



Haresfield CE Primary School
Progression of Knowledge and Skills in History
Year B UKS2

Year	Knowledge				Skills
<p>Y 5 / Y 6</p> <p>Term 1</p> <p>Year B</p>	<p><u>Focus: Local History</u> How have things in Gloucester changed? Enrichment: visit Gloucester – tour of city</p>				<p>Chronological Awareness</p> <ul style="list-style-type: none"> Sequencing events on a timeline Understanding the term "century" & how dating by centuries works Putting dates in the correct century Using the terms AD & BC in their work Using relevant dates & relevant terms for the period & period labels Developing a chronologically secure understanding of British, local & world history across the periods studied <p>Disciplinary Concepts</p> <ul style="list-style-type: none"> Describing the links between main events, similarities & changes within & across different periods/studied Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well Identifying significant people & events across different time periods Recognising primary & secondary sources Using a range of sources to find out about a particular aspect of the past Evaluating the usefulness of historical sources <p>Historical Enquiry</p> <ul style="list-style-type: none"> Asking historical questions of increasing difficulty Developing an awareness of the variety of historical evidence in different periods of time Distinguishing between fact & opinion Recognising 'gaps' in evidence Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source Making connections, drawing contrasts & analysing within a period & across time Communicating knowledge & understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts & podcasts
	<p><u>National Curriculum Knowledge</u></p> <p>✓ A local history study</p>				
	<p><u>Prior Learning:</u> How Have Children’s Lives Changed in Stroud? (LKS2)</p>				
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Resources</u></p>	
	<p>To use historical maps to make inferences about Gloucester's past</p>	<p>Gloucester is an ancient city founded by the Romans in AD 97. Queen Aethelflaed of Mercia fortified the city in the 10th century. Historical maps show how the city has grown.</p>	<p>Aethelflaed: daughter of Alfred the Great and Queen of Mercia (911-918), who fortified Gloucester and other towns against Viking attacks.</p>	<ul style="list-style-type: none"> - Timeline: Roman Glevum to present day - Historical maps of Gloucester (different periods) - Visit Gloucester website - Anglo-Saxon city walls information - Cathedral history - Civil War siege of Gloucester 	
	<p>To understand what archaeology tells us about Roman Gloucester</p>	<p>The Romans called Gloucester 'Glevum'. It was an important military fortress (colonia) for retired soldiers. Archaeological evidence includes walls, gates, roads and artefacts.</p>	<p>Glevum: the Roman name for Gloucester, established as a fortress in AD 97.</p>	<ul style="list-style-type: none"> - Roman Gloucester archaeology resources - Gloucester City Museum Roman collection - Archaeological dig evidence - Roman road layout (still visible today) - Artefacts: pottery, coins, tools - Virtual reconstruction of Roman Glevum 	
<p>To use photographic evidence to explore how transport has changed in Gloucester</p>	<p>Gloucester was connected by the Severn River, canals (including the Sharpness Canal, 1827) and railways. These transport links enabled trade and industrial growth.</p>	<p>Cargo: goods transported by ship, train or other vehicle, especially for trade.</p>	<ul style="list-style-type: none"> - Then/now photographs: Gloucester Docks - Sharpness Canal history (world's deepest in 1827) - Railway development in Gloucester - How has Gloucester Docks changed use? - Trade goods through history 		
<p>To use different historical sources to find out about religion in Gloucester through time</p>	<p>Gloucester Cathedral was founded in 1089. William the Conqueror ordered the Domesday Book here in 1085. Henry III was crowned at the abbey in 1216. Today, Gloucester has diverse religious communities.</p>	<p>Monastery: a building or community where monks or nuns live, work and worship according to religious rules.</p>	<ul style="list-style-type: none"> - Gloucester Cathedral visit/virtual tour - Medieval monasteries in Gloucester - Cathedral architecture analysis - Domesday Book significance - Religious diversity today: churches, mosques, temples - How has religious life changed? 		
<p>To investigate how land use has changed in Gloucester and the surrounding countryside</p>	<p>Gloucester has changed significantly since WW2 with housing expansion. The fishing industry declined due to overfishing. Tourism now plays a crucial role in the local economy.</p>	<p>Urban: relating to a town or city, with a high population density and built-up areas.</p>	<ul style="list-style-type: none"> - Aerial photographs: 1940s vs today - Housing development maps - Fishing industry decline research - Tourism in Gloucester: Docks, Cathedral, museums - Urban vs rural comparison - Why has Gloucester grown? 		

Year	Knowledge				Skills
Y 5 / Y 6 Term 2 Year B	Focus: Ancient History How did the Ancient Greeks change Our World? Enrichment : Wilson Artefact box – H11A National Curriculum Knowledge ✓ Ancient Greece- a study of Greek life and achievements and their influence on the western world Prior Learning: Romans / Vikings (LKS2)				Chronological Awareness <ul style="list-style-type: none"> Sequencing events on a timeline Understanding the term "century" & how dating by centuries works Putting dates in the correct century Using the terms AD & BC in their work Using relevant dates & relevant terms for the period & period labels Developing a chronologically secure understanding of British, local & world history across the periods studied Disciplinary Concepts <ul style="list-style-type: none"> Describing the links between main events, similarities & changes within & across different periods/studied Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well Describing sims & diffs between social, cultural, religious & ethnic diversity in Britain & the wider world Identifying significant people & events across different time periods Recognising primary & secondary sources Using a range of sources to find out about a particular aspect of the past Evaluating the usefulness of historical sources Historical Enquiry <ul style="list-style-type: none"> Asking historical questions of increasing difficulty e.g. who governed, how & with what results? Developing an awareness of the variety of historical evidence in different periods of time Distinguishing between fact & opinion Recognising 'gaps' in evidence Considering a range of factors when discussing the reliability of sources Making connections, drawing contrasts & analysing within a period & across time Communicating knowledge & understanding in an increasingly diverse number of ways
	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources	
	To understand where and when the ancient Greeks lived	Ancient Greece was located around the Mediterranean and Aegean Seas. The 'Golden Age' of Greece was from 480-323 BC, when they built temples, developed democracy and made scientific discoveries.	Golden Age: the period from 480 BC to 323 BC when ancient Greek civilisation reached its peak in culture, democracy and learning.	- Timeline comparing Greece to other civilisations - Map: ancient Greece and Mediterranean - BBC Bitesize: Ancient Greece overview - Greek empire expansion - Climate and geography of Greece	
	To understand the importance of Greek gods and goddesses	The ancient Greeks believed in 12 main gods and goddesses (the Olympians) who lived on Mount Olympus and controlled different aspects of life and nature.	Mount Olympus: the highest mountain in Greece, believed by ancient Greeks to be the home of the gods.	- Greek gods and goddesses information cards - Mount Olympus images and significance - Myths and legends (e.g. Zeus, Aphrodite, Athena) - Comparison: Greek vs Roman gods - Why did Greeks believe in gods?	
	To identify similarities and differences between Athens and Sparta	Greece was divided into city-states. Athens valued education, arts and democracy. Sparta focused on military training and discipline. They were great rivals.	City-state: an independent city with its own government and laws, controlling the surrounding territory.	- Athens vs Sparta comparison chart - BBC Bitesize: How Greeks changed the world - Daily life in Athens vs Sparta - Education systems comparison - Why were they rivals? - Which would you prefer to live in?	
	To understand how Athenian democracy worked and its significance	Athenian democracy had three parts: the assembly (all male citizens could vote), the council (boule), and the courts. This system influenced modern democracies.	Democracy: a system of government meaning 'ruled by the people', either directly or through freely elected representatives.	- Democracy diagram: assembly, boule, courts - Who could vote? (only male citizens) - Link to British Values: democracy - Modern democracy comparison - Why was this revolutionary?	
	To understand the importance of ancient Greek philosophers and their legacy	Greek philosophers like Socrates, Plato and Aristotle questioned human existence using logic and reason rather than accepting mythology. Their ideas still influence thinking today.	Philosophy: the study of fundamental questions about existence, knowledge, values and reason (meaning 'love of wisdom').	- Socrates, Plato, Aristotle information - What questions did they ask? - Logic and reasoning activities - Philosophy vs mythology - How do their ideas influence us today?	
	To explore the legacy of ancient Greece and how it changed our world	The ancient Greeks gave us the Olympics, democratic government, theatre, philosophy, scientific and mathematical ideas, and architectural styles still used today.	Legacy: something left behind by people from the past that still affects or influences us today.	- Greek legacy mind map: Olympics, democracy, theatre, architecture, maths, science - Modern examples of Greek influence - Greek architecture in modern buildings - Olympic Games then and now - Why do we still study ancient Greece?	

Year	Knowledge				Skills
<p>Y 5 / Y 6</p> <p>Term 3 & 4</p> <p>Year B</p>	<p><u>Focus: Ancient History</u> How do we know about the Shang Dynasty? Enrichment : KS2History: Shang Dynasty Information Guide</p>				<p>Chronological Awareness</p>
	<p><u>National Curriculum Knowledge</u></p>				<ul style="list-style-type: none"> Sequencing events on a timeline
	<p>✓ Study a non-European society to understand social, religious and cultural diversity</p>				<ul style="list-style-type: none"> Understanding the term "century" & how dating by centuries works
	<p><u>Prior Learning:</u> Maya civilisation</p>				<ul style="list-style-type: none"> Putting dates in the correct century
	<p><u>Objective</u></p>	<p><u>Sticky Knowledge</u></p>	<p><u>Key Vocabulary and Definitions</u></p>	<p><u>Resources</u></p>	<ul style="list-style-type: none"> Using the terms AD & BC in their work
	<p>To place the Shang Dynasty within a chronological framework</p>	<p>The Shang Dynasty ruled China from around 1600-1046 BC, along the Yellow River. This was during the Bronze Age, overlapping with ancient Egypt and before ancient Greece.</p>	<p>Dynasty: a series of rulers from the same family who govern a country for a long period of time.</p>	<ul style="list-style-type: none"> - Timeline: Shang Dynasty compared to other civilisations - Map: Yellow River settlements in China - BBC Bitesize: Shang Dynasty - Why the Yellow River? (fertile land) - Bronze Age technology 	<ul style="list-style-type: none"> Using relevant dates & relevant terms for the period & period labels
	<p>To understand what life was like for people during the Shang Dynasty</p>	<p>Family was very important to the Shang people. They worshipped their ancestors after death. There were big differences between rich and poor in food, clothing and homes.</p>	<p>Ancestors: family members from previous generations who have died.</p>	<ul style="list-style-type: none"> - Rich vs poor comparison - Food: millet, rice, vegetables - Currency: cowrie shells - Ancestor worship explanation - Family structure and importance - Daily life activities 	<p>Disciplinary Concepts</p> <ul style="list-style-type: none"> Describing the links between main events, similarities & changes within & across different periods/studied
<p>To understand the social hierarchy of the Shang Dynasty and the role of craftsmen</p>	<p>Shang society was organised in a hierarchy with the king at the top. Craftsmen had good social standing because they created valuable objects from bronze, jade and other materials.</p>	<p>Social hierarchy: a system of organising people in society according to their status, power or importance.</p>	<ul style="list-style-type: none"> - Social hierarchy pyramid diagram - Why did craftsmen have high status? - Materials: bronze, jade, clay, wood, stone, bone - Examples of Shang craftsmanship - Burial goods and their significance 	<ul style="list-style-type: none"> Explaining the reasons for changes & continuity using the vocabulary & terms of the period as well 	
<p>To explore Shang religious beliefs and practices</p>	<p>The Shang people believed in Shangdi, the supreme god who controlled victory in battle, harvests and weather. They made sacrifices and held festivals to please the gods.</p>	<p>Shangdi: the supreme god in Shang religion, believed to control important aspects of life including war, farming and weather.</p>	<ul style="list-style-type: none"> - Shang gods and beliefs - Religious festivals and ceremonies - Sacrifices: why and what? - How did they respond to drought, war, etc.? - Comparison: Shang beliefs vs other civilisations 	<ul style="list-style-type: none"> Describing similarities & differences between social, cultural, religious & ethnic diversity in Britain & the wider world 	
<p>To understand who Fu Hao was and why her tomb was significant</p>	<p>Fu Hao was a Shang military leader and priestess. Her tomb, discovered in 1976, contained over 1,600 artefacts including bronze vessels, jade objects and weapons, revealing her high status.</p>	<p>Fu Hao: a powerful Shang Dynasty military general, priestess and consort of King Wu Ding (c. 1200 BC).</p>	<ul style="list-style-type: none"> - Fu Hao biography - Tomb discovery (1976) - why was it important? - Artefacts found: what do they tell us? - Women's roles in Shang Dynasty - Archaeological significance 	<ul style="list-style-type: none"> Identifying significant people & events across different time periods 	
<p>To investigate oracle bones and their importance to understanding the Shang Dynasty</p>	<p>Oracle bones were pieces of ox shoulder blades or turtle shells used for divination (predicting the future). They contain the earliest known Chinese writing, helping us understand Shang beliefs and events.</p>	<p>Oracle bones: animal bones or turtle shells used in ancient China for divination, inscribed with the earliest form of Chinese writing.</p>	<ul style="list-style-type: none"> - Images of oracle bones with inscriptions - How were they used? (heating, cracking, interpreting) - What questions did they ask? - Early Chinese writing development - DT link: create oracle bones from clay - Why are they important to historians? 	<ul style="list-style-type: none"> Recognising primary & secondary sources Using a range of sources to find out about a particular aspect of the past Evaluating the usefulness of historical sources <p>Historical Enquiry</p> <ul style="list-style-type: none"> Asking historical questions of increasing difficulty Developing an awareness of the variety of historical evidence in different periods of time Distinguishing between fact & opinion Recognising 'gaps' in evidence Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source Making connections, drawing contrasts & analysing within a period & across time Communicating knowledge & understanding in an increasingly diverse number of ways 	

Whole School History Curriculum

