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Nursery

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> • Able to say who they are and who they live with <p>Activity- conversation- carpet time, bring in something from home</p> <ul style="list-style-type: none"> • Can talk about any pets they might have <p>-Bring in pictures from home, role play, cat and dog toys</p>	<ul style="list-style-type: none"> • Can talk about some members of their family. • Sequence family members by size and name (baby, child, adult) <p>Pictures, family member pictures</p>	<ul style="list-style-type: none"> • Comments on fictional characters, figures or objects. • Comments on pictures of experiences in their own life e.g 'this was me at the farm'. <p>Floorbooks- post it notes</p>

Can I remember?- bring an experience back for the children- floorbook, recently played song, recently read book

Reception

- Think about significant historical figures- Charlie Cairoli
- Significant individuals
- Specific objects-not toys
- Add suggested activities

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> • Draw on own life story and those of familiar people • Discuss similarities and differences with people in my family <p>Activity- A handful of</p>	<ul style="list-style-type: none"> • To identify emergency situations and who to call • Identify similarities and differences 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, sharing similarities and differences • Using books and

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buttons, floorbook- draw and talk about families	between jobs	stories to find out/identify information and differences
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<u>3 and 4 Year olds</u>	<u>Understanding the world</u>		<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history
<u>Reception</u>	<u>Understanding the world</u>		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past
<u>ELG</u>	<u>Understanding the world</u>	<u>Past and Present</u>	<ul style="list-style-type: none"> • Talk about the lives of 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

Topic overview

National Curriculum KS1			
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Year 1 toys in the past)	events beyond living memory that are significant nationally or globally (Year 1 Children in the past)	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 (Year 1 the monarchy) (Year 1 Children in the past)	significant historical events, people and places in their own local (Year 1 the monarchy)

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(Year 1 Children in the past) (Year 2 Blackpool in the past)	(Year 2 The GFOL)	(Year 2 explorers)	(Year 1 Children in the past)
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Year group	Autumn	Spring	Summer
1	The Monarchy (Autumn 1)	Toys in the Past (Spring 1)	Children in the Past (Summer 1)
2	Blackpool in the Past (Autumn 1)	Famous Explorers (Spring 1)	The Great Fire of London (Summer 1)
3	Stone Age to Iron Age (Autumn 2)	Ancient Greece (Spring 2)	The Tudors (Summer 2)
4	The Romans (Autumn 1)	The Normans (Spring 1)	The Indus Valley (Summer 1)
5	The Anglo Saxons (Autumn 2)	Ancient Egypt (Spring 2)	Crime and Punishment (Summer 2)
6	The Vikings (Autumn 2)	World War II (Spring 2)	The Maya (Summer 2)

Knowledge & Skills progression for Year 1

Chronology	Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
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Sequence events or objects in chronological order	Begin to describe similarities and differences in artefacts drama - why people did things in the past use a range of sources to find out characteristic features of the past	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	Sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT
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Year 1-

The Monarchy

Research link- [Information about Famous Monarchs](#)

Enquiry Question: What can we learn from the famous Kings and Queens of our country?

Learning objectives	National curriculum link
I am learning to understand what a monarch is and the qualities needed to be a good monarch.	<ul style="list-style-type: none"> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods
I am learning to find out about some important British monarchs (timeline opportunity significant British monarchs)	<ul style="list-style-type: none"> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements
I am learning to create a royal family tree for Queen Victoria	<ul style="list-style-type: none"> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework
I am learning to find out key information about the life and death of Henry VIII	<ul style="list-style-type: none"> To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past
I am learning to explain what kings and queens ate during medieval banquets	<ul style="list-style-type: none"> To develop an awareness of the past and identify similarities and differences between ways of life in different periods

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I am learning to research and compare the lives of Elizabeth I and Queen Victoria.	<ul style="list-style-type: none"> To find out about the lives of significant individuals in the past who have contributed to national and international achievements.
Toys Past and Present	
Enquiry Question- How have toys changed over time?	
Learning objectives	National curriculum link
I am learning to describe the characteristics of toys.	To learn about changes within and beyond living memory
I am learning to find out what toys our parents and grandparents played with.	To learn about changes within and beyond living memory
I am learning to find out what toys were like in the Victorian Era	To learn about changes within and beyond living memory
I am learning to identify toys that are old and toys that are new.	To learn about changes within and beyond living memory
I am learning to compare the different materials used to make old and new toys	To learn about changes within and beyond living memory
I am learning apply my knowledge of toys when ordering toys from the past and present	To learn about changes within and beyond living memory
Topic: Children in the Past	
Enquiry Question: How have children's lives changed over the years?	
Learning objectives	National curriculum link
Revision: I am learning to explore which toys were played with in the past	events beyond living memory that are significant nationally or globally
I am learning to discuss how food and drink available has changed over time	events beyond living memory that are significant nationally or globally
I am learning to identify and investigate how homes have changed over time	events beyond living memory that are significant nationally or globally

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I am learning to compare how schools have changed over time	events beyond living memory that are significant nationally or globally
I am learning to compare what children wore at different times.	events beyond living memory that are significant nationally or globally
I am learning to find out about popular television programmes and how they have changed over time.	events beyond living memory that are significant nationally or globally

Vocabulary

The Monarchy	Toys in the Past	Children in the Past
Monarch The Monarchy Parliament Succession Queen Victoria Henry VIII Similarities differences Medieval Time period Elizabeth I Banquets Significant Achievements Thrown	Victorian New/Old Ball and Cup Meccano 19 th Century 20 th Century 21 st Century Wooden toys Paper Toys Plastic toys Spinning top Leather Footballs Decade Chronological order Timeline	Era Timeline Chronology Electronic devices Victorian houses Terraced houses Slate and chalk Dunces hat Cane Strict Abacus Chalkboard Punch and Judy

By the end of Year 1

Knowledge

- Exploring changes within living memory, focusing on the lives of children from the past and the toys that they played with
- Exploring events beyond living memory which focus on how the lives of children have changed from the past to present day
- Learning about significant people from the past and key historical events. For example The Monarchy and important royal events.

Skills progression for Year 2

Chronology	Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
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closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives	find out about people and events in other times collections of artefacts - confidently describe similarities and differences drama - develop empathy and understanding (hot seating, sp. and listening)	compare pictures or photographs of people or events in the past able to identify different ways to represent the past	use a source - why, what, who, how, where to ask questions and find answers sequence a collection of artefacts Use of timelines discuss the effectiveness of sources	Class display/ museum annotated photographs ICT
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Year 2	
Blackpool in the Past Enquiry Question: How has Blackpool seaside changed since the 1900s?	
Learning objectives	National curriculum link
I am learning to identify features of a seaside holiday.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
I am learning to use photographs to find clues as to what seaside holidays were like in the past	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
I am learning to find out when and how seaside holidays became popular.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
I am learning to find out what seaside holidays were like 100 years ago.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
I am learning to place seaside holidays in chronological order.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
I am learning to identify similarities and differences between seaside holidays now and in the past.	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
The Great Fire of London Enquiry Question: How did the Great Fire of London change things?	

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Research Link- [GFOL information](#)

Learning objectives	National curriculum link
I am learning to understand where and when the Great Fire of London started.	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
I am learning to understand the events of the Great Fire of London and place them on a timeline	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
I am learning to find out why the fire spread so quickly and stayed alight for so long	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
I am learning to find out some of the ways in which how we live now is different and similar to how people lived in 1666.	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
I am learning to find out about Samuel Pepys and his diary	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
I can find out how London was rebuilt after the Great Fire	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]

Famous Explorers

Enquiry Question: What can we learn from the Famous explorers- Neil Armstrong and Christopher Columbus?

Research link- [Christopher Columbus and his achievements](#)

Learning objectives	National curriculum link
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I am learning to find out when Christopher Columbus lived and what he was trying to achieve.	KS1 - 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
I am learning to describe Christopher Columbus's journey and what he discovered.	KS1 - 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
I am learning to explore the impact of Columbus's voyages and what he brought back to Europe.	KS1 - 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
I am learning to research who Neil Armstrong is and why he is remembered today.	KS1 - 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
I am learning to timeline Neil Armstrong's landing on the moon and describe the impact this had on the world.	KS1 - 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
I am learning to compare the lives and achievements of Columbus and Armstrong.	KS1 - 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

Vocabulary

Blackpool in the Past	Famous Explorers	The Great Fire of London
After Before Next Now Donkey Rides Central, North, South Pier Punch and Judy shows Promenade Horse and cart Bathing Machines 'Sea Bathing' Bathing costumes Sandcastles	Neil Armstrong Christopher Columbus Voyages Antarctica Achievements Significant Expeditions Commemorate Explorers Timeline Europe Asia America	Pudding Lane 1666 Bakery Wood and straw building Cramped conditions St Paul's Cathedral Samuel Pepys diary Similarities Differences Tower of London Leather Water Bucket Water Squirt Fire Hook

By the end of Year 2

Knowledge

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- Exploring changes within living memory, focusing on Blackpool from the past and how our seaside resort has changed over the years
- Exploring events beyond living memory that are significant nationally or globally, with a keen focus on the Great Fire of London and the impact this event had
- Exploring the lives of significant individuals in the past who have contributed to national and international achievements. A key focus on Columbus and Armstrong and how their achievements have shaped the world that we live in today

National Curriculum KS2		
changes in Britain from the Stone Age to the Iron Age (Year 3 Stone Age to Iron Age)	the Roman Empire and its impact on Britain (Year 4 The Romans)	Britain's settlement by Anglo-Saxons and Scots Year 5- The Anglo Saxons
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Year 6 - The Vikings	a local history study Year 5- Crime and Punishment	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Year 3- The Tudors (Year 4 The Normans) Year 5- Crime and Punishment Year 6 - World War II
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 (Year 4- The Indus Valley) Year 5- Ancient Egypt	Ancient Greece - a study of Greek life and achievements and their influence on the western world Year 3 Ancient Greece	a non-European society that provides 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. Year 6 - The Maya

Skills progression for Year 3

Chronology	Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
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Place the time studied on a timeline sequence events or artefacts use dates related to the passing of time	Find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something	Identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period - museum,	Use a range of sources to find out about a period - observe small details - artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions	Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode
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Year 3	
Stone Age to Iron Age	
Enquiry Question: What can we learn from the early settlers of Britain?	
Learning objectives	National curriculum link
I am learning to identify the Stone Age, Bronze Age and Iron Age on a timeline	KS2 - changes in Britain from the Stone Age to the Iron Age
I am learning to describe how early humans lived in the Palaeolithic period.	KS2 - changes in Britain from the Stone Age to the Iron Age
I am learning to explore how Britain's coastline changed during the Mesolithic period.	KS2 - changes in Britain from the Stone Age to the Iron Age
I am learning to explore how people lived in the Neolithic period.	KS2 - changes in Britain from the Stone Age to the Iron Age
I am learning to examine how the Bronze Age had an effect on Britain	KS2 - changes in Britain from the Stone Age to the Iron Age
I am learning to compare life in the Bronze Age to life in the Iron Age	KS2 - changes in Britain from the Stone Age to the Iron Age
Ancient Greece	
Enquiry Question: Who were the Ancient Greeks and what can we learn from them?	
Research Link- Ancient Greeks	

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Learning objectives	National curriculum link
I am learning to place Ancient Greece on a timeline	KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world
I am learning to explain how democracy worked in Ancient Greece	KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world
I am learning to describe events at an Ancient Greek Olympics	KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world
I can recall facts about the Battle of Marathon	KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world
I am learning to research Greek Gods and Goddesses and display this information in an interesting way	KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world
I am learning to use a range of sources to find out information about the Trojan War	KS2 - Ancient Greece - a study of Greek life and achievements and their influence on the western world
The Tudors Enquiry Question- Who were the Tudors and what can we learn from them?	
Learning objectives	National curriculum link
I am learning to place the Tudors on a timeline and explore the Tudor family tree.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to describe Tudor fashion through pictures and identify different pieces of Tudor clothing.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to investigate the foods which Tudor people ate and find out about the new foods which were being brought to England at the time.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to use sources to discover the punishments given to criminals during Tudor times and who was in charge of law and order.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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<p>I am learning to explain the different illnesses and diseases that were common in Tudor times and discover how they were treated.</p>	<p>KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>I am learning to compare the differences between the lives of the rich and poor children in Tudor times</p>	<p>KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>Vocabulary</p>		
<p>Stone Age to Iron Age</p>	<p>Ancient Greece</p>	<p>The Tudors</p>
<p>Stone Age Iron Age Mammoth Neolithic Man Neolithic Woman Cave painting Fur pelt Spears Skara Brae Hand axe Hammerstone Celts Armor and shields</p>	<p>Ancient Greece Greek Empire Vase Olympics Hippocrates Hellenistic Bowl Coins Fibulus Nobleman Pythagoras Doric Column Tunic</p>	<p>Dress Chemise Farthingale Bed Warmer Scythe Stockings, corset, gown Reign Heir Monarch Dysentery Tuberculosis Influenza Wattle and daub</p>
<p>By the end of Year 3</p>		
<p>Knowledge</p>		
<ul style="list-style-type: none"> • The children have explored the changes in Britain from the Stone Age to the Iron Age • Exploring Ancient Greece, focusing on Greek life and achievements and their influence on the western world • Exploring The Tudors and learning about: how they lived; their fashions; food choices and comparing the lives of the rich and poor 		
<p>Year 4</p>		
<p>Who were the Romans and what did they do for Britain? Research Link-The Romans</p>		

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Learning objectives	National curriculum link
I am learning to understand the the terms 'invade' and 'settle' and place the Romans on a timeline	KS2 - the Roman Empire and its impact on Britain
I am learning to find out how the Romans successfully invaded Britain	KS2 - the Roman Empire and its impact on Britain
I am learning to explain who the celts were and how they lived	KS2 - the Roman Empire and its impact on Britain
I am learning to describe who Boudicca was and what she achieved	KS2 - the Roman Empire and its impact on Britain
I am learning to find out how Roman roads were first built	KS2 - the Roman Empire and its impact on Britain
I am learning to describe how the Romans have impacted on our lives today	KS2 - the Roman Empire and its impact on Britain
<p>The Normans What do you know about the Normans and the battles that they overcame? Research link- The Normans</p>	
Learning objectives	National curriculum link
I am learning to locate The Normans on a timeline	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to explain who the contenders were for the throne in 1066	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to describe what happened at the Battle of	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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<p>Stamford Bridge and the Battle of Hastings Research Link-The Battle of Stamford Bridge Battle of Hastings</p>	
<p>I am learning to illustrate the main features of Norman castles</p>	<p>KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>I am learning to discuss the main problems William the Conqueror had after the Battle of Hastings Research Link- William the Conqueror</p>	<p>KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>I am learning about the importance of the Domesday Book</p>	<p>KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p style="text-align: center;">The Indus Valley Enquiry question- What can we learn from the Indus Valley civilisation and how they developed the world we know today? Research link- The Indus Valley Civilisation</p>	
<p>Learning objectives</p>	<p>National curriculum link</p>
<p>I am learning to place the Indus Valley civilisation on a timeline.</p>	<p>KS2 - 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</p>
<p>I am learning to locate Indus Valley cities and settlements</p>	<p>KS2 - 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</p>
<p>I am learning to describe the facilities and features of Indus Valley settlements</p>	<p>KS2 - 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</p>
<p>I am learning to use artefacts to uncover information about Indus Valley civilisations' trade and crafts.</p>	<p>KS2 - 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</p>
<p>I am learning to discuss how the technology used by the Indus Valley civilisation has led to major</p>	<p>KS2 - 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</p>

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developments in our world today in terms of weights and measures		
I am learning to use sources to find out about the decline of the Indus Valley civilisation	KS2 - 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	
Vocabulary		
The Romans	The Normans	The Indus Valley
The Romans Conquest Invasion Empire Roman Roads Invasion Settlement Boudicca Celts Aqueducts Public baths	The Normans Battle of Hastings Battle of Stamford Norman Castles William the Conqueror The Domesday Book Feudal System Motte and Bailey castles Courtyard Drawbridge Overthrow Heir	Indus Valley India Pakistan Civilisation Settlements Founded Cities Soapstone Seal Goods Loincloth Citadel Charles Masson Bitumen tar
By the end of Year 4		
Knowledge		
<ul style="list-style-type: none"> • Exploring the establishment of the Roman Empire and its impact on Britain • Completing a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Normans. The children will: Place The Normans on a timeline, uncover information about how they lived and find out about Norman conquests • Learning about the achievements of one of the earliest civilizations- The Indus Valley. 		

Skills progression for Year 4

Chronology	Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
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place events from period studied on a timeline use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD	use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations	look at the evidence available begin to evaluate the usefulness of different sources use of textbooks and historical knowledge	use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research	select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups
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Year 5	
The Anglo Saxons Enquiry Question- Who were the Anglo Saxons and why were they so powerful? Research Link-The Anglo Saxons	
Learning objectives	National curriculum link
I am learning to use artefacts to find out about the Anglo Saxons and when they lived in History.	<ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots
I am learning to place the Anglo Saxons, Picts and Scots on a timeline and explain who they were and where they lived.	<ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots
I am learning to use various historical sources to find out about Anglo-Saxon life.	<ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots
I am learning to explore Anglo-Saxon culture including art, music, legends and poetry.	<ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots
I am learning to describe how Christianity spread in Britain.	<ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots
I am learning to examine what has been discovered at Sutton Hoo to draw conclusions about who was buried there.	<ul style="list-style-type: none"> • KS2 - Britain's settlement by Anglo-Saxons and Scots
Ancient Egypt Enquiry Question- Who were the Ancient Egyptians and what can we learn from them?	

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Research Link- [Ancient Egyptians](#)

Learning objectives	National curriculum link
I am learning to use artefacts to find out about who the Ancient Egyptians were and how they lived	KS2 - 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 Egypt
I am learning to place the Ancient Egyptians and key events from this time period on a timeline	KS2 - 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 Egypt
I am learning to describe how society in Ancient Egypt was organised.	KS2 - 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 Egypt
I am learning to use sources in order to discover who the pharaohs were and why they were important.	KS2 - 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 Egypt
I am learning to compare the different Ancient Egyptian gods and goddesses.	KS2 - 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 Egypt
I am learning to investigate the inventions and achievements of the ancient Egyptians.	KS2 - 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 Egypt

Crime and Punishment How has Crime and Punishment changed over time?

Learning objectives	National curriculum link
I am learning to use pictures and historical facts in order to describe the broad trends of crime and punishment from the Romans to the 21st century.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to place the Romans on a timeline and explain the types of crime and punishment during this era	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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I am learning to describe how crime was punished during the Anglo Saxon and Viking period	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to compare medieval and Tudor crime and punishment	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to examine sources when exploring crime and punishment in the early modern period	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to timeline the developments of crime and punishment from the Romans to present day.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Vocabulary

The Anglo Saxons	Ancient Egypt	Crime and Punishment
The Anglo Saxons Civilisation Invaded Runes Coins Cremation pot Bronze Helmet East Anglia Kent St Bede Sutton Hoo Mercia Lyre Bayeux Tapestry Offa's Dyke Thatched Wooden House	Ancient Egypt Tomb Sickle Mattock Scarab beetle Cleopatra Plough Coffin Civilisation Hieroglyphs Hierarchy Gods and Goddesses Inventions Papyrus sheets Ox-Drawn plough Mummification	Bobbies/peelers Deterrent Execution Highwaymen Humiliation Judge Jury 21 st century Compare and contrast Ordeal Treason The Romans- 'Twelve Tables' Anglo Saxon- Mutilation, exile Cold water, iron bar, hot water Tudor-public humiliation, Scold's bridle Victorian- Treadwheel, shot drill

By the end of Year 5

Knowledge

- The children have explored the British settlement of the Anglo Saxons, Picts and Scots, focusing on when they entered Britain and how they lived
- Explored Ancient Egypt, focusing on Egyptian life and achievements and their influence on the western world
 - Explored British History past 1066, examining the differences in crime and punishment over the years

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Skills progression for Year 5				
Chronology	Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	study different aspects of life of different people - differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt)	compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research	fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative

Year 6	
The Vikings	
Enquiry Question- When did the Vikings invade Britain and what made them so powerful?	
Research link- The Vikings	
Learning objectives	National curriculum link
I am learning to use artefacts in order to build a picture of who the Vikings were and where they lived	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
I am learning to place the Vikings on a timeline and explore how and why they invaded Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
I am learning to examine what sources tell us about how some kings dealt with Viking invaders	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
I am learning to describe how Vikings lived and worked	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
I am learning to explain what happened during Viking invasions and what types of weapons were used	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
I am learning to compare Viking Gods and describe what they represent	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

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World War II

Enquiry question- How did WWII impact on the world we know today?

Research link- [World War II](#)

Learning objectives	National curriculum link
I am learning to place World War II on a timeline and describe what it was and why it took place	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to examine historical sources to explore what the Blitz was and which areas were most likely to be affected	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to describe the effects of air raids and the causes of evacuation.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to examine historical sources to learn about the experiences and feelings of evacuees.	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to describe the role of women during wartime Britain and how the use of propaganda supported this	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
I am learning to explain what the Holocaust was and describe some events that happened	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The Maya

Enquiry Question- Who were The Mayans and what were their major achievements?

Research link- [The Maya](#)

Learning objectives	National curriculum link
I am learning to place the Mayan civilization on a timeline and find out about who these people were.	• KS2 - a non-European society that provides contrasts with British history - 900AD Maya civilisation
I am learning to find out key facts about the Mayan civilisation and their way of life	• KS2 - a non-European society that provides contrasts with British history - 900AD Maya civilisation
I am learning to describe how Mayan society was organised and compare this to modern society.	• KS2 - a non-European society that provides contrasts with British history - 900AD Maya civilisation
I am learning to explain what the Maya believed in, including their religious rites and rituals.	• KS2 - a non-European society that provides contrasts with British history - 900AD Maya civilisation

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I am learning to use a variety of sources to piece together what life was like for the Maya.	• KS2 - a non-European society that provides contrasts with British history - 900AD Maya civilisation
I am learning to explore the achievements of the Maya including their number systems and calendar	• KS2 - a non-European society that provides contrasts with British history - 900AD Maya civilisation

Vocabulary

The Vikings	WWII	The Maya
The Vikings Axe Freeman Horn cup King Thor Longboat Sword Shield Thatched house Timeline Runes Wessex Danelaw York Jorvik	World War II Historical sources The Blitz Propaganda Evacuation Air Raids Evacuees Air Raids Air Raid shelters Holocaust Spitfire Artillery Jews Nazis Anne Frank Hitler	The Mayans Civilisation Mayan Society Rites and rituals Maize God Maize Hieroglyphic Pyramid Calendar Squash Warrior Priest King Tepeu Gucumatz Clay

By the end of Year 6

Knowledge

- Explored The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Focused on who the Vikings were and how they lived
- Completed a study of an aspect of British History beyond 1066- focusing on World War II and how this event changed Britain.
- Learnt about the Mayan civilization; how they lived; what they achieved and what we can learn from them today.

Skills progression for Year 6

Chronology	Historical knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
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place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line	find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contras	link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations - fact or fiction and opinion be aware that different evidence will lead to cartoons, etc. different conclusions confident use of the library etc. for research	recognise primary and secondary sources and use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account	select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations
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