

Stanley Grove Primary and Nursery Progression Grid

Progression of skills, knowledge and vocabulary in History

Chronological Understanding

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to sequence events within their lives with support.</p>	<p>Begin to more independently sequence events in their own life and begin to sequence artefacts, objects and images.</p>	<p>With support, sequence artefacts closer together in time and begin to gain independence. Begin to sequence events on a timeline.</p>	<p>Sequence several events and/or artefacts within the period studied on a timeline.</p>	<p>Place events from periods studied on timelines with accuracy and confidence.</p>	<p>Be able to sequence over 10 events accurately on a timeline, using research gathered to enhance the detail.</p>	<p>Confidently sequence over 10 events accurately on a timeline, using independent research to enhance the detail. Place current study on timeline in relation to other studies.</p>
<p>Begin to engage with history through stories, beginning to understand main setting, events and characters and sequence this with support.</p>	<p>Continue to use stories to develop ability to sequence and retell. Sequence photographs from different periods of their life. Match objects to people of different ages.</p>	<p>Continue to use stories and confidently sequence and retell. Describe memories of key events in their lives and the lives of others.</p>	<p>Begin to use dates and historical terms with support.</p>	<p>Date events with increasing confidence, using terms related to the period.</p>	<p>Use specific and appropriate labels for different periods.</p>	<p>Confidently and independently apply specific labels for different periods.</p>
<p>With support, begin to discuss past and present events in their own lives and in lives of family members.</p>	<p>With encouragement, discuss some similarities and differences modern day life and the period of study.</p>	<p>Begin to understand similarities and differences between modern day life and the period of study. Begin to show understanding and sympathy.</p>	<p>With some support, identify similarities and differences between modern day life and the period of study. Begin to compare and contrast. Show understanding and sympathy.</p>	<p>Independently identify similarities and difference between modern day life and the period of study, as well as linking to other periods of study. Begin to compare and contrast with more confidence. Begin to show empathy.</p>	<p>Confidently identify similarities and differences between modern day life and the period of study, as well as linking to other periods of study. Compare and contrast with confidence, showing empathy.</p>	<p>Confidently identify similarities and differences between modern day life and the period of study, as well as linking to other periods of study. Compare and contrast with confidence, showing maturity in thought and confidently applying empathy consistently when considering and justifying viewpoints.</p>

Be encouraged to use everyday language related to time.	Begin to use common words and phrases relating to the passing of time, using a wide vocabulary of everyday historical terms.	Confidently use common words and phrases relating to the passing of time, beginning to encounter more historical vocabulary.	Begin to understand and apply more complex terms e.g. BC and AD.	Understand and apply more complex terms, including alternatives e.g. CE and BCE.	Make comparisons between different times in the past.	Use relevant dates and terms from previous years, applying them with independence and confidence.
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Chronological Understanding Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Vocabulary associated with everyday routines: Now Then Next Today Tomorrow	Past, present and future Time order Here, then and now Today/ yesterday/ tomorrow Day/ week/ month/ year A long time ago Old and new Timeline	Date/time order Recent Memory Lifetime Remember x years ago	BC and AD Ancient Modern Chronological order/ Chronology	BCE and CE Decade Century	Era Period Impact	Legacy Significance Continuity Extent of change/ continuity

Knowledge and Understanding of Changes in the Past

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
With support, pupils begin to look closely at similarities, differences, change. They begin to identify patterns.	Begin to recognise the difference between past and present in their own lives and the lives of others.	With support, understand why people did things, why events happened and the consequence/impact of the events.	With more confidence, ask and find out why events happened and why people did things, learning increasingly more about the everyday lives of people in the time studied.	Use evidence to reconstruct life in the time studied, beginning to identify differences within cultures.	Study different aspects of different people including differences between men and women.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
With support, begin to develop understanding of growth, decay and changes over time.	Be able to recall and recount stories and stories about the past.	Begin to identify differences between ways of life at different times.	Begin to compare lives of people within the periods studied with our lives today.	With support, compare and contrast the lives of people within the period studied with modern day life, understanding and recalling key features and events of the time studied.	Confidently compare and contrast the lives of people within the period studied with modern day life, more deeply examining and exploring key features of the time studied.	Independently explore cause and effect, thoroughly support explanations with a wide range of evidence. Link knowledge gained from different periods.
	With support, begin to understand some changes within living memory, beginning to identify changes in national life.	With more confidence and independence, understand changes within living memory, identifying changes in national life.	With support, begin to identify reasons for and results of people's actions, attempting to understand the motives of people living in the time.	Look for links and effects in the time studied, offering reasonable explanations with some evidence.	With confidence, identify links and use a range of evidence to support justifications.	Know key dates, characters and events of times studied and empathise with their motives and adversity.

Knowledge and Understanding of Changes in the Past Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Vocabulary associated with everyday routines: Now Then Next Today Tomorrow	Change Same Different National Calendar The older generation Memories Living memory Photograph/ camera Drawing	Similarities Differences Diary Newspaper Letters Recount Period Object	Compare Identify Account Artefact Archaeologist Myths and legends Paintings Witness	Contrast Consider Reconstruct Inscription The Bayeux Tapestry	Examine Study Imagine Compare and contrast Hoard Ruins	Empathise Reflect Motive Relics Hieroglyphics

History Study within our Locality

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Similarities and Differences in Our Local Area.	Local Hero: Navvies Focus: Canals	Local Hero: William Hammond Bartholomew Focus: Mining	Local Hero: Varied (Sportspeople e.g. Brownlee Brothers and Nicola Adams) Focus: Scarborough and Wakefield.	Local Hero: Henry Moore Focus: Yorkshire and Sculpture	Local Hero: Nellie Splinder Focus: WW1	Local Hero: Charles Waterton
<p>With support, begin to discuss past and present events in their own lives and in lives of family members.</p> <p>With support, pupils begin to look closely at similarities, differences, change. They begin to identify patterns.</p> <p>In understanding the world, I will show knowledge about similarities and differences in relation to our local area.</p>	<p>Begin to learn about what a hero is and what makes a hero.</p> <p>Visit Standedge Tunnel</p> <p>Learn why and how canals were made.</p> <p>Understand some different ways which we can find out about the past (photographs, maps).</p> <p>Learn about canal boat decorations – castles and roses.</p> <p>Understand how transport has changed over time: Talk to older family / friends about transport they used and look at photos from the past (family cars /trips on buses /trains).</p> <p>Undertake a local visit to Stanley Ferry and Stanley Marsh.</p>	<p>Confidently explain what a hero is and what makes a hero.</p> <p>Focus study around Mining in the local area (Wakefield).</p> <p>Invite local miners to talk to children in class – (link to Class 5 work on Mining in the local area).</p> <p>Learn about the ‘Mining Wheel’.</p> <p>Study significant people from our locality where possible. For example, Bartholomew.</p> <p>Study mining in the areas of the Aire and Calder.</p> <p>Use these studies to compare aspects of life in different periods.</p> <p>Use knowledge about canals from Year 1 to support learning about Tom Puddings.</p> <p>Locate coal mines and how the coal was transported.</p> <p>Learn why coal was so important to this area.</p>	<p>Begin to compare and contrast heroes and identify different ways in which people can be heroes.</p> <p>Explain the key characteristic features of Wakefield and Scarborough today.</p> <p>Analyse both Wakefield and Scarborough to examine the similarities and differences between them.</p> <p>Research and explain giving reasons why the coastal town of Scarborough became so popular.</p> <p>Examine the effects of coastal erosion on Scarborough making reference to the Holbeck Hotel landslide in 1993.</p> <p>Produce a newspaper report about the Holbeck Hotel landslide in 1993 making sure to include the key features such as the 5w’s, witness quotes and appropriate images.</p> <p>Class trip to Scarborough look at coastline, explore coastal erosion and how this has changed the</p>	<p>Confidently compare and contrast heroes, understanding the different ways in which people can be heroes.</p> <p>Learn about important people in our local area who we might call ‘heroes’, including famous people e.g. Henry Moore and Barbara Hepworth but also non-famous people who are ‘heroes’ in the local area.</p> <p>Meet a real-life hero with a visit from RAF officers who live in our local area.</p> <p>Use websites to research and then write a biography of Henry Moore.</p> <p>Find out who Henry Moore was and why he is so famous.</p> <p>Understand why Yorkshire was a great source of inspiration for Henry Moore and Barbara Hepworth.</p> <p>Learn about the history of Henry Moore’s artwork and legacy and</p>	<p>Begin to understand the legacy and impact of heroes and consider their importance to society.</p> <p>Gather and discuss specific vocabulary relating to the First World War, through class novel ‘War Game’.</p> <p>Conduct a depth study to understand the life and work of Nellie Spindler, a local female hero.</p> <p>Create a timeline of key events during the First World War.</p> <p>Understand the importance of the Battle of the Somme during the First World War and be able to recall key facts (and use specific vocabulary and structure when writing a historical report).</p> <p>Understand the poor conditions for which men and women lived in during the First World War (to create a diary entry from the perspective of men on the Front Line).</p>	<p>Confidently understand the legacy and impact of heroes and the contributions and changes heroes have made to society.</p> <p>Analyse Charles Waterton’s impact on the local area.</p> <p>Wakefield Museum workshop for Charles Waterton (includes, artefacts and timelines).</p> <p>Analyse Charles Waterton’s impact, using his diary entries as evidence.</p> <p>Learn about chronology and use historical vocabulary to describe the period studied and create timeline of events, including the Industrial Revolution.</p> <p>Use a variety of historical sources to find out about this time period including conducting research using various websites, Powerpoints, videos and books.</p> <p>Learn about Waterton Park, Wakefield.</p>

		Learn why William Hammond Bartholomew's inventions was so important. Visit Wakefield Coal Mining Museum.	landscape; how further erosion will change the area in years to come; how people are working to stop the erosion.	the impact he's had on the local area. Visit the Yorkshire Sculpture Park.	Collect a range of information about World War One, during visit to York Castle Museum, exploring the First World War exhibition. Understand some of the main roles men and women participated in during the First World War. Contribute to whole school Remembrance assembly for Armistice Day. Visit York Castle Museum to explore the First World War exhibition.	Write a chronological report about Charles Waterton's life and achievements. Learn how to write from another person's point of view by writing a diary as Charles Waterton arriving in Guyana. A visit to Nostell Priory to learn about orienteering and map-reading. Wakefield Museum workshop on Charles Waterton, including handling artefacts.
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History Study within our Locality Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To understand some job roles in our local community</p> <p>Job Roles: Caretaker Firefighter, Etc. Zebra Crossing Traffic Lights</p> <p>Begin to consider heroes in their lives, e.g, family members.</p>	<p>Hero Local/locality Significant Stanley James Brindley Navvies (Navigators) Canal Lock Gates Coal Aqueduct Barges Narrowboats Towpath Floats Freight Tollhouse</p>	<p>William Hammond Bartholomew Hero Invention Mine/ Mining Aire Calder Coal Canal Tom Pudding Explore Transport Invention Disaster</p>	<p>Coastal town Erosion Landslides Sea defences Sedimentary Igneous Tourism Hero/Heroine</p>	<p>Henry Moore Barbara Hepworth Hero Sculpture Bronze Stone Artist/ Sculptor Royal Air Force Topographical features Yorkshire</p>	<p>Land Army No-Man's Land Canary Girls Map Symbols Staff Nurse (During the First World War) Trenches (During the First World War) Recruitment/ Enlist Sentries</p>	<p>Wakefield/ Yorkshire/ United Kingdom Charles Waterton/ Waterton Park Industrial Revolution South America/ Guyana Industrial Revolution Biomes/ Climate zones/ Vegetation belts Conservation Orienteering</p>

Historical Interpretation and Enquiry

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Show curiosity about stories and people. Mark-make using the topic as inspiration.</p> <p>Begin to ask and answer 'how' and 'why' questions in response to stories or events, with scaffolds from the teacher.</p> <p>Be aware that information can be collected from books. Handle objects and look at pictures.</p>	<p>With support, pupils begin to distinguish between fact and fiction through the use of stories.</p> <p>With support, pupils consider the stories of adults when they talk about the past.</p> <p>With support, pupils find answers to simple questions about the past.</p> <p>Handle artefacts and look at pictures.</p>	<p>With support, pupils begin to compare two versions of an event in the past through, for example, comparing pictures/ photographs of people or events in the past.</p> <p>Begin to discuss the trustworthiness of evidence provided, including photos, accounts and stories.</p> <p>Begin to apply simple observations e.g. Compare images of the houses in the period of the Great Fire of London and modern day, identifying the differences, considering reasons why.</p> <p>Handle and explore a wider range of sources. E.g. read extracts of Samuel Pepys' diary entries.</p>	<p>Begin to identify and give reasons for different ways in which the past is represented.</p> <p>Start to distinguish between different sources, beginning to compare different versions of the same story.</p> <p>Begin to apply previous historical knowledge with support</p> <p>Use a range of sources to find out about a period, beginning to observe smaller details, considering what the sources really tell us. With support, understand the difference between primary and secondary sources.</p>	<p>Consider the evidence available to develop understanding of the past.</p> <p>Begin to evaluate the usefulness of different sources. Begin to consider bias e.g. The Bayeux Tapestry.</p> <p>With support, apply previous historical knowledge.</p> <p>Use evidence to build up a picture of a past event with support, beginning to reconstruct events. Begin to gather evidence to support points. Begin to understand primary and secondary sources more independently.</p>	<p>Compare and contrast accounts of events from different sources, including fact and fiction.</p> <p>Consider and provide some reasons for different versions of events, considering different perspectives.</p> <p>With increasing confidence, apply previous historical knowledge. Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event, selecting and using a range of sources, including the internet and reference books with increasing confidence. Distinguish between primary and secondary sources.</p>	<p>Link sources and begin to understand how conclusions were made.</p> <p>Consider the limitations of interpretations, distinguishing fact, fiction and opinion. Consider bias with confidence, understanding that different evidence will lead to different conclusions.</p> <p>Confidently apply relevant previous historical knowledge and use this to further understanding of the period studied.</p> <p>Confidently and independently use a range of sources, including the internet and reference books with increasing confidence. Confidently recognise and identify primary and secondary sources, using a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account.</p>

Ask 'Why?'	Begin to ask questions to develop understanding.	Begin to ask questions to find out more information.	Ask questions, beginning to guide own research, selecting and recording information relevant to the study. Begin to use a range of sources, including the internet and reference books to find this information.	Ask a variety of questions to develop understanding and guide research. Use a range of sources, including the internet and reference books to find information with some support.	Generate detailed questions to find out more specific, relevant information.	Identify gaps in knowledge and suggest ways to find out more. Generate well-considered, detailed questions to find out more information and challenge information provided, scrutinising the sources.
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Historical Interpretation and Enquiry Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Why? Books	Question Clue What/ when/ where/ who/why? Objects	What/ when/ where/ who/ why/ how? Research Fact/opinion Detective Historian Experts Historical objects	Sources Cause and effect Interpret Investigate Reference book Internet Artefacts	Sources Archaeologist/ archaeology Excavate Enquiry Evidence Accuracy Perspective On the one hand.../ On the other hand...	This source suggests that... Some people believe that... Motive One-sided Primary and secondary source Variety of sources	Reliability Consequence Primary and secondary evidence Difference in experiences I can infer that... This source omits to mention... Purpose Mistake Bias

Specific Areas of Study 1

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Ongoing similarities, Differences, Patterns and Changes	Toys	The Great Plague and The Great Fire of London	Ancient Greece: A study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	Changes in Britain from the Stone Age to the Iron Age
Children begin to discuss orders and sequences familiar events. Children enjoy joining in with family customs and routines. Children look closely at similarities, differences, patterns and change.	Experience and explore a range of secondary sources to investigate changes in their own lives and the way of life of their family or others around them. Learn about the past from looking at toys and photos from different periods. Look at family trees and pictures, photographs from the past, including	Learn about how the plague came to England. Look at the beliefs of people at the time. Find out what historical sources provide evidence about the Great Plague. Learn about changes in keeping healthy and personal hygiene, knowing how germs spread.	Investigate and understand the impact of Ancient Greece, using a wide range of sources. Participate in an Ancient Greece workshop. Place events, people and changes into chronological order on a timeline. Understand specific characteristic features of Ancient Greece, including the ideas, beliefs, attitudes	Experience and explore a wide range of secondary sources to investigate the Roman Empire and its impact on Britain. Understand Julius Caesar's attempted invasion in 55-54 BC. Learn about the Roman Empire by AD 42 and the power of its army. Learn about successful invasion by Claudius	To study map work for Anglo-Saxon and Scottish invasion. To understand how some place names in the local area have been formed from the Anglo-Saxon language. Experience and explore a wide range of secondary sources to investigate how British society was affected by	Experience and explore a wide range of secondary sources to investigate changes in Britain from the Stone Age to the Iron Age. Learn how archaeologists use aerial photos to identify buried prehistoric sites. Wakefield Museum workshop for Stone Age and Iron Age (includes

<p>photographs from their own families.</p> <p>Choose an aspect to focus on, for example, toys or homes that reveal aspects of change in national life.</p> <p>What toys did my parents/ grandparents have when they were children? How does this compare?</p> <p>Interview family or friends to learn about changes to toys through living memory.</p> <p>Find facts about toys from the past using websites.</p>	<p>Learn how we now treat disease and how these were discovered.</p> <p>Explore the signs and symbols used during the plague.</p> <p>Begin to empathise with people who lived throughout the Great Plague and The Great Fire of London and understand some of the choices that they would have had to make.</p> <p>Learn about how the Great Fire of London started, continued and ended.</p> <p>Explore why the fire spread quickly. Link to fire safety.</p> <p>Create a map of the areas affected by the fire.</p> <p>Explore more about / know more about The Great Fire of London.</p> <p>Read and explore the diary of Pepys and create own diary entries.</p>	<p>and experiences of men, women and children in the past.</p> <p>Use Greek artefacts, asking questions about these items determining their use and importance.</p> <p>Identify Greece on a world map and show using an appropriate key how far Ancient Greek civilisation stretched across the world.</p> <p>Explore the importance of the ancient Parthenon temple, situated on the Athenian Acropolis.</p> <p>Write a recount about our Class trip using dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD.</p> <p>Explore a range of Greek myths including Jason and the Golden Fleece and Theseus and Minotaur, using the class novel 'Who let the Gods out' to write myths.</p> <p>Explore the different Gods and Goddesses which Ancient Greeks believed in, explain what they were responsible for and from this create own God/Goddesses.</p> <p>Make replica Ancient Greek pottery ensuring that our designs tell us something about the time period.</p>	<p>and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Create timelines to be able to place 'Roman Britain' in history and use dates and historical vocabulary to describe the period studied.</p> <p>Learn and write about the invasion on Britain by the Romans (first understanding – who were the Romans?).</p> <p>Learn about key events and people during this time period and undertake an in-depth study of how British society was affected by Roman invasion and settlement.</p> <p>Understand characteristic features of the period / society studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>Learn how to read Roman Numerals.</p> <p>Use maps to study the spread of the Roman Empire.</p>	<p>Anglo-Saxons and Scots settlements.</p> <p>Anglo-Saxon areas of study: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>Take on the role of an archaeologists, analysing Anglo-Saxon artefacts to see how artefacts can give clues in history.</p> <p>Study Anglo-Saxon village life: to create a detailed and labelling illustration of an Anglo-Saxon Village.</p> <p>Create an information leaflet about an area of Anglo-Saxon life, including their influence on religion.</p> <p>Study the invasion of the Anglo-Saxons in Britain.</p> <p>Analyse Anglo-Saxon influences on British religion and towns, including road and street names.</p>	<p>use of artefacts and timelines)/</p> <p>Learn about Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Study this, considering what can be learnt from life in the Stone Age. Learn about the location of other ancient settlements and stones.</p> <p>Study Bronze Age religion, technology and travel, for example, Stonehenge. Consider why this was built.</p> <p>Learn about Iron Age hill forts: tribal kingdoms, farming, art and culture.'</p> <p>Look at how the geography of the British Isles has changed since the Stone Age.</p> <p>Arrange events from this period in chronological order.</p> <p>Know about people from the past including the first people in Britain.</p> <p>Learn about the lives of people living in the stone age and discover what evidence and artefacts there are about them.</p> <p>Understand why the people stopped using stone as their main tool.</p>
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				Study and handle real artefacts from Wakefield Museum and understand what these objects teach us about the past. Enjoy reading Roman legends such as 'Romulus and Remus'.	Use maps to prove that Anglo-Saxons invaded areas of Britain (looking for Anglo-Saxon influences). Create an Anglo-Saxon village, relating to clues from Anglo-Saxon artefacts.	Learn about the different 'Ages' (Bronze and Iron Age). Consider where the evidence has come from. Write a report (include a glossary), focus on houses, tools and food.
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Specific Areas of Study 1 Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Toys	The Great Plague and The Great Fire of London	Ancient Greece: A study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	Changes in Britain from the Stone Age to the Iron Age
Continued: To understand some job roles in our local community Job Roles: Caretaker Firefighter, Etc. Zebra Crossing Traffic Lights Begin to consider heroes in their lives, e.g, family members.	Toys Family tree Dolls Spinning top Marbles Whip and top Rag doll Teddy bear Rocking horse Building blocks Diablo Yo-yo Cup and ball Jack in the box Toy soldiers Toy ship Board games Parents/ grandparents/ great grandparents Inventions Materials/ wood/plastic Older generation Queen Victoria Victorian	London The Plague Disease Great Fire of London Samuel Pepys Christopher Wren Architect St Paul's Cathedral Epidemic Germs Natural Disaster Rats Bubonic Cure Remedy Herbal Bribe Corpse Emergency Spread Flammable Fire hooks Fire buckets Bakery Wood oven Axes Gun powder Destroye	Ideas Beliefs Attitudes Experiences Myths and legends Philosopher Alexander the Great Aristotle Civilisation Republic Senate Acropolis Parthenon Fibulas Leonidas Athenian Temple Gods/goddesses Slave	Rome/ Roman Celts Tribes Empire Invasion Settlement Resistance Revolt Conquer/ conquest Rebellion Numerals Julius Caesar Boudica Emperor Claudius Romulus and Remus Britannia Gaul London/ Londinium Colchester Hadrians' Wall/ Antonine Wall Hillforts Villa Legion/ legionnaire Centuries/ centurion Forum Barbarians Gladiator	The Angles The Saxons Jutes Frisians Scots Anglo-Saxon Job Roles: Tanner/ Weaver/ Jeweller/ Woodworker/ Potter King Vortigen Hengest and Horsa Lindisfame Priory Canterbury Church	Bronze Age Iron Age Palaeolithic Mesolithic Neolithic Hunter-gatherer Forage Wattle Daub Flint Tribal Hillfort Skara Brae Stonehenge Prehistoric Roundhouse Celts Druids

Specific Areas of Study 2

		Year Two	Year Three	Year Four	Year Five	Year Six
		Explorers	A Local History Study: To study locality of Stanley, including transport links and key figures	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history: A study of the Mayan civilization c. AD 900	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: A depth study of Ancient Egypt
		<p>Study the life and work of Christopher Columbus, including his discovery of St. Lucia (linked to Geography).</p> <p>Understand Columbus's contribution to National and International achievements.</p> <p>Compare and contrast Columbus's achievements to Neil Armstrong's journey to the Moon.</p> <p>Understand where people go exploring and what their journey looks like compared to description of it.</p> <p>Learn about the different methods of explorations.</p>	<p>Understand the features of the Victorian period.</p> <p>Learn about the key characteristic features of Wakefield's Victorian past, using a range of sources.</p> <p>Research and explain what buildings were like in Wakefield, paying attention to the specific features of the family home during the Victorian period.</p> <p>Understand what both adults and children's lives were like in terms of work, school, games, toys and clothing for this period. Investigate how the local area has changed in relation to transport and its links with a focus on the first railways.</p> <p>Experience and explore a wide range of secondary sources to investigate the history of the local area.</p> <p>Study the impact of changes in work and transport on the lives of men, women and children from different sectors of society. For example, child labour in Victorian Britain in our locality (Stanley coal</p>	<p>Experience and explore a wide range of secondary sources to investigate the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Use maps to look at Viking homelands and settlements.</p> <p>Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Further Viking invasions and Danegeld Anglo-Saxon laws and justice.</p> <p>Edward the Confessor and his death in 1066.</p> <p>Create a timeline of events for the Viking period in Britain.</p> <p>Learn when and where the Vikings came from and why they raided Britain.</p> <p>Use maps to locate where they travelled</p>	<p>The Ancient Maya settled in South America. Closely link this to Geography.</p> <p>Create a timeline for the Ancient Maya.</p> <p>Study different aspects of the Maya: homes, clothing, women, children, jobs, nobles etc.</p> <p>Understand Maya hieroglyphs.</p> <p>Create a short report, 'Who Were the Ancient Maya and What Did They Do?'</p> <p>Outline key events in Maya history, using a timeline.</p> <p>Find out about different areas of the Ancient Maya Civilisation. For example, clothing and culture.</p> <p>Compare and contrast similarities between social class systems in Maya times to modern day.</p>	<p>Experience and explore a wide range of secondary sources to investigate Ancient Egypt.</p> <p>Wakefield Museum workshop for Ancient Egypt (includes artefacts and timelines).</p> <p>Create timelines of events.</p> <p>When and where the Ancient Egyptians came from.</p> <p>Study Howard Carter and the significance of his discoveries.</p> <p>Learn about the life of Tutankhamun.</p> <p>Key aspects of Ancient Egyptian life including food, clothes, religion, the structure of their society and houses.</p> <p>The process of mummification and its links to beliefs about the afterlife.</p> <p>Use maths skills to solve problems about aspects of the pyramids</p>

			<p>mines), the impact of the building of the Canal and new rail networks in Wakefield.</p> <p>Find out about important figures from the past in our local area, for example, Barbara Hepworth.</p> <p>Be able to debate through presenting arguments for and against the railways.</p> <p>Research prominent people of Wakefield, such as Barbara Hepworth, and write a report about who she was, why she was famous and how she changed the local area.</p> <p>Timeline significant changes in Wakefield's history.</p> <p>Use maps to draw and plot how Stanley has changed over the last 110 years.</p> <p>Find out about the role Stanley played in the production of Rhubarb with reference to the ideal conditions it had such as suitable soil, good rainfall, supplies of soot and ash etc.</p> <p>Use past Census information to explore changes in Stanley and Wakefield over the last 110 years.</p> <p>Be able to explain how the local area has changed with a focus on railways.</p>	<p>from and where they raided and settled.</p> <p>Compare the significance of Anglo-Saxon kings during the Viking period.</p> <p>Learn who King Ethelred II was and when and why Danegeld was introduced.</p> <p>Learn about key aspects of Viking life including for example, food, clothes, religion and houses.</p> <p>Learn about how the legal system worked in Anglo-Saxon Britain (laws and justice).</p> <p>Empathise with people who lived throughout this time period and understand what life would have been like then compared to now.</p> <p>Use a variety of historical sources to find out about this time period including conducting research using various websites, applying this research to a range of formats.</p>	<p>Learn the ancient Maya craft of weaving, creating a landscape. Analyse ancient Maya artefacts.</p> <p>Design an Ancient Maya village.</p>	<p>and their numbering system.</p> <p>Empathise with people who lived throughout this time period.</p> <p>Use a variety of historical sources to find out about this time period.</p> <p>Use research to create PowerPoints about the Ancient Egyptian time period; write information reports and diary entries in Literacy.</p> <p>An overview of where and when the first civilisations appeared in Ancient Egypt. Ancient Egyptian Art, cartouches and hieroglyphs.</p>
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Undertake a local trip to Stanley (Ferry).

Specific Areas of Study 2 Vocabulary

		Year Two	Year Three	Year Four	Year Five	Year Six
		Explorers	A Local History Study: To study locality of Stanley, including transport links and key figures	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history: A study of the Mayan civilization c. AD 900	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: A depth study of Ancient Egypt
		Christopher Columbus Neil Armstrong National/ international Explore/ explorers/ exploration Voyage Discovery Map Compass Navigation Shuttle Ocean Sea Polar Space	Victorian Queen Victoria Slate and chalk Blackboard Abacus Cane Victorian period Sculpture The Rhubarb Triangle Barbara Hepworth Transport (railways) Census	Viking Battle Kingdoms Danegeld Danelaw Longboat Longhouse Norse mythology Jorvik Scandinavia Seafaring Runes The Battle of Hastings The Battle of Stamford Bridge Harald Hardrada Edward the Confessor Harold Godwinson William the Conqueror	Maya Aztec Merchant and Porter Mesoamerica Architecture Excavate Textiles Maize	Tutankhamun Mummification Howard Carter Pharaoh Dynasty Egyptologist Cartouches Hieroglyphs Pyramids Papyrus Scarab beetle Tomb River Nile

All year groups to use and contribute to the school's History timeline.