



## History Progression Map

### Level Expected at the End of EYFS

<b>History</b>		
<b>Three and Four-Year-Olds</b>	Understanding the world	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
<b>Reception</b>	Understanding the world	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>ELG</b>	Understanding the world Past and present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>



## History Progression Map

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;</li> <li>• events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age;</li> <li>• the Roman Empire and its impact on Britain;</li> <li>• Britain's settlement by Anglo-Saxons and Scots;</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;</li> <li>• a local history study;</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world;</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>



**Knowledge and Skills Progression: Year 1 to 6**

<b>Year Group</b>	<b>Term</b>	<b>Unit</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>	<b>Chronological Understanding</b>	<b>Vocabulary</b>
1	1	<b>Castles</b>	<ul style="list-style-type: none"> <li>I can use simple texts to find out about people and events of the past.</li> <li>I can use photographs of castles to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know that people fight battles to take control of a country.</li> <li>I know that castles were built as fortresses and can explain why this was necessary.</li> <li>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</li> <li>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</li> <li>I can explain how uses for castles have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Normans lived.</li> <li>I can organise events into a simple timeline</li> </ul>	<ul style="list-style-type: none"> <li>Medieval</li> <li>Rebellion</li> <li>Monarch</li> <li>Normans</li> </ul>

Year Group	Term	Unit	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
1	2	Homes in the past	<ul style="list-style-type: none"> <li>● I can use photographs to explore what the interiors of Victorian homes were like.</li> <li>● I can use photographs of objects to explore what daily life was like in Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>● I know that houses built today are different from houses built a long time ago.</li> <li>● I can match houses to their time period.</li> <li>● I can explain how house designs have changed over time.</li> <li>● I know who Queen Victoria was.</li> <li>● I know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet.</li> <li>● I can use illustrations to compare and contrast modern and Victorian homes.</li> <li>● I can name some objects found in a Victorian house that we no longer use today.</li> <li>● I can explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their</li> </ul>	<ul style="list-style-type: none"> <li>● I recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods.</li> <li>● I know when the Victorian period was.</li> </ul>	<ul style="list-style-type: none"> <li>● Medieval</li> <li>● Tudor</li> <li>● Georgian</li> <li>● Victorian</li> </ul>

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1	3	<b>Famous Queens</b>	<ul style="list-style-type: none"> <li>I can use photographs and illustrations to help me find out about life in different periods.</li> <li>I can use pictures to answer true or false questions about a time period.</li> <li>I can match pictures to their correct time period</li> </ul>	<p>clothes without a washing machine.</p> <ul style="list-style-type: none"> <li>I know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married.</li> <li>I know that traditionally the throne passed from father to son.</li> <li>I know some of the features of life in the Tudor period.</li> <li>I can explain some of the changes that took place under the rule of Queen Victoria.</li> <li>I can compare aspects of British life in the Tudor, Victorian and modern periods.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline.</li> <li>I can match dates a monarch reigned to the correct queen.</li> <li>I can order dated events on a string timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Monarch</li> <li>Monarchy</li> <li>Queen Elizabeth I</li> <li>Queen Victoria</li> <li>Queen Elizabeth II</li> <li>Heir</li> <li>Tudor</li> <li>Victorian</li> <li>British Empire</li> <li>Commonwealth</li> <li>Jubilee</li> </ul>

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2	1	<b>Communication Then and Now</b>	<ul style="list-style-type: none"> <li>• I can use texts and images to help me find out about the past.</li> <li>• I can navigate a specifically designed website to find out historical information.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that cavemen communicated with painted pictures and symbols on walls.</li> <li>• I know that the ancient Egyptians developed a writing system called hieroglyphics.</li> <li>• I can explain the people and events involved in the invention of the printing press, telegram, morse code, telephone and world wide web, and understand their impact.</li> <li>• I can compare the lives and achievements of William Caxton and Tim Berners-Lee.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that the ancient Egyptians lived thousands of years ago.</li> <li>• I can sort events and inventions in the history of communication on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Egyptians</li> <li>• Hieroglyphics</li> <li>• Merchant</li> <li>• Printing press</li> <li>• Telegraph</li> <li>• Telegram</li> <li>• Morse code</li> <li>• Johannes Gutenberg</li> <li>• William Caxton</li> <li>• Samuel Morse</li> <li>• Alexander Graham Bell</li> <li>• Tim Berners-Lee</li> </ul>

<b>2</b>	<b>2</b>	<b>The Great Fire of Gateshead / Newcastle</b>	<ul style="list-style-type: none"> <li>• a local history study</li> </ul>	<ul style="list-style-type: none"> <li>• I know when the Great Fire of Newcastle/Gateshead took place.</li> <li>• I can compare what the Quayside looked like in the Victorian times to modern day.</li> <li>• I can compare the fire brigade from the past during the Victorian period to a modern day fire brigade</li> <li>• I can explain the significance of the Great Fire of Newcastle/Gateshead.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place the Great Fire of Newcastle/Gateshead on a timeline.</li> <li>• I know when the Victorian period was.</li> </ul>	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Explosion</li> <li>• Gateshead</li> <li>• Newcastle</li> <li>• River Tyne</li> <li>• High Level bridge</li> <li>• Railway</li> </ul>
<b>Year Group</b>	<b>Term</b>	<b>Unit</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>	<b>Chronological Understanding</b>	<b>Vocabulary</b>
<b>2</b>	<b>3</b>	<b>Isaac Newton</b>	<ul style="list-style-type: none"> <li>• I understand how important written evidence is in the study of history.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that Isaac Newton was born in the Stuart period.</li> <li>• I can explain key events in the life of Isaac Newton, including his scientific discoveries.</li> <li>• I can explain how Newton's discoveries changed how people think about the world.</li> <li>• I can explain how Newton's experiences and friends helped shape his life.</li> </ul>	<ul style="list-style-type: none"> <li>• I can order events in Isaac Newton's life chronologically.</li> </ul>	<ul style="list-style-type: none"> <li>• Isaac Newton</li> <li>• Stuart</li> <li>• College</li> <li>• University</li> <li>• Plague</li> <li>• Professor</li> <li>• Royal Society</li> <li>• Knighted</li> <li>• Royal Mint</li> </ul>

				<ul style="list-style-type: none"> <li>I can explain some of the ways Newton shared his discoveries with the world.</li> <li>I can explain how science and scientists are different today to the 17th century.</li> </ul>		
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<b>3</b>	<b>1</b>	<b>Stone age to Iron Age</b>	<ul style="list-style-type: none"> <li>I can explain how archaeologists use artefacts to learn about the past.</li> <li>I can explain some of the methods archaeologists use to find out about the past.</li> <li>I can explain why Star Carr is an important archaeological site.</li> <li>I can use a variety of sources to answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>I know what the term 'prehistory' means.</li> <li>I know that the Stone Age can be split into three different time periods.</li> <li>I can describe the main features and developments of each of the eras of prehistory</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</li> <li>I know that prehistory spans millions of years.</li> </ul>	<ul style="list-style-type: none"> <li>Prehistory</li> <li>Archaeologist</li> <li>Archaeology</li> <li>Palaeolithic</li> <li>Mesolithic</li> <li>Neolithic</li> </ul>



<b>3</b>	<b>2</b>	Invaders and Settlers: Romans	<ul style="list-style-type: none"> <li>I can consider different points of view about a historical event.</li> <li>I can study different accounts of a historical figure and suggest why they are different.</li> <li>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why and how the Romans invaded Britain.</li> <li>I know that Celts were living in Britain at the time of the Roman invasion.</li> <li>I can describe what life was like in Celtic Britain.</li> <li>I can describe the events surrounding Boudicca's revolt.</li> <li>I can describe some of the technological advances that the Romans brought to Britain.</li> <li>I can suggest how Britain might be different today if the Romans had never invaded.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past.</li> <li>I can place the Romans on a timeline.</li> <li>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</li> </ul>	<ul style="list-style-type: none"> <li>Invade</li> <li>Settle</li> <li>Roman Empire</li> <li>Emperor</li> <li>Revolt</li> </ul>
<b>Year Group</b>	<b>Term</b>	<b>Unit</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>	<b>Chronological Understanding</b>	<b>Vocabulary</b>
<b>3</b>	<b>3</b>	The Railway Revolution (link to George Stephenson and Newcastle – local)	<ul style="list-style-type: none"> <li>I can use a timeline of transport in the Industrial Revolution to generate questions I want to find the answer to.</li> <li>I can use a graph showing the number of passengers using railways since 1830 to infer understanding.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how people travelled before the Industrial Revolution, and some of the challenges this presented.</li> <li>I can explain what the Industrial Revolution was and the impact it had on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the Industrial Revolution took place.</li> <li>I can explore key events on a timeline of the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Revolution</li> <li>Wagonway</li> <li>Robert Stephenson</li> <li>Steam engine</li> <li>Rainhill trials</li> </ul>

			<ul style="list-style-type: none"> <li>• I can read a newspaper article from 1863 to find out about the opening of the London Underground.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how the Industrial Revolution increased the need for more efficient transportation.</li> <li>• I know that iron tracks were first used for horses and carts.</li> <li>• I know how developments during the Industrial Revolution allowed trains to develop.</li> <li>• I can explain how the railway changed people's lives in Britain.</li> <li>• I can explain when and why the London Underground was built.</li> <li>• I can explain how the London Underground changed the lives of people in London.</li> <li>• I can explain how electricity revolutionised Britain's railways.</li> </ul>		
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4	1	The Indus Valley	<ul style="list-style-type: none"> <li>● I know that knowledge of the Indus Valley is limited to archaeological evidence because no one has been able to decode their writing.</li> <li>● I can match maps of the Indus Valley to photos of excavated remains.</li> <li>● I can use photos of Indus Valley artefacts to infer information about the Indus Valley civilisation.</li> <li>● I can use reasoning and historical evidence to suggest reasons for the decline of the Indus Valley civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare features of the Indus Valley civilisation with Stone Age and Bronze Age in Britain.</li> <li>● I know that the Indus Valley civilisation had four different eras and that each had different characteristics and developments.</li> <li>● I can name some Indus Valley settlements and explain their features.</li> <li>● I can identify some key historical events that might have affected excavations of the Indus Valley sites.</li> <li>● I know that the Indus Valley developed the world's first sanitation systems.</li> <li>● I can describe some of the features of Indus Valley settlements.</li> <li>● I know that trading was very important to the Indus Valley civilisation.</li> <li>● I can describe some of the technological achievements</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain what BCE and CE mean on a timeline.</li> <li>● I can place the Indus Valley on a timeline.</li> <li>● I know that the Indus Valley civilisation took place at the same time as the Stone Age and Bronze Age in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>● Indus Valley</li> <li>● Excavation</li> <li>● Mohenjo-Daro</li> <li>● Mesopotamia</li> <li>● Trade</li> <li>● Merchant</li> <li>● Before Common Era</li> <li>● Common Era</li> </ul>

				<p>of the Indus Valley, such as weighing scales.</p> <ul style="list-style-type: none"> <li>I can explain some of the theories behind the collapse of the Indus Valley civilisation.</li> </ul>		
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<b>4</b>	<b>2</b>	<b>Anglo-Saxons, Picts and Scots</b>	<ul style="list-style-type: none"> <li>I can explain some of the ways archaeologists choose which sites to excavate.</li> <li>I know that there are questions about the past that have not yet been decisively answered by historians.</li> <li>I can use artefacts to support my ideas about who was buried at Sutton Hoo.</li> <li>I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</li> <li>I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I know who the Anglo-Saxons were and where in Europe they came from.</li> <li>I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</li> <li>I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</li> <li>I can write my name using the Ogham alphabet.</li> <li>I can explain how Christianity came to Britain</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Anglo-Saxons on a timeline.</li> <li>I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</li> <li>I know when Christianity came to Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Sutton Hoo</li> <li>Anglo-Saxons</li> <li>Picts</li> <li>Scots</li> <li>Conquer</li> <li>Pagan</li> </ul>

			<ul style="list-style-type: none"> <li>I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</li> <li>I know that I need to think critically about a historical source in order to assess its reliability</li> </ul>			
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<b>4</b>	<b>3</b>	<b>Children in WW2</b>	<ul style="list-style-type: none"> <li>I can use what I already know about WW2 to generate questions I want to find the answers to.</li> <li>I can use photographs to suggest what has happened.</li> <li>I can use photographs to infer understanding about what WW2 was like.</li> <li>I can use propaganda to find out about life during the war.</li> <li>I can read quotes from Anne Frank's diary to gain insight into what life was</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the basic facts of WW2, such as key events, which countries fought on which side and when it took place.</li> <li>I can explain what the Blitz was, why it happened and what Britain did to defend itself.</li> <li>I know what evacuation was and can explain some of the arguments for and against it.</li> <li>I know what rationing was, why it was necessary and how it impacted people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>I know when the World Wars took place.</li> <li>I can place both World Wars on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Decade</li> <li>World War I</li> <li>World War II</li> <li>Blitz</li> <li>Air raid</li> <li>Anderson shelter</li> <li>Blackout</li> <li>Evacuation</li> <li>Evacuee</li> <li>Rationing</li> <li>Holocaust</li> <li>Anne Frank</li> <li>Nazi</li> </ul>

			like for Jews during the war.	<ul style="list-style-type: none"><li>• I can identify foods that would and wouldn't have been available during WW2.</li><li>• I know what the Holocaust was and who was targeted by the Nazis.</li><li>• I know the story of Anne Frank.</li><li>• I can suggest what life was like for ordinary people in Britain during WW2.</li></ul>		
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5	1	<b>Who were the ancient Greeks?</b>	<ul style="list-style-type: none"> <li>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</li> <li>I can identify the difference between primary and secondary sources of information.</li> <li>I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths</li> </ul>	<ul style="list-style-type: none"> <li>I can describe some features of each of the periods in the ancient Greek civilisation.</li> <li>I know that ancient Greece was made up of independent city states.</li> <li>I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> <li>I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.</li> <li>I can compare and contrast the city states of Athens and Sparta.</li> <li>I can name some of the major ancient Greek gods and explain each one's characteristics.</li> <li>I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena.</li> </ul>	<ul style="list-style-type: none"> <li>I can arrange key civilisations in world history chronologically.</li> <li>I can name the periods in the ancient Greek civilisation and order them on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece</li> <li>Minoan age</li> <li>Mycenaean age</li> <li>Dark age</li> <li>Classical period</li> <li>Archaic period</li> <li>Athens</li> <li>Sparta</li> <li>Peloponnesian</li> <li>Hellenistic period</li> <li>Polis (city states)</li> <li>Oligarchy</li> <li>Democracy</li> <li>Primary source</li> <li>Secondary source</li> <li>Olympia</li> <li>Olympians</li> </ul>

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5	2	Vikings vs Anglo Saxons	<ul style="list-style-type: none"> <li>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</li> <li>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</li> <li>I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country</li> </ul>	<ul style="list-style-type: none"> <li>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</li> <li>I can describe the reasons and events surrounding the Viking invasions.</li> <li>I can describe what the Danelaw was.</li> <li>I know who King Alfred was and why he was dubbed 'the Great'.</li> <li>I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</li> <li>I can explain in detail the events surrounding the Battle of Hastings in 1066.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what Britain was like before the arrival of the Vikings.</li> <li>I can use dates with increasing fluency to describe historical events and eras.</li> </ul>	<ul style="list-style-type: none"> <li>Vikings</li> <li>Peace treaty</li> <li>Danelaw</li> </ul>



				<ul style="list-style-type: none"> <li>I have an increasing understanding of the struggle for power and how this changed England.</li> <li>I can explain how England became a unified country</li> </ul>		
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5	3	The Changing Role of Women	<ul style="list-style-type: none"> <li>I can identify how the roles of women in society from ancient times to the Renaissance changed.</li> <li>I can find out about women's roles in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> centuries.</li> <li>I can find out how women's lives changed with different societal changes.</li> <li>I can find out what the roles of women were during the First World War.</li> <li>I know what feminism is.</li> <li>I can use primary and secondary sources to find out how the lives of women changed during the 1950s.</li> </ul>	<ul style="list-style-type: none"> <li>I know that women's rights and roles varied in ancient civilisations.</li> <li>I will explore women's positions in medieval and Renaissance Britain.</li> <li>I can describe some of the strict social etiquette rules that Victorian women had to abide by.</li> <li>I know the Suffragettes campaigned in different ways for women's right to vote.</li> <li>I can explain how the roles of women changed when WW1 broke out.</li> <li>I can use a timeline to recap the changes that took place up to 1928 regarding the role of women.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a timeline to show the changes of the role of women across different periods.</li> <li>I can order key events in the history of women's rights chronologically.</li> <li>I can recall major events, dates and people which impacted women's rights.</li> </ul>	<ul style="list-style-type: none"> <li>Rights</li> <li>Roles</li> <li>Patriarchy</li> <li>Suffrage</li> <li>Second-wave feminism</li> </ul>

- I can consider the inequality between girls and boys being rewarded differently for the same task from the 1960's to 1970's.
- I can describe and explain how the Ford Dagenham strikes changed the laws relating to women's pay, work and education.
- I can compare and contrast how the roles and rights of women have changed from ancient times to today.
- I can recall major events, dates and people.
- I will consider whether men and women are equal today, both in Britain and around the world.

Year Group	Term	Unit	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
6	1	<b>The Kingdom of Benin</b>	<ul style="list-style-type: none"> <li>I know that oral histories can be corrupted over time and that they are not always objective.</li> <li>I know that historians do not always agree on what an artefact was used for.</li> <li>I can read oral histories to explore the Kingdom of Benin.</li> <li>I can critically analyse oral histories about the Kingdom of Benin.</li> <li>I can use increasingly complex historical texts to find out about the past.</li> <li>I am aware that historical sources should be analysed for their trustworthiness.</li> <li>I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin</li> </ul>	<ul style="list-style-type: none"> <li>I know that very few artefacts survived from the Kingdom of Benin.</li> <li>I know that most of what historians know about the Kingdom of Benin derives from stories.</li> <li>I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns.</li> <li>I can describe some of the features of everyday life in the Kingdom of Benin.</li> <li>I know that the slave trade was an important part of the economy in the Kingdom of Benin.</li> <li>I can name some of the commodities that were imported and exported from the Kingdom of Benin.</li> <li>I can explain how the Benin army played an important part in the growth and development of the empire.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Kingdom of Benin on a timeline.</li> <li>I can place the different eras of the Kingdom of Benin on a timeline.</li> <li>I can match the Kingdom of Benin to events happening in Britain at the same time.</li> <li>I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers.</li> </ul>	<ul style="list-style-type: none"> <li>Benin</li> <li>Edo</li> <li>Oba</li> <li>Colonialism</li> <li>Colonise</li> <li>Era</li> <li>Oral history</li> <li>Slavery</li> <li>Trade</li> <li>Golden Age</li> <li>Civil war</li> <li>Punitive Expedition</li> </ul>

Year Group	Term	Unit	Historical Enquiry	Historical Understanding	Chronological Understanding	Vocabulary
6	2	<b>Medicine and Disease</b>	<ul style="list-style-type: none"> <li>I know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated.</li> <li>I can generate questions about an artefact and generate a hypothesis about what the object was used for</li> </ul>	<ul style="list-style-type: none"> <li>I can explain reasons why the Kingdom of Benin declined.</li> <li>I can explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries.</li> <li>I can explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc.</li> <li>I can explain how attitudes towards health and disease have changed over time, and give reasons for this.</li> <li>I can explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times.</li> <li>I can place key historical periods on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Miasma</li> <li>Four humours</li> <li>Plague</li> <li>Stuart period</li> </ul>

				<ul style="list-style-type: none"> <li>• I know that the NHS began in 1948 and that the Ministry of Health was set up in 1919.</li> <li>• I can explain many of the changes that were made to medical care in the 20th and 21st centuries.</li> <li>• I know that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated.</li> </ul>		
<b>Year Group</b>	<b>Term</b>	<b>Unit</b>	<b>Historical Enquiry</b>	<b>Historical Understanding</b>	<b>Chronological Understanding</b>	<b>Vocabulary</b>
<b>6</b>	<b>3</b>	Leisure and Entertainment	<ul style="list-style-type: none"> <li>• I can use photographs and films to explore how people used their leisure time during the Edwardian period.</li> <li>• I can use my own experiences and popular culture to explore how film and television influence people.</li> <li>• I can use a variety of sources to answer enquiry-style questions about changes to leisure activities.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how laws passed in the Victorian era caused a major increase in leisure time.</li> <li>• I can suggest how leisure activities differed between the rich and poor during the Edwardian era.</li> <li>• I can match causes and effects to show how leisure time and activities were affected by the world wars.</li> <li>• I can explain why large public events started happening more after the war.</li> </ul>	<ul style="list-style-type: none"> <li>• I can state the start date of the 20th century.</li> <li>• I know when the Edwardian era took place.</li> </ul>	<ul style="list-style-type: none"> <li>• Edwardian</li> <li>• Leisure</li> <li>• Entertainment</li> <li>• Pastimes</li> <li>• Cause</li> <li>• Effect</li> </ul>

			<ul style="list-style-type: none"><li>• I can study a range of sources to build up a picture of aspects of leisure and entertainment in the twentieth century.</li></ul>	<ul style="list-style-type: none"><li>• I can describe how trends in music and dancing have changed since the 1940s.</li><li>• I can explain ways in which people in Britain have been influenced by film and television.</li><li>• I can describe how seaside holidays have changed since the Edwardian era.</li><li>• I can explain broad causes and effects to describe changes in how people spend their leisure time.</li></ul>		
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