

Year Group	Area covered	Knowledge	Skills Progression
Year 1	<p><a href="#"><i>Scott of the Antarctic – the race to the South Pole</i></a></p> <p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p><b>Placing in time:</b></p> <ul style="list-style-type: none"> <li>❖ When the race to the South Pole was.</li> <li>❖ The meaning of terms such as chronology and the past.</li> </ul> <p><b>Key events:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the key events in the race</li> </ul> <p style="padding-left: 40px;"> <b>Breaking of the ice and landing in Antarctica</b>  <b>Supplying and preparing for the journey</b>  <b>Setting out for the Pole</b>  <b>Reaching the Pole – Finding Admunsen’s flag</b>  <b>Failing to make it back</b> </p> <p><b>Daily life: (food, clothing, religion, work, leisure)</b></p> <ul style="list-style-type: none"> <li>❖ Recognise the differences for aspects of daily life for people in the 1900’s</li> </ul> <p><b>Then and now:</b></p> <ul style="list-style-type: none"> <li>❖ How to make comparisons between lives of people in the past and their own lives.</li> </ul> <p style="padding-left: 40px;">           What was people’s access to <b>democracy</b>?            How was the <b>rule of law</b> enforced?            What level of <b>individual liberty</b> did people have?            How <b>tolerant of different faiths and beliefs</b> was society?         </p> <p><b>Interpreting artefacts:</b></p> <ul style="list-style-type: none"> <li>❖ How to use evidence to understand the past.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>❖ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>❖ They should know where the people and events they study fit within a timeline</li> <li>❖ identify similarities and differences between ways of life in different times</li> </ul>	<ul style="list-style-type: none"> <li>❖ Place the period studied on a simple timeline.</li> <li>❖ Identify some other key events and place on a timeline (relevant to the children’s own lives and experiences).</li> <li>❖ Recognise the difference between past and present</li> <li>❖ Recount events from the past.</li> <li>❖ Use artefacts and images to find answers to simple questions about the past.</li> <li>❖ Recognise why people in a certain time period may have acted in a certain way.</li> </ul>

<p><b>Year 2</b></p>	<p><u><b>Pepys, Piracy and Plunder</b></u></p> <p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p><b>Placing in time:</b></p> <ul style="list-style-type: none"> <li>❖ When the 1660s's were</li> <li>❖ The meaning of terms such as chronology and the past</li> </ul> <p><b>Key events:</b></p> <ul style="list-style-type: none"> <li>❖ Knowledge of the key events in the UK during the 1660s</li> <li>• 1660's restoration of Charles II to the throne (Pepys escorts him back from Holland)</li> <li>• Captain Morgan and other pirates are active in Jamaica -raiding ships as a buccaneer</li> <li>• 1667 – War with the Dutch – Pepys pays for pirates to attack Dutch ships</li> <li>• 1167 – Raid on the Medway – The Dutch fleet sails into Chatham Docks and captures British ships</li> </ul> <p><b>Daily life: (food, clothing, religion, work, leisure)</b></p> <ul style="list-style-type: none"> <li>❖ Aspects of daily life for people in the early modern period</li> <li>❖ What was daily life like for sailors during the 1660s?</li> </ul> <p><b>Values: Then and now:</b></p> <ul style="list-style-type: none"> <li>❖ How to make comparisons between lives of people in the past and their own lives.</li> </ul> <p>What was people's access to <b>democracy</b>?          How was the <b>rule of law</b> enforced?          What level of <b>individual liberty</b> did people have?          How <b>tolerant of different faiths and beliefs</b> was society?</p> <p>a</p> <p><b>Artefacts:</b></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Be able to reflect on past lives and events.</li> <li>❖ Ask questions about their world and experience.</li> <li>❖ Understand that some periods in time were recent and others were a long time ago.</li> <li>❖ Understand that daily life has changed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Place the period studied on a simple timeline.</li> <li>❖ Identify some other key events and place on a timeline (relevant to the children's own lives and experiences).</li> <li>❖ Recognise the difference between past and present</li> <li>❖ Recount events from the past.</li> <li>❖ Use artefacts and images to find answers to simple questions about the past.</li> <li>❖ Recognise why people in a certain time period may have acted in a certain way.</li> <li>❖ Evaluate evidence and use it to construct ideas about the past and how people lived.</li> </ul>
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Year 3	<p><b><u>Ancient Egypt: Howard Carter and the search for Tutankhamun</u></b></p> <p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p><b>Placing in time:</b></p> <ul style="list-style-type: none"> <li>❖ The Egyptian Kingdom When Tutankhamun was Pharaoh</li> <li>❖ Key chronological events in world history and how the ancient Egypt relates to these.</li> <li>❖</li> </ul> <p><b>Daily life: (food, clothing, religion, work, leisure)</b></p> <ul style="list-style-type: none"> <li>❖ Aspects of daily life for people in the ancient Egypt</li> <li>❖ How to make comparisons between lives of people in the past and their own lives</li> </ul> <p><b>Values -Then and now:</b></p> <p>What was people’s access to <b>democracy</b> like?          How was the <b>rule of law</b> enforced?          What level of <b>individual liberty</b> did people have?          How <b>tolerant of different faiths and beliefs</b> was society?</p> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>❖ How to use and evaluate primary and secondary sources to construct ideas about the past.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Be able to reflect on past lives and events.</li> <li>❖ Ask questions about their world and experience.</li> <li>❖ Understand how key events in world history relate to and impact on each other.</li> <li>❖ Understand that daily life has changed throughout history.</li> <li>❖ Understand the importance of evaluating evidence and using their own knowledge to understand history.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Place the period on a timeline alongside other key events in world history.</li> <li>❖ Understand and use the terms BC and AD.</li> <li>❖ Recognise the difference between past and present, making comparisons between their own lives and those of people who lived long ago.</li> <li>❖ Recount events from the past.</li> <li>❖ Use a range of sources to answer questions about the past.</li> <li>❖ Recognise why people in a certain time period may have acted in a certain way.</li> <li>❖ Evaluate evidence and use it to construct ideas about the past and how people lived.</li> </ul>
Year 4	<p><b><u>Leonidas I and The Ancient Greeks.</u></b></p> <p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p><b>Placing in time</b></p> <ul style="list-style-type: none"> <li>❖ How to place key events on a timeline.</li> </ul> <p><b>Key events</b></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Identify key places in Europe on a map.</li> <li>❖ Understand where other European countries are in relation to the UK.</li> <li>❖ Understand how life has changed between the period studied and the modern age.</li> <li>❖ Be able to discuss and ask questions about key local areas in their study.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Place the period on a timeline.</li> <li>❖ Identify a range of other time periods and place on a timeline.</li> <li>❖ Use maps to identify where groups of people came from</li> <li>❖</li> <li>❖ Find out about everyday lives of the people living in Ancient Greek kingdoms.</li> <li>❖ Recognise how artefacts can tell us stories about the past.</li> <li>❖ Use a range of sources to gather information about the past.</li> <li>❖ Ask a range of questions to uncover evidence about the past.</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Understand key events of the Ancient Greek period</li> <li>❖ Spartan and Athenian civilization and its impact on western culture.</li> </ul> <p><b>Daily life (food, clothing, religion, work, leisure)</b></p> <ul style="list-style-type: none"> <li>❖ Aspects of daily life across different social classes (rich and poor)</li> </ul> <p>❖</p> <p><b>Values -Then and now:</b></p> <p>What was people’s access to <b>democracy</b> like?          How was the <b>rule of law</b> enforced?          What level of <b>individual liberty</b> did people have?          How <b>tolerant of different faiths and beliefs</b> was society?</p> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>❖ How to use and evaluate primary and secondary sources to construct ideas about the past.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use evidence and artefacts to understand events of the past.</li> </ul>	
<p><b>Year 5</b></p>	<p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p><b>Isambard Kingdom Brunel and the Transport Revolution</b></p> <p><b>Placing in time:</b></p> <ul style="list-style-type: none"> <li>❖ Understand key events of the Victorian Period</li> <li>❖ How to place key events on a timeline such as:</li> <li>❖ <b>The construction of Box Tunnel</b></li> <li><b>The growth of GWR and its impact on Wiltshire (Swindon)</b></li> <li><b>SS Great Britain</b></li> </ul> <p><b>Daily life (food, clothing, religion, work, leisure)</b></p> <ul style="list-style-type: none"> <li>❖ Aspects of daily life across different social classes (rich and poor)</li> </ul> <p><b>Values -Then and now:</b></p> <p>What was people’s access to <b>democracy</b> like?</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>❖ Identify key places in the uk on a map.</li> <li>❖ Understand where other European countries are in relation to the UK and compare their use of railways e.g Germany in the 1870s</li> <li>❖ Understand how life has changed between the period studied and the modern age.</li> <li>❖ Be able to discuss key historical figures and localities.</li> <li>❖ Have an understanding of how changes occur and the impact that these changes have on people and places.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Place the period on a timeline.</li> <li>❖ Identify a range of other time periods and place on a timeline.</li> <li>❖ <b>Use maps to identify where groups of people came from and discuss reasons for moving from one place to another</b></li> <li>❖ Find out about everyday lives of Victorians of different classes.</li> <li>❖ Examine causes and impacts of events.</li> <li>❖ Recognise how artefacts can tell us stories about the past.</li> <li>❖ Use a range of sources to gather information about the past, including fact and fiction.</li> <li>❖ Identify primary and secondary sources.</li> <li>❖ Understand how to select relevant sections of information in research.</li> </ul>

	<p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p>How was the <b>rule of law</b> enforced?          What level of <b>individual liberty</b> did people have?          How <b>tolerant of different faiths and beliefs</b> was society?</p> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>❖ How to use and evaluate primary and secondary sources to construct ideas about the past.</li> </ul>		
<p><b>Year 6</b></p>	<p><u><a href="#">The Mayans of AD900</a></u></p> <p>Children will gain an understanding of – In comparison to the content learned in term 1</p> <p>Children will gain an understanding of <b>Key events</b></p> <ul style="list-style-type: none"> <li>❖ When the Mayan period of dominance was</li> <li>❖ Place key events on a timeline</li> <li>❖ Understand key events and people of the era.</li> </ul> <p><b>Daily life (food, clothing, religion, work, leisure)</b></p> <ul style="list-style-type: none"> <li>❖ Aspects of daily life.</li> </ul> <p><b>Values -Then and now:</b></p> <p>What was people’s access to <b>democracy</b> like?          How was the <b>rule of law</b> enforced?          What level of <b>individual liberty</b> did people have?          How <b>tolerant of different faiths and beliefs</b> was society?</p> <p><b>Artefacts:</b></p> <ul style="list-style-type: none"> <li>❖ How to use and evaluate primary and secondary sources to construct ideas about the past.</li> </ul>	<p><b>Children will:</b></p> <p>Identify key places in the UK and World on a map</p> <ul style="list-style-type: none"> <li>❖ Understand the events that led to the rise and fall of the Mayan Empire and the impact it had</li> <li>❖ Be able to discuss key figures and the roles that they played.</li> <li>❖ Understand how life has changed between the period studied and the modern age.</li> <li>❖ Appreciate the differences in people’s lives in a given period depending on social background.</li> <li>❖ Be able to discuss how historical events have an effect on their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Place the Mayan Civilization on a timeline.</li> <li>❖ Identify other significant eras on a timeline.</li> <li>❖ Explore and understand how attitudes and beliefs change over time.</li> <li>❖ Know key dates, events and people of the era.</li> <li>❖ Use a range of artefacts to learn about the past.</li> <li>❖ Use a range of sources to carry out independent research using own questions to lead to a chosen outcome.</li> <li>❖ Consider the reliability or otherwise of different sources of information.</li> </ul> <p>Select and organise information.</p>