

History
Skills progression

	Unit 1	Unit 2	Unit 3
Year 1	Personal History	Toys	Mary Seacole and Florene Nightingale
	<p>Lesson objectives To understand the difference between past and present To think about significant events in my life To order significant events in my life To order significant events in somebody else's life To order photographs of somebody chronologically (with no dates written - using the photos as a source of information)</p> <p>Key vocabulary Timeline, order, past, present, today, sequence, tomorrow, ___ years ago, younger, present</p> <p>Historical skills Develop an awareness of the past Use vocabulary to describe when events occur To place events on a timeline</p> <p>Abstract concepts: Achievements, Society</p>	<p>Lesson objectives To think about toys that exist in the present day To investigate toys that have existed in the 20th century To investigate toys that existed in the Victorian Age To look at toys at sources of information to ask questions and make predictions To order toys chronologically from the Victorian age to the present day</p> <p>Key vocabulary 19th century, 20th century, 21st century, the past, toy, plastic, modern, material</p> <p>Historical skills Compare similarities and differences Understand ways that we find out about the past Ask historically valid questions</p> <p>Abstract concepts: Society</p>	<p>Lesson objectives To understand who Florence Nightingale was and when she lived. To understand who Mary Seacole was and when she lived. To identify the achievements of Florence Nightingale. To identify the achievements of Mary Seacole. To compare the lives of Florence Nightingale and Mary Seacole. To explore a significant place in their own locality.</p> <p>Key vocabulary Timeline, time order, past, present, sequence, before, after, important people, similarities, differences, evidence</p> <p>Historical skills Ask historically valid questions (e.g. How do we know about MS or FN?) Use a variety of sources to identify achievements Make comparisons and talk about similarities and differences.</p> <p>Abstract concepts: Achievements, Legacy</p>

<p>Year 2</p>	<p style="text-align: center;">Great Fire</p> <p>Lesson objectives To identify when the Great Fire of London happened (link this with chronology of previous units) To discuss the key events of the Great Fire of London To explain ways we can find out about the past To know who Samuel Pepys was and the significance of his diary. To know why the Great Fire of London was so significant</p> <p>Key vocabulary Timeline, time order, past, present, sequence, before, after, important people, similarities, differences, evidence, living memory, century, source of evidence,</p> <p>Historical skills Use primary source to find evidence Know about different sources of evidence Sequencing on a timeline</p> <p>Abstract concepts: Architecture, legacy, monarchy, society</p>	<p style="text-align: center;">Moon landing</p> <p>Lesson objectives To know what the moon is and what it is like To explain the moon landing and its key events To know the key role Neil Armstrong played in the Moon Landing To know why the moon landing in 1969 was so significant To identify when the Moon Landing happened (Not a full lesson, link to previous chronology)</p> <p>Key vocabulary Moon, atmosphere, gravity, dust, weather, orbit, apollo, journey, mission, event, astronaut</p> <p>Historical skills To be able to sequence and order key events Use primary and secondary sources as evidence</p> <p>Abstract concepts: exploration, teamwork</p>	<p style="text-align: center;">Queen Elizabeth I and Queen Victoria</p> <p>Lesson objectives To know when Queen Elizabeth I reigned (make reference to timeline and other key events that have been taught) To know the key national and international achievements of Queen Elizabeth I's reign. To know when Queen Victoria reigned (make reference to timeline and other key events that have been taught) To know the key national and international achievements of Queen Victoria's reign (abolition of slavery mentioned as international link) To compare the lives of both Queens and eras.</p> <p>Key vocabulary Reign, monarchy, chronology, international, national, era, queen, rule, compare, execution, industrial, royal</p> <p>Historical skills To compare lives of significant individuals To be able to sequence and order key events on a timeline To analyse sources and talk about why people might have different opinions.</p> <p>Abstract concepts: Monarchy, Hierarchy</p>
<p>Year 3</p>	<p style="text-align: center;">Stone Age to Iron Age</p> <p>Lesson objectives To understand when the stone age began and how long this time period spanned To explore how iron age hill forts had changed Britain from the stone age To discover how the development of tribal kingdoms changed Britain To identify how farming changed in Britain from the Stone Age to the Iron Age</p> <p>Key vocabulary</p>	<p style="text-align: center;">Ancient Egypt</p> <p>Lesson objectives To locate where the Ancient Egyptian civilisation was based and when To understand the significance of the Pyramids in the Ancient Egyptian civilisation To know how the River Nile contributed to the success of the Egyptian civilisation To identify how the hieroglyphic alphabet has informed historians about Egyptian achievements</p> <p>Key vocabulary</p>	<p style="text-align: center;">Ancient Greece</p> <p>Lesson objectives To locate where the Ancient Greeks were based and when To know about the origin of the Olympics and how this has influenced the Western World To understand where democracy began and how it impacts the Western world today To explore how the Ancient Greeks influenced theatre today</p> <p>Key vocabulary</p>

	<p>Archaeologist, bronze, celts, paleolithic, Mesolithic, Neolithic, hill fort, hunter - gatherer, iron, tribe</p> <p>Historical skills Making the link between hill forts and invasions To understand timeline and chronology To start to identify trends over time (invasions)</p> <p>Abstract concepts: Society, Achievements, Trade, Leadership</p>	<p>Civilisation, architecture, pharaohs, afterlife, invention, hieroglyphic, trade, transport, irrigation, agriculture, primary source, archaeologist, chronology, BC/AD, excavation,</p> <p>Historical skills To explicitly understand the vocabulary of civilisation and that it is NOT British history. To link with map skills - note that the civilisation is based on the river - why do they think this? To analyse primary and secondary sources of evidence To begin to understand the reliability of sources of evidence</p> <p>Abstract concepts: Dynasty, Culture and Beliefs, Monuments, Achievements, Legacy, Civilisation, Trade, Society</p>	<p>Democracy, culture, civilisation, timeline, chronology, hierarchy, legacies, empire,</p> <p>Historical skills To use primary and secondary sources to draw their own conclusions To make comparisons To make links To ask historically valid questions</p> <p>Abstract concepts: Achievements, Legacy, Society, Government, Military, Trade, Culture and Beliefs, Art and Architecture</p>
<p>Year 4/5</p>	<p>The Maya</p> <p>Lesson objectives To know where in the world the Maya lived and to understand when the Maya civilisation was at its height. To compare religious beliefs between the Maya and Britain in 800AD To compare communication styles between the Maya and Britain in 800AD To compare the range of food between the Maya and Britain in 800AD</p> <p>Key vocabulary BC/AD, civilisation, contrast, primary and secondary source, archaeologist, influence</p> <p>Historical skills To plot on timelines, make connections between different civilisations.</p> <p>To make references to the Maya time spanning over periods of history that have already been covered.</p>	<p>Anglo Saxons and Scots</p> <p>Lesson objectives To understand who the Anglo Saxons were and when they arrived in Britain (reference to boat and pitchfork rebellion) To understand who the Anglo Saxons were and why they arrived in Britain To know about the scots and their settlements in Britain To identify where the Anglo Saxons settled and name the Kingdoms To explore what life was like living in an Anglo Saxon Village</p> <p>Key vocabulary Invasion, settlement, kingdoms, BC/AD, culture, battle, civilisation, bias, chronology, chronological order</p> <p>Historical skills To interpret a timeline and making connections To build on their invasion knowledge</p>	<p>Viking invasion</p> <p>Lesson objectives To recap when and where the Anglo Saxons lived (taught in Y3) To know that the Vikings invaded Britain To compare the laws and justice system of Anglo Saxons and Vikings To understand the significance of Edward the confessor</p> <p>Key vocabulary Monarchy, reign, power, invasion, contradict, chronology, empire, kingdom, democracy, law, justice, raids, exiled</p> <p>Historical skills To make links between law and justice systems To understand democracy To understand kingdoms</p>

	<p>To see how the Codices has acted as a source and identify if it is primary or secondary</p> <p>Abstract concepts: Achievements, Legacy, Society, Trade, Culture and Beliefs, Government, Monuments, Military/Warfare</p>	<p>To analyse a variety of sources To understand that fighting for land gave them power To discuss reliability and how we know about their lives (sources) To start to identify trends over time (monarchy)</p> <p>Abstract concepts: Society, Achievements, Religion, Culture and Beliefs, Military/Invasion</p>	<p>To explore different sources of evidence</p> <p>Abstract concepts: Society, Achievements, Religion, Exploration, Trade, Monarchy/Family, Military/Invasion, Legend</p>
<p>Year 6</p>	<p style="text-align: center;">Romans</p> <p>Lesson objectives To know when the Roman Empire happened To understand the impact that the Roman's had on Britain To explore Julius Ceaser's attempted invasion had on Britain in 55/54BC To explore the impact of Boudicca had on the Roman Empire and Britain</p> <p>Key vocabulary Empire, settlement, emperor, celt, iron age Britain, Britannia, invade/invasion, legion, barbarian, centurion, historical perspective,</p> <p>Historical skills To make links to the Anglo Saxons and discuss the chronology To understand different points of view To be able to explain chronology and the order of key historical events To know about the long term impact of the Roman Empire To think about bias and sources of evidence</p> <p>Abstract concepts: Empire, Legacy, Achievements, Culture and Beliefs, Military, Trade</p>	<p style="text-align: center;">World War 2</p> <p>Lesson objectives To know when WW2 happened To understand the impact of evacuation To understanding what is meant by rationing (link to COVID) To understand how and why WW2 ended</p> <p>Key vocabulary Propaganda, battle, politics, invade/invasion, democracy, bias, dictator, homicide, Nazi, raid, allies, evacuation, rationing</p> <p>Historical skills To understand how politics influenced the world To understand different political stances To understand propaganda and the influence this can have To think about long term effects of WW2 To know about the local effects of WW2</p> <p>Abstract concepts: Government, Trade, Military, Society, Monuments</p>	<p style="text-align: center;">Monmouth Rebellion</p> <p>Lesson objectives To know when the Monmouth rebellion happened (Compare this to other historical events that they have learnt about) To know the key events of the Monmouth Rebellion To consider different points of view of the Monmouth Rebellion To identify the lasting impact of the Monmouth Rebellion</p> <p>Key vocabulary Rebellion, affect, comparisons, bias, monarchy, invasion, sources</p> <p>Historical skills To be able to discuss how religion can influence/challenge the ruling power To consider how geography influences invasions Form opinions based on evidence</p> <p>Abstract concepts: Revolution/rebellion, hierarchy, monarchy, religion</p>