

Progression in history document:

The aim of history teaching at STGBS: *We want young historians to gain an increasingly mature and informed historical perspective on the world.*

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract** terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- understand historical concepts such as **continuity and change**, **cause and consequence**, **similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts**, including written narratives and analyses
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Progression in history involves developing **historical perspective** through:

- wider, more detailed and **chronologically** secure knowledge
- deeper understanding of more complex issues and of **abstract ideas**
- sharper methods of **enquiry and communication**
- closer integration of **history's key concepts**
- greater independence in applying all these qualities

HISTORICAL SKILLS	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological knowledge / understanding (including characteristic features of periods)	- Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Retell stories and narratives using own words.	- Develop an awareness of the past - Use common words and phrases relating to the passing of time - Know where all people/events studied fit into a chronological framework	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Identify similarities / differences between periods	- Extend and deepen their chronological knowledge of history and a well-informed context for further learning. - Note connections, contrasts and trends over time
Historical terms eg empire, peasant	Use and understand recently introduced vocabulary during discussions with the teacher	Use a range of everyday and some specific historical terms	Develop a wider vocabulary and use of some abstract historical terms	Develop the appropriate use of a wide range of historical terms, including abstract ones.
Historical enquiry - Using evidence / Communicating ideas	- Offer explanations for why things might happen, making use of recently introduced vocabulary - 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	- Ask and answer questions - Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding	- Answer and sometimes devise historically valid questions. - Begin to recognise that the past is constructed from a range of sources. - With guidance, begin to construct responses by ... - Selecting and organising relevant historical information	- Regularly answer and devise historically valid questions - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by ... - Selecting and organising relevant historical information
Interpretations of history	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - 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	Identify different ways in which the past is represented	Begin to recognise that there are different versions of the past, giving specific examples.	Understand that different versions of the past may exist, giving some reasons for this
Continuity and change in and between periods	- Look closely at similarities, differences, patterns and change - Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Make links between events and changes within and across different periods and societies.	Describe links between main events, situations and changes within and across different periods/societies
Cause and consequence	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, historical events, situations, and changes within period studied.	Identify and explain reasons for historical events, situations and changes within and across periods.
Similarity / Difference within a period/situation	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic differences in Britain & the wider world	Understand and explain differences in experiences and ideas, beliefs and attitudes; of men, women and children in past societies

Significance of events / people	· 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 · Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	· Talk about who was important eg in a simple historical account	·Identify historically significant people and events in situations	·Identify and explain the significance of events, people and developments within a period and to the present
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Knowledge coverage **Highlighted knowledge links to assessment grids**

NC COVERAGE KS1

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.2 events beyond living memory that are significant nationally or globally

e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3 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

Hi1/1.3ii significant historical events, people and places in their own locality.

Autumn	Spring	Summer
Year 1 TOY BOX Changes over time in toys, tv and school. Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Year 1 OUR TOWN, OUR COUNTRY Study into King Charles, Queen Elizabeth John Pounds (H 1.2 events beyond living memory that are significant nationally or globally) Hi1/1.3ii significant historical events, people and places in their own locality.	Year 1 OH I DO LIKE TO BE BESIDE THE SEASIDE Studies into the life and achievements of Mary Anning H 1.2 events beyond living memory that are significant nationally or globally
Know the roles of children and explore school life and compare it to modern day education. Know how school life has changed. Know about a time without television and a time when television was limited. To know that family entertainment often included radio, piano, reading etc before the TV was introduced. Know that toys have changed and can compare toys from different timelines. Know the toys their parents and grandparents played with are different to their own and explain how life was different when their grandparents were young..	Know that Queen ELizabeth II reined Britain for over 70 years. Know the significance of Queen Elizabeth in British history and her impact on life today. Know significant events during her lifetime and how the world changed during her long reign: Children to know that 1952 King George died and Elizabeth became Queen. Know that she is the longest reigning monarch. Know how people communicate with the world now. Know that in 1940 the Queen sent a radio message to the children of Britain (World War II). Know that at her death, her son Charles took over the throne and the current family tree of King Charles and Queen Camilla Consort. Know about the significant events in King Charles life including birth of his children, coronation, interests in horticulture and eco living. Know of John Pounds and his life in Portsmouth Know that John Pound set up a ragged school to help local children read and write.	Know the significance of Mary Anning and the role she plays as a scientist and palaeontologist . Know that Mary Anning is one of the greatest fossil hunters that ever lived. Know that dinosaurs lived millions of years ago and that we know about them because of fossils found and dug up. Know that Mary Anning came from a poor family. Know that 200 years ago, women and poor people did not have the same opportunities. Know that Mary Anning found fossils in Lyme Regis and someone else took credit for her findings Know that she sold 'curiosities' on the beach Know that Mary Anning influenced the way people think about prehistoric life.

Year 2 The Great Fire of London Hi1/1.2 events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i> Hi1/1.3 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 Hi1/1.3ii significant historical events, people and places in their own locality.	Year 2 <i>GEOGRAPHY</i>	Year 2 Lives of significant people - Florence Nightingale, Mary Seacole (H1/1.2/1.3) Hi1/1.3 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 Hi1/1.2 events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i> Hi1/1.3 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
Know about the life of Samuel Pepys and understand the importance of his diary as an historical source. Know the key events that led to the Great Fire of London and how London changed as a result of this significant event. Know the causes and effects of the Great Fire of London, looking at the way the fire began and the reasons why it spread so quickly. Know what it would have been like to live in London in 1666. Know the ways that firefighters combat fire today compared to 1666.		Mary Seacole Know that she didn't give up, even when the army said she couldn't go to help and was brave enough to travel the world on her own having been born in Jamaica. Know that she went onto the battlefield and helped wounded soldiers. Know that in 1850, Mary used her medical knowledge to help during an outbreak of cholera. Know that she opened a "British Hotel" near the battlefields in the Crimean War. Mary Seacole learnt herbal medicines from her mother. Florence Nightingale Know that Florence went to Scutari, where injured soldiers were taken in the Crimean War and she improved conditions for injured soldiers. Know that she opened a "Florence Nightingale Training School" to help train nurses. This has changed how doctors and nurses treat patients. Know that Florence became known as "The Lady with the Lamp". Know how Florence Nightingale was from a very wealthy family but Mary Seacole was not. Know Florence Nightingale educated herself through reading books.

NC COVERAGE KS2

Hi2/2.1 Changes in Britain from the Stone Age to the Iron Age

Hi2/2.2 The Roman Empire and its impact on Britain

Hi2/2.3 Britain's settlement by Anglo-Saxons and Scots

Hi2/2.4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Hi2/2.5 A local history study

Hi2/2.6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Hi2/2.7 The achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and an in depth study of: Ancient Egypt

Hi2/2.8 Ancient Greece - a study of Greek life and their influence on the western world.

Hi2/2.9 A non- European society that provides contrasts with British history : Mayan civilisation c AD 900

Autumn	Spring	Summer
Year 3 STONES AND BONES Hi2/2.1 Changes in Britain from the Stone Age to the Iron Age	Year 3 DRAGON SCALES AND VIKING TALES Hi2/2.3 Britain's settlement by Anglo-Saxons and Scots Hi2/2.4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 3 CASTLES, CANNONS AND CROWNS Hi2/2.5 A local history study Hi2/2.6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Know about the differences between the Stone, Bronze and Iron Age. Know people during period studied fought for territory. Know how homes have changed over time eg/ current homes to Stone Age huts. Know about the everyday lives of people eg/ how they hunted for their food and what they ate. Know the term <i>hunter gatherer</i>. Know about examples of settlements from Stone Age, such as Skara Brae. Know that cave art was a form of written communication.	Know the words invading and settling. Know that there was a period between the Romans and Saxon times called the Dark Ages. Know the Saxons were Germanic. Know about Saxon life including kings, soldiers and monks. Know that Sutton Hoo was a Saxon burial site of historical significance Know about difficulties between the Saxons, Picts and Scots. Know how the Viking invasion affected the Anglo-Saxons. Know Vikings were famous for longships and fighting. Know Vikings were farmers and made a living from the land. Know that the lands the Vikings occupied were known as Danelaw and that they spoke Norse. Know that King Alfred was called Alfred the Great because he secured peace with the Vikings.	Know the Tudor monarchs and that they ruled in the 16th Century. Know some key facts about Henry VII, Henry VIII, and his wives and the significance of Henry VIII to Portsmouth. Know about Mary Tudor/Bloody Mary and Elizabeth I (who began the Elizabethan period). Name the 6 wives of Henry VIII how they died and something each was famous for. Know how the religious denomination changed during this time bringing about the Church of England. Know about Henry VIII's ship The Mary Rose, how it was raised and what life was like on board and Hatch the Mary Rose dog. Know about the possible reasons for why the Mary Rose sank. Know that Henry VIII watched the Mary Rose sink at Southsea Castle

Autumn	Spring	Summer
Year 4 GUTS AND GLADIATORS Hi2/2.2 The Roman Empire and its impact on Britain	Year 4 HUBBLE, BUBBLE... Hi2/2.5 A local history study Hi2/2.6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 4 WORKHOUSE, GRUEL AND RAGGED SCHOOL Hi2/2.5 A local history study Hi2/2.6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Knows key facts about Julius Caesar and Boudicca and their influence during the Roman period of study. Know the reasons why Romans invaded and settled in Britain. Know the impact Roman invasion had on roads, sanitation, buildings and inventions in Britain. Know that Roman structures were superior to existing structures in Britain at the time and many are still found in good condition today -including Fishbourne Palace. Know that there were gladiators and slaves in Roman society and what their roles were. Know about everyday lives of people in the period of time including feasting, fighting as entertainment, battling humans with animals, chariot racing and enjoying the theatre.	Know who William Shakespeare was, when he lived and his impact on England in Elizabethan times and today. Know about the Globe theatre and compare to the Kings theatre and Chichester Festival theatre. Know that Shakespeare produced plays performed at the Globe. Know that the Globe burnt down and was rebuilt. Know Frank Matcham designed the Kings Theatre. Know how theatres reflected the social status of the audiences across historic periods. Know different forms of Elizabethan entertainment eg/ jousting, morris dancing, etc. Know that during the Elizabethan period world trade expanded and brought great wealth to European countries. Know about explorers Walter Raleigh, John Hawkins and Francis Drake.	Know features of the Victorian period and what they look like in Portsmouth. Know the significance of Queen Victoria within Victorian Britain and the local area. Know about important inventions during the industrial revolution such as the steam engine, spinning Jenny and electrical telegraph. Know about the Great Exhibition to showcase Victorian invention and innovation. Know that Charles Dickens was from Portsmouth and wrote novels about the Victorian poor. Know how transport developed during this time and the impact of inventors such as Brunel - link to Portsmouth. Know the impact of the Industrial Revolution on the geography of the UK - growth of cities - link to Portsmouth. Know the impact of the Industrial Revolution on people living and working in cities. Know that poorer Victorian children worked as chimney sweeps or in factories. Know that education was introduced to all children and what schools were like in the Victorian period - link to the Beneficial School.

Autumn	SPRING	SUMMER
Year 5 ANCIENT GREECE Hi2/2.8 Ancient Greece - a study of Greek life and their influence on the western world. Know about the everyday lives of people in the period of time studied and compare with modern life, thinking about food, feasts and entertainment including the theatre. Understand the impact that the ancient Greeks had on the world today. Know what the ancient Olympics were like. Know the letters of the Greek Alphabet. Know ancient Greeks explained the world through different gods and know different Greek gods. Know by heart a Greek myth. Know the differences between Athenians and Spartans. Know that the Greeks were the fathers of democracy and law. Know about famous Greeks including; Alexander the Great, the king of Macedonia or Ancient Greece, Plato and Aristotle. Know about the Battle of Marathon.	Year 5 <i>GEOGRAPHY</i>	Year 5 WORLD WAR 2 Hi2/2.6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Learn some key facts about Winston Churchill, Anne Frank and Adolf Hitler. Know that on 1st September 1939, Germany invaded Poland. Neville Chamberlain declared war on 3rd September 1939. Know who made up the allied forces. Know that people expected cities to be bombed and this would put children in danger, so many were sent to live with families in the countryside until the war ended - known as evacuation. Know about rationing Know how the war affected lives and work - for example studying the jobs of women, air raid wardens, soldiers. Know about The Blitz - A prolonged period of German air raids on Britain. Know about VE Day and DDay (6.6.44) also known as the Normandy Landings and that this was a series of landing operations by the Allies to claim back Europe. Know the war ended in 1945 Know that Anne Frank was a German born, Jewish diarist who documented her life during the war. Know that the Frank family were forced into hiding in a room behind a bookcase and were eventually caught and arrested. Anne was taken to a concentration camp and died there of typhus.

Autumn	Spring	Summer
Year 6 TOMB RAIDERS Hi2/2.7 The achievements of the earliest civilizations - an overview of where and when the first civilisations appeared and an in depth study of: Ancient Egypt	Year 6 RAINFORESTS Hi2/2.9 A non- European society that provides contrasts with British history : Mayan civilisation c AD 900	Year 6 TOLERANCE AND HUMANITY Hi2/2.6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Know key facts about Tutankhamun and pharaohs' influence during period of study. Know that Howard Carter and Lord Canarvon discovered the tomb of Tutankhamun. Know about everyday lives of people in ancient Egyptian times including the role of slaves, building of the pyramids and the River Nile. Know how the River Nile was used to transport and provided resources for society. Know the religious beliefs and consider the different roles of Egyptian Gods. Know what hieroglyphics are and where and how these were used. Know about the process of mummification, burial rituals and the use of a sarcophagus and canopic jars. Know the hierarchy and the roles of different members of ancient Egyptian society.	Know about everyday lives of people in the ancient Mayan civilisation and compare them with modern life inventions. Know how key inventions positively impacted society during the time studied Know how writing was used by Ancient civilizations to communicate. Know how the Mayan pyramids were built. Know why the Mayan pyramids were built and locate them on a map. Know the role religion played in daily life. Know about Mayan rule and law. Know about Mayan life and different job roles Mayans had. Know possible reasons for the collapse of the Mayan civilisation.	Know that slavery was often considered a punishment. Know that slavery has been present in many ancient and modern civilisations including ancient Egypt and Roman societies. Know what the words tolerance and humanity mean. Know why slavery became what it was in the 16th and 17th Century. Know that people were kidnapped from their homes across West Central Africa. Know about the Trans Atlantic Trade Triangle and map the route. Know about conditions on slave ships. Know slaves were auctioned. Know that slaves worked on plantations and what these conditions were like. Know these key figures and what they did; Olaudah Equiano, William Wilberforce, Harriet Tubman. Know what the Civil Rights movement was, where and who was involved. Know about Civil Rights leaders and their actions; Martin Luther-King, Rosa Parks. Know the events surrounding the Montgomery Bus Boycott. Know the events around the Civil Rights Peace march on Washington DC Know that MLK delivered the I have a dream speech and what it meant.

Example of Year 3 scheme

Learning Objective	Activity	Skill	Resources and vocab
Hook	Initial visit of Hobgoblin Theatre on life in the Stone Age	· Continue to develop chronologically secure knowledge of history · Establish clear narratives within and across periods studied · Develop a wider vocabulary and use of some abstract historical terms · Identify historically significant people and events in situations	Hall Vocabulary ● Stone Age ● BC ● Hunters gatherers ● Early farmers ● Late Neolithic
Can I identify what I want to find out about the Stone Age?	As a class discuss this period of history. Find on timeline. Thought shower any existing ideas. Pupils to write questions about what they want to find out/discover about Stone Age. Give picture from Stone Age Boy/ similar thought provoking image of Stone Age. Children to write a story or an account or label what they think is happening.	· Continue to develop chronologically secure knowledge of history · Answer and sometimes devise historically valid questions.	Timeline up in the classroom Vocabulary ● Stone Age ● BC ● Hunters gatherers ● Early farmers ● Late Neolithic
Can I use secondary sources to research a topic?	Pupils to use a range of sources including film to find out some answers to the questions raised in session 1	· Answer and sometimes devise historically valid questions. · Begin to recognise that the past is constructed from a range of sources.	Internet, Chrome books, History Shed and BBC School site, library books. Vocabulary As above
1 st hand experience/ source work	Visit to Butser Hill Ancient Farm to undertake range of tasks undertaken by Stone Age man eg/ chalk grinding, flint work, fence making.	· Identify similarities / differences between periods · Develop a wider vocabulary and use of some abstract historical terms · Describe social, cultural, religious and ethnic differences in Britain & the wider world	Vocabulary ● Hunters gatherers ● Forage/foraging ● Weapons ● Flint, chalk ● Late Neolithic ● Farming
Can I use primary and secondary sources to compare	Building on from findings from trip, provide pupils with selection of images/pictures of Stone Age life. Children to make comparisons to life today – cooking, shopping, hobbies. What is the same or similar/different? Discuss	· Identify similarities / differences between periods · Begin to recognise that the past is constructed from a range of sources.	Images and library books Vocabulary ● Similarities/differences ● Comparisons

modern life with Stone Age life?	the reliability of the picture sources. Which do they think is most accurate and why?	· Begin to recognise that there are different versions of the past, giving specific examples. · Identify similarities / differences between ways of life at different times (KS1)	● Accommodation ● Tools/technology ● Transport ● Jobs/duties ● Traditions/religions
Can I understand the hazards of foraging for food?	Following on from trip to Butser, remind what the term 'foraging' means. Why did Stone Age people have to forage for food? Send children out to 'hunt & gather'. Take photos of what they find. Look at photos and discuss. *Discuss the dangers of foraging eg/ poisonous mushrooms. How did Stone Age people discover what was safe?	· Develop a wider vocabulary and use of some abstract historical terms · Answer and sometimes devise historically valid questions · Describe social, cultural, religious and ethnic differences in Britain & the wider world	Access to field and pond area Cameras Pictures/images of hazardous foods and foragers Gloves Vocabulary ● Hunter gatherers ● Foraging/foragers ● Hazardous ● Poisonous
Can I identify why Stone Age people hunted?	Recap on what was found when 'foraging'. Discuss how there wasn't enough to keep many people alive. Stone Age people therefore had to hunt for more food. Discuss types of animal available for hunting. Give pupils a selection of pictures. Pupils to decide if they would have existed for hunting in Stone Age times or not. How do they know? How can they validate their source info?	· Begin to recognise that there are different versions of the past, giving specific examples · With guidance, begin to construct responses by ... · selecting and organising relevant historical information	Horrible Histories online clip Images/photos Books Cave images Vocabulary ● Weapons ● Flint ● Arrows ● Spears ● Skinning ● Gutting
Can I apply historical knowledge.	From information gathered over half term – children to either : a/ devise a Stone Age menu b/ How to hunt a set of instructions	· With guidance, begin to construct responses by ... · selecting and organising relevant historical information	Images/photos Books Cave images
Can I identify how people Stone Age times communicated?	Teacher to stop using speech as communication method. Use gestures, noises, pictures drawn. Get a child to complete a simple task. How did child know what was expected of them? Explain how Stone Age people communicated using drawings/gestures. Pupils	· Identify similarities / differences between periods · Answer and sometimes devise historically valid questions.	Whiteboards Pens Images of cave paintings Vocabulary ● Communication

	to work in pairs and use gestures, etc to get partner to do something. Pupils to draw some images in topic books to communicate something to others. Art scheme : Cave painting	·Begin to recognise that the past is constructed from a range of sources.	● Cave paintings ● Gestures
Can I give reasons why it is better to live now than in the Stone Age?	Pupils have earlier compared the Stone Age to modern life. Today pupils are going to discuss 'for' and 'against' arguments for both periods of time. Then they need to decide which era they consider the best.	· Establish clear narratives within and across periods studied · Develop a wider vocabulary and use of some abstract historical terms ·With guidance, begin to construct responses by ... · selecting and organising relevant historical information ·Describe social, cultural, religious and ethnic differences in Britain & the wider world	Pictures, photos, films, book references Vocabulary ● Pros ● Cons ● For ● Against ● Stone Age ● Modern life ● AD ● BC
Can I research Skara Brae using a range of secondary sources?	Briefly explain what Skara Brae was. In small groups, pupils to research and present their findings to the class as a short presentation.	·Answer and sometimes devise historically valid questions. ·Begin to recognise that the past is constructed from a range of sources. ·With guidance, begin to construct responses by ... · selecting and organising relevant historical information ·Describe social, cultural, religious and ethnic differences in Britain & the wider world	Pictures, photos, films, book references Vocabulary ● Skara Brae ● Settlement
Can I create a model and report about Stonehenge?	Explain the significance of Stonehenge. Show images on the internet and take a virtual tour. What was it supposedly used for? Would there be an equivalent today? Is it still visited or used today? In groups children to create a small scale model version of Stonehenge. Then construct a short report/tour guide to accompany their model.	·Answer and sometimes devise historically valid questions. ·Begin to recognise that the past is constructed from a range of sources. ·With guidance, begin to construct responses by ... · selecting and organising relevant historical information ·Describe social, cultural, religious and ethnic differences in Britain & the wider world	Card, paint, stones, glue, reference topic books, library books Vocabulary ● Stonehenge ● Religious beliefs ● Solstice ● Worship

Can I explain why Stone Age people created settlements?	Discuss problems of having to constantly hunt for food. What could be a solution? Early settlements where animals were kept for farming and food. Pupils to write an advert/ persuasive poster for creating an early settlement. (Link to Geography scheme)	· Identify similarities / differences between periods · Develop a wider vocabulary and use of some abstract historical terms · With guidance, begin to construct responses by ... · selecting and organising relevant historical information · Identify and give reasons for, historical events, situations, and changes within period studied.	Pictures, photos, films, book references Vocabulary ● Farming ● Settlement ● Crop growth ● Sustain ● Resources
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Example of Year 6 scheme

Learning Objective	Activity	Skill	Resources and vocab
Pre assessment Can I identify what I already know? Can I ask questions about what I want to find out?	Where and when? Locate Egypt on world map – look at surrounding countries and its relationship to UK. Present with pictorial timeline for Ancient Egypt. Order and discuss. Present with picture of artefact. What do they make of this?	· Extend and deepen chronological knowledge of history · Note connections, contrasts and trends over time · Regularly answer and devise historically valid questions	timeline and world maps Vocabulary ● BC/AD ● Kingdoms
Hook	Hobgoblin Theatre on Egyptian mystery (archaeologist and tomb) Gods and Goddesses	· Develop the appropriate use of a wide range of historical terms, including abstract ones. · Identify and explain the significance of events, people and developments within a period and to the present	Hall Vocabulary ● archaeologist ● Egypt ● Rosetta stone ● pharaoh ● tomb

			● excavation ● museum ● artefact
Can I use secondary sources to research a topic?	Egyptian religious beliefs Gods and goddesses. Explain they are going to research and then create a set of Top Trump cards. Decide on a set of questions to help them collect names, jobs, physical features, skills and things to beware of. Research using books and other sources	· Regularly answer and devise historically valid questions · Understand how knowledge of the past is constructed from a range of sources	Internet, Chrome books, History Shed and BBC School site, library books Horrible Histories
Can I find out about significant individuals linked to this period?	Tutankhamun, Lord Carnarvon and Howard Carter. Through books and clips introduce them to the story of the discovery of Tutankhamun. This will need an additional timeline covering 1900 to 1940. Use this to show the link across eras. Descriptive writing task – entering the tomb Descriptive poems – objects within the tomb	· Regularly answer and devise historically valid questions · Understand how knowledge of the past is constructed from a range of sources · Identify and explain the significance of events, people and developments within a period and to the present · Note connections, contrasts and trends over time	Books on Tutankhamun Clips on the above story Timeline 1900-1940
Can I compare the lifestyles of different members of Ancient Egyptian society?	Study the lifestyles of both rich and poor. Look at the tomb painting – Nebamun – discuss the story told in pictures. Look at the social strata of society – Pharaoh at the top and slaves at the bottom Look at Egyptian homes, clothing, pastimes. Write diaries as a rich/poor Egyptian or adult/child or male/female. Look at jewellery – design an Egyptian collar. Write instructions for making the collar.	· Note connections, contrasts and trends over time - Regularly answer and devise historically valid questions · Understand how knowledge of the past is constructed from a range of sources · Understand and explain differences in experiences and ideas, beliefs and attitudes; of men, women and children in past societies	British Museum website Pyramid showing social status of different people Art materials – binka(?), beads, sequins, thread, glue,
Can I see how the past is constructed from a range of sources?	Year 5 – visit Highclere	· Understand how knowledge of the past is constructed from a range of sources	Highclere Castle

	Year 6 – visit British Museum Go with the intention of seeking out evidence of what they have seen online and in books.		British Museum (no need to do their workshop – just visit galleries)
Can I discuss the achievements and follies of mankind?	Building a pyramid Watch and read about building of the pyramids. Mix and match pictures/words – cut, order and stick in books. Add written details. Write set of instructions – How to build a pyramid. Consider the difference between slaves and the Pharaoh. Be aware that the pyramids were robbed because they were so obvious and so that is why Tutankhamun and others were buried in hidden tombs. K'nex – attempt to build machines that could move large blocks of granite	· Develop the appropriate use of a wide range of historical terms, including abstract ones. · Understand and explain differences in experiences and ideas, beliefs and attitudes; of men, women and children in past societies	BBC clips Mix and match pictures K'nex – hire from Search?
Can I study the role of the River Nile for Ancient Egyptians and people of the 20 th Century and today?	Look at the role of the Nile in Ancient Egyptian life. Recap features of a river from previous year's study and then ask how the river could be important to the Ancient Egyptians. Food. Transport. Then look at our other timeline – early 20th century – when visiting Egypt was very popular. Why? Design a tour down the river which takes in physical features, human features, wildlife and tourist attractions. Write a commentary for the tour guide on the boat.	· Note connections, contrasts and trends over time · Identify and explain the significance of events, people and developments within a period and to the present · Selecting and organising relevant historical information	Maps of the river showing different features – tourist sites, physical geography, human settlements Watch video tours of the river Watch extracts from BBC River series
Can I identify the ways religious practices were carried out and why?	Mummification – recreate this process through role play (Tutankhamun). Rewrite as a set of instructions	· Develop the appropriate use of a wide range of historical terms, including abstract ones. · Construct informed responses by ... · Selecting and organising relevant historical information	costumes and props vocabulary mummification Canopic Book of the Dead
Can I sum up my new knowledge?	Complete the topic with an assessment activity. Present as a cartouche.	· Identify and explain the significance of events, people and developments within a period and to the present	