

History Skills Progression



Reception

Projects

History is taught through continuous provision linked to the following EYFS projects:

Term 1 – Me and My Community/Autumn

Term 4 – Ready, Steady, Grow

Term 2 – Once Upon a Time/Sparkle and Shine

Term 5 – Why Do Ladybirds Have Spots?

Term 3 – Starry Night/Winter Wonderland

Term 6 – Big Wide World/Moving On

Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation And Communication
<p>To talk about what the key workers do and why.</p> <p>To talk about what the key workers do and how they help people.</p> <p>To talk about the portraits and compare with what they know about kings, queens and princesses.</p> <p>To talk about people landing on the moon.</p> <p>To talk about Charles Darwin and know why he was important.</p>	<p>To know what an object is. To talk about how the object is different to now.</p> <p>To know what the clothing is. To talk about how it is different or the same as now.</p> <p>To observe the photographs and talk about the farms a long time ago. To talk about the farm machines today.</p>	<p>To remember what they've done during the year.</p> <p>To remember events from their year and sequence them in order.</p>	<p>To observe what the people are doing and talk about why their job is helpful.</p>	<p>To talk about themselves when they were a baby.</p> <p>To recall their birthday from their past.</p> <p>To talk about their family.</p> <p>To draw their own family and know why they are important.</p>

Continuous Provision:

Role play, small world, book corner, writing table- Police figures, clothes, cars, books, incident sheets/Fire station, engines and figures, books, incident sheets/ Doctors and nurses' clothes, medical kits, books/hairdressers, , choosing hairstyle and appointment sheets/ Vets and appointment sheet.

Castles/ knights, princess costumes, figures, books

Art table- Drawing and painting our family and friends(T1) Portraits of themselves as a King or Queen

Making table- Making emergency vehicle, making swords and shields, making farm vehicle from the past and now

Writing/ drawing table-Baby photographs and post its to record ideas Photographs and drawing paper of emergency key workers, pictures of Kings and queens from the past, post its to

History Skills Progression



record their observations, photographs of farming and vehicles from the past and now, writing and drawing paper , photographs from the year and drawing/ writing on T Shirt template.
Finding out Tuff tray- Old objects from Goldilocks cottage and enquiry investigation sheet, old object in mystery bag, space toys, lunar buggy, moon sand, astronauts, landing on the moon books, farm, vehicles, crops.

Vocabulary for Learning

Ambulance Booster Buggy Doctor Journey King Luna Nurse Paramedic Princess Queen Rocket Service Shuttle Voyage	Apron Change Collar Combine Harvester Corset Different Past Plough Scythe Shirt	Memories Order Year	Ambulance Doctor Nurse Paramedic Service	Aunty Baby Birthday Birthday Brother Cousin Family Grandfather Grandmother Older Relations Sister Uncle Younger Younger
---	--	---------------------------	--	---

Knowledge

<p>The emergency services help us.</p> <p>The emergency services include the fire service, police and ambulance service.</p> <p>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</p> <p>Some people in history are significant because they did important things that changed the world or how we live.</p> <p>Charles Darwin was a famous</p>	<p>The way that people lived in the past is not the same as the way that we live now.</p> <p>There have been changes to schools, play activities, toys, food, transport and clothes.</p> <p>A farm is an area of land and its buildings used for growing crops and rearing animals.</p> <p>Stories, books and pictures give us information about the past.</p>	<p>When discussing events, they can be put in the correct order to sequence them.</p>	<p>There are adults in our community who work at night time to help us.</p>	<p>Family members are significant in the lifetime of children.</p>
--	--	---	---	--

History Skills Progression



naturalist. He lived from 1809–1882. Charles Darwin was an expert in studying nature, plants, animals, rocks and fossils.

The Moon can normally be seen in the night sky. The Moon orbits the Earth. People have visited the Moon. People travel into space in space shuttles.

--	--	--	--	--

History Skills Progression



Year 1

<u>Projects</u>				
<p>Term 1 – Dinosaur Planet</p> <p>Term 2 – Superheroes</p> <p>Term 3 – Splendid Skies</p>		<p>Term 4 – Bright Lights, Big City</p> <p>Term 5 – The Enchanted Woodland</p> <p>Term 6 – Moon Zoom!</p>		
Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation And Communication
<p>Historical Heroes (T2)</p> <p>People in Space (T6)</p> <p>To explain why a significant individual is important and explain key events in their life.</p> <p>To explain why Neil Armstrong was important in the history of space travel.</p>		<p>A Landmark's Story (T4)</p> <p>Space Travel (T6)</p> <p>To order the key events of the Great Fire of London as a timeline.</p> <p>To sequence significant events in space travel thinking about how things have changed in space travel and will change in the future.</p>	<p>What Happened to the Dinosaurs? (T1)</p> <p>To use different sources such as books and videos to form a judgement about the significant historical event of the extinction of the dinosaurs.</p>	<p>Mary Anning (T1)</p> <p>To understand the term significant and explain why a significant individual is important.</p> <p>To ask and answer questions about the life of Mary Anning.</p>
<u>Vocabulary for Learning</u>				
<p>Apollo 11</p> <p>Buzz Aldrin</p> <p>Changes</p> <p>Impact</p> <p>Individual</p> <p>Moon Landing</p> <p>Neil Armstrong</p> <p>Positive</p> <p>Significant</p>		<p>After</p> <p>Astronaut</p> <p>Bakery</p> <p>Buggy</p> <p>Cart</p> <p>Cathedral</p> <p>Demolished</p> <p>Diary</p> <p>Exploration</p> <p>Finally</p> <p>First</p> <p>Gravity</p> <p>Lane</p> <p>London</p> <p>Lunar</p> <p>Millions</p> <p>Modern</p> <p>Next</p> <p>Orbit</p> <p>Planet</p> <p>Rocket</p> <p>Sequence</p> <p>Space</p> <p>Street</p> <p>Timeline</p> <p>Travel</p>	<p>Carnivore</p> <p>Dinosaur</p> <p>Earth</p> <p>Endangered</p> <p>Extinct</p> <p>Fossil</p> <p>Herbivore</p> <p>Meteor</p> <p>Significant</p>	<p>Endangered</p> <p>Fossil Discoveries</p> <p>Fossils</p> <p>Marine</p> <p>Millions</p> <p>Palaeontology</p> <p>Significant</p> <p>Skeleton</p>
<u>Knowledge</u>				
<p>A person who is historically significant has made big changes</p>		<p>Significant historical events include those that cause great change for</p>	<p>Significant historical events include those that cause great</p>	<p>A person who is historically significant has made big changes in</p>

History Skills Progression



<p>in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p> <p>Neil Armstrong and Buzz Aldrin were the first men to land on the Moon in 1969.</p>		<p>large numbers of people.</p> <p>The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.</p> <p>Major space events could include; the first dog in space (1957), first human in space (1961), first humans on the Moon (1969), launch of Hubble Space Telescope (1990), first British person in space (1991) and final launch of the American Space Shuttle Program, STS-135 (2011).</p>	<p>change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p>	<p>their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p>
---	--	--	--	--

History Skills Progression



Year 2

<u>Projects</u>				
<p>Term 1 – Street Detectives</p> <p>Term 2 – Beat Band Boogies</p> <p>Term 3 – Beachcombers</p>		<p>Term 4 – Land Ahoy!</p> <p>Term 5 – The Scented Garden</p> <p>Term 6 – Towers, Tunnels and Turrets</p>		
Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication
<p>Becoming Street Detectives (T1)</p> <p>To use the evidence collected to explain how the streets of Didcot have changed.</p> <p>To describe differences between the past and now.</p> <p>To explain how shops have changed and why.</p> <p>To begin to think about the effects of change on an area.</p>	<p>Famous Sea Explorers (T4) Castle Visit (T6)</p> <p>To research significant sea explorers to find out where they sailed, explored and discovered and present their findings to others.</p> <p>To undertake historical fieldwork at Oxford Castle to understand the castle's history.</p>	<p>Timeline of Sea Explorers (T4) Castles Through the Ages (T6)</p> <p>To sequence significant sea explorers chronologically on a timeline, such as Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers, such as Ellen MacArthur.</p> <p>To use a timeline to place important castles in chronological order.</p>	<p>Old and New Houses (T1) School Days (T1)</p> <p>To use pictures and photographs old and modern homes within our locality identifying differences, such as materials from which they are built.</p> <p>To use eye witness accounts, maps and the internet to find out about the history of our school and how it has changed over time.</p>	<p>The Life of Grace Darling (T4)</p> <p>To describe the significant events in the life of Grace Darling. To use role play, storytelling and ICT to present information about the life of a significant historical sea explorer.</p>
<u>Vocabulary for Learning</u>				
<p>Change</p> <p>Clues</p> <p>Evidence</p> <p>Eye Witness Account</p> <p>Impact</p> <p>Interview</p> <p>Locality</p> <p>Negative</p> <p>Past</p> <p>Positive</p> <p>Present</p>	<p>Arrow and Gun Loops</p> <p>Bailey</p> <p>Battlements</p> <p>Castle</p> <p>Defend</p> <p>Discover</p> <p>Discovered</p> <p>Drawbridge</p> <p>Events</p> <p>Explorer</p> <p>Gate House</p>	<p>Captain Cook</p> <p>Christopher Columbus</p> <p>Chronological Order</p> <p>Courtyard Castles</p> <p>Curtain Wall Castles</p> <p>Ellen Macarthur</p> <p>Henry Hudson</p> <p>Iron Age Hillforts</p> <p>Marco Polo</p> <p>Medieval Fortified Manor Houses</p> <p>Motte and Bailey Castle</p>	<p>Aerial Map</p> <p>Buildings</p> <p>Chimneys</p> <p>Date Plinths</p> <p>Eye Witness Account</p> <p>Front Door Designs,</p> <p>Interview</p> <p>Leaded Windows</p> <p>Materials</p> <p>Roof Shapes</p> <p>Subjects</p>	<p>Crew</p> <p>Forfarshire</p> <p>Passengers</p> <p>Rescue</p> <p>Ship</p> <p>Survivors</p>

History Skills Progression



Shops Source Subjects	Great Hall Keep Moat Portcullis Ramparts Research Sailor Sources Tower Tunnels Voyage	Norman Motte and Bailey Castles Rampart Castle Saxon Ditch Sea Explorer Sir Francis Drake Sir Walter Raleigh Stone Castle Stone Keep Timeline	Thatched Roofs Wooden Beams	
-----------------------------	---	---	--------------------------------	--

Knowledge

<p>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Over time changes have affected retail due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p>Different sources such as books and the internet can be used to research significant individuals in the past who have contributed to national and international achievements.</p> <p>Oxford Castle is a large, partly ruined mediaeval castle in Oxford. It was initially built as a moated, wooden motte and bailey castle but was replaced in stone. It later was used as a county prison.</p>	<p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>The chronology of the castles can be predicted by the simplicity of their construction, and by a castle's current condition.</p>	<p>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p>Grace Darling was one of the Victorian era's most celebrated heroines. On 7 September 1838, she risked her life to rescue the stranded survivors of the wrecked steamship Forfarshire, a feat of bravery which changed her life dramatically.</p>
--	---	---	--	--

History Skills Progression



Year 3

<u>Projects</u>				
<u>Term 1</u> – Tribal Tales <u>Term 2</u> – Mighty Metals <u>Term 3</u> – Predator!		<u>Term 4</u> – Tremors <u>Term 5</u> – Urban Pioneers <u>Term 6</u> – Gods and Mortals		
Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication
Everyday life in the Stone Age (T1) Stone Age farming (T1) The history of our town (T5) Famous Greeks (T6)	Everyday life in the Iron Age (T1) Prominent urban buildings (T5) Everyday life in ancient Greece (T6)	British timeline (T1) Roman research (T4) Timelines (T6)	Making Comparisons (T1) What is an archaeologist? (T1) Making deductions about the past (T4)	Everyday life in the Bronze Age (T1)
<p>To use evidence to describe the everyday lives of people from the Stone Age historical period.</p> <p>To use evidence from a range of different source materials to find out how and why Stone Age people evolved from hunter-gatherers to farmers.</p> <p>To use a range of historical source materials, including photographs, census returns and newspaper articles, to research the history of our town.</p> <p>To describe the achievements and influences of significant individuals of the ancient Greeks on the wider world.</p>	<p>To use a selection of historical source materials, including pictures, books and artefacts, to find out about the tribal life of Iron Age people.</p> <p>To conduct an historical enquiry by asking questions about a building's history and exploring the site searching for clues about it's past.</p> <p>To use a range of historical source materials, including books, artefacts, images and information books, to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor.</p>	<p>To use a timeline to show the chronology of the Stone Age, Bronze Age and Iron Age. To sequenced events on a timeline using AD or BC.</p> <p>To sequence the key events of the eruption of Mount Vesuvius explaining the cause and effect of this significant historical event.</p> <p>To order events and dates from ancient Greek history on a timeline.</p>	<p>To describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>To ask expert questions about how they found out about the ancient civilisations.</p> <p>To use the primary and secondary source, images to make deductions about the lives of the people of Pompeii.</p>	<p>To present an historical account and information about the everyday lives of people from the Bronze Age historical period.</p>
<u>Vocabulary for Learning</u>				

History Skills Progression

Archimedes Aristotle Beliefs Children Cultivate Crops Culture Disease Environment Farmers Farming Food Identity Invasions Alexander The Great Domesticate Animals Hunter-Gatherers Negative Impact Neolithic Revolution	Leadership Locality Parmenides Plato Positive Impact Pythagoras Settlement Technology Tools Wars Weapons Work	Cathedral Celts Church City Hall Compare Contrast Decorative Objects Different Farming Hillfort Iron Oxford Same Tools Train Station Tribe Weapons	AD Anno Domini Archimedes Ash Athens BC Before Christ Britain Bronze Age Cause Earthquake Effect Eruption Iron Age Macedon Mesolithic Alexander The Great Battle Of Marathon Middle Stone Age Peloponnesian Wars Superheated Pyroclastic Flow Prehistoric Britain	Molten Rock Mount Vesuvius Neolithic New Stone Age Old Stone Age Olympic Games Palaeolithic Perish Persian War Pompeii Preserved Pressure Pumice Romans Stone Age	Archaeology Artefact Bodies Bronze Age Eruption Evidence Evolve Farming Geologists Grid Historians Iron Age Anthropologists Mount Vesuvius Palaeontologists Prehistoric Life Primary Source Secondary Source	Materials Mesolithic Neolithic Ornaments Palaeolithic Pompeii Roman Settlements Site Tools Volcano Weapons	Bronze Age Metals Settlements Social Hierarchy Tools Weapons
--	--	--	--	---	---	---	---

Knowledge

<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>Stone Age life is defined by the use of stone for making tools and</p>	<p>Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>Buildings within a locality can change over time due to the invention of new technologies, changes in leadership and requirements of the local residents.</p> <p>Most people in ancient Greece were poor and lived in the countryside or</p>	<p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Prehistoric Britain began about 700,000 years ago and ran up to the year AD 43 when the Romans invaded Britain. The Stone Age alone divides</p>	<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>There are different accounts</p>	<p>Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy.</p>
--	--	--	---	---

History Skills Progression



<p>weapons and the transition from the hunter-gatherer lifestyle to farming.</p> <p>During the Palaeolithic period, people were purely hunter-gatherers. They were nomadic, which means they moved from place to place, hunting and gathering food along the way, rather than living on location. In the Neolithic period farming was gradually introduced. Cultivating crops and domesticating animals became common.</p> <p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p>	<p>small villages. Life was hard for many, with long working hours.</p>	<p>into three periods: the Palaeolithic, Old Stone Age (450,000–10,000 BC); the Mesolithic, Middle Stone Age (10,000–4500 BC); and the Neolithic, New Stone Age (4500–2300 BC).</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. The archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.</p> <p>Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.</p>	<p>of history based on the interpretation of the historical sources.</p> <p>It has been widely assumed that the victims of Pompeii were asphyxiated by volcanic ash and gas. However, a more recent study now suggests that most people died instantly from the extreme heat.</p> <p>Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p>	
---	---	---	--	--

History Skills Progression



Year 4

<u>Projects</u>						
<u>Term 1</u> – I am Warrior <u>Term 2</u> – Playlist <u>Term 3</u> – Burps, Bottoms and Bile			<u>Term 4</u> – Misty Mountain Sierra <u>Term 5</u> – Blue Abyss <u>Term 6</u> – Traders and Raiders			
Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication		
A Day in the Life (T1) Roman Numerals (T1) What Did the Romans Do for Us? (T1)	A Gladiator's Life (T1) Famous Gladiators (T1) Research Groups (T6) Beware the Viking Raiders! (T6)	Chronology of the Roman Empire (T1) Significant Dates (T6)	Shield Making (T1) Death and the Afterlife (T6)	Viking Life (T6)		
To present relevant information contrasting the everyday life in ancient Rome with modern British society including aspects, such as jobs, houses, buildings, food and schooling in a historical report. To recognise and write numbers using Roman Numerals. To investigate and analyse the design and impact of Roman inventions on modern society.	To present a thoughtful selection of relevant information about Roman Gladiators on a mind map. To construct a profile of the significant leader of Spartacus using a range of historical sources. To use relevant historical sources to find out about Anglo-Saxon Life recording this in a table. To use a range of sources to research information about the first Viking invasions of Britain identifying the significance and impact of power struggles on Britain.	To sequence significant dates about events within the Roman historical time period on a timeline using AD or BC. To identify and sequence key events in British history between AD410 and 1066 on a timeline accurately.	To identify how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. To identify why certain objects were buried with Vikings for the afterlife.	To research the daily life of Vikings to compare and contrast with the Anglo-Saxon civilisation.		
<u>Vocabulary for Learning</u>						
Amphitheatres Atrium Britain Design Domus	Amphitheatres Arenas Armour Bestiaries Bulgaria Monks Mount Vesuvius Murmillo Naples Ocrea	Alfred the Great Angle Anglo-Saxon Boudicca	King Ecgrith King Offa Kingdoms Mercia Norman	Afterlife Bilskirnir Boat Boss Decorative	Cesspit Jarls Karls King Legends	

History Skills Progression

Frescos	Capua	Oenomaus	Britain	Northumbria	Domestic Equipment	Longhouse
Influence	Crixus	Pagans	Britannia	Norway	Feature	Myths
Insulae	Dorchester	Pugio	Caesar	Offa's Dyke	Jewellery	Raids
Invention	Eques	Raids	Augustus	Picts	Niflheim	Thralls
Lararium	Gaul	Retiarius	Celtic	Raids	Odin	Viking
Materfamilias	Gladiators	Revolt	Claudius	Rebels	Pattern	
Mosaics	Gladius	Scutum	Collapses	Roman	Properties	
Parchment Scrolls	Helmet	Secutor	Conquers	Rome	Ragnarok	
Paterfamilias	Hierarchy	Sica	Cornwall	Romulus	Roman Numerals	
Roads	Hoplomachus	Slavery	Denmark	Saxon	Scutum	
Roman Numerals	Hoplon	Society	Emperor	Scotland	Shield	
Romanisation	Invasion	Spartacus	Empire	Sweden	Shrine	
Stylus	Isle Of Portland	Strongoli	England	Viking	Symmetrical	
Tunics	Italy	Third Servile War	Hadrian	Wales	Thor	
Value	Leadership	Thrace	Hadrian's Wall	Wessex	Valhalla	
	Loincloth	Thraex	Iceni		Valhol	
	Longships	Trident	Invaders		Valkyries	
	Lords	Uprising	Julius Caesar		Weapons	
	Manica	Venator	Jute		Wreath	
	Monasteries	Viking	Caledonian Tribes			
	Revolutionary Army		Edward the Confessor			
	The Gladiators' War		Mediterranean Sea			

Knowledge

<p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>In Roman numerals, I=1, V=5, X=10, L=50 and C=100. All numbers between one and 100 can be written using a</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.</p> <p>A Roman Gladiator was an ancient professional fighter who usually specialised with particular weapons and types of armour. They fought before the public in hugely popular organised games held in large purpose-built arenas throughout the Roman Empire from 105 BCE to 404 CE.</p> <p>A profile of a leader can include their</p>	<p>Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>Key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when the Roman emperor, Claudius,</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p>	<p>The Viking Age in Britain began about AD 793 and lasted over 200 years. Bands of fierce raiders began to once again attack England's shores, just like the Anglo-Saxons had done 400 years before.</p>
---	---	--	---	---

History Skills Progression



<p>combination of these numerals. If a lower value numeral is placed after a higher value numeral, it indicates that they should be added together. For example, VI=6 (5+1). If a lower value is placed before a higher value numeral, it should be subtracted from the higher value.</p> <p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p>	<p>significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>Spartacus was a significant Roman man who became famous for leading a huge revolutionary army against the Roman army.</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by</p>	<p>invaded and conquered Britain; AD 410 when Roman rule ended in Britain.</p> <p>Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.</p>	<p>Valhalla was the Viking afterlife, where Odin welcomed dead heroes who died in battle. Those who died elsewhere were sent to a dark and frozen world known as Niflheim.</p>	
---	---	--	--	--

History Skills Progression



	the reeve of Dorchester, the local official, who was killed.			
--	--	--	--	--

History Skills Progression



Year 5

<u>Projects</u>				
<u>Term 1</u> – Pharaohs <u>Term 2</u> – Alchemy Island <u>Term 3</u> – Stargazers		<u>Term 4</u> – Allotment <u>Term 5</u> – Beast Creator <u>Term 6</u> – Peasant, Princes and Pestilence		
Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication
Famous Pharaohs (T1) Life After Death (T1) Galileo Galilei (T3) Plague Timeline (T6)	Tutankhamun’s Tomb (T1) Transformation Spells (T1)	Development of a Civilisation (T1) Symptoms of Black Death (T6) Family Tree (T6)	The Flagellants (T6)	Job Descriptions (T1) After Death (T1) Egyptian Gods (T1) Sir Isaac Newton (T3)
<p>To use a range of historical sources, including information books and online resources, to find out about famous pharaohs of ancient Egypt to construct a profile.</p> <p>To explore and explain how the religious beliefs of Egyptian Pharaohs caused them to behave in a particular way.</p> <p>To explain the significance of Galileo Galilei's discovery of sunspots on the Sun and how it was controversial at the time.</p>	<p>To explain how the design, decoration and materials used in artefacts can provide evidence of the wealth, power and status of the object’s owner.</p> <p>To research the Book of the Dead, explaining what it was and why it was important for Ancient Egyptian civilisations.</p>	<p>To sequence events to show how ancient Egyptian civilisation developed and make connections between periods of world history on a timeline.</p> <p>To use a range of source materials, including first hand accounts, to sequence the symptoms and changes that occurred when someone was infected with the Black Death.</p> <p>To create a royal timeline for sequencing the reign of kings between 1300–1400.</p> <p>-</p>	<p>To use a range of historical source materials to present information about the Flagellants describing who they were, what they did and how others viewed them.</p>	<p>To apply knowledge about the role of an Egyptian pharaoh, including what he or she was expected to do and what they were responsible for, when a job description for the role of a pharaoh.</p> <p>To plan and present findings about the key processes which occur when a pharaoh has died.</p> <p>To present information from research about ancient Egyptian gods and goddesses using Egyptian tomb paintings and papyrus scrolls to show depiction of their images.</p> <p>To use drama techniques to present historical information about how Sir Isaac Newton's observations led to his theories on the universal force of gravity.</p>

History Skills Progression



Vocabulary for Learning							
Achievements	Mummification	Anubis	Ancient Egypt	Lifespans	Belief	Afterlife	Nomarchs
Akhenaten	Narmer	Artefacts	Black Death	Mediaeval Towns	Catholic	Amun	Observations
Amenhotep III	Nefertiti	Book of the Dead	Buboes	Miasma	Flagellantism	Anubis	Ointment
Ammit	Pepy II	Canopic Jars	Bubonic Plague	New Kingdom	Pope	Canopic Jar	Osiris
Cleopatra VII	Pharaoh	Coffin	Cleopatra	Nile		Embalmer	Preserved
Djoser	Physicist	Eternal Life	Deposed	Old Kingdom		Embalming	Pyramid
Galileo Galilei	Pyramid	Jackal	Dwelled	Pandemic		Force	Ra
Hatshepsut	Scarab	Papyrus	Edward II	Pneumonic		Gravity	Sarcophagus
Khufu	Sunspots	Pharaoh	Edward III	Plague		Hathor	Seth
Maat	Tomb	Scarab Pendant	Flagellants	Pyramids		Horus	Tefnut
Mathematician		Scrolls	Germes	Reigns		Horus	Theory
Ramesses the Great		Spells	Giza	Richard II		Jackal	Thoth
		Tomb	Hieroglyphics	Sphinx		Lower Egypt	Upper Egypt
		Tutankhamun	Alexander The Great			Ma'at	Viziers
			Valley of the Kings			Natron	
						High Priest of Every Temple	
						Lord of the Two Lands	
						Sir Isaac Newton	

Knowledge				
<p>A pharaoh was the king or queen of Egypt. Famous pharaohs include Akhenaten, Pepy II, Amenhotep III, Djoser, Khufu, Hatshepsut, Ramesses the Great, Narmer, Nefertiti and Cleopatra VII.</p> <p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.</p> <p>When someone died in ancient</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>The Book of the Dead was a collection of around 200 spells and illustrations, written on papyrus scrolls. The spells were believed to help the dead face dangers in the underworld and achieve eternal life.</p>	<p>Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. The Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000 people. Trade, crafts and food production flourished. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used</p>	<p>Flagellantism was an extreme religious practice which spread across towns and villages in the 14th century in Europe. Radically devout Catholics publicly whipped themselves before crowds believing they were pleasing God.</p>	<p>A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as maat, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the uraeus, or cobra, false beard, crook and flail to show their</p>

History Skills Progression



<p>Egypt, it was believed that their soul went on a journey to the underworld, where they would be judged by Anubis, God of the underworld. If they were judged to be a good person, their soul would be reunited with their body and live in paradise for eternity.</p> <p>The Italian physicist and mathematician Galileo Galilei (1564–1642) was the first person to observe sunspots moving across the Sun’s surface, through a telescope which he constructed in 1609. His work confirmed and advanced the Sun centred system that Copernicus had first postulated in the mid 1500s.</p>		<p>to decorate objects and tombs.</p> <p>In 1348-1349, a pandemic swept across Europe. It later came to be called the Black Death. Historians believe the Black Death was probably two diseases, the bubonic and the pneumonic plagues. Bubonic plague caused large swellings called buboes under the armpits, on the neck and in the groin. Bubonic plague was spread by rats, who dwelled in mediaeval towns and had fleas living on them. Fleas living on an infected black rat then jumped onto humans and bit them, spreading bubonic plague. It is believed that the Black Death was brought to England by rats that travelled to England on ships from China. Pneumonic plague was spread through coughs and sneezing. The mortality rate of pneumonic plague was almost 100 per cent.</p> <p>Edward I reigned from 1272 – 1307. He formed the Model Parliament in 1295, bringing the knights, clergy and nobility, as well as the Lords and Commons together for the first time. He died on the way to fight Robert Bruce. Edward II reigned from 1307 until he was deposed in 1327. He was beaten by the Scots at the Battle of Bannockburn in 1314. Edward was deposed and held captive in Berkeley Castle in Gloucestershire. Edward III reigned from 1327 – 1377. Son of</p>		<p>power.</p> <p>Nearly all of the pharaohs chose to be buried in the Valley of the Kings, a valley west of the Nile, which is a popular tourist attraction today.</p> <p>Some of the Ancient Egyptian gods and goddesses include Anubis, god of embalming and the dead, who has the head of a jackal; Osiris, the god of the underworld, shown wrapped in linen like a mummy; Isis and Nephthys, protective goddesses, often shown standing behind Osiris; Thoth, the god of writing and knowledge, who has the head and beak of an ibis bird and Ammit, a monster of the underworld, part lion, part crocodile and part hippopotamus.</p> <p>Sir Isaac Newton made many important scientific discoveries, but his most famous one is his theory of gravity. He realised that earth must have a force that pulls objects downwards rather than letting them float upwards. Also, he discovered that gravity pulls objects towards each other. The bigger an object is, then the more gravity it has. He then used this theory about gravity to explain that gravity keeps the moon orbiting around the earth.</p>
---	--	--	--	--

History Skills Progression



		<p>Edward II, he reigned for 50 years. His ambition to conquer Scotland and France plunged England into the Hundred Years War, beginning in 1338. Richard II ruled from 1377 until he was deposed in 1399. The sudden death of his first wife Anne of Bohemia completely unbalanced Richard and his extravagance, acts of revenge and tyranny turned his subjects against him. In 1399 Henry of Lancaster returned from exile and deposed Richard, becoming elected King Henry IV.</p>		
--	--	--	--	--

History Skills Progression



Year 6

<u>Projects</u>				
<u>Term 1</u> – A Child’s War		<u>Term 4</u> – Frozen Kingdom		
<u>Term 2</u> – Water Worlds		<u>Term 5</u> – Blood Heart		
<u>Term 3</u> – Darwin's Delights		<u>Term 6</u> – Hola Mexico!		
Knowledge and Understanding of Events, People and Changes in the Past	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication
Evacuation! (T1) The Blitz (T1) Who Was Charles Darwin? (T3)	Being Away from Home (T1) Mary Anning (T3) Maya Civilisation (T6)	Timeline of Significant Events (T1) Timeline of Polar Exploration (T4)	Wartime Leaders (T1) Conditions Aboard (T4)	Travelling Back in Time (T1)
<p>To understand the perspective of children within the evacuation process during World War II.</p> <p>To apply knowledge from using historical source materials about the Blitz to produce a safety guide to inform people how to protect themselves.</p> <p>To describe some of the significant achievements of Charles Darwin and explain why they are important.</p>	<p>To evaluate the reliability of first hand and eyewitness accounts, in letters from soldiers sent home to their families and loved ones in understanding the role of a soldier and effect of being away from home.</p> <p>To use a range of historical sources, including books and the web, to find out about the British fossil collector and palaeontologist Mary Anning articulating the significance of a historical person, event, discovery or invention in British history.</p> <p>To look at a range of sources and artefacts that illustrate aspects of ancient Maya civilisation posing questions to answer.</p>	<p>To use a range of historical sources to create a timeline showing major events of the Second World War, between 1939 and 1945 in chronological order.</p> <p>To research and accurately sequence events on a timeline to show the history and development of polar exploration.</p>	<p>To describe and explain the significance of Churchill and Hitler as wartime leaders from the perspective of citizens they represented.</p> <p>To compare and contrast the conditions aboard the Titanic, describing how the accommodation differed for rich and poor passengers.</p>	<p>To experience and investigate school life during the war comparing and contrasting this to modern education.</p>
<u>Vocabulary for Learning</u>				
Air Raids Blitz	Account Architecture	Antarctic Artic	Accommodation Churchill	Bunting Commemorate

History Skills Progression

Bombing Britain Bunker Evacuee Evolution Finches Germany HMS Beagle Natural Selection Nazi Origin Of Species Robert Fitzroy Shrewsbury World War II	Calendars Cities First Hand Forms Of Writing Fossil Governments Interpretation Inventions Jurassic Marine Fossil Mary Anning, Maya Numerical Systems Palaeontology Social Structures Source	Attlee Battle Of Britain Blitz Churchill Evacuations Frederick Cook Hitler Inuit Pearl Harbour Polar Exploration Rationing Roald Amundsen Robert Falcon Scott Robert Peary Surrender War Camps	Facilities Hitler Ideology Invading Leader Maiden Voyage Oppressing Titanic Transatlantic Ship	Siren
--	---	---	--	-------

Knowledge

<p>The children's evacuation in World War 2 was a process of moving children (and other people) away from the cities that were the most likely targets of enemy attacks and bombs to a safer area in the countryside. Children's evacuation in World War 2 was designed to protect them from the risks of aerial bombing in cities. By the end of the war, over 1 million schoolchildren and their teachers had been evacuated. Over 500,000 mothers with their infant children and a number of disabled or elderly people.</p> <p>The Blitz was a sustained aerial bombing of Britain by Nazi</p>	<p>Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Mary Anning was an English fossil collector, dealer, and an expert of palaeontology (the study of extinct animals and plants). Mary Anning became known across the globe for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel, being one of the earliest fossil</p>	<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>On 1st September 1939, Germany invaded Poland then on 3rd September 1939 France and Britain declared war on Germany. On 10th July 1940, Germany launched its attack on Britain - the Battle of Britain began. On 7th September 1940, the London Blitz began. On 7th of May 1945, Germany surrendered and the Allies declared victory.</p>	<p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>The Titanic set sail from Southampton on the 10th of April 1912, carrying 2,208 excited passengers on board. At the time of its construction, the Titanic was the largest ship in the world. The ship was originally destined for New York but, just four days into its maiden</p>	<p>During the Second World War, 20% of Britain's schools were badly damaged by bombs and had to close. Where possible, school lessons continued in makeshift classrooms.</p>
--	--	---	--	--

History Skills Progression



<p>Germany, which took place between September 1940 and May 1941. It was a very significant part of the Second World War. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities.</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Charles Darwin was an English naturalist and was famous for his work on evolution and natural selection.</p>	<p>hunters to do so.</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p>		<p>voyage, it ran into a problem – literally. On the night of the 14th of April 1912, the Titanic struck an iceberg in the North Atlantic Ocean. This caused an irreparable amount of damage to the ship, which would sink just a few hours later.</p>	
--	--	--	--	--