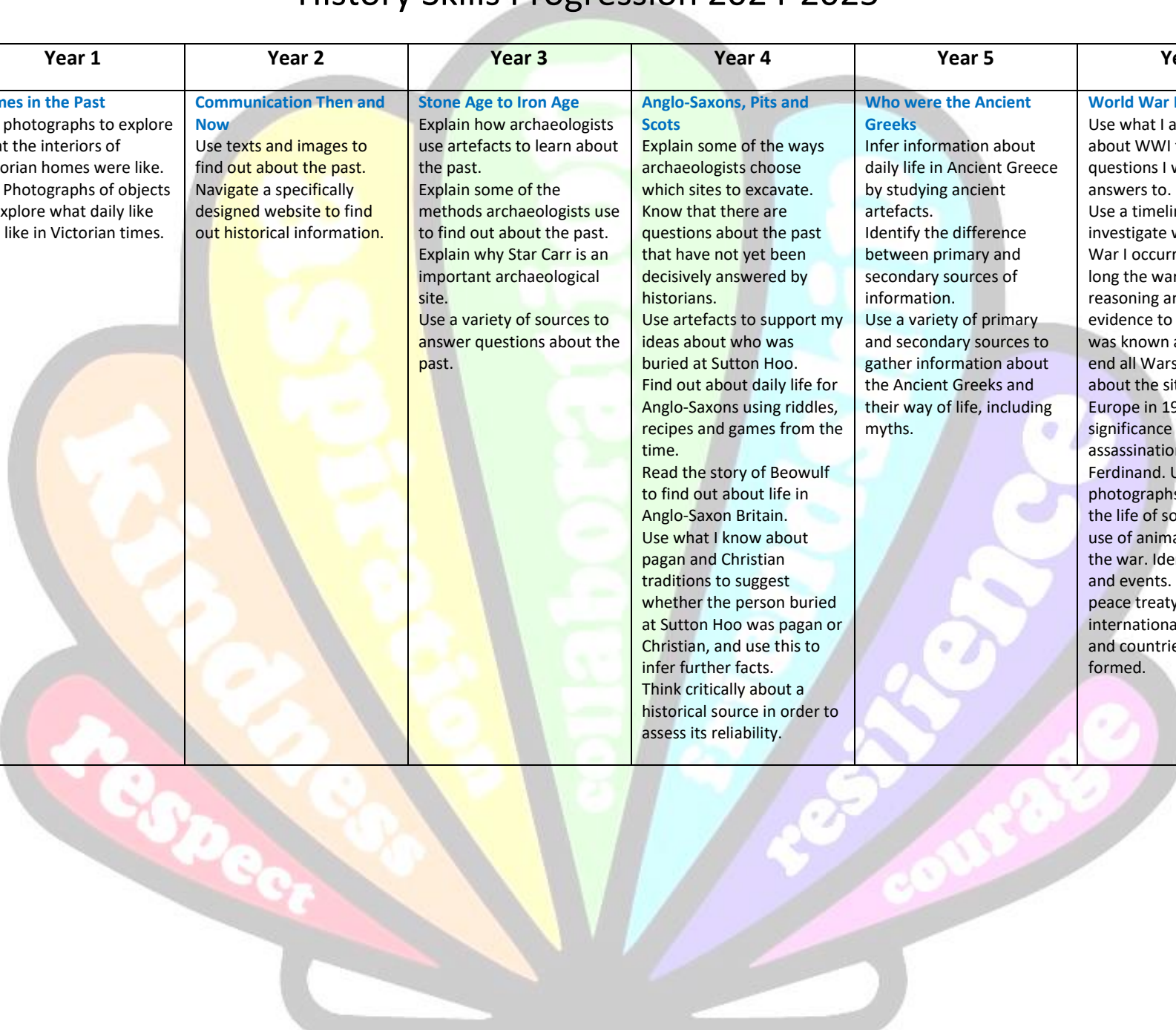


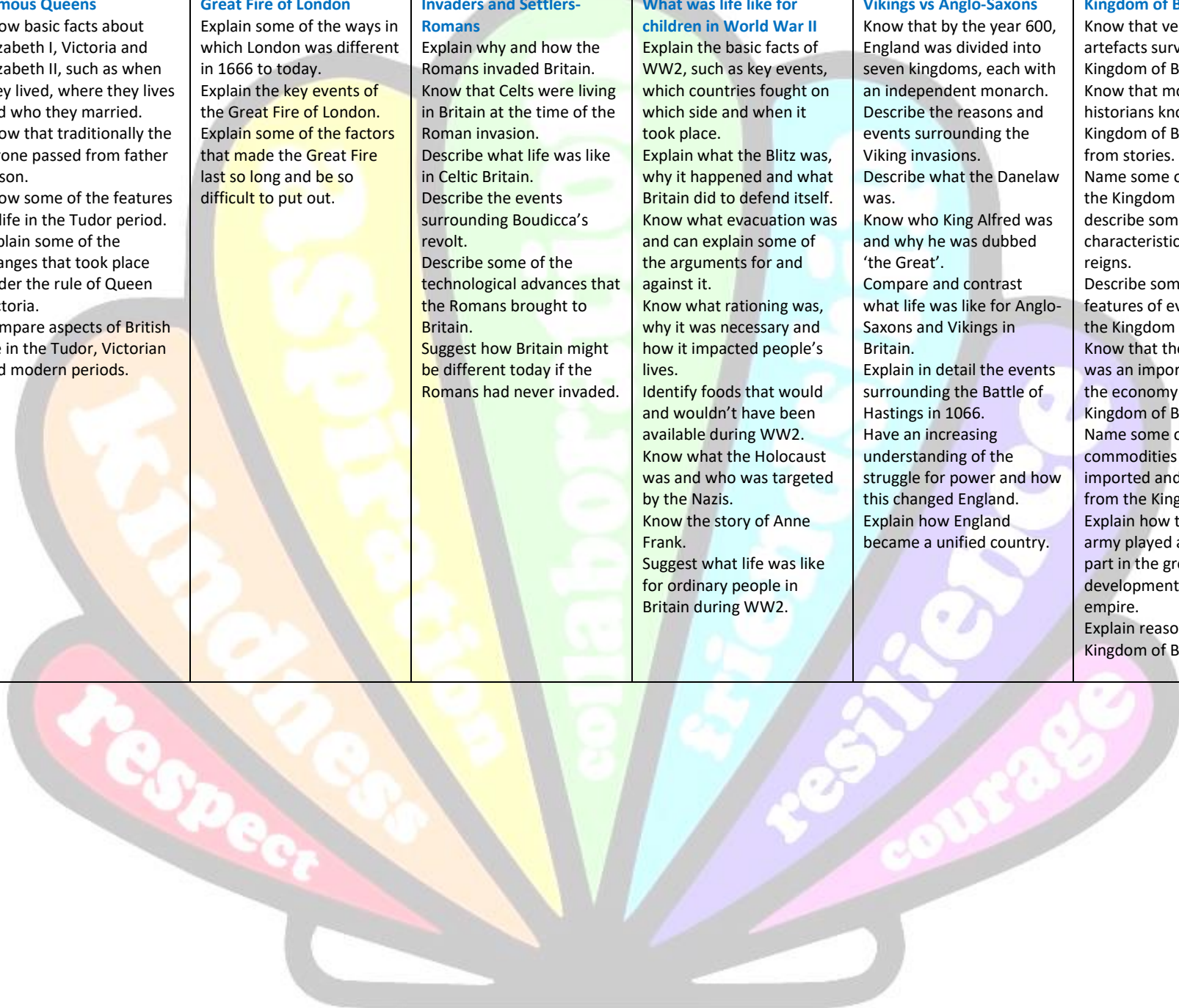
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Homes in the Past Use photographs to explore what the interiors of Victorian homes were like. Use Photographs of objects to explore what daily life was like in Victorian times.</p>	<p>Communication Then and Now Use texts and images to find out about the past. Navigate a specifically designed website to find out historical information.</p>	<p>Stone Age to Iron Age Explain how archaeologists use artefacts to learn about the past. Explain some of the methods archaeologists use to find out about the past. Explain why Star Carr is an important archaeological site. Use a variety of sources to answer questions about the past.</p>	<p>Anglo-Saxons, Pits and Scots Explain some of the ways archaeologists choose which sites to excavate. Know that there are questions about the past that have not yet been decisively answered by historians. Use artefacts to support my ideas about who was buried at Sutton Hoo. Find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. Read the story of Beowulf to find out about life in Anglo-Saxon Britain. Use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. Think critically about a historical source in order to assess its reliability.</p>	<p>Who were the Ancient Greeks Infer information about daily life in Ancient Greece by studying ancient artefacts. Identify the difference between primary and secondary sources of information. Use a variety of primary and secondary sources to gather information about the Ancient Greeks and their way of life, including myths.</p>	<p>World War I Use what I already know about WWI to generate questions I want to find the answers to. Use a timeline to investigate when World War I occurred and how long the war lasted. Use reasoning and historical evidence to understand it was known as the War to end all Wars. Find out about the situation in Europe in 1914 and the significance of the assassination of Franz Ferdinand. Use stories and photographs to understand the life of soldiers and the use of animals to support the war. Identify key dates and events. Understand the peace treaty and new international boundaries and countries which were formed.</p>



Historical Enquiry	<p>Famous Queens Use photographs and illustrations to help me find out about life in different periods. Use pictures to answer true or false questions about a time period. Match pictures to their current time periods.</p>	<p>Great Fire of London Use photographs and illustrations to compare London today with London in 1666. Use maps to explain some of the ways London has changed over time. Know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. Read extracts from Samuel Pepys diary and explain what they tell us about the fire. Distinguish between objects, writing and pictures as historical sources.</p>	<p>Invaders and Settlers-Romans Consider different points of view about a historical event. Study different accounts of a historical figure and suggest why they are different. Gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</p>	<p>What was it like for children in World War II Use what I already know about WW2 to generate questions I want to find the answers to. Use photographs to suggest what has happened. Use photographs to infer understanding about what WW2 was like. Use propaganda to find out about life during the war. Read quotes from Anne Frank's diary to gain insight into what life was like for Jews during the war.</p>	<p>Vikings vs Anglo Saxons Use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. Read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. Find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</p>	<p>Kingdom of Benin Know that oral histories can be corrupted over time and that they are not always objective. Know that historians do not always agree on what an artefact was used for. Read oral histories to explore the Kingdom of Benin. Critically analyse oral histories about the Kingdom of Benin. Use increasingly complex historical texts to find out about the past Understand that historical sources should be analysed for their trustworthiness. Use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin.</p>
	<p>Significant People and Places in the Local Area Lord Cobham (Stowe, Old Gaol) and Guy Fawkes Use what I already know about historical places locally. Use photographs and maps to explore. Investigate a website to find historical information. Use reasoning and historical evidence to explore people and places of historical interest locally. Fieldwork trip to explore first-hand</p>	<p>Isaac Newton Understand how important written evidence is in the study of history.</p>	<p>Railway Revolution Use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to. Use a graph showing the number of passengers using railways since 1830 to infer understanding. Read a newspaper article from 1863 to find out about the opening of the London Underground.</p>	<p>Indus Valley Know that knowledge of the Indus Valley is limited to archaeological evidence because no one has been able to decode their writing. Match maps of the Indus Valley to photos of excavated remains. Use photos of Indus Valley artefacts to infer information about the Indus Valley civilisation. Use reasoning and historical evidence to suggest reasons for the decline of the Indus Valley civilisation.</p>	<p>Local Area Use what I already know about historical places locally. Use photographs and maps to explore and locate. Use reasoning and historical evidence to explore people and places of historical interest locally. Consider different points of view about historical evidence. Use a variety of historical sources to explore advances in technology which led to the war ending. Fieldwork trip to explore first-hand.</p>	<p>Medicine and Disease Know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated. Can generate questions about an artefact and generate a hypothesis about what the object was used for.</p>

<p>Historical Understanding</p>	<p>Homes in the Past Know that houses built today are different from houses built a long time ago. Match houses to their time period. Explain how house designs have changed over time. Know who Queen Victoria was. Know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet. Use illustrations to compare and contrast modern and Victorian homes. Name some objects found in a Victorian house that we no longer use today. Explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine.</p>	<p>Communication Then and Now Know that cavemen communicated with painted pictures and symbols on walls. Know that the ancient Egyptians developed a writing system called hieroglyphics. Explain the people and events involved in the invention of the printing press, telegram, morse code, telephone and world wide web and understand their impact. Compare the lives and achievements of William Caxton and Tim Berners-Lee.</p>	<p>Stone Age to Iron Age Know what the term 'prehistory' means. Know that the Stone Age can be split into three different time periods. Describe the main features and developments of each of the eras of prehistory.</p>	<p>Anglo-Saxons, Picts and Scots Know who the Anglo-Saxons were and where in Europe they came from. Know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. Explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. Write my name using the Ogham alphabet. Explain how Christianity came to Britain.</p>	<p>Who were the Ancient Greeks Describe some features of each of the periods in the Ancient Greek civilization. Know that Ancient Greece was made up of independent city states. Know that there were three main types of government in Ancient Greece; monarchy, oligarchy and democracy. Consider the advantages and disadvantages of a monarchy, oligarchy and democracy. Compare and contrast the city states of Athens and Sparta. Name some of the major ancient Greek Gods and explain each one's characteristics. Know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena Name some famous ancient Greek philosophers and explain why they are remembered today. Explain some of the ways in which modern society has been influenced by the Ancient Greek civilization.</p>	<p>World War I Place World War I on a timeline and know how long war lasted (War to end all Wars) Understand situation in Europe in 1914. Explain significance of assassination of Franz Ferdinand. Know countries involved in WWI. Identify Western and Eastern Fronts. Understand life of soldiers through stories and photographs. Understand significance of Battle of the Somme. Know change in warfare (use of chemical warfare) Know use of animals. Effect on children and people. Identify key dates and events. Understand peace treaty and new international boundaries and countries formed.</p>
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<p>Historical Understanding</p>	<p>Famous Queens Know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married. Know that traditionally the throne passed from father to son. Know some of the features of life in the Tudor period. Explain some of the changes that took place under the rule of Queen Victoria. Compare aspects of British life in the Tudor, Victorian and modern periods.</p>	<p>Great Fire of London Explain some of the ways in which London was different in 1666 to today. Explain the key events of the Great Fire of London. Explain some of the factors that made the Great Fire last so long and be so difficult to put out.</p>	<p>Invaders and Settlers- Romans Explain why and how the Romans invaded Britain. Know that Celts were living in Britain at the time of the Roman invasion. Describe what life was like in Celtic Britain. Describe the events surrounding Boudicca's revolt. Describe some of the technological advances that the Romans brought to Britain. Suggest how Britain might be different today if the Romans had never invaded.</p>	<p>What was life like for children in World War II Explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place. Explain what the Blitz was, why it happened and what Britain did to defend itself. Know what evacuation was and can explain some of the arguments for and against it. Know what rationing was, why it was necessary and how it impacted people's lives. Identify foods that would and wouldn't have been available during WW2. Know what the Holocaust was and who was targeted by the Nazis. Know the story of Anne Frank. Suggest what life was like for ordinary people in Britain during WW2.</p>	<p>Vikings vs Anglo-Saxons Know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. Describe the reasons and events surrounding the Viking invasions. Describe what the Danelaw was. Know who King Alfred was and why he was dubbed 'the Great'. Compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. Explain in detail the events surrounding the Battle of Hastings in 1066. Have an increasing understanding of the struggle for power and how this changed England. Explain how England became a unified country.</p>	<p>Kingdom of Benin Know that very few artefacts survived from the Kingdom of Benin. Know that most of what historians know about the Kingdom of Benin derives from stories. Name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. Describe some of the features of everyday life in the Kingdom of Benin. Know that the slave trade was an important part of the economy in the Kingdom of Benin. Name some of the commodities that were imported and exported from the Kingdom of Benin. Explain how the Benin army played an important part in the growth and development of the empire. Explain reasons why the Kingdom of Benin declined.</p>
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<p>Historical Understanding</p>	<p>Significant People and Places in the Local Area Lord Cobham (Stowe, Old Gaol) and Guy Fawkes Know places of historical interest locally. Match places on a map. Understand the significance of the Gun Powder Plot and Guy Fawkes. Know the monarch at the time. Know the location of Ashby St Ledgers and Stowe in relation to Buckingham and the school. Explain the historical significance of Lord Cobham, the Old Gaol and Stowe locally.</p>	<p>Isaac Newton Know that Isaac Newton was born in the Stuart period. Explain key events in the life of Isaac Newton, including his scientific discoveries. Explain how Newton's discoveries Historical Understanding changed how people think about the world. Explain how Newton's experiences and friends helped shape his life. Explain some of the ways Newton shared his discoveries with the world. Explain how science and scientists are different today to the 17th century.</p>	<p>Railway Revolution Explain how people travelled before the Industrial Revolution, and some of the challenges this presented. Explain what the Industrial Revolution was and the impact it had on Britain. Know how the Industrial Revolution increased the need for more efficient transportation. Know that iron tracks were first used for horses and carts. Know how developments during the Industrial Revolution allowed trains to develop. Explain how the railway changed people's lives in Britain. Explain when and why the London Underground was built. Explain how the London Underground changed the lives of people in London. Explain how electricity revolutionized Britain's railways.</p>	<p>Indus Valley Compare features of the Indus Valley civilisation with Stone Age and Bronze Age in Britain. Know that the Indus Valley civilisation had four different eras and that each had different characteristics and developments. Name some Indus Valley settlements and explain their features. Identify some key historical events that might have affected excavations of the Indus Valley sites. Know that the Indus Valley developed the world's first sanitation systems. Describe some of the features of Indus Valley settlements. Know that trading was very important to the Indus Valley civilisation. Describe some of the technological achievements of the Indus Valley, such as weighing scales. Explain some of the theories behind the collapse of the Indus Valley civilisation.</p>	<p>Local Area Know places of historical interest locally. Locate the places on a map and know why they are significant historical sites locally beyond 1066. Know where Winston Churchill was born, who he was and his historical links to Blenheim Palace. Understand his role in World War II. Know who Alan Turing was and his historical links to Bletchley Park. Understand his role in World War II. Describe advances in technology during World War II and its impact on ending the war. Compare the lives of Churchill and Turing and their achievements. Explain the historical significance of Churchill, Blenheim, Turing and Bletchley Park locally and the impact of these two significant individuals in World War II.</p>	<p>Medicine and Disease Explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries. Explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc. Explain how attitudes towards health and disease have changed over time, and give reasons for this. Explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period. Know that the NHS began in 1948 and that the Ministry of Health was set up in 1919. Explain many of the changes that were made to medical care in the 20th and 21st centuries. Know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.</p>
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Chronological Understanding	<p>Homes in the Past Recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods. Know when the Victorian period was.</p>	<p>Communication Then and Now Know that the ancient Egyptians lived thousands of years ago. Sort events and inventions in the history of communication on a timeline</p>	<p>Stone Age to Iron Age Place the Stone Age, Bronze Age and Iron Age on a timeline. Know that prehistory spans millions of years.</p>	<p>Anglo-Saxons, Pits and Scots Place the Anglo-Saxons on a timeline. Know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. Know when Christianity came to Britain.</p>	<p>Who were the Ancient Greeks Arrange key civilisations in world history chronologically. Name the periods in the Ancient Greek civilization and order them on a timeline</p>	<p>World War I</p>
	<p>Famous Queens Identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline. Match dates a monarch reigned to the correct queen. Order dated events on a string timeline.</p>	<p>Great Fire of London Know that the Great Fire of London took place in the Stuart period. Place the Great Fire of London on a timeline. Organise dated cards into a timeline of British history.</p>	<p>Invaders and Settlers-Romans Suggest where the Romans would be on a timeline, drawing on my knowledge of the past. Place the Romans on a timeline. Know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</p>	<p>What was life like for children in World War II Know when the World Wars took place. Place both World Wars on a timeline.</p>	<p>Vikings vs Anglo-Saxons Describe what Britain was like before the arrival of the Vikings. Use dates with increasing fluency to describe historical events and eras.</p>	<p>Kingdom of Benin Place the Kingdom of Benin on a timeline. Place the different eras of the Kingdom of Benin on a timeline. Match the Kingdom of Benin to events happening in Britain at the same time. Know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers.</p>
	<p>Significant People and Places in the Local Area Lord Cobham (Stowe, Old Gaol) and Guy Fawkes Identify significant historical individuals and places locally. Match places and their historical importance locally Match dates a monarch reigned Place Guy Fawkes and the Gunpowder Plot on a timeline Know when the Old Gaol, Stowe, the Temples of Worthies and Cobham's Tower was built</p>	<p>Isaac Newton Order events in Isaac Newton's life chronologically</p>	<p>Railway Revolution Know when the Industrial Revolution took place. Explore key events on a timeline of the Industrial Revolution.</p>	<p>Indus Valley Explain what BCE and CE mean on a timeline. Place the Indus Valley on a timeline. Know that the Indus Valley civilisation took place at the same time as the Stone Age and Bronze Age in Britain.</p>	<p>Local Area Identify significant historical places locally and understand their historical importance locally Place World War II on a timeline. Know which monarch reigned and Prime Minister was ruling Britain Know when Blenheim Palace and Bletchley Park was built</p>	<p>Medicine and Disease Use my understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times. Place key historical periods on a timeline.</p>



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Vocabulary	Homes in the Past Medieval Tudor Georgian Victorian	Communication then and Now Ancient Egyptians Hieroglyphics Merchant Printing press Telegraph Telegram Morse code Johannes Gutenberg William Caxton Samuel Morse Alexander Graham Bell Tim Berners-Lee	Stone Age to Iron Age Prehistory Archaeologist Archaeology Palaeolithic Mesolithic Neolithic	Anglo-Saxons, Pits and Scots Sutton Hoo Anglo-Saxons Picts Scots Conquer Pagan	Who were the Ancient Greeks Ancient Greece Minoan age Mycenaean age Dark age Classical period Archaic period Athens Sparta Peloponnesian Hellenistic period Polis (city states) Oligarchy Democracy Primary source Secondary source Olympia Olympians	World War I Alliances Independence Assassination Military Mobilized Neutral Invaded Allies Empire Snipers Artillery Trenches Warfare Zeppelin Propaganda Treaty Armistice
	Famous Queens Monarch Monarchy Queen Elizabeth I Queen Victoria Queen Elizabeth II Heir Tudor Victorian British Empire Commonwealth Jubilee	Great Fire of London Century Plague Stuart King Charles II Source Samuel Pepys Thomas Farriner Monument	Invaders and Settlers- Romans Invade Settle Roman Empire Emperor Revolt	What was life like for children in World War II Decade World War I World War II Blitz Air raid Anderson shelter Blackout Evacuation Evacuee Rationing Holocaust Anne Frank Nazi	Vikings vs Anglo-Saxons Vikings Peace treaty Danelaw	Kingdom of Benin Benin Edo Oba Colonialism Colonise Era Oral history Slavery Trade Golden Age Civil war Punitive Expedition



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	<p>Significant People and Places in the Local Area Lord Cobham (Stowe, Old Gaol) and Guy Fawkes Stowe Old Gaol Guy Fawkes Gunpowder Plot Ashby St Ledgers Buckingham Temple of Worthies Plot Treaty</p>	<p>Isaac Newton Isaac Newton Stuart College University Plague Professor Royal Society Mint Knighted</p>	<p>Railway Revolution Industrial Revolution Wagonway Robert Stephenson Steam engine Rainhill trials</p>	<p>Indus Valley Indus Valley Excavation Mohenjo-Daro Mesopotamia Trade Merchant Before Common Era Common Era</p>	<p>Local Area Winston Churchill Blenheim Palace Alan Turing Bletchley Park World War II Prime Minister Morse Code Colonise</p>	<p>Medicine and Disease Miasma Four humours Plague Stuart period</p>
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