



Shelton Junior School
UKS2 History Long-Term Progression of Knowledge and Skills



	<p>Machines improved efficiency of harvest etc</p> <p>World War II Production of munitions etc in factories to support the war effort, role of women, the Home Front, the Land Army. Role of Rolls Royce in Derby, engines, planes</p>	
<p>GOVERNMENT</p>	<p>World War II (Post 1066 study) Transition of power from monarch to elected politicians The monarch leading the army as a figurehead today The role of the government during the war How did it respond to the threat of invasion? The Battle of Britain Censorship. Were there any protests? Societal change – evacuation of children</p>	<p>Ancient Greece Independent city-states that all governed themselves Different systems of government in each state (oligarchy, monarchy, democracy) How each state made decisions and contrasts between them Greece coming together to fight a common foe</p> <p>Mayan Civilization Maya city-state How societies were led and administered Role of religion in society and the state administration Contrast with Anglo Saxon Britain c 900AD</p>
<p>CULTURE</p>	<p>Local History study – Eyam (1665 Plague) The Eyam community’s decision to isolate themselves, how did they support themselves during the Plague and how did neighbouring villages help. Beliefs about the causes and treatment of the Plague – contrast knowledge at that time to today’s knowledge</p> <p>World War II How did life in Britain change during WW2? Rationing, shelters and the Blitz. Life of an evacuee child. How children would have had to grow up during WW2. Threat of invasion and its impact</p>	<p>Ancient Greece Knowledge of philosophy, democracy and some scientific elements being Greek inventions Greek myths and legends What foods Greeks grew, the Olympics Their achievements and influence on the Western world</p> <p>Mayan Civilization Beliefs, homes and way of life. Contrast with Anglo Saxon Britain c 900AD</p>

RELIGIOUS BELIEFS	<p>Local History study – Eyam (1665 Plague)</p> <p>The role of the Eyam minister during the Plague Beliefs about why the Plague had come</p> <p>World War II</p> <p>Kinderstransport – transportation of Jewish children to safety. Conscientious Objectors, Quakers – how some peoples’ religious beliefs led them to refuse to fight as a soldier on the Front line but offer support though First Aid</p>	<p>Ancient Greece</p> <p>Greece as a polytheistic culture. Jobs of priestess and priests compared to Egypt. Greek Gods – impact</p> <p>Mayan Civilization</p> <p>Mayan Gods and belief system. Contrast with Anglo Saxon Britain c 900AD</p>
TRANSPORT	<p>Local History study – Eyam (1665 Plague)</p> <p>Horse and cart – how the plague first arrived in Eyam How did people travel at this time?</p> <p>World War II (post 1066 study)</p> <p>How has transport affected the lives of people over time? What can be done now that could never be done before the transport advancements? (trains, planes and automobiles..) Kindertransport – role of Nicholas Winton (Significant individual) Role of Rolls Royce in the war effort, Spitfire engines, planes How did transport influence Derby? (Canal – KS1 Shelton Infants looked at Shelton Lock, make link again to local canal path; trains, aeroplane engines and cars) What role did it have in the growth of our city? (Make link to local employers such as Rolls Royce, Bombardier and Toyota) How has Derby’s past help shape its future? Impact on Britain and world?</p>	<p>Ancient Greece</p> <p>Knowledge of Greece as a naval power and what impact this had.</p> <p>Mayan Civilization</p> <p>How did the Mayans transport things? Contrast with Anglo Saxon Britain c 900AD</p>
SUBJECT-LINKED READING	<p>Kiss of Death Rose Blanche Letters from the Lighthouse</p>	<p>Mayan Folk Tales Who Let the Gods Out?</p>
STICKY VOCABULARY	<p>BC/AD Centuries</p>	<p>BC/AD Ancient</p>

AND ABSTRACT TERMS	Artefacts Source Interpretation Plague Invasion Industry Industrial Revolution Religion Culture Economy Agriculture Trade Evacuation Kindertransport Refugee Parliament Government Military Social Monarchy Empire Elect Censorship Rationing	Centuries Artefacts Archaeologist Source Interpretation Civilisation Ancient Myth Democracy Oligarchy Monarchy City-state Naval Religion Culture Economy Agriculture Industry Trade Empire Government Peasantry Settlement Priest/priestess
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	Year 5 Skills	Year 6 Skills
Chronological understanding (the context, being able to link narratives together)	Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered in the correct chronological order through the application of knowledge.	Beginning to independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and historical terms accurately (e.g. ancient, modern, BC, AD, century and decade).
DISCIPLINARY KNOWLEDGE (HOW HISTORIANS STUDY THE PAST AND CONSTRUCT CLAIMS AND ACCOUNTS)		
	Year 5 Skills	Year 6 Skills
1. Cause and Effect	Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why	Beginning to comment independently on the different types of causes and effects for most of the events covered, including longer-

	the actions of the Eyam people were so successful in preventing the spread of the Plague and how important this was for neighbouring villages).	and shorter-term aspects (e.g. recognise and explain different causes for Hitler's attempted invasion of European countries including Britain and the effects e.g. technological, economic, social and cultural).
2. Continuity and change	Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in transport is of particular importance, why the development of the factory system was important).	Can compare changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of industry).(e.g. Eyam cottage industry, people manufacturing goods, at home to WW2 when goods produced in factories).
3. Similarities and Differences	Can make valid statements about the main similarities and differences occurring within topics eg Does adversity make you stronger?	Can compare similarities and differences within topics (e.g. Why do people have different beliefs?) and across some topics, in terms of importance or the type of civilisation and empire (e.g. the Mayans contrasted with the Anglo-Saxons (LKS2 topic) and the Greeks).
4. Significance	Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).
5. Historical Interpretation	Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). Give reasons for differences between interpretations.	Comment on the accuracy of interpretations, explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).
6. Historical Enquiry	Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of the Maya or Greeks from several sources and reach a conclusion at the end of an enquiry).	Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. why do people have different beliefs?), select appropriate evidence and use this to produce a valid conclusion.
7. Using sources as evidence	Can understand how sources can be used to answer a range of historical questions. Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the Second World War).	Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected Britain).Can comment on the usefulness and reliability of a range of sources for particular enquiries.
Organisation and Communication	Can provide overviews of the main features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). Show awareness and	Produce structured narratives and descriptions. Uses a broad range of historical terms and dates accurately in relation to the periods studied. Can provide overviews of the most significant features of

	understanding visually, orally and in writing. Uses a wider range of vocabulary when showing awareness and identifies sources that are useful for specific enquiries.	different themes, individuals, societies and events covered (e.g. show evidence of understanding the significant features of Maya civilisation, beginning to differentiate between social, economic, cultural and political aspects of the Maya civilisation).
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Credits: the above adapted from work by Bev Forrest and Stuart Tiffany, the Rising Stars History progression document and The Berkeley Academy Long-term History planner.