

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

	<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>
Changes within living memory	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)
Events beyond living memory	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)
The lives of significant individuals in the past	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
Significant historical events, people and places	<p>Design, make and evaluate a mechanical toy (DT)</p> <p>Make and evaluate traditional meals from the UK (DT & Geography) and explore the dishes' origins</p>	Design, make and evaluate an ancient Greek sandal for Hermes (DT)
Mastery Achieved (date)		