



History Progression at Weeton St Michael's Primary School



CURRICULUM SUBJECT:	History	SUBJECT LEADS:	Luke Smith
What are the Y6 end of school end goals?	<ul style="list-style-type: none"> • Be able to come to their own conclusions about key historic events and eras by responding to enquiry questions. • Have a good knowledge of local History and how key events and eras have impacted and influenced the local area. • Be able to recall key facts and dates from events and eras studied and have these remain in the long-term memory. • Have a deep understanding of the concepts of Trade, Invasion, Monarchy and Inventions and recognise their impact and influence on the modern-day world. • Have a deep understanding of chronology. • Understand how historians find out about the past by asking searching questions and investigating literature, real-life experiences, sources and artefacts available to us. • Have a genuine interest in History and a real sense of curiosity about how humanity has reached the point it has today. 		
How is the curriculum at Weeton St Michael's Primary School sequenced towards these end points?			
EYFS			
What were toys like a long time ago?	<ol style="list-style-type: none"> 1. Know what toys our Grandparents played with. 2. Know if boys and girls toys were different. 3. Know what toys were like before batteries. 		
Who do we know that's famous?	<ol style="list-style-type: none"> 1. Know famous characters in books. 2. Know famous people from the past. 3. Know what a timeline is and how it works. 		
Are our Grandparents really old?	<ol style="list-style-type: none"> 1. Know what babies can and can't do. 2. Know which words tell us that something is old. 3. Know what our Grandparents remember about being our age. 4. Know what our Grandparents looked like when they were our age. 		
Year 1/2 Cycle A		Year 1/2 Cycle B	
How am I making History? <i>Autumn term</i>	<ol style="list-style-type: none"> 1. To develop an understanding of personal chronology. 2. To learn more about my history. 3. To explore how we remember events. 4. To know what childhood was like for our parents and grandparents. 5. To compare childhood now with childhood in the past. 6. To identify that some things change and some things stay the same. 	How was school different in the past? <i>Autumn term</i>	<ol style="list-style-type: none"> 1. To find out how schools have changed over time. 2. To investigate what school was like in the past. 3. To investigate what schools were like in the 1900s. 4. To compare a modern classroom with a classroom 100 years ago. 5. To compare three periods of time.
How did we learn to fly? <i>Spring term</i>	<ol style="list-style-type: none"> 1. To find out about the Wright brothers. 2. To develop an understanding of historical significance. 3. To investigate Bessie Coleman is significant. 4. To develop an understanding of primary sources. 5. To investigate why we remember the Moon landing. 6. To place events on a timeline 	How has toys changed? <i>Spring term</i>	<ol style="list-style-type: none"> 1. To discuss a favourite toy. 2. To find out what toys our parents and grandparents played with. 3. To investigate what toys were like up to 100 years ago. 4. To compare toys from the past with modern toys. 5. To investigate how teddy bears have changed over time. 6. To know how toys have changed over time.



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<p>What is a Monarch?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> To describe what a monarch is. To explain why coronations take place. To explain how William the Conqueror became King of England. To identify how William the Conqueror built castles while ruling England. To identify features of a castle that would be effective when defending against attacks. 	<p>What is History?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> To recognise the order events happen. To identify that people spend their holidays in different ways. To compare photographs from the past. To find out about the past from people who were there. To compare holidays from the past and present. To recall life events.
Year 3/4 Cycle A		Year 3/4 Cycle B	
<p>Stone Age, Bronze Age or Iron Age?</p> <p><i>Autumn term</i></p>	<ol style="list-style-type: none"> To recognise the chronology and significance of prehistory. To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. To use archaeological evidence to investigate the Bronze Age. To use deductions to explain how bronze transformed prehistoric life. To understand the importance of trade during the Iron Age. To compare settlements in the Neolithic period and Iron Age by exploring continuity and change. 	<p>Why did the Romans settle in Britain?</p> <p><i>Autumn term</i></p>	<ol style="list-style-type: none"> To investigate life in Ancient Rome by looking at its buildings. To explore the causes of the Roman invasion of Britain. To investigate the different responses to the Roman invasion using a range of sources. To explore how the Roman army was so successful using a range of sources. To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda. To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.
<p>How hard was it to invade and settle in Britain?</p> <p><i>Spring term</i></p>	<ol style="list-style-type: none"> To recognise the causes and consequences of the Anglo-Saxon and Scot invasions of Britain. To recognise change and continuity in Iron Age and Anglo-Saxon houses and settlements. To make inferences about who was buried at Sutton Hoo and Anglo-Saxon beliefs. To identify how Christianity spread in Britain in the Anglo-Saxon period. To evaluate sources about Alfred the Great. To understand how Anglo-Saxon rule ended. 	<p>What did the Ancient Egyptians believe?</p> <p><i>Spring term</i></p>	<ol style="list-style-type: none"> To know when and where the ancient Egyptians lived. To explain the importance of the Egyptian gods and goddesses. To evaluate the challenges of building an Egyptian pyramid. To explain how and why the Egyptians mummified people. To make inferences about Egyptian beliefs, using primary sources. To evaluate significant ancient Egyptian beliefs.
<p>How have children's lives changed?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> To identify the continuities and changes to children's lives using a range of sources. To investigate why Tudor children worked and what working conditions were like To research and record the working conditions of Victorian children using reports and images. To evaluate Lord Shaftesbury's significance to children's lives. To explore the changes in children's leisure time using a range of sources. 	<p>How did the achievements of the Ancient Maya impact their society and beyond?</p> <p><i>Summer term</i></p>	<ol style="list-style-type: none"> To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest. To infer how the Ancient Maya valued and used cacao by exploring historical artefacts. To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios. To develop recording skills through exploration of Ancient Maya inventions



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	6. To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.		
Year 5/6 Cycle A		Year 5/6 Cycle B	
What did the Greeks ever do for us?	<ol style="list-style-type: none"> 1. To understand where and when the ancient Greeks lived. 2. To understand the importance of the Greek gods. 3. To identify similarities and differences between Athens and Sparta. 4. To understand how Athenian democracy worked. 5. To understand how Athenian democracy worked. 6. To identify and explain the achievements of the ancient Greeks. 	What was the impact of World War 2 on people in Britain?	<ol style="list-style-type: none"> 1. To understand the causes of World War 2. 2. To understand how the Battle of Britain was won. 3. To make inferences about the Blitz using images. 4. To understand the emotions and experiences of children during the evacuation. 5. To evaluate the accuracy and reliability of sources. 6. To identify the impact of WW2 on women's lives. 7. To explain why migrants come to Britain.
What was life like in Tudor England?	<ol style="list-style-type: none"> 1. To interpret the character of Henry VIII using portraits and written sources. 2. To explore why Henry VIII had many wives using secondary sources. 3. To make deductions about power and punishment using a range of sources. 4. To explore the use of propaganda by a Tudor monarch. 5. To make deductions about people in Tudor England using inventories. 6. To create an inventory for a person from the Tudor times. 	Were the Vikings raiders, traders or something else?	<ol style="list-style-type: none"> 1. To explain when and why the Vikings came to Britain. 2. To evaluate Viking stereotypes using sources. 3. To investigate the importance of Viking trading routes. 4. To compare different versions of Viking sagas and create a saga. 5. To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies.
What can the census tell us about local areas?	<ol style="list-style-type: none"> 1. To explore the purpose and creation of a census. 2. To create questions about Victorian children using a range of sources. 3. To explore the jobs available in the past using the census. 4. To make inferences about women's lives in the 1900s using the census. 5. To investigate how the census changed by following the life of Evelyn Dove. 6. To conduct an enquiry about my local area using the census. 	The Sikh Empire	<ol style="list-style-type: none"> 1. To identify how unification around the Sikh Misl Confederacy happened 2. To describe the impact of Sikh beliefs on society. 3. To recognise the significance of Lahore as a trade centre in the Sikh Empire. 4. To explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire. 5. To evaluate different historical interpretations of the Sikh Empire. 6. To identify the significant achievements of the Sikh Empire