



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

Year	Knowledge				Skills	
Y5 / Y6  Term 2  Year A	Focus: Local History <u>Is war ever a good thing?</u> <b>Enrichment :</b> Visit STEAM Museum, Swindon <a href="https://www.twinkl.co.uk/resource/t-t-3863-world-war-two-timeline-display-posters">https://www.twinkl.co.uk/resource/t-t-3863-world-war-two-timeline-display-posters</a> <a href="https://www.gloucestershirelive.co.uk/news/cheltenham-news/gallery/what-life-like-during-world-4739203">https://www.gloucestershirelive.co.uk/news/cheltenham-news/gallery/what-life-like-during-world-4739203</a> <u>National Curriculum Knowledge</u> ✓ A local history study  <u>Prior Learning:</u> How Have Children’s Lives Changed in Stroud? (LKS2)				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Understanding the term "century" &amp; how dating by centuries works</li> <li>Using the terms AD &amp; BC in their work</li> <li>Using relevant dates &amp; relevant terms for the period &amp; period labels</li> <li>Developing a chronologically secure understanding of British, local &amp; world history across the periods studied</li> </ul>	
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	<b>Disciplinary Concepts</b> <ul style="list-style-type: none"> <li>Describing the links between main events, similarities &amp; changes within &amp; across different periods/studied</li> <li>Explaining the reasons for changes &amp; continuity using the vocabulary &amp; terms of the period as well</li> <li>Identifying significant people &amp; events across different time periods</li> <li>Recognising primary &amp; secondary sources</li> <li>Using a range of sources to find out about a particular aspect of the past</li> <li>Evaluating the usefulness of historical sources</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Asking historical questions of increasing difficulty e.g. who governed, how &amp; with what results?</li> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> <li>Distinguishing between fact &amp; opinion</li> <li>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</li> <li>Making connections, drawing contrasts &amp; analysing within a period &amp; across time</li> <li>Communicating knowledge &amp; understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts &amp; podcasts</li> </ul>	
	To understand the chronology of events leading to World War II and where it fits in history	World War II lasted from 1939 to 1945. It was caused by the rise of dictators in Europe, particularly Adolf Hitler in Germany, and involved countries across the world.	<b>Alliance:</b> an agreement between countries to support each other, especially during war.	- Timeline: 1918 (WWI ends) to 1939 (WWII begins) - Map showing Axis and Allied countries - BBC Bitesize: Causes of WW2 - Imperial War Museum resources - Link to previous learning: Victorian era, WWI		
	To understand what evacuation was and why children were evacuated during the war	Evacuation was organised by the government to move children from dangerous cities to safer countryside areas. Over 1.5 million children were evacuated to protect them from bombing.	<b>Evacuation:</b> the organised movement of people away from danger to a place of safety.	- 'Goodnight Mister Tom' by Michelle Magorian (extracts) - Evacuee interviews (Imperial War Museum) - BBC Teach: WW2 evacuation clips - Kindertransport information - Evacuation label-making activity - Role-play: evacuation experience		
	To explore the impact of World War II on people in our locality	The war affected everyone in Britain. People experienced rationing, air raids, blackouts and many local men joined the armed forces. Gloucester was affected by bombing raids.	<b>Rationing:</b> the controlled distribution of limited resources, especially food and clothing, during wartime.	- Local history research: Gloucester in WW2 - Gloucestershire Archives resources - Ration book replicas - Local newspaper archives - Visit to local war memorial - Interview older community members (if possible)		
	To understand how the roles and attitudes towards women changed during and after the war	Women took on jobs traditionally done by men, working in factories, on farms and in the armed forces. This changed society's view of women's capabilities.	<b>Propaganda:</b> information, often biased, used to promote a particular political cause or point of view.	- 'Women of Steel' documentary clips - Land Army posters and propaganda - BBC Bitesize: Women in WW2 - Before/during/after comparison - Analysis of propaganda posters - Debate: How did the war change women's lives?		
	To understand what the Blitz was and assess its significance on the war	The Blitz was a German bombing campaign against British cities from 1940-1941. London was bombed for 57 consecutive nights. It aimed to destroy morale but strengthened British resolve.	<b>Blitz:</b> the intensive German bombing campaign against British cities during World War II (from the German word 'Blitzkrieg' meaning 'lightning war').	- BBC Bitesize: The Blitz - Photographs of bombed cities - Air raid shelter diagrams - Imperial War Museum: Blitz experience - Oral histories from survivors - Map showing bombed cities		
To identify and sequence significant events during World War II	Key events include: Dunkirk evacuation (1940), Battle of Britain (1940), Pearl Harbor (1941), D-Day (1944), VE Day (1945). These events changed the course of the war.	<b>Turning point:</b> a decisive moment that changes the direction or outcome of events.	- Detailed WW2 timeline activity - Significant events cards for sequencing - BBC Bitesize: Key events of WW2 - Cause and consequence diagram - 'Why was this event significant?' analysis - VE Day celebration research			

Year	Knowledge				Skills
Y 5 / Y 6  Term 3   Year A	Focus: Famous people -Where did Shackleton Journey? <b>Enrichment</b> : Visit to Wilson Museum in Cheltenham  <u>National Curriculum Knowledge</u>  <u>Prior Learning: Famous people in the local area LKS2 / Explorers KS1</u>				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Understanding the term "century" &amp; how dating by centuries works</li> <li>Using relevant dates &amp; relevant terms for the period &amp; period labels</li> <li>Developing a chronologically secure understanding of British, local &amp; world history across the periods studied</li> </ul>
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	<b>Disciplinary Concepts</b> <ul style="list-style-type: none"> <li>Describing the links between main events, similarities &amp; changes within &amp; across different periods/studied</li> <li>Explaining the reasons for changes &amp; continuity using the vocabulary &amp; terms of the period as well</li> <li>Identifying significant people &amp; events across different time periods</li> <li>Recognising primary &amp; secondary sources</li> <li>Using a range of sources to find out about a particular aspect of the past</li> <li>Evaluating the usefulness of historical sources</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Asking historical questions of increasing difficulty</li> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> <li>Distinguishing between fact &amp; opinion</li> <li>Recognising 'gaps' in evidence</li> <li>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</li> <li>Making connections, drawing contrasts &amp; analysing within a period &amp; across time</li> <li>Communicating knowledge &amp; understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts &amp; podcasts</li> </ul>
	To place polar exploration within a chronological framework and understand its historical context	The 'Heroic Age of Antarctic Exploration' took place from 1897-1922, during the reign of Queen Victoria and Edward VII, between the Boer War and World War I.	<b>Heroic Age:</b> the period of Antarctic exploration from the late 1890s to the early 1920s, characterised by dangerous expeditions to reach the South Pole.	- Timeline: 1890s-1920s (link to Queen Victoria, Boer War, WWI) - Map showing Antarctic expeditions - BBC Bitesize: Polar exploration - Comparison: Scott, Amundsen, Shackleton - Why did people want to explore Antarctica?	
	To understand Shackleton's Imperial Trans-Antarctic Expedition and why it was significant	Shackleton's 1914-1917 expedition aimed to cross Antarctica but his ship, Endurance, became trapped in ice. Despite failure to complete the crossing, all crew survived - a remarkable feat of leadership.	<b>Expedition:</b> a journey undertaken by a group of people with a specific purpose, especially exploration or scientific research.	- 'Shackleton's Journey' by William Grill - Route map: planned vs actual journey - BBC History: Shackleton - YouTube: Shackleton documentary - Twinkl: Shackleton resources - Bedtime History Stories: Shackleton	
	To explore how Shackleton and his crew survived and the recent discovery of the Endurance	Shackleton's crew survived 22 months in the Antarctic. In 2022, the wreck of Endurance was discovered 3,000 metres underwater, remarkably well-preserved after 107 years.	<b>Endurance:</b> the name of Shackleton's ship, which became trapped and crushed by ice in 1915.	- Images: Endurance wreck discovery (2022) - Frank Hurley's expedition photographs - How did they survive? Research activity - Modern technology vs 1914 equipment comparison - News reports: Endurance discovery	
	To research other polar explorers and evaluate the reliability of different historical sources	Other significant explorers include Robert Falcon Scott, Roald Amundsen and Matthew Henson. We must question sources - who created them, why, and are they biased?	<b>Bias:</b> prejudice in favour of or against something, which affects how information is presented.	- Source analysis activity: diaries, photographs, newspapers - Scott vs Amundsen race to South Pole - Matthew Henson (first to reach North Pole) - Comparing different accounts of same events - Primary vs secondary sources sorting	
To understand the legacy of polar exploration and its impact on modern science	Early polar explorers paved the way for modern Antarctic research. Today, scientists study climate change, wildlife and geology in Antarctica, building on the explorers' discoveries.	<b>Legacy:</b> something left behind by people from the past that still affects or influences us today.	- Then/now comparison: exploration vs scientific research - Climate change research in Antarctica - British Antarctic Survey information - How has polar exploration changed? - Timeline showing progression to modern research		

Year	Knowledge				Skills
Y 5 / Y 6  Term 4 & 5  Year A	Focus: Ancient History – Why is the Maya Civilisation important? <b>Enrichment :</b>				<b>Chronological Awareness</b>
	National Curriculum Knowledge				<ul style="list-style-type: none"> <li>• Sequencing events on a timeline</li> <li>• Understanding the term "century" &amp; how dating by centuries works</li> <li>• Putting dates in the correct century</li> <li>• Using the terms AD &amp; BC in their work</li> <li>• Using relevant dates &amp; relevant terms for the period &amp; period labels</li> <li>• Developing a chronologically secure understanding of British, local &amp; world history across the periods studied</li> </ul>
	✓ Study a non-European society to understand social, religious and cultural diversity				<b>Disciplinary Concepts</b>
	Prior Learning: Maya civilisation				<ul style="list-style-type: none"> <li>• Describing the links between main events, similarities &amp; changes within &amp; across different periods/studied</li> <li>• Explaining the reasons for changes &amp; continuity using the vocabulary &amp; terms of the period as well</li> <li>• Describing similarities &amp; differences between social, cultural, religious &amp; ethnic diversity in Britain &amp; the wider world</li> <li>• Identifying significant people &amp; events across different time periods</li> <li>• Recognising primary &amp; secondary sources</li> <li>• Using a range of sources to find out about a particular aspect of the past</li> <li>• Evaluating the usefulness of historical sources</li> </ul>
	<u>Objective</u> To place the Maya civilisation within a chronological framework	<u>Sticky Knowledge</u> The Maya civilisation flourished in Central America from around 2000 BC to 1500 AD. This overlaps with the Roman Empire and continues beyond the Anglo-Saxons and Vikings in Britain.	<u>Key Vocabulary</u> <b>Civilisation:</b> an advanced human society with developed culture, government, writing, art and architecture.	<u>Resources</u> - Timeline comparing Maya to other civilisations (Stone Age, Romans, Anglo-Saxons, Vikings) - Map of Central America showing Maya territory - BBC Bitesize: Maya civilisation - The History Organisation UK resources	
	To understand how the Maya people lived, including their food, homes and economy	The Maya grew maize (corn), beans and squash. They lived in stone cities with pyramids and temples. Cacao beans were so valuable they were used as currency.	<b>Cacao:</b> the beans from the cacao tree, used by the Maya to make chocolate drinks and as a form of money.	- Images of Maya cities (Chichen Itza, Tikal) - Maya food and farming information - Twinkl: Maya civilization resources - Cacao bean currency activity - Compare Maya homes: rich vs poor - Virtual tour: Chichen Itza	
To explore Maya writing and number systems	The Maya developed a complex writing system using hieroglyphs. Scribes recorded information in folded books called codices. They used a base-20 number system with symbols for zero.	<b>Hieroglyphs:</b> picture symbols used in Maya writing to represent words, sounds or ideas.	- Examples of Maya hieroglyphs - Maya number system activity - Codices images (only 4 survive) - Write your name in Maya glyphs - Why were scribes important? - Comparison: Maya vs Egyptian writing	<b>Historical Enquiry</b>	
To understand Maya religious beliefs and rituals	The Maya believed in many gods who controlled nature, farming and daily life. They performed rituals including offerings, dances and ceremonies to please the gods.	<b>Ritual:</b> a religious ceremony or series of actions performed in a set order.	- Maya gods information sheets - Images of temples and ceremonies - Ball game significance - Maya calendar information - Comparison: Maya beliefs vs other civilisations - Why were rituals important?	<ul style="list-style-type: none"> <li>• Asking historical questions of increasing difficulty e.g. how did people live?</li> <li>• Developing an awareness of the variety of historical evidence in different periods of time</li> <li>• Distinguishing between fact &amp; opinion</li> <li>• Recognising 'gaps' in evidence</li> <li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</li> </ul>	
To investigate how we know about the Maya and what archaeological evidence tells us	We know about the Maya through archaeological discoveries including pyramids, pottery, carvings and the few surviving codices. Spanish conquistadors destroyed much Maya evidence.	<b>Archaeology:</b> the study of human history through excavation and analysis of artefacts and physical remains.	- Archaeological site images - Maya artefacts analysis - Calendar stones and their meanings - What happened to the Maya? - Source reliability: Spanish accounts vs Maya evidence - Why is so much evidence lost?	<ul style="list-style-type: none"> <li>• Making connections, drawing contrasts &amp; analysing within a period &amp; across time</li> <li>• Communicating knowledge &amp; understanding in an increasingly diverse number of ways</li> </ul>	

Year	Knowledge				Skills
Y 5 / Y 6  Term 6  Year A	Focus: Significant individuals – How have people changed the world? <b>Enrichment :</b>				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Understanding the term "century" &amp; how dating by centuries works</li> <li>Putting dates in the correct century</li> <li>Using relevant dates &amp; relevant terms for the period &amp; period labels</li> <li>Developing a chronologically secure understanding of British, local &amp; world history across the periods studied</li> </ul> <b>Disciplinary Concepts</b> <ul style="list-style-type: none"> <li>Describing the links between main events, similarities &amp; changes within &amp; across different periods/studied</li> <li>Explaining the reasons for changes &amp; continuity using the vocabulary &amp; terms of the period as well</li> <li>Describing sims &amp; diffs between social, cultural, religious &amp; ethnic diversity in Britain &amp; the wider world</li> <li>Identifying significant people &amp; events across different time periods</li> <li>Recognising primary &amp; secondary sources</li> <li>Using a range of sources to find out about a particular aspect of the past</li> <li>Evaluating the usefulness of historical sources</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Asking historical questions of increasing difficulty</li> <li>Developing an awareness of the variety of historical evidence in different periods of time</li> <li>Distinguishing between fact &amp; opinion</li> <li>Recognising 'gaps' in evidence</li> <li>Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source</li> <li>Making connections, drawing contrasts &amp; analysing within a period &amp; across time</li> <li>Communicating knowledge &amp; understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts &amp; podcasts</li> </ul>
	National Curriculum Knowledge				
	Choose reliable sources of factual evidence to describe aspects of life and attitudes				
	Give reasons why there might be different accounts of history looking at bias and propaganda				
	Prior Learning: Significant people – Shakleton’s Journey				
	<u>Objective</u>	<u>Sticky Knowledge</u>	<u>Key Vocabulary</u>	<u>Resources</u>	
	To understand why Martin Luther King Jr. is significant and his impact on civil rights	Martin Luther King Jr. led the American Civil Rights Movement in the 1950s-60s, fighting for equality through peaceful protest. His 'I Have a Dream' speech inspired millions.	<b>Civil rights:</b> the rights of citizens to political and social freedom and equality.	- Timeline: 1950s-1960s Civil Rights Movement - 'I Have a Dream' speech (extract) - Peaceful protest vs violence discussion - Before/after: segregation laws - Legacy: how did the world change?	
	To explore Greta Thunberg's activism and impact on climate change awareness	Greta Thunberg began school strikes for climate in 2018, inspiring millions of young people worldwide to demand action on climate change from world leaders.	<b>Activism:</b> taking action to bring about political or social change.	- Timeline: 2018-present - Twinkl: Greta Thunberg resources - School strikes for climate information - UN speech clips - Debate: Can young people change the world? - Local environmental action projects	
To understand Malala Yousafzai's campaign for girls' education and her global influence	Malala campaigned for girls' education in Pakistan despite Taliban threats. After being shot in 2012, she continued her work globally, becoming the youngest Nobel Peace Prize winner.	<b>Persecution:</b> hostility and ill-treatment, especially because of race, religion or political beliefs.	- Timeline: Malala's life - Twinkl: Malala Yousafzai resources - 'I Am Malala' extracts - Girls' education globally: statistics - Nobel Peace Prize significance - How has she changed lives?		
To explore Nelson Mandela's fight against apartheid and his legacy	Nelson Mandela spent 27 years in prison for opposing apartheid in South Africa. After his release, he became South Africa's first Black president and worked for reconciliation.	<b>Apartheid:</b> a system of racial segregation in South Africa where Black people were separated from white people and denied equal rights (1948-1994).	- Timeline: Mandela's life and apartheid - Map: South Africa - Before/during/after apartheid - Robben Island information - Reconciliation vs revenge discussion - Legacy: Rainbow Nation		
To understand David Attenborough's contribution to natural history and conservation	David Attenborough has educated millions about the natural world through documentaries spanning 70 years. His work has raised awareness of environmental issues and inspired conservation efforts.	<b>Conservation:</b> the protection of plants, animals and natural environments.	- Timeline: Attenborough's career (1950s-present) - Twinkl: David Attenborough resources - Documentary clips showing environmental change - How has he influenced people's attitudes? - Blue Planet effect discussion		
To explore Harriet Tubman's role in the Underground Railroad and the abolition of slavery	Harriet Tubman escaped slavery in 1849 and helped over 70 enslaved people escape to freedom via the Underground Railroad. She risked her life repeatedly for others' freedom.	<b>Abolition:</b> the act of officially ending a system or practice, especially slavery.	- Timeline: 1800s American slavery - Underground Railroad map and explanation - Harriet Tubman biography - Courage and sacrifice discussion - Legacy: how is she remembered today? - Link to British abolition movement		