Progression Grid for Master – Year A

Please note:

- Substantive Concepts will be identified in Orange. These concepts are ones that will be revisited through year groups as appropriate.

Substantive concepts we are focussing on are:

Invasion	Society including Civilisations
Trade	Religion and Beliefs
Settlement	Rulers including Monarchy

End Points for Key Stage One:

Substantive Knowledge –children should know about the following by the end of KS1:

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]

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

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]

Disciplinary Knowledge:

Use common words and phrases relating to the passage of time

Know where people and events they study fit within a chronological framework

Identify similarities and differences between ways of life in different periods

To use a wide vocabulary of historical terms

To ask and answer questions choosing and using parts of stories and other sources to show they know and understand key features of events

To understand some of the ways in which we find out about the past and identify different ways in which it is represented

	Term	Context for Learning	Substantive Knowledge	Disciplinary Knowledge	Core Vocabulary
R	Autumn		Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of the people around them and their roles in society. • Fairy stories – focus on Ruler / Invasion / Settlement • Bonfire Night, Gunpowder Plot - Ruler	**<u>Chronological Understanding</u>** Can children sequence the books we have read this term and talk use language of past, present, future in relation to their lives. • History Suitcase – timeline of our learning - chronology – children sequence the books we have read. **<u>Historical Enquiry</u>** Children read stories about events that have happened in the past and remember features about it.	past, present, future, long ago, now, next, before, timeline, sequence, ruler, invasion, settlement, change, same, different, causes, consequence
R	Spring		Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of the people around them and their roles in society. • Read stories about Pirates – Invasion • Read stories about historical inventors – light bulb, telephone, car	**<u>Chronological Understanding</u>** Can children sequence the books we have read this term and talk use language of past, present, future in relation to their lives. • History Suitcase – timeline of our learning - chronology – children	past, present, future, long ago, now, next, before, timeline, Invade, cause and consequence, invent

				sequence the books we have read. **Historical Enquiry** Children read stories about events that have happened in the past and remember features about it.	
R	Summer		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. • Read Little Elizabeth / The Queen's Hat – Find out about King Charles – Why do we have a King? What does a King do? – Ruler • My History / Peepo / The House that Once Was – Change and continuity.	**Chronological Understanding** Can children sequence the books we have read this term and talk use language of past, present, future in relation to their lives. • History Suitcase – timeline of our learning - chronology – children sequence the books we have read. **Historical Enquiry** Children read stories about events that have happened in the past and remember features about it. **Historical Interpretation**	past, present, future, long ago, now, next, before, timeline, Queen, King, Prince, Princess, ruler, monarchy, palace, castle, throne. Same, different, old, new, baby, toddler, child, teenager, adult,

				Children begin to identify and recount some details from the past from sources e.g. pictures, stories, objects Make simple observations about change and continuity	
Year One	Autumn	Once Upon a Time (The Normans)	• Meanwhile. elsewhere- establish context/chronology • The Norman Conquest – William the Conqueror (who he was and where he was from) and the Battle of Hastings (weapons and shields). (Ruler/ Invasion). • Understanding of The Saxons as The Normans enemy – King Harold and his army. (Invasion). • Bayeux Tapestry (Invasion). Who made it, why and what it portrays. Use as a source of information. • Motte and Bailey Castles – Stafford Castle (Settlements). Look at their design and purpose. • King Charles and William comparison- similarities and differences (Monarchy)	**<u>Chronological Understanding</u>** Can children put three or more people/events in order using a given scale. (Themselves, Elizabeth II coronation and William the Conqueror). Children use 'time' words. **<u>Historical Enquiry</u>** Look carefully at pictures and objects to find out about the past. (Bayeux Tapestry/Doomsday book) Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen?	motte, bailey, shield, armour, knights, chain mail, weaponry, blacksmiths, carpentry, Chronology, historical enquiry, historical interpretation, past, a long time ago, century, decade, motte. Bailey, shield, armour, knights, chain mail, weaponry, blacksmiths, carpentry, Bayeux Tapestry, invade, survey, archives, conquest, census, tax, wimple

				Can identify some similarities, differences, and changes within a particular topic. Understand some ways we find out about the past. Make simple observations about an event or people within a society. **<u>Historical Interpretation</u>** Children begin to identify and recount some details from the past from sources e.g. pictures, stories **Stafford Castle / Norman times** Identify different ways the past can be represented. (Bayeux Tapestry) Identify who was important in a simple historical recount. Understand what makes something or someone significant/important and that these usually have achieved something or have had an effect.	

	Spring	Bears, Bears, Everywhere! (Toys Now and Then)	• Toys from today – look at toys from today and past and explore changes (within living memory) • Previous generation's toys- enquiry. Ask questions to people of different generations about toys they played with/ use sources to find out about toys from the past. (Changes within living memory) • Early 20th Century toys- to know where people and events fit into a chronological framework and similarities and differences between ways of life in different periods. (society) • Put toys into chronological order- using words and phrases related to the passing on time. Important changes to toys including materials, manufacturing, cost and technological advances (Trade).	**Chronological Understanding** Can children depict on a timeline a few people and/or pieces of information (Themselves, Elizabeth II coronation and William the Conqueror). Children use 'time' words. **Historical Enquiry** Look carefully at pictures and objects to find out about the past. Identify how things have changed and possible reasons why. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? What did I, my mum, my nan play with? Can children identify some similarities, differences, and changes within a particular topic? Can children understand some ways we find out about the past?	Toys, modern, impact, old, new, Victorian, past, present, future, century, 21st Century, 20th Century, industrial revolution, wooden, plastic, wind up, clockwork, battery, remote controlled, marbles, rag dolls, china doll, rolling hoop, jacks, traditional, trend,

				Make simple observations about change and continuity -toys **<u>Historical Interpretation</u>** Children begin to identify and recount some details from the past from sources e.g. pictures, stories, objects Identify different ways the past can be represented. Understand what makes something or someone significant/important and that these usually have achieved something or had an effect.	
	Summer	Secret Garden (Changes to gardening/gardens – focus on the life of Capability Brown)	• The life of Capability Brown – his work and contribution to British landscapes and gardens. • Gardens designed by Capability Brown – focus on tools, landscapes and materials. Lilleshall Sports Centre link? • Victorian Period – Queen Victoria, houses and gardens. (Rulers and Society).	**<u>Chronological Understanding</u>** Can children depict on a timeline the sequences of a few objects and/or pieces of information. Children use 'time' words. <u>Historical Enquiry</u> Look carefully at pictures and objects to find out about the past. Ask and answer questions such as: What was it like for a …?	Chronology, historical enquiry, historical interpretation old, young, new, days, months, past recently, before, after now, later, present, years ago, timeline Seedling, sapling, tree, mature tree

			• Sequencing/chronology timeline of gardens. Think about where Georgian and Victorian periods fit into this. • Recognising features of gardens from different time periods.	What happened in the past? How long ago did…happen? Can they identify similarities, differences, and changes within a particular topic? Can they understand some ways we find out about the past? Children make observations about people and events within a society. **<u>Historical Interpretation</u>** Children begin to identify and recount some details from the past from sources e.g pictures, stories. Identify different ways the past can be represented. Identify who was important in a simple historical recount. Recognise that some events/people are important because they have achieved something or have had an effect.	

Year Two	Autumn	Once Upon a Time (The Normans)	• Establish context/chronology- where it stands in the British History timeline • Understanding of The Saxons as The Normans enemy – King Harold and his army. (Invasion/Ruler) • Bayeux Tapestry (Invasion) Who made it, why, what it portrays and its use as a source/evidence. Accuracy and reliability as a source? • Motte and Bailey Castles – Stafford Castle (Settlement) Look and design and purpose • King Charles and William comparison- similarities and differences (Monarchy) Norman Life – gain an understanding of what it was like to live during Norman times- living standards, jobs, clothes (Settlement) The significance of 1066 and its impact. Why is this considered to be such an important date in history?	**<u>Chronological Understanding</u>** Can children put four or more people/events in order using a given scale. (Themselves, when they were born, Elizabeth II coronation and William the Conqueror). Identify that there are different periods of time in history. Begin to understand a period of history as part of a bigger scale and identify why certain events may have happened at certain times. Identify similarities and differences between periods. Use words and phrases related to the passing of time. **<u>Historical Enquiry</u>** Look carefully at pictures and objects to find out about the past. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen?	motte, bailey, shield, armour, knights, chain mail, weaponry, blacksmiths, carpentry, century, decade, Bayeux Tapestry, invade, survey, archives, conquest, census, tax, wimple

				Start using reason for answers Use referencing skills to find information in a book or a source. Recognise why events happened and what happened as a result. Make observations about people and events within a society. Choose and use parts of stories and other sources to show some understanding of concepts. **Historical Interpretation** View the past through books, pictures, stories, photos, artefact, buildings, visits, internet and eye witness accounts **Stafford Castle / Norman times** accounts. Begin to understand the difference between primary and secondary sources Draw some simple conclusions using sources-begin to question accuracy of sources.	
	Spring	Bears, Bears, Everywhere!	• Toys from today – look at toys from today and the past and explore changes (within living memory)	**Chronological Understanding** Can children put four or more people/events in order using a	Toys, modern, impact, old, new, Victorian, past, present, future, century,

		(Toys Now and Then)	Identify how increases in trade means more variety of toys/places to get from eg amazon (Trade) • Previous generation's toys- enquiry. Ask questions to people of different generations about toys they played with/ use sources to find out about toys from the past. (Changes within living memory) • Early 20th Century toys- to know where people and events fit into a chronological framework and similarities and differences between ways of life in different periods. (society) • Put toys into chronological order- using words and phrases related to the passing on time.	given scale. (Themselves, when they were born, Elizabeth II coronation and William the Conqueror). Identify that there are different periods of time in history. Begin to understand a period of history as part of a bigger scale and identify why certain events may have happened at certain times Identify similarities and differences between periods. Use words and phrases related to the passing of time. **Historical Enquiry** Look carefully at pictures and objects to find out about the past. Identify how things have changed and possible reasons why. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? What did I, my mum, my nan play with?	21st Century, 20th Century, industrial revolution, wooden, plastic, wind up, clockwork, battery, remote controlled, marbles, rag dolls, china doll, rolling hoop, jacks, traditional

				Which toys were popular then and now, think about trends. Start using reason for answers Use referencing skills to find information in a book or a source. To identify similarities and differences between ways of life at different times. Choose and use parts of stories and other sources to show some understanding of concepts. **Historical Interpretation** View the past through books, pictures, stories, photos, artefact, buildings, visits, internet and eye witness accounts. Begin to understand the difference between primary and secondary sources Draw some simple conclusions using sources.	
	Summer	Secret Gardens (Changes to gardening/gardens	• Georgian Period – King George I and King George II, houses and gardens. (Rulers and Society). Meanwhile, elsewhere…	**Chronological Understanding** Can children put four or more people/events in order using a given scale.	Chronology, historical enquiry, historical interpretation

		– focus on the lives of Capability Brown and William Morris).	• The life of Capability Brown – his work and contribution to British landscapes and gardens. • Gardens designed by Capability Brown – focus on tools, landscapes and materials. Lilleshall Sports Centre link? • Victorian Period – Queen Victoria, houses and gardens. (Rulers and Society). • Sequencing/chronology timeline of gardens. Think about where Georgian and Victorian periods fit into this. • Recognising features of gardens from different time periods.	Identify that there are different periods of time in history. Begin to understand a period of history as part of a bigger scale and identify why certain events may have happened at certain times Identify similarities and differences between periods. Use words and phrases related to the passing of time. **<u>Historical Enquiry</u>** Look carefully at pictures and objects to find out about the past. Ask and answer questions such as: What was it like for a …? What happened in the past? How long ago did…happen? Start using reason for answers Use referencing skills to find information in a book or a source. Recognise why events happened and what happened as a result. Make observations about people and events within a society.	old, young, new, days, months, past recently, before, after now, later, present, years ago, timeline Seedling, sapling, tree, mature tree

				Choose and use parts of stories and other sources to show some understanding of concepts. **<u>Historical Interpretation</u>** View the past through books, pictures, stories, photos, artefact, buildings, visits, internet and eye witness accounts. Begin to understand the difference between primary and secondary sources. Draw some simple conclusions using sources.	

<u>End Points for Key Stage Two:</u>

Substantive Knowledge –children should know about the following by the end of KS2:

- 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 civilisations (Ancient Egypt) **(In depth study)**
- Ancient Greece
- A non-European society that provides contrast with British history (The Maya Civilisation AD 900)`

Disciplinary Knowledge:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical

terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
Year Three	Autumn	**Local History Study**	• Lilleshall School – To explore the past of Lilleshall Primary School, its original site and compare this to present day. (Society) • Lilleshall Monument – To explain when, how and who built the Lilleshall Monument. • Lilleshall Abbey – To explore when Lilleshall Abbey and St Michael's Church were founded and their links to religion. (Religion) • Mining – To understand how mining has influenced the local road names, e.g. Limekiln Lane, to identify where quarries were in the local area and to understand how the canal system influenced the local area. (Society/Trade) Understand how the mining/quarry site is significant in the locality- impacted trade/names of roads/ jobs/growth of population Housing Growth – To use historical sources to find out about the changes in settlement of the local area. (Settlement)	**<u>Chronological Understanding</u>** Places events on a timeline within other key historical times and recognise that civilisations around the world run concurrently. Identify that things in the past have lasted for different lengths of time. To begin placing learning in context with previous learning. **<u>Historical Enquiry</u>** Can children make comparisons between things that have changed and things that have stayed the same? Can children use various sources of information to ask and answer questions? – local historian visitor. Can children use sources of information to help learn about the past? – census records, maps, photographs.	Census, mining, monument, Duke of Sutherland, Doomsday Book, abbey, quarry, canal, fortified, settlement, society

				Understand the difference between primary and secondary sources and use these to answer enquiry questions. Begin to make independent decisions and use evidence to justify. **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. Understand that periods of history can be easier or more difficult to interpret due to how much evidence is available. Identify why some achievements were significant to the development of Britain.	
	Spring	**The Romans**	• Meanwhile, elsewhere… to place period in World and British history context. • The Invasions - To explain the spread of the Roman empire and recall key facts about the invasion of Britain. (Invasion/Settlement)	**<u>Chronological Understanding</u>** Place the period of study on a timeline within other key historical times (Victorians, Tudors, Coronation of Elizabeth II, Millennium, present day) and recognise that civilisations around the world run concurrently.	Invasion, invader, empire, republic, monarchy, calendar, worship, chronological order, timeline, conquer/conquest, law, trade, economy, garrison, sacrifice, amulet, javelin,

			• The Reaction to Invasion – To explore the positive and negative reactions to invasion (Story of Boudica). (Invasion) • Hadrian's Wall – To explore who Emperor Hadrian was, say when, how and why he built a wall and explain the features of it. (Invasion and Ruler) • Roman Achievements – To explore Roman achievements (roads, place names, money). (Trade/society) • Gods and Goddesses – To understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. (Religion)	Identify that things in the past have lasted for different lengths of time. To begin placing learning in context with previous learning. **Historical Enquiry** Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help learn about the past? To understand the difference between primary and secondary sources and use these to answer enquiry questions.	tunic, archaeologist, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, legion, republic, rebellion, gods, baths, citizen, empire, Latin, etymology (origins of words), slave, toga

				Begin to make independent decisions and use evidence to justify. **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. Children to view an event then recount it and share their outcome & how these differ. How viewpoints affect interpretation of events. Understand that periods of history can be easier or more difficult to interpret due to how much evidence is available. Identify why some achievements were significant to the development of Britain.	
	Summer	**WW2**	• The Outbreak of War – Meanwhile Elsewhere. To explain why World War II began, know the main countries involved and order key events on a timeline. (Ruler) • The Home Front – To describe how people on the home front	**<u>Chronological Understanding</u>** Place the period of study on a timeline within other key historical times and recognise that civilisations around the world run concurrently.	Air-raid, allied, armed forces, The Blitz, campaign, commemorate, D-Day, enemy, home-front, Neville Chamberlain, Winston Churchill,

			contributed to the war effort during World War II. (Society) • The Armed Forces – To describe the roles and responsibilities of the armed forces during World War II. (Invasion) • Evacuees – To explore what the life of an evacuee would have been like. • Entertainment in Wartime Britain – To describe what people did for entertainment during wartime Britain. (Society) • The Battle of Britain- a significant turning point in British history. Commemorative Events – To describe how and why World War II events are commemorated.	Identify that things in the past have lasted for different lengths of time. To begin placing learning in context with previous learning. **<u>Historical Enquiry</u>** Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help learn about the past? – Ration books, newspaper articles, diary entries, photographs. Understand the difference between primary and secondary	defend, evacuate, evacuee, Adolf Hitler, military, occupy, Nazi, Prime Minister, rationing, rural, surrender, urban, VE Day, warden

				sources and use these to answer enquiry questions. Begin to make independent decisions and use evidence to justify. **<u>Historical Interpretation</u>** Use artefacts/visits that enable children to investigate life in the past. Children to look at how viewpoints affect interpretation of events. Understand that periods of history can be easier or more difficult to interpret due to how much evidence is available. Identify why some achievements were significant to the development of Britain.	
Year Four	Autumn	**Local History Study**	• Lilleshall School – To explore the past of Lilleshall Primary School, its original site and compare this to present day. (Society) • Lilleshall Monument – To explain when, how and who built the Lilleshall Monument.	**<u>Chronological Understanding</u>** Places events on a timeline within other key historical times. To place periods of time into wider context of historical chronology.	Census, mining, monument, Duke of Sutherland, Doomsday Book, abbey, quarry, canal, fortified, settlement, society

			• Lilleshall Abbey – To explore when Lilleshall Abbey and St Michael's Church were founded and their links to religion. (Religion) • Mining – To understand how mining has influenced the local road names, e.g. Limekiln Lane, to identify where quarries were in the local area and to understand how the canal system influenced the local area. (Society/Trade) Understand how the mining/quarry site is significant in the locality- impacted trade/names of roads/ jobs/growth of population Housing Growth – To use historical sources to find out about the changes in settlement of the local area. (Settlement)	To deepen understanding of concurrent civilisations around the world. To place learning in context with previous learning and identify some impact. **Historical Enquiry** Can children make comparisons between things that have changed and things that have stayed the same? Can children use various sources of information to ask and answer questions? – local historian visitor. Can children use sources of information to help learn about the past? – census records, maps, photographs. Can they select and organise relevant information? Use primary and secondary sources. Devise historically valid questions. **Historical Interpretation**	

				Artefacts/visits that enable children to investigate life in the past. To understand that some sources can be from one person's point of view and that these cannot always be verified. To understand why interpretation is critical to understanding the past.	
	Spring	**The Romans**	• The Invasions – Meanwhile Elsewhere. To explain the spread of the Roman empire and recall key facts about the invasion of Britain. (Invasion/Settlement) • The Reaction to Invasion – To explore the positive and negative reactions to invasion (Story of Boudica). (Invasion) • Hadrian's Wall – To explore who Emperor Hadrian was, say when, how and why he built a wall and explain the features of it. (Invasion and Ruler) • Roman Achievements – To explore Roman achievements (roads, place names, money). (Trade/society)	**<u>Chronological Understanding</u>** Place the period of study on a timeline within other key historical times (Victorians, Tudors, Coronation of Elizabeth II, Millennium, present day) To place periods of time into wider context of historical chronology. To deepen understanding of concurrent civilisations around the world. To place learning in context with previous learning and identify some impact.	Invasion, invader, empire, republic, monarchy, calendar, worship, chronological order, timeline, conquer/conquest, law, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, legion, republic, rebellion, gods, baths, citizen, empire, Latin, etymology (origins of words), slave, toga

			• Gods and Goddesses – To understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. (Religion)	**Historical Enquiry** Can children make comparisons between historical periods between things that have changed and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help learn about the past? Can they select and organise relevant information? Use primary and secondary sources. Devise historically valid questions. **Historical Interpretation** Artefacts/visits that enable children to investigate life in the past.	

				To understand that some sources can be from one person's viewpoint and that these cannot always be verified. To understand why interpretation is critical to understanding the past.	
	Summer	**WW2**	• The Outbreak of War – Meanwhile Elsewhere. To explain why World War II began, know the main countries involved and order key events on a timeline. (Ruler) • The Home Front – To describe how people on the home front contributed to the war effort during World War II. (Society) • The Armed Forces – To describe the roles and responsibilities of the armed forces during World War II. (Invasion) • Evacuees – To explore what the life of an evacuee would have been like. • Entertainment in Wartime Britain – To describe what people did for entertainment during wartime Britain. (Society)	**<u>Chronological Understanding</u>** Place the period of study on a timeline within other key historical times. To place periods of time into wider context of historical chronology. To deepen understanding of concurrent civilisations around the world. To place learning in context with previous learning and identify some impact. **<u>Historical Enquiry</u>** Can children make comparisons between historical periods between things that have changed	Air-raid, allied, armed forces, The Blitz, campaign, commemorate, D-Day, enemy, home-front, Neville Chamberlain, Winston Churchill, defend, evacuate, evacuee, Adolf Hitler, military, occupy, Nazi, Prime Minister, rationing, rural, surrender, urban, VE Day, warden

			• The Battle of Britain- a significant turning point in British history Commemorative Events – To describe how and why World War II events are commemorated.	and things that have stayed the same? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children use various sources of information to ask and answer questions? Can children use sources of information to help me to learn about the past? – Ration books, newspaper articles, diary entries, photographs. Can they select and organise relevant information? Use primary and secondary sources. Devise historically valid questions. **<u>Historical Interpretation</u>** Artefacts/visits that enable children to investigate life in the past. To understand that some sources can be from one person's	

				viewpoint and that these cannot always be verified. To understand why interpretation is critical to understanding the past.	
Year Five	Autumn	**Ancient Egyptians** **(In depth study)**	Meanwhile elsewhere… • Overview of when and where the first civilisations appeared (Sumer, Shang Dynasty, Indus Valley and Egypt) • To know where and when the ancient Egyptians lived. (Settlement) • To learn about the daily lives of ancient Egyptian people and what was important to them including farming and the River Nile. Trade routes and goods. (Settlement, Trade and Society) • To understanding the mummification process used by the ancient Egyptians. (Religion and Beliefs) • To learn about the discovery of the tomb of Tutankhamun and I can understand how evidence can give us different answers about the past. To understand the importance of pyramids to Egyptian people. (Rulers)	**<u>Chronological Understanding</u>** Create a timeline, within a specific time in history to set out the order things may have happened. To place early civilisations into wider context and historical chronology To understand the impact of civilisations around the world on later civilisations, including concurrent civilisations around the world. **<u>Historical Enquiry</u>** Can children describe historical events from the different periods that they are studying/have studied? Can children suggest why certain events/people happened/acted as they did in history?	Historical interpretation; historical enquiry; old; young; new; days; months; past; recently; before; after; now; later; present; years ago; timeline; similarity; difference; century; BC/AD; archaeology; archaeologist; chronological; change; BCE/CE; cause; source; period of time; empire; Significance; Valid; Reliable; Civilisation, irrigation, silt, hieroglyphics, cartouche, pharaoh, mummification, Howard Carter, afterlife, ankh, canopic jar, embalming, Nile, papyrus, burial chamber, tomb, amulet, pyramid,

			• To compare and contrast the powers of different Egyptian gods/religious beliefs. (Religion and Beliefs) • Why do we remember Ramesses I? Why did he ensure only his version should be remembered? Egyptian dynasties. (Ruler, invasion)	Can children explain how periods of British history have influenced and been influenced by the wider world? Can children independently select the most appropriate sources of information to find out about the period being studied? Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived? Can children ask historically valid questions and construct informed responses to questions? Can children select resources independently to justify responses with evidence? **<u>Historical Interpretation</u>** To identify and describe ancient Egyptian artefacts. Artefacts/visits that enable children to investigate life in the past.	sarcophagus, scribe, scarab, sphynx, underworld, temple

				Reliability of sources over time: why are they less/more reliable now? To begin to look at bias and that there can be different interpretations of same event giving different viewpoints To know that interpretation can change in light of new evidence.	
	Spring		Ancient Egyptians continued into Spring 1.		
	Summer	Anglo Saxons and Scots and Anglo Saxons and Viking struggle for Britain	• Meanwhile, elsewhere….recap Romans knowledge • To understand who the Anglo-Saxons and the Scots were and how they lived and worked. When did they settle in Britain? (Society, Religion and Beliefs) •Describe why, where and when the Scots and Anglo-Saxons invaded Britain from the time and explain what the seven Anglo-Saxon kingdoms were. What happened as a result of their invasion? (Invasion and Settlement) •To explain the religious beliefs and practices of the early Anglo-Saxon people. (Religion and Beliefs)	**<u>Chronological Understanding</u>** Create a timeline, within a specific time in history to set out the order things may have happened. To place early civilisations into wider context and historical chronology. To understand the impact of civilisations around the world on later civilisations, including concurrent civilisations around the world. **<u>Historical Enquiry</u>** Can children describe historical events from the different periods	Historical interpretation; historical enquiry; old; young; new; days; months; past; recently; before; after; now; later; present; years ago; timeline; similarity; difference; century; BC/AD; archaeology; archaeologist; chronological; change; BCE/CE; cause; source; period of time; empire; Significance; Valid; Reliable; Civilisation, Danegeld, exile, invade, kingdom, longship,

			• To understand where Vikings came from, how and why they invaded Britain. (Invasion/settlement) • To understand some of the military and religious struggles (Rulers/Religion) • To understand how Vikings lived and worked/Viking culture (Society) • To understand what happened during the Viking invasions and know what Viking warriors were like. (Invasion) • What evidence do we have about the Anglo Saxon and Viking struggle for Britain?	that they are studying/have studied? Can children suggest why certain events/people happened/acted as they did in history? Can children explain how periods of British history have influenced and been influenced by the wider world? Can children independently select the most appropriate sources of information to find out about the period being studied? Can children appreciate how items found belonging to the past help to build an accurate picture of how people lived? Can children ask historically valid questions and construct informed responses to questions? Can children select resources independently to justify responses with evidence? **Historical Interpretation** To identify and describe Viking artefacts.	outlawed, pagans, pillaged, raid, wergild, Anglo-Saxons, Scots, Vikings, Jutes, Christianity, Mercia, Wessex, Sussex, Jorvik, freeman, slave, archer, gods, axe, shield, spear, sword, thatched, settlers, Scandinavia

				Artefacts/visits that enable children to investigate life in the past. Reliability of sources over time: why are they less/more reliable now? To begin to look at bias and that there can be different interpretations of same event giving different viewpoints. To know that interpretation can change in light of new evidence.	
Year Six	Autumn	**Ancient Egyptians** **(In depth study)**	• Meanwhile, elsewhere… • Overview of when and where the first civilisations appeared (Sumer, Shang Dynasty, Indus Valley and Egypt) • To know where and when the ancient Egyptians lived. (Settlement) • To learn about the daily lives of ancient Egyptian people and what was important to them including farming and the River Nile. (Settlement, Trade and Society) • To understanding the mummification process used by the ancient Egyptians. (Religion and Beliefs)	**<u>Chronological Understanding</u>** Children to use their knowledge of key dates and events, to reason about where these would appear on a timeline. To note connections, contrasts, and trends over time. To make direct comparisons between historical periods. **<u>Historical Enquiry</u>** Can children explain which aspect of the period studied was most important, giving reasons for their choice?	Historical interpretation; historical enquiry; old; young; new; days; months; past; recently; before; after; now; later; present; years ago; timeline; similarity; difference; century; BC/AD; archaeology; archaeologist; chronological; change; BCE/CE; cause; significance; source; period of time; valid; reliable; empire;

			• To learn about the discovery of the tomb of Tutankhamun and I can understand how evidence can give us different answers about the past. (Rulers) • To compare and contrast the powers of different Egyptian gods. (Religion and Beliefs)	Can children summarise how different periods of history had a major influence on world history? Can children explain how periods of British history have influenced and been influenced by the wider world? Show evidence of critical thinking, research, reason, and debate. Use appropriate vocabulary and historical terms to articulate responses and engage in reasoned debate. Be aware of validity and bias when carrying out enquiry questions. To know that interpretations can change in light if new evidence. **<u>Historical Interpretation</u>** To identify and describe ancient Egyptians artefacts. Can children appreciate how historical artefacts have helped us to understand more about lives in the present and the past? Can children look at more than one source of evidence and	civilisation; **historically valid,** irrigation, silt, hieroglyphics, cartouche, pharaoh, mummification, Howard Carter, afterlife, ankh, canopic jar, embalming, Nile, papyrus, burial chamber, tomb, amulet, pyramid, sarcophagus, scribe, scarab, sphynx, underworld, temple

				identify how they might be used to persuade or give a specific viewpoint? Compare achievements and significance, consider which is more impressive or significant. Can children explain significance of events, people and achievements/developments in terms of at the time and now.	
	Spring		Ancient Egyptians continued into Spring 1.		
	Summer	Anglo Saxons and Scots and Anglo Saxons and Viking struggle for Britain	• Meanwhile, elsewhere….recap Romans knowledge • To understand who the Anglo-Saxons and the Scots were and how they lived and worked. When did they settle in Britain? (Society, Religion and Beliefs) •Describe why, where and when the Scots and Anglo-Saxons invaded Britain from the time and explain what the seven Anglo-Saxon kingdoms were. What happened as a result of their invasion? (Invasion and Settlement) •To explain the religious beliefs and practices of the early Anglo-Saxon people. (Religion and Beliefs)	**Chronological Understanding** Can children explain which aspect of the period studied was most important, giving reasons for their choice? To note connections, contrasts and trends over time. To make direct comparisons between historical periods. **Historical Enquiry** Can children summarise how different periods of history had a major influence on world history? Can children explain how periods of British history have influenced	Historical interpretation; historical enquiry; old; young; new; days; months; past; recently; before; after; now; later; present; years ago; timeline; similarity; difference; century; BC/AD; archaeology; archaeologist; chronological; change; BCE/CE; cause; significance; source; period of time; valid; reliable; empire; civilisation; historically

			• To understand where Vikings came from, how and why they invaded Britain. (Invasion/settlement) • To understand some of the military and religious struggles (Rulers/Religion) • To understand how Vikings lived and worked/Viking culture (Society) • To understand what happened during the Viking invasions and know what Viking warriors were like. (Invasion) • What evidence do we have about the Anglo Saxon and Viking struggle for Britain?	and been influenced by the wider world? Show evidence of critical thinking, research, reason, and debate. Use appropriate vocabulary and historical terms to articulate response and engage in reasoned debate. Be aware of validity and bias when carrying out enquiry questions To know that interpretations can change in light of new evidence. **Historical Interpretation** To identify and describe Viking artefacts. Can children appreciate how historical artefacts have helped us to understand more about lives in the present and the past? Can children look at more than one source of evidence and identify how they might be used to persuade or give a specific viewpoint?	valid, Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild, Anglo-Saxons, Scots, Vikings, Jutes, Christianity, Mercia, Wessex, Sussex, Jorvik, freeman, slave, archer, gods, axe, shield, spear, sword, thatched, settlers, Scandinavia

				Compare achievements and significance, consider which is more impressive or significant. Can children explain significance of events, people and achievements/developments in terms of at the time and now?	