorers	<ul style="list-style-type: none"> I can use simple texts to find out about people who lived a long time ago. I can pose simple questions to find out about the past. I can compare the lives and achievements of two famous historical figures. 	<ul style="list-style-type: none"> I know that life was very different in the past to how it is today. I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world. 	<ul style="list-style-type: none"> I can distinguish between different periods in time using simple markers, such as inventions. 	<ul style="list-style-type: none"> Explorer Exploration New World
2	Spr	Castles	<ul style="list-style-type: none"> I can use simple texts to find out about people and events of the past. I can use photographs of castles to find out about the past. 	<ul style="list-style-type: none"> I know that people fight battles to take control of a country. I know that castles were built as fortresses and can explain why this was necessary. I can suggest some actions a new monarch would need to take to make sure his crown was safe. I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. I can explain how uses for castles have changed over time. 	<ul style="list-style-type: none"> I know when the Normans lived. I can organise events into a simple timeline. 	<ul style="list-style-type: none"> Medieval Rebellion Monarch Monarchy Normans

3	Aut	Ancient Egypt	<ul style="list-style-type: none"> • I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. 	<ul style="list-style-type: none"> • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen's tomb. • I can describe ancient Egyptian beliefs in the afterlife. • I explain the process of mummification. 	<ul style="list-style-type: none"> • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. 	<ul style="list-style-type: none"> • Civilisation • Ancient • Modern • Ancient Egypt • Before Common Era • Common Era
3	Spr	Anglo-Saxons, Picts and Scots	<ul style="list-style-type: none"> • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability. 	<ul style="list-style-type: none"> • I know who the Anglo-Saxons were and where in Europe they came from. • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. 	<ul style="list-style-type: none"> • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. 	<ul style="list-style-type: none"> • Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan
3	Sum	Stone Age to Iron Age (History Lessons in The Prehistoric World topic)	<ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> • Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic

4	Aut	Why did Henry VIII marry six times?	<p>I can place the Tudors on a timeline.</p> <p>I can name and order Henry VIII's six wives.</p> <p>I can ask and answer questions using a portrait as a source.</p> <p>I can use sources to describe the appearance and characteristics of Henry VIII.</p> <p>I can extract and interpret information from primary sources.</p> <p>I can describe the kinds of activities Henry VIII liked to do.</p> <p>I can identify some of the problems faced by a Tudor king.</p> <p>I can evaluate different points of view and explain their reasoning.</p> <p>I can evaluate the reasons for the failure of Henry's second marriage.</p> <p>I can describe the series of events leading up to Anne Boleyn's execution.</p> <p>I can explain the reasons why Henry's marriage to Anne of Cleves failed.</p> <p>I can use historical sources to answer questions. I can organise and relate the information they have gathered.</p> <p>I can describe the marriages of all six of Henry VIII's wives and evaluate their importance.</p>	<p>I know some of the reasons why people get married and how these are different from the Tudors.</p> <p>I understand about the power and importance of a Tudor king I know what the roles and responsibilities of a Tudor monarch were</p> <p>I know some of the reasons for the divorce from Catherine of Aragon.</p> <p>I understand that Henry's problems were not solved by the birth of a son.</p> <p>I understand that marriages were often arranged for political purposes.</p> <p>I understand the division of Catholic and Protestant in Europe during Tudor times and why this affected Henry's choice of wife.</p>		
4	Spr	Invaders and Settlers: Romans	<ul style="list-style-type: none"> I can consider different points of view about a historical events. I can study different accounts of a historical figure and suggest why they are different. I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> I can explain why and how the Romans invaded Britain. I know that Celts were living in Britain at the time of the Roman invasion. I can describe what life was like in Celtic Britain. I can describe the events surrounding Boudicca's revolt. I can describe some of the technological advances that the Romans brought to Britain. I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. I can place the Romans on a timeline. I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. 	<ul style="list-style-type: none"> Invade Settle Roman Empire Emperor Revolt
4	Sum	How did the role of women change?	<p>I can use a variety of sources of information to find out about the position of women in society during the 1950s.</p> <p>I can consider and evaluate primary and secondary sources of information, and assess their accuracy and value.</p> <p>I know what the term 'second-wave feminism'</p>	<p>I understand that the rights and roles of women have changed through time.</p> <p>I can describe some of the origins of patriarchy.</p> <p>I can describe some of the ways in which the rights of women differed from those of men from ancient times to the Renaissance.</p> <p>I understand that women were forbidden by law</p>	<p>I can identify some of the different ways in which women were perceived during this time.</p> <p>I can order key events in the history</p>	<p>Patriarchy</p> <p>Feminism</p> <p>Hierarchy</p> <p>Matriarchy</p> <p>Sexism</p> <p>Suffrage</p> <p>Revolution</p>



means.
I can describe some of the ways in which women's rights were improved in the 1960s and 1970s.
I can name some of the key people involved in women's rights movements and evaluate their contributions.
I can discuss and evaluate the issue of gender equality today.

from undertaking certain roles.
I can explain some of the ways in which women were restricted during the Victorian era.
I can give examples of women who achieved great things despite the restrictions on them.
I understand the term 'suffrage'.
I can explain who the suffragettes were, and how and why they campaigned for change.
I can name some individual suffragettes and describe their contribution to the movement.
I know when the First World War took place.
I can explain the role women played in the war effort during WW1.
I can discuss the impact the war had on women's suffrage.
I can summarise how the position of women changed from ancient times to 1928.

of women's rights chronologically.

empowerment

5	Aut	[Local Study]	<ul style="list-style-type: none"> <input type="checkbox"/> Look at more than two versions of the same event or story in history and identify differences. <input type="checkbox"/> Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <input type="checkbox"/> Use a range of primary and secondary sources to find out about the past 		Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.	
5	Spr	Who were the ancient Greeks?	<ul style="list-style-type: none"> • I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 	<ul style="list-style-type: none"> • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline. 	<ul style="list-style-type: none"> • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians
5	Sum	Victorians	<p>I can identify the positive and negative effects of the Industrial Revolution.</p> <p>I can evaluate the importance of some of the inventions of the Victorian period.</p> <p>I can suggest reasons why leisure pursuits are different today.</p>	<p>I can explain what the Industrial Revolution was.</p> <p>I can give examples of how the Industrial Revolution affected the population of Britain.</p> <p>I know who Queen Victoria was and why she was important.</p> <p>I can name some inventions and inventors of the Victorian era.</p> <p>I can name some of the key individuals who made improvements in medical care</p>	I can use their knowledge and reasoning skills to place inventions in chronological order.	

during the Victorian era.

I can give examples of the kinds of leisure activities enjoyed during the Victorian era.

I know why there was an increase in the leisure time available to people from the mid-1800s.

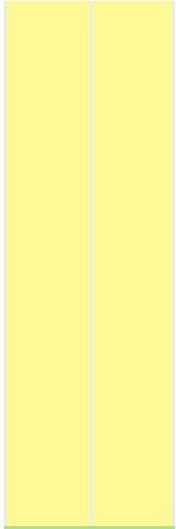
I can describe some of the ways in which medical care was improved during the Victorian era.

I can describe what medical care had been like before the Victorian era.

I can describe some of the main events in the life of Queen Victoria.

I can describe what Queen Victoria was like as a person.

6	Aut	The Maya	<ul style="list-style-type: none"> • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 	<ul style="list-style-type: none"> • I can explain how the Mayan ruins were discovered. • I know that the Mayans were organised into city states that were controlled by absolute monarchs. • I can explain the roles and status of different types of people in Mayan society. • I can describe Mayan religious beliefs, including the need for blood sacrifices. • I can describe the Mayan number and writing systems, and the Mayan calendar. 	<ul style="list-style-type: none"> • I know when the Mayan civilisation was. • I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. 	<ul style="list-style-type: none"> • Aztec • Conquistador • Colony • Maya • Constitutional monarchy • Democracy • City state • Absolute monarchy
6	Spr	Children in WW2	<ul style="list-style-type: none"> • I can use what I already know about WW2 to generate questions I want to find the answers to. • I can use photographs to suggest what has happened. • I can use photographs to infer understanding about what WW2 was like. • I can use propaganda to find out about life during the war. • I can read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war. 	<ul style="list-style-type: none"> • I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place. • I can explain what the Blitz was, why it happened and what Britain did to defend itself. • I know what evacuation was and can explain some of the arguments for and against it. • I know what rationing was, why it was necessary and how it impacted people's lives. • I can identify foods that would and wouldn't have been available during WW2. • I know what the Holocaust was and who was targeted by the Nazis. • I know the story of Anne Frank. • I can suggest what life was like for ordinary people in Britain during WW2. 	<ul style="list-style-type: none"> • I know when the World Wars took place. • I can place both World Wars on a timeline. 	<ul style="list-style-type: none"> • Decade • World War I • World War II • Blitz • Air raid • Anderson shelter • Blackout • Evacuation • Evacuee • Rationing • Holocaust • Anne Frank • Nazi
6	Sum	The slave trade	<p>I can draw conclusions about slavery from a variety of sources.</p> <p>I can give some reasons as to why the Atlantic slave trade became so big.</p> <p>I can use the information gained from sources to report on what life was like for slaves during the Atlantic slave trade.</p> <p>I can listen carefully to others' viewpoints and respond appropriately.</p> <p>I can put forward a viewpoint clearly and confidently.</p>	<p>I can give a definition of slavery during the Atlantic slave trade.</p> <p>I can differentiate between a slave and a servant.</p> <p>I can name the three main locations in the triangular Atlantic slave trade.</p> <p>I can identify the way in which each location benefited from the Atlantic slave trade.</p> <p>I can describe what the Middle Passage was and what this was like for the slaves.</p> <p>I can identify if a source is a primary or secondary source.</p> <p>I can give a brief description of who Harriet</p>		



Tubman was.

I can give an example of modern slavery.

I can recall some of the main signs of modern slavery.

I can name a way in which a victim of modern slavery can get help.

I can describe a way in which Britain changed because of the slave trade.

I can describe what the Underground Railroad was and how it helped slaves.

I can give reasons as to why Tubman is considered an important historical figure.

I can name one reason that the slave trade was abolished.

I can identify when the slave trade was abolished.

I can name some key figures involved in the abolition of slavery.

