



Wellesbourne Primary School Progression Document

HISTORY



INTENT

At Wellesbourne CE Primary School our approach to **History** is to furnish the children with historical knowledge and skills in order to be able to have an understanding of historical chronology. Through this, they will develop a sense of identity and a cultural understanding based on their historical heritage. We will teach children to investigate past events, developing skills of enquiry, analysis, interpretation and problem-solving. This will enable the pupils to compare and contrast different periods of time as they move through the school on issues such as laws, daily life, religion, war and technology.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - 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 [for example, 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] - significant historical events, people and places in their own locality.		Pupils should be taught about: - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - 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 - Ancient Greece – a study of Greek life and achievements and their influence on the western world - a non-European society that 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.			

UTW Progression in Learning – Small Steps Preschool to Key Stage 1

Past and Present	Preschool Year			Reception Year			Key Vocabulary
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
			Talk about how plants and animals change over time e.g. caterpillars, seeds	Describe how I have changed over time e.g. baby, toddler, child.			<u>Preschool Vocabulary</u> Change, past, now, beginning, middle, end, extinct, pre-historic, first, next, after, last, family, friend
				Know Harvest, Bonfire Night, Diwali and Christmas repeat annually each year in Autumn/Winter	Know Chinese New Year and Easter repeat annually each year in Spring	Know Summer holidays repeat annually each year.	
	Talk about my own and my family's past events and experiences.			Talk about my previous experiences of Bonfire Night, Christmas, Remembrance Day	Talk about my previous experiences of Easter, trips to London.	Talk about my previous experiences of going on holiday and going to the beach.	<u>Reception Vocabulary</u> Change, past, present, future, annual, Gunpowder Plot, Nativity, Easter, Guy Fawkes, Jesus, God, Blackbeard, Anne Bonny,
				Talk about some historical events that affect my life today e.g. Gunpowder plot, The Nativity story	Talk about some historical event that affect my life today e.g. Easter	Talk about some historical events that affect my life today e.g. Victorian seaside holidays.	
				Talk about significant people from the past e.g. Guy Fawkes, Jesus, Prince Albert	Talk about significant people in the past e.g. Jesus.	Talk about significant people in the past e.g. Blackbeard, Anne Bonny, Noah, God.	
	Name and talk simply about my family and my friends.	Talk about things I and my family are doing.	Name some jobs people in my community have.	Name and describe the people I know e.g. family, friends.	Name and describe jobs people in my community do. Explain why their jobs are important.		
		Sequence familiar stories into beginning, middle and end.	Sequence familiar stories/events using first, next, after, last.	Sequence a historical story e.g. the Nativity	Sequence a historical story e.g. Easter	Sequence a historical story e.g. Noah's Ark	Values

		Know dinosaurs were alive in the past and talk about them.		Talk about similarities and differences between Christmas in the past and now.	Talk about similarities and differences between London in the past and now.	Talk about similarities and differences between holidays in the past and now.	Individual Liberty Mutual Respect Tolerance
	Enjoy listening to a range of stories set in the present and the past.			Understand that some stories are set in the past and some in the present			

Year Group	Autumn	Spring	Summer
1	TOYS	FLIGHT	MARY SEACOLE
2	NEIL ARMSTRONG GREAT FIRE OF LONDON	CASTLES (1 ST EARL OF WARWICK)	VICTORIANS QUEEN VICTORIA/QUEEN ELIZABETH II
3	-	STONE AGE	ANGLO SAXONS
4	VIKINGS	-	EGYPTIANS
5	ROMANS	WWII	TUDORS/ELIZABETH I
6	-	GREEKS	MAYANS

Key Unit AUTUMN – Year 1	Knowledge	Skills	Vocabulary	
TOYS NC Objectives changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	- To know and recognise toys of today and toys of the past. - To know that toys from the past are made from different materials than new toys. - To compare similar toys from different times and recognise how toys have changed. - I can use words relating to the passing of time.	- I can explain what I know about toys today. - I can explain how we can find out about the past. - I can describe and compare features of different toys from the past and present. - I can ask and answer questions about artefacts	Word	Definition
			toys	An object for a child to play with, typically a model or miniature replica of something
			century	A period of hundred years
			evidence	The information that historians take from sources.
			source	An item that provides information about a historical topic.
			past	Events or objects from a long time ago
			present	Events or objects that are around today
			compare	To look at what is the same and different
			features	What a toy looks and feels like or how it moves.
			artefact	Objects used by people in the past
			historian	A person who studies the past
			sequence	Arrange things in a particular order
Key Unit SPRING – Year 1				
FLIGHT NC objectives Significant historical events, people and places in their own locality.	- I know about the Wright brother - I know how airplane design and engineering has changed through the years - I know the significance of Bessie Coleman - I know about Frank Whittle	- To develop an understanding of historical significance - I can research and find out about historically significant people. - I can use sources to find out more about the past. - I can ask questions about the past.	WORD	DEFINITION
			flight	The action of flying through the air.
			decade	A period of ten years
			beyond living memory	More than 100 years ago.
			present	Events that are happening now

Events beyond living memory that are significant nationally or globally	I know that a significant person or event can be something that changed the lives of others.	- I can recount and sequence events. - I can explain why some events are more significant than others.	<table><tr><td>past</td><td>Events that have already happened</td></tr><tr><td>evidence</td><td>The information that historians take from sources.</td></tr><tr><td>source</td><td>An item that provides information about a historical topic.</td></tr><tr><td>historically significant</td><td>A person or event that deserves attention</td></tr><tr><td>achievement</td><td>Something done successfully through hard work or courage.</td></tr><tr><td>historic</td><td>Something important in history.</td></tr><tr><td>Inventor</td><td>Someone who makes something that has never been made before.</td></tr></table>	past	Events that have already happened	evidence	The information that historians take from sources.	source	An item that provides information about a historical topic.	historically significant	A person or event that deserves attention	achievement	Something done successfully through hard work or courage.	historic	Something important in history.	Inventor	Someone who makes something that has never been made before.		
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MARY SEACOLE NC objectives The lives of significant individuals in the past who have contributed to national and international achievements.	- To know some of the key events in Mary Seacole’s life. - To know how Mary Seacole helped soldiers. - To know how nursing and medicine has improved since Mary Seacole’s era. - To know she helped soldiers who fought in the Crimean War	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after Frank Whittle etc. - To discuss and explain who Mary Seacole was as a significant individual. - To explain how the actions of individuals have impacted life today - To order key events in Mary Seacole’s life on a timeline.	<table><tr><td>Word</td><td>Definition</td></tr><tr><td>war</td><td>Conflict between 2 countries</td></tr><tr><td>remedy</td><td>Medicine to treat disease or injury</td></tr><tr><td>herbal</td><td>Made from herbs, using in cooking medicine</td></tr><tr><td>soldier</td><td>Person who serves in an army</td></tr><tr><td>prejudice</td><td>An unfair feeling of dislike for a person or group because of race, sex, religion, etc</td></tr><tr><td>Crimean War</td><td>Fought between 1853 and 1856. It was fought in the Crimea, an area in the south of Russia at the time (now part of Ukraine)</td></tr><tr><td>Timeline</td><td>Order events from the past by the date they happened</td></tr></table>	Word	Definition	war	Conflict between 2 countries	remedy	Medicine to treat disease or injury	herbal	Made from herbs, using in cooking medicine	soldier	Person who serves in an army	prejudice	An unfair feeling of dislike for a person or group because of race, sex, religion, etc	Crimean War	Fought between 1853 and 1856. It was fought in the Crimea, an area in the south of Russia at the time (now part of Ukraine)	Timeline	Order events from the past by the date they happened
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An Historian at the end of Year 1 will know:	An Historian at the end of Year 1 will be able to:
Name changes that have happened in my lifetime and that of my wider community e.g. grandparents. Know and recognise toys of today and toys of the past and identify similarities and differences. How significant individuals have impacted on the present. How inventions and events from the past have shaped the future e.g. medicine and air travel. Changes that have happened in their lifetime and that of my wider community e.g. grandparents.	Share their experiences and make comparisons between the past and present. Observe and handle artefacts and evidence to ask and answer simple questions about the past. Sort and sequence artefacts from different time periods. Use different sources to research significant individuals from the past. Begin to explain how events in the past have improved present day life. Begin to order key events chronologically.
Links to Values: Service - Kindness - Resilience	Service, kindness & resilience– Mary Seacole, soldiers Resilience – aircraft pilots Tolerance Mutual Respect Rule of Law Democracy

Key Units AUTUMN – Year 2	Knowledge	Skills	Vocabulary												
NEIL ARMSTRONG NC objectives - The lives of significant individuals in the past who have contributed to national and international achievements. - Events beyond living memory that are significant nationally or globally	- To know that Neil Armstrong was the first man on the moon. - To know key facts about the Apollo 11 moon landing. - To know the famous quote “That’s one small step for man, one giant leap for mankind”	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after the first air flight (learning from Year 1). - To research a significant individual - To be able to sequence key events in chronological order. - To recall facts about Historical events beyond living memory that are significant globally	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Neil Armstrong</td><td>The first man to walk on the moon</td></tr><tr><td>space</td><td>Refers to more or less everything outside the Earth's Atmosphere</td></tr><tr><td>astronaut</td><td>A person trained to take part in space travel and exploration</td></tr><tr><td>moon</td><td>The natural satellite of the earth. Visible (mainly at nigh) by reflected light from the sun.</td></tr><tr><td>NASA</td><td>National Aeronautics and Space Administration</td></tr></table>	Word	Definition	Neil Armstrong	The first man to walk on the moon	space	Refers to more or less everything outside the Earth's Atmosphere	astronaut	A person trained to take part in space travel and exploration	moon	The natural satellite of the earth. Visible (mainly at nigh) by reflected light from the sun.	NASA	National Aeronautics and Space Administration
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GREAT FIRE OF LONDON NC objectives - The lives of significant individuals in the past who have contributed to national and international achievements. - Events beyond living memory that are significant nationally or globally	- The fire started on Sunday 2nd September 1666 in Thomas Farriner’s Bakery on Pudding Lane. - It lasted for 5 days. - Samuel Pepys wrote a diary about the Great Fire of London. - The reasons why the fire spread quickly. - London was rebuilt afterwards by the order of King Charles II	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after the first man on the moon. - To use a variety of sources to research significant events in History - To be able to sequence key events in chronological order. - To recall facts about the Great Fire of London. - To begin to understand and explain how GFoL/historical events have impacted life today	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Samuel Pepys</td><td>Wrote about the fire in his diary</td></tr><tr><td>King Charles III</td><td>The King at the time of the fire</td></tr><tr><td>Thomas Farriner</td><td>The baker who forgot to check his oven</td></tr><tr><td>Pudding Lane</td><td>The street where fire started in a bakery</td></tr><tr><td>Bakery</td><td>A place that makes bread, sausage rolls, cakes etc</td></tr><tr><td>St. Paul’s Cathedral</td><td>A large church in London. A new cathedral was built after the fire</td></tr><tr><td>bucket</td><td>A container used to carry things, including water</td></tr><tr><td>firebreak</td><td>A gap that stops fire spreading to nearby buildings</td></tr><tr><td>diary</td><td>A book that people write about their lives in</td></tr><tr><td>fire hook</td><td>Used to pull down houses</td></tr><tr><td>water squirts</td><td>Used to help pull down houses</td></tr><tr><td>secondary source</td><td>sources that describe an event but did not originate in the time period they describe</td></tr></table>	Word	Definition	Samuel Pepys	Wrote about the fire in his diary	King Charles III	The King at the time of the fire	Thomas Farriner	The baker who forgot to check his oven	Pudding Lane	The street where fire started in a bakery	Bakery	A place that makes bread, sausage rolls, cakes etc	St. Paul’s Cathedral	A large church in London. A new cathedral was built after the fire	bucket	A container used to carry things, including water	firebreak	A gap that stops fire spreading to nearby buildings	diary	A book that people write about their lives in	fire hook	Used to pull down houses	water squirts	Used to help pull down houses	secondary source	sources that describe an event but did not originate in the time period they describe
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CASTLES EARL OF WARWICK NC objectives - Significant historical events, people and places in their own locality. - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	- To be able to label the different parts of a castle such as; moat, arrow slits, and to know their purpose. - To know that there were 3 different types of castle. - Who the King Maker is (16th Earl of Warwick) and why he is important in our local area. - What life was like living in a castle and the different jobs that needed doing. - To recall facts about castles and the Earl of Warwick.	- To research and find key information related to castles and their defence systems. - To be able to sequence key events in chronological order. - Explain the purpose of different parts of a castle and the jobs that people did.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>castle</td><td>A large building, typically of the medieval period fortified against attack with thick walls, battlements, towers and in many cases, a moat.</td></tr><tr><td>medieval</td><td>Period of time 11th – century – 16th century</td></tr><tr><td>king</td><td>Male ruler of a country.</td></tr><tr><td>queen</td><td>Female ruler of a country.</td></tr><tr><td>Lord and Lady</td><td>Important people of high rank who run and own castles.</td></tr><tr><td>battlements</td><td>The top of the castle wall with raised and lowered sections that allow people to shoot arrows at opponents.</td></tr><tr><td>portcullis</td><td>A strong iron gate</td></tr><tr><td>drawbridge</td><td>A bridge that can be lowered or raised to enter or exit a castle</td></tr><tr><td>moat</td><td>A deep ditch that surrounds a castle. Can be with or without water</td></tr><tr><td>turrets</td><td>A smaller tower built on a castle on the corner or at the top of a tower</td></tr><tr><td>stone keep</td><td>Type of castle. A stone keep was the central feature, with thick walls and few windows</td></tr><tr><td>motte and bailey</td><td>Motte and bailey castles were an early type of castle. An earth mound, or motte, with a tower or lookout on top was built next to a yard, or bailey.</td></tr></table>	Word	Definition	castle	A large building, typically of the medieval period fortified against attack with thick walls, battlements, towers and in many cases, a moat.	medieval	Period of time 11 th – century – 16 th century	king	Male ruler of a country.	queen	Female ruler of a country.	Lord and Lady	Important people of high rank who run and own castles.	battlements	The top of the castle wall with raised and lowered sections that allow people to shoot arrows at opponents.	portcullis	A strong iron gate	drawbridge	A bridge that can be lowered or raised to enter or exit a castle	moat	A deep ditch that surrounds a castle. Can be with or without water	turrets	A smaller tower built on a castle on the corner or at the top of a tower	stone keep	Type of castle. A stone keep was the central feature, with thick walls and few windows	motte and bailey	Motte and bailey castles were an early type of castle. An earth mound, or motte, with a tower or lookout on top was built next to a yard, or bailey.
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QUEEN VICTORIA/QUEEN ELIZABETH II NC objectives 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	- Who was Queen Victoria and why is she significant? - What life was like during the Victorian period. - Who is Queen Elizabeth II and why is she significant? - To recall important facts about the Victorian times and Queen Victoria. - We are now ruled by King Charles III	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after The Great Fire of London. - To research and find key information related to Queen Victoria. - To be able to sequence key events in chronological order. - Compare aspects of life in Victorian times to now.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>monarchy</td><td>A monarchy is a government system where one person, the monarch, is the leader/ruler.</td></tr><tr><td>queen</td><td>Female ruler of a country</td></tr><tr><td>ruler</td><td>The person in charge, who makes decisions</td></tr><tr><td>significant</td><td>Important/worthy of attention</td></tr><tr><td>empire</td><td>A term used to describe a group of territories/countries ruled by one single ruler.</td></tr><tr><td>reign</td><td>The time than someone is king or queen</td></tr><tr><td>factories</td><td>A building where things are made, often by machines</td></tr><tr><td>workhouses</td><td>Places where poor people, including children, would live in exchange for working. The conditions were terrible.</td></tr><tr><td>rights</td><td>Something that you are entitled to e.g. education.</td></tr></table>	Word	Definition	monarchy	A monarchy is a government system where one person, the monarch, is the leader/ruler.	queen	Female ruler of a country	ruler	The person in charge, who makes decisions	significant	Important/worthy of attention	empire	A term used to describe a group of territories/countries ruled by one single ruler.	reign	The time than someone is king or queen	factories	A building where things are made, often by machines	workhouses	Places where poor people, including children, would live in exchange for working. The conditions were terrible.	rights	Something that you are entitled to e.g. education.
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Who the first person on the moon was and the name of their spaceship. The significance of this event for future space travel and exploration. Key dates and events about the Great Fire of London. The importance of Samuel Pepys diary as a primary source of historical		Sequence key events in chronological order on a timeline. Research using Who, What, Why, How questions Use a range of sources to research key facts, events and individuals and make comparisons between past and present, explaining how life in the past was																					

evidence. The importance of Richard Neville and his link with Warwick. The different types and parts of a castle and their purpose. The significance of Queen Victoria and how she changed the future of England. Key facts about the life of Queen Elizabeth II. That we now have a King.	very different to today. Use appropriate words and phrases to describe historical events To choose and select evidence and begin to explain how it can be used to find out about the past
Links to Values: Service - Kindness - Resilience	Service – Queen Victoria and Queen Elizabeth II Resilience – Castles, Space, Great Fire of London, Kindness – Queens, Great Fire of London, Rule of law Democracy Tolerance of others Mutual respect

Key Unit AUTUMN – Year 3	Knowledge	Skills	Vocabulary												
Geography Unit Taught this term															
Key Unit SPRING – Year 3	Knowledge	Skills													
STONE AGE NC objectives Changes in Britain from the Stone Age to the Iron Age.	- To know that the Stone Age was separated into three distinct periods: Palaeolithic, Mesolithic, Neolithic - To know about the settlements and changes that happened in Britain from the Stone Age to the Iron Age. - How bronze changed life during the Stone Age. - The importance of trade during the Iron Age. - To know that artefacts can teach us about the past before written records existed - To know that archaeologists study the past by excavating historical places and using artefacts	- To use artefacts to find out about the past: Skara Brae, Stone Henge, Cheddar Man, Cave Paintings - To compare primary and secondary sources of information - To use artefacts to make predictions/inferences about the past - To begin to make comparisons between different time periods - To put dates into chronological order - To place events of this topic on a wider timeline - To use AD and BC vocabulary	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Stone Age</td><td>A long period of time when early humans made tools and weapons from stone.</td></tr><tr><td>prehistoric</td><td>A time in the past before there were written records</td></tr><tr><td>artefact</td><td>Objects used by people in the past</td></tr><tr><td>archaeologist</td><td>A person who studies the past by recovering evidence from historical places, objects and remains</td></tr><tr><td>BC</td><td>A way of dating years before Jesus was born</td></tr></table>	Word	Definition	Stone Age	A long period of time when early humans made tools and weapons from stone.	prehistoric	A time in the past before there were written records	artefact	Objects used by people in the past	archaeologist	A person who studies the past by recovering evidence from historical places, objects and remains	BC	A way of dating years before Jesus was born
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Key Unit SUMMER – Year 3	Knowledge	Skills	Vocabulary														
ANGLO-SAXONS NC objectives Britain's settlement by Anglo-Saxons and Scots	- Know why, where and how the invasions of Britain took place after the Roman withdrawal - Know where the Anglo-Saxons settled and what they named the settlements - Know key events from the Anglo-Saxon timeline - Know the key features of Anglo-Saxon village life - Know about Anglo-Saxons Religious beliefs (conversion of paganism to Christianity) and the Gods they worshipped	- To place events of this topic on a wider timeline - compare to previous learning - e.g. Stone Age - To develop chronological knowledge and understanding of British History using a timeline - To locate Anglo-Saxon counties on a map. - To use artefacts to learn about Anglo-Saxon culture.	<table><tr><td>Word</td><td>Definition</td></tr><tr><td>artefact</td><td>An object made by a human being, of historical interest</td></tr><tr><td>archaeology</td><td>Study of the past through the recovery and analysis of material objects</td></tr><tr><td>invasion</td><td>When an army uses force to enter and take control of another country or space</td></tr><tr><td>settlement</td><td>A place where people live and form a community – town, village etc</td></tr></table>	Word	Definition	artefact	An object made by a human being, of historical interest	archaeology	Study of the past through the recovery and analysis of material objects	invasion	When an army uses force to enter and take control of another country or space	settlement	A place where people live and form a community – town, village etc				
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That history is divided into periods and that prehistory is the period before written methods. How bronze changed life in the stone age and the importance of trade during the Iron Age. Know why, where and how the invasions of Britain took place after the Roman withdrawal. Know where the Anglo-Saxons settled and what they named the settlements. Know key events from the Anglo-Saxon timeline. Know the key features of Anglo-Saxon village life Know about Anglo-Saxons Religious beliefs (conversion of paganism to Christianity) and the Gods they worshipped.		To develop chronological knowledge and understanding of British History using a timeline and compare this to previous time periods studied. To use AD and BC vocabulary accurately To locate places in Stone Age to Iron Age Britain and Anglo-Saxon counties on a map. To compare settlements and changes from the Stone Age to Iron Age. Use archaeological evidence to investigate the Bronze Age and understand the difference between primary and secondary sources. To use artefacts to find out more about a period of time.											
Links to Values: Service - Kindness - Resilience		Service - to religious beliefs and cultures in Anglo Saxon England Kindness – settlements formed in both Anglo-Saxon era and Neolithic stone age era Resilience – survival of prehistoric human life and settlements, survival of Anglo-Saxon Rule of law Tolerance of others – (understanding religious beliefs)											

Key Unit AUTUMN – Year 4	Knowledge	Skills	Vocabulary
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VIKINGS NC objectives The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	- Vikings arrived in Britain in AD 787 - Know the key reasons that Vikings invaded – acquisition of wealth (raids), farming land. - To explore and describe the features of Viking Longboats - The consequences of the Anglo-Saxon and Viking struggle for Britain. - Know what life was like for Vikings in Britain – clothing, money etc. Using artefacts as evidence. - Know the impact that Vikings have had on modern day Britain e.g. language (legacy)	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after Anglo-Saxons - Develop historical enquiry skills through the use of primary and secondary evidence and posing questions - To evaluate the validity of a source. - Research the contribution and significance of key individuals e.g. Alfred the Great.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Viking (also called Dane)</td><td>Comes from a language called ‘Old Norse’. It means a pirate raid.</td></tr><tr><td>settlement</td><td>A place where people live and form a community – town, village etc</td></tr><tr><td>conquer</td><td>To get something by force</td></tr><tr><td>long ship</td><td>A long, wooden narrow boat used by Vikings.</td></tr><tr><td>Danelaw</td><td>An area that covered the North east of England</td></tr><tr><td>Danegeld</td><td>A tax paid to Vikings to stop raids.</td></tr><tr><td>Wergild</td><td>Money paid if a crime was committed</td></tr><tr><td>monastery</td><td>A building or buildings occupied by a community of monks, living under religious vows</td></tr><tr><td>archaeology</td><td>Study of the past through the recovery and analysis of material objects</td></tr></table>	Word	Definition	Viking (also called Dane)	Comes from a language called ‘Old Norse’. It means a pirate raid.	settlement	A place where people live and form a community – town, village etc	conquer	To get something by force	long ship	A long, wooden narrow boat used by Vikings.	Danelaw	An area that covered the North east of England	Danegeld	A tax paid to Vikings to stop raids.	Wergild	Money paid if a crime was committed	monastery	A building or buildings occupied by a community of monks, living under religious vows	archaeology	Study of the past through the recovery and analysis of material objects
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Geography Unit Taught this term

Key Unit SUMMER – Year 4	Knowledge	Skills	Vocabulary				
EGYPTIANS NC objectives The achievements of the earliest civilizations – an overview of where and when the first	- To understand the importance of the Nile in the success of civilization. - Understand and explain the ancient ritual of mummification. - Retell the key events in the discovery of Tutankhamun's tomb. - Compare and contrast the powers of the different Egyptian gods.	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after Anglo-Saxons etc. - Place events from Ancient Egypt chronologically on a timeline. - Use evidence to reconstruct key aspects of Ancient Egyptian life. - Ask relevant historical inquiry questions to build up a picture of	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Ancient Civilisation</td><td>Civilisation comes from the Latin word civis meaning someone who lives in a town. When people are civilised, they live in large organised groups like towns, not in small tribes or family groups. Ancient Egypt is a good example of an early civilisation.</td></tr></table>	Word	Definition	Ancient Civilisation	Civilisation comes from the Latin word civis meaning someone who lives in a town. When people are civilised, they live in large organised groups like towns, not in small tribes or family groups. Ancient Egypt is a good example of an early civilisation.
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civilizations appeared and a depth study of Ancient Egypt.	Develop use of historical terms such as 'BC/AD', 'civilization' and 'artefact'.	achievements.	<table><tr><td>Egyptologist</td><td>An expert in Ancient Egyptian history</td></tr><tr><td>Hieroglyphics</td><td>Egyptian writing system using pictures and symbols</td></tr><tr><td>Afterlife</td><td>The eternal comfort in life that Egyptians looked for. They believed that the dead come to life in the underworld, and can live there away from diseases.</td></tr><tr><td>Embalming</td><td>Preserving the body after death by removing all moisture. Also known as mummification</td></tr><tr><td>Preserve</td><td>Maintain (something) in its original or existing state</td></tr><tr><td>Canopic jar</td><td>Where organs were preserved after embalming</td></tr><tr><td>Pharaoh</td><td>Ruler of Ancient Egypt</td></tr><tr><td>Pyramid</td><td>A massive structure, built especially in ancient Egypt, that usually has a square base and four triangular sides meeting at a point. One of the seven wonders of the world.</td></tr><tr><td>Sarcophagus</td><td>Stone coffin</td></tr><tr><td>River Nile</td><td>The main river in Egypt and the longest in the world</td></tr><tr><td>Lotus flower</td><td>National flower of Egypt</td></tr><tr><td>Artefact</td><td>An object made by a human being, of historical interest</td></tr></table>	Egyptologist	An expert in Ancient Egyptian history	Hieroglyphics	Egyptian writing system using pictures and symbols	Afterlife	The eternal comfort in life that Egyptians looked for. They believed that the dead come to life in the underworld, and can live there away from diseases.	Embalming	Preserving the body after death by removing all moisture. Also known as mummification	Preserve	Maintain (something) in its original or existing state	Canopic jar	Where organs were preserved after embalming	Pharaoh	Ruler of Ancient Egypt	Pyramid	A massive structure, built especially in ancient Egypt, that usually has a square base and four triangular sides meeting at a point. One of the seven wonders of the world.	Sarcophagus	Stone coffin	River Nile	The main river in Egypt and the longest in the world	Lotus flower	National flower of Egypt	Artefact	An object made by a human being, of historical interest
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Where the Vikings came from and when they arrived in Britain. They will know the key reasons why Vikings invaded and then settled in Britain. They will know about the rulers, raids and other aspects of Viking life. The consequences of the Anglo Saxon and Viking struggle for Britain. They will understand how this nation has been influenced by the Vikings – language, ship design, place names etc. What it was like to live in Egyptian times. They will know what pyramids are and what they were used for. They know that artefacts can be used to learn about the past and can explain how people lived during certain times in the past and why things changed.	Develop historical enquiry skills through the use of primary and secondary evidence and posing questions. They will question the validity of a source. Understand an historical narrative and sequence through the use of timelines. Study the contribution and significance of key individuals and events. Ask relevant historical inquiry questions to build up a picture of achievements of early civilisations. Note key changes over a period of time and give reasons for these changes Develop an understanding of chronology in different times.
Links to Values: Service - Kindness - Resilience	Service – Rulers of Ancient Egypt Resilience – Invasions of Vikings, formation of civilization in Egypt and Viking culture Rule of Law (Egyptian rulers) Understanding of religious beliefs

Key Unit AUTUMN – Year 5	Knowledge	Skills	Vocabulary	
ROMANS NC objectives The Roman Empire and its impact on Britain	- After 2 unsuccessful invasion attempts led by Julius Caesar, Romans invaded Britain in AD43 this time led by Emperor Claudius. - Celtic leader, Boudicca led a unsuccessful rebellion by the Iceni tribe in 61 AD - The Romans built a huge empire and conquered new lands, thanks to their strong army, organisation and leadership. - Romans left a legacy which has influenced modern day Britain e.g. roads, sanitation, aqueducts.	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after Vikings etc. - Use evidence to build up a picture of a past event through using primary and secondary sources - Use artefacts to find evidence and ask questions about its historical significance - Identifying the bias of a source	Word	Definition
			Roman Empire	Post-Republican state of ancient Rome
			Empire	A large number of countries ruled by one ruler
			Emperor	A ruler of an empire
			Roman	People (or objects) who originated from the City of Rome
			Invasion	A military attack where a country uses forces to take over another country or area.
			Legacy	Something that a historical person or group did which has a lasting impact on the future.
			Colosseum	Massive amphitheatre in Rome home to gladiatorial combat and animal fights

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WWII- All term NC objectives A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	- To understand the causes of World War 2. - To understand how the Battle of Britain was won. - To make inferences about the Blitz using images. - To understand the emotions and experiences of children during the evacuation. - To identify the impact of WW2 on women’s lives. - To explain why migrants come to Britain.	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after Vikings etc. - To examine causes and results of great events and the impact on people - Use primary and secondary resources to understand what life was like during the time studied.	<table><tr><td>Word</td><td>Definition</td></tr><tr><td>Air raid</td><td>An attack in which bombs are dropped onto a ground target</td></tr><tr><td>Allies</td><td>The name for the partnership of Britain and its Empire, the USA, France and the Soviet Union who fought against the Axis forces</td></tr><tr><td>Axis</td><td>Germany, Italy, Japan and other countries who fought against the Allies in WW2</td></tr><tr><td>Blackout</td><td>A ban on streetlights and other lights at night to reduce the risk of bombing by enemy planes</td></tr><tr><td>Concentration camp</td><td>Prisons where Jewish people and other prisoners were held by the Nazis</td></tr><tr><td>Jew/Jewish</td><td>A follower of Judaism</td></tr><tr><td>Nazi</td><td>The name given to supporters of Hitler and the name of his political party, the Nationalist Socialist Party</td></tr></table>	Word	Definition	Air raid	An attack in which bombs are dropped onto a ground target	Allies	The name for the partnership of Britain and its Empire, the USA, France and the Soviet Union who fought against the Axis forces	Axis	Germany, Italy, Japan and other countries who fought against the Allies in WW2	Blackout	A ban on streetlights and other lights at night to reduce the risk of bombing by enemy planes	Concentration camp	Prisons where Jewish people and other prisoners were held by the Nazis	Jew/Jewish	A follower of Judaism	Nazi	The name given to supporters of Hitler and the name of his political party, the Nationalist Socialist Party
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Key Unit SUMMER – Year 5	Knowledge	Skills	Vocabulary																		
TUDORS/ELIZABETH I Transition link – Shakespeare and sailing to America, Sir Walter Raleigh NC objectives A local history study FROM SUMMER 2024	- Elizabeth I was the last Tudor monarch who reigned from 1558– 1603. - Francis Drake was an Elizabethan explorer who circumnavigated the world, defeating many Spanish ships on his journey. - King Philip II from Spain tried to overthrow Queen Elizabeth I through the Spanish Armada They were unsuccessful, being forced to sail around Scotland, with many ships being wrecked	- To place events of this topic on a wider timeline - compare to previous learning - e.g. before/after - Vikings etc. - To examine causes and results of great events and the impact on people today - Use primary and secondary resources to understand what life was like during the time studied. - Draw comparisons between then and now	<table><tr><td>Word</td><td>Definition</td></tr><tr><td>Monarchy</td><td>A system of government that has a King or Queen at its head</td></tr><tr><td>Successor</td><td>A person who inherits the throne after the death of the previous King or Queen</td></tr><tr><td>Overthrow</td><td>To remove someone from power and take over</td></tr><tr><td>Catholic</td><td>The oldest and largest branch of Christianity</td></tr><tr><td>Protestant</td><td>The second largest branch of Christianity that became separate from the Catholic Church in the 16th century</td></tr></table>	Word	Definition	Monarchy	A system of government that has a King or Queen at its head	Successor	A person who inherits the throne after the death of the previous King or Queen	Overthrow	To remove someone from power and take over	Catholic	The oldest and largest branch of Christianity	Protestant	The second largest branch of Christianity that became separate from the Catholic Church in the 16 th century						
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	by storms. • The Bubonic Plague was brought to England by rats on trade ships from China. • There was a severe outbreak of the Bubonic Plague in 1563 where Queen Elizabeth moved her court to Windsor Castle thinking she would be safer. • Elizabethan England was dependant on social order with different classes. Monarch-Nobility-Gentry-Merchants/Craftsmen–Labourers. Labourers were unskilled workers who had never received an education. • Elizabethans played football, jousting, archery, fencing and skittles. Blood sports were also popular. • When Queen Elizabeth died, the Tudor and Elizabethan era ended as she had never married or had children. It then became the Stuart period.	• Know and sequence key events of time studied.	<table><tr><td>primary source</td><td>first-hand experience/evidence of the event or time period you’re studying</td></tr><tr><td>secondary source</td><td>sources that describe an event but did not originate in the time period they describe</td></tr><tr><td>Exploration</td><td>To investigate an unfamiliar area</td></tr><tr><td>Circumnavigate</td><td>To sail around (the world)</td></tr><tr><td>Mary Rose</td><td>The warship of Henry V111 in the English Tudor navy</td></tr><tr><td>Armada</td><td>A large group of warships-</td></tr><tr><td>The Bubonic Plague</td><td>An infection spread mostly to humans by infected fleas travelling on rodents</td></tr><tr><td>Social Order</td><td>The ranking of people in a hierarchical system</td></tr><tr><td>Era</td><td>A long and distinct period of history</td></tr></table>	primary source	first-hand experience/evidence of the event or time period you’re studying	secondary source	sources that describe an event but did not originate in the time period they describe	Exploration	To investigate an unfamiliar area	Circumnavigate	To sail around (the world)	Mary Rose	The warship of Henry V111 in the English Tudor navy	Armada	A large group of warships-	The Bubonic Plague	An infection spread mostly to humans by infected fleas travelling on rodents	Social Order	The ranking of people in a hierarchical system	Era	A long and distinct period of history
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Understand why the Romans invaded and settled in Britain. Understand the terms Empire and Emperor. Explain how Britons responded to the Roman Invasion. Understand why the Roman army was so successful. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. The causes of World War 2 and the different phases in the Battle of Britain. How to make inferences and deductions about a photograph.		Know and sequence key events of time studied. Use evidence to build up a picture of a past event and understand what life was like during the time studied, using primary and secondary sources. Recognise when they are using a primary/secondary source of information and use a wide range of different evidence types to investigate the past. Evaluate the accuracy and reliability of sources. Make observations using artefacts. To examine causes and results of great events and the impact on people and life today. Know and sequence key events of time studied. Have a solid																			

Know how children may have felt when evacuated and describe the impact WW2 had on women's lives. Who Elizabeth I was and when she reigned. They will know key events from the Elizabethan era e.g. Bubonic Plague, Spanish Armada. What life was like during that time and how it differs to life today.	understanding of chronology in different times and place in the correct order on a timeline.
Links to Values: Service - Kindness - Resilience	Service – Queen Elizabeth's reign, service of Winston Churchill to the British public, service of Roman soldiers Kindness – British sense of community in WW2, Queen Elizabeth I's more lenient rule Resilience – the British resilience during the Blitz and rationing, living during the Bubonic Plague Tolerance of others – restoration of Protestantism in Tudor England by Queen Elizabeth, but not persecuting Catholics severely. Treatment of Jewish people in Nazi Germany (understanding of faith) Rule of Law – WW2 and Tudor England

Key Unit SPRING – Year 6	Knowledge	Skills	Vocab	
GREEKS NC objectives · Ancient Greece – a study of Greek life and achievements and their influence on the western world	· Know that the Ancient Greece period ran from 2200 BC to 30 BC. · Know that the 12 gods and goddesses, led by Zeus, were vitally important in the lives of the Ancient Greeks who believed they lived on Mt. Olympus. · Know that Athens and Sparta were two rival city-states. · Know that Athenians developed an early form of direct democracy where every male citizen had a right to vote. · Know that the Ancient Greeks were a civilisation that left a significant legacy today	· Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. · Use secondary sources as a basis for research from which they will begin to use information as evidence to test hypotheses. · Address and devise historically valid questions about change, cause, similarity and difference, and significance.	Word	Definition
			Tyrant	A cruel and oppressive leader
			Democracy	A system of ruling when everyone gets a vote
			Philosopher	intelligent people who create important ideas about the world
			Olympics	A sports event that takes place every four years
			Parthenon	The central building in religious life in Athens
			Civilisation	Civilisation comes from the Latin word civis meaning someone who lives in a town. When people are civilised, they live in large organised groups like

	(democracy, the Olympics, language, learning)		<table><tr><td></td><td>towns, not in small tribes or family groups</td></tr><tr><td>Titans</td><td>family of giants in Greek mythology who live on Mount Olympus</td></tr><tr><td>City-States (Polis)</td><td>Cities in Greece ruled themselves and their own king like figures and governments.</td></tr></table>		towns, not in small tribes or family groups	Titans	family of giants in Greek mythology who live on Mount Olympus	City-States (Polis)	Cities in Greece ruled themselves and their own king like figures and governments.												
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Key Unit SUMMER – Year 6	Knowledge	Skills	Vocabulary																		
MAYANS NC objectives A non-European society that 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.	- The ancient Mayans lived in what is now known as southern Mexico and northern Central America including Guatemala, Belize, Honduras, Yucatán Peninsula and El Salvador. - Their descendants still live there today, and many of them speak the Mayan languages. - The Ancient Mayans were the longest standing civilisation around for over 3000 years. - They developed an advanced number system and writing system - Mayan adults worked as farmers, warriors, hunters, builders, teachers and many other things. - Mayans engaged in many rituals, one being the game of Pok-a-tok (a ball game) but the main ritual being sacrificial, following their religion, worshipping many gods, Reasons why the Mayan civilization disappeared such as overpopulation, degradation of the environment and warfare	- Place the Mayans on a timeline showing other ancient civilisations. - Confidently place events in chronological order and compare to other time periods on a timeline - Pose questions about similarities and differences between the ancient -Maya and other ancient civilisations such as Ancient Greece and research to find the answers. - Research other ancient civilisations around at the same time as the Mayans. - Identify and understand factors causing civilisations to fall from power drawing comparisons between the Mayans, Vikings and Romans.	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Mesoamerica</td><td>A historical region and cultural area in North America. It extends from approximately central Mexico through Belize, Guatemala, El Salvador, Honduras, Nicaragua and northern Costa Rica</td></tr><tr><td>Civilisation</td><td>Civilisation comes from the Latin word civis meaning someone who lives in a town. When people are civilised, they live in large organised groups like towns, not in small tribes or family groups</td></tr><tr><td>Hieroglyphics</td><td>Writing system using pictures and symbols</td></tr><tr><td>Pyramid</td><td>A massive structure that usually has a square base and four triangular sides meeting at a point.</td></tr><tr><td>Ritual</td><td>A religious ceremony consisting of a series of actions performed according to a set order</td></tr><tr><td>Settlement</td><td>A place where people live and form a community – town, village etc</td></tr><tr><td>Sacrifice</td><td>An act of slaughtering an animal or person or surrendering a possession as an offering to a deity (ruler or god)</td></tr><tr><td>Chronological</td><td>The order that events happen by the time they took place – in time order</td></tr></table>	Word	Definition	Mesoamerica	A historical region and cultural area in North America. It extends from approximately central Mexico through Belize, Guatemala, El Salvador, Honduras, Nicaragua and northern Costa Rica	Civilisation	Civilisation comes from the Latin word civis meaning someone who lives in a town. When people are civilised, they live in large organised groups like towns, not in small tribes or family groups	Hieroglyphics	Writing system using pictures and symbols	Pyramid	A massive structure that usually has a square base and four triangular sides meeting at a point.	Ritual	A religious ceremony consisting of a series of actions performed according to a set order	Settlement	A place where people live and form a community – town, village etc	Sacrifice	An act of slaughtering an animal or person or surrendering a possession as an offering to a deity (ruler or god)	Chronological	The order that events happen by the time they took place – in time order
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An Historian at the end of Year 6 will know:	An Historian at the end of Year 6 will be able to:
Have a chronologically secure knowledge of the Ancient Greek timeline and how it fits within a wider historical context. The importance of Ancient Greek gods and their influence on the western world. How Athenian democracy worked and compare it to modern day Britain. Know importance and significance of Ancient Greek philosophers. What life was like for the Mayan people. How Mayan society developed and evolved over the course of its empire. Mayan influences on life today (language, culture). Why the Mayans gradually disappeared. Rituals and religion of the Mayan people. Display a clear understanding of events and periods of time studied throughout the whole school journey. Understand a range of different beliefs, behaviours and sources within history and recognise that beliefs are not always shared. Identify how civilisations can thrive or fall and how the fall of a civilisation can impact on other civilisations.	Use a range of primary and secondary sources and evaluate the provenance of each. Order significant events and civilisations in history chronologically crossing from BC to AD. Compose own lines of enquiry in order to draw comparisons between civilisations taught throughout the primary programme of study. Identify similarities and differences between Athens and Sparta using a range of sources. Identify Greek legacies and justify with reasoning, those that are most important today. Pose questions about similarities and differences between the ancient Mayan and other ancient civilisations such as Ancient Greece and research to find the answers. Research other ancient civilisations around at the same time as the Mayans. Identify and understand factors causing civilisations to fall from power drawing comparisons between the Mayans, Vikings and Romans.
Links to Values: Service - Kindness - Resilience	Service – service of the people in ancient societies such as Greece and the Mayans in contributing to civilization Resilience – survival of the Mayan people for over 3000 years in the face of climate/environmental dangers as well as war against other civilizations Democracy – ruling of ancient Greek society Rule of Law – ruling of ancient Mayan and Greek society Tolerance of others – understanding different religious beliefs and cultural behaviours.