

Year 5 Skills Progression for History				Year 6 Skills Progression for History		
<p><b>INTENT: For children to have a secure knowledge of chronology and to confidently and critically explore the events, people and places from The Stone Age to the present day</b></p>						
<p><b>Breadth of Study for History</b></p>	<p><i>Who was Henry VIII and why did he marry so many times?</i></p> <p>Ask perceptive questions Weigh evidence Develop perspective Secondary sources</p>	<p><i>How has Crime &amp; Punishment changed throughout the ages?</i></p> <p>Ask perceptive questions Weigh evidence Develop perspective Secondary sources</p>	<p><i>How did the Kingdom of Benin rise and fall?</i></p> <p>Ask perceptive questions Weigh evidence Develop perspective Secondary sources</p>	<p><i>Why was there a Second World War?</i></p> <p>Ask perceptive questions Weigh evidence Develop perspective Secondary sources Explore own identity</p>	<p><i>What can we learn from the Ancient Greeks?</i></p> <p>Ask perceptive questions Weigh evidence Develop perspective Secondary sources Explore own identity</p>	<p><i>What is the Shang Dynasty?</i></p> <p>Ask perceptive questions Weigh evidence Develop perspective Secondary sources Explore own identity</p>
<p><b>End Points / Cross-Curricular Links</b></p>	<p><b>Spring 2's Learning Focus:</b></p> <p><b>Riotous Royalty</b></p> <p><b>READ:</b> Tudor Children &amp; The Prince &amp; the Pauper</p> <p><b>WRITE:</b> Diary – a day in the life of Henry VIII</p> <p><b>TRIP:</b> The Globe Theatre; Hampton Court</p>	<p><b>Summer 1's Learning Focus:</b></p> <p><b>Crime &amp; Punishment</b></p> <p><b>READ:</b> Crime &amp; Punishment Through the Ages (Collins Big Cat)</p> <p><b>WRITE:</b> Newspaper report of a crime that has taken place in history</p> <p><b>TRIP:</b> William Morris Gallery, E17)</p>	<p><b>Summer 2's Learning Focus:</b></p> <p><b>Lost Kingdom of Benin</b></p> <p><b>READ:</b> Kingdom of Benin Short Stories: Ehi and Uki and Benin Empire (Great Civilisations)</p> <p><b>WRITE:</b> Fact files about the Kingdom of Benin</p> <p><b>VISITORS:</b> UCL project</p>	<p><b>Autumn 2's Learning Focus:</b></p> <p><b>World War 2</b></p> <p><b>READ:</b> Carrie's War, Goodnight Mr Tom &amp; Rose Blanche</p> <p><b>WRITE:</b> Letters: WW2 soldiers to their sweethearts ; land girl to sweet heart fighting in the war</p> <p>WW2 Poetry for Remembrance Day Assembly</p> <p><b>TRIP:</b> Imperial War Museum</p>	<p><b>Spring 2's Learning Focus:</b></p> <p><b>Ancient Greece</b></p> <p><b>READ:</b> Who Let the Gods Out?</p> <p><b>WRITE:</b> Tourist leaflet to visit Ancient Greece</p>	<p><b>Summer 2's Learning Focus:</b></p> <p><b>Ancient Shang Dynasty</b></p> <p><b>READ:</b> The Firework-Maker's Daughter and If I Were a Kid in Ancient China</p> <p><b>WRITE:</b> Non-chronological report</p>
<p><b>Language of time</b></p>	<p>Demonstrate a chronologically secure knowledge and understanding of British, local and world history</p> <p>Construct clear narratives within the periods studied</p> <p>Understand and use historical vocabulary (see UKS2 Vocabulary Progression documents)</p>			<p>Confidently demonstrate a chronologically secure knowledge and understanding of British, local and world history</p> <p>Pose questions about why things change; discuss similarities and differences, and significance.</p> <p>Understand and use historical vocabulary (see UKS2 Vocabulary Progression documents)</p>		
<p><b>Enquiry</b></p>	<p>Explore in detail everyday issues that were faced by people in the periods studied e.g. victims and perpetrators of crime</p>			<p>Explore in detail everyday issues that were faced by people in the periods studied e.g. Tudors, victims and perpetrators of crime</p>		

	<p>Pose questions about why things change; discuss similarities and differences, and significance</p> <p>Use carefully selected information to answer questions</p> <p>Know how to use a range of sources and understand that our knowledge of the past is informed by them</p>	<p>Pose questions about why things change; discuss similarities and differences, and significance</p> <p>Use carefully selected information to answer questions</p> <p>Know how to use a range of sources and understand that our knowledge of the past is informed by them</p>
<b>Changes within living memory</b>	Explore how we learn about the royal family in the present day (class discussion)	Explore how we learn about wars that are happening in the present day (class discussion)
<b>Events beyond living memory</b>	The legacy of Roman culture through language – KS2 Latin & Roman/Greek culture (etymology)	The legacy of Roman culture through language – KS2 Latin & Roman/Greek culture (etymology)
		Discuss how ideas have changed over time about evolution and inheritance (Science discussion link)
<b>The lives of significant individuals in the past</b>	Be introduced to historical figures e.g. Henry VIII, Jack the Ripper	Be introduced to historical figures e.g. Anne Frank, Hitler, Zeus, Carl Linnaeus
<b>Significant historical events, people and places</b>	<p>Design, make and evaluate a mechanical toy (DT)</p> <p>Make and evaluate traditional meals from the UK (DT &amp; Geography) and explore the dishes' origins</p>	Design, make and evaluate an ancient Greek sandal for Hermes (DT)
<b>Mastery Achieved (date)</b>		