

## Year 6 History Progression Map

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|                        | <b><u>Autumn 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Topic</b>           | World War 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Unit Aim</b>        | This unit will fully explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and, in lesson 7, complete a local study, looking at various sources from Liverpool and explore how Britain gained victory in World War Two.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Prior Learning</b>  | <p><b>Year 1/2</b> – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and beyond.</p> <p><b>Year 3/4</b> – Children will understand how civilisation developed and led to defending themselves and creating weapons. Children will understand the concept of empire by exploring the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion by studying the Romans. Children will understand the struggle for power during the Anglo-Saxon and Viking periods. The children will know that countries must defend themselves against attacking enemies using armies.</p> <p><b>Year 5</b> – Children will study a non - European study which will provide a contrast with British History</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Knowledge</b>       | <b><u>Historical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                        | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence &amp; Interpretation</li> <li>• Cause &amp; Consequence</li> <li>• Similarity and Difference</li> <li>• Historical Significance</li> <li>• Change and Continuity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• I can use dates and terms accurately and describe the main changes in a period of history</li> <li>• I can use sources of information to form conclusions about the past</li> <li>• I can describe some of the causes and consequences of World War II</li> <li>• I can use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history</li> <li>• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• I can identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul> |
| <b>Vocabulary</b>      | Unity, politics, civilians, pact, air raid, Home Front, inception, Squadron, Overthrow, Radar, Blackout, evacuation, Invasion, Nazi, Rationing, anti-Semitism, Air force, Jew, Dictator, Fascism, Blitz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Future Learning</b> | KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask enquiry questions and have an established understanding of key concepts. Children may visit the countries where the war happened and study, in-depth, how World War One started and how it may have contributed to the start of World War Two.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>KS2 End Point</b>   | <p>Children can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>Children can suggest why certain events, people and changes might be seen as more significant than others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                        | <b>Autumn 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Topic</b>           | Bristol Bus Boycott                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Unit Aim</b>        | <p>This term in History, we will be learning about the Windrush Generation and what life was like in Britain after World War II. We'll explore why people came to Britain from the Caribbean and how they were treated when they arrived. We'll also learn about important events, like the Notting Hill race riots in 1958, and think about why they happened and what changed because of them. As young historians, we'll practise using dates and historical words, looking at real sources like photos and newspapers, and thinking about how people lived, what they believed, and how things have changed (or stayed the same) over time. We'll also explore what makes certain events or people important in history and how they have helped shape life in Britain today.</p>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Prior Learning</b>  | <p><b>Year 1/2</b> – Children will have developed a solid basis for using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and beyond.</p> <p><b>Year 3/4</b> – Children will understand how civilisation developed and led to defending themselves and creating weapons. Children will understand the concept of empire by exploring the Romans. They will know that certain cultures battle and go to war to gain control and conquer. Children will understand the concept of invasion by studying the Romans. Children will understand the struggle for power during the Anglo-Saxon and Viking periods. The children will know that countries must defend themselves against attacking enemies using armies.</p> <p><b>Year 5</b> – Children will study a non - European study which will provide a contrast with British History</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Knowledge</b>       | <b><u>Historical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                        | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence &amp; Interpretation</li> <li>• Cause &amp; Consequence</li> <li>• Similarity and Difference</li> <li>• Historical Significance</li> <li>• Change and Continuity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• I can use dates and terms accurately and describe the events of the Windrush Generation</li> <li>• I can use sources of information to form conclusions about the past</li> <li>• I can identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• I can describe some of the causes and consequences of the Notting Hill race riots of 1958</li> <li>• I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> |
| <b>Vocabulary</b>      | Windrush Generation, British Colonies, Riot, Poverty, Violence, Racism, Rosa Parks, Migration, Empire, Illegal, Crime, Colour Bar, Boycott, Trade Unions, Employment, Landing Card, Housing, Cultural Differences, Discrimination, Activist, Campaign                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Future Learning</b> | KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask enquiry questions and have an established understanding of key concepts. Links with diversity, cultural differences and global citizenship will be vital in future PSHE, citizenship and history lessons.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>KS2 End Point</b>   | <p>Children can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>Children can suggest why certain events, people and changes might be seen as more significant than others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <b><u>Summer 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Topic</b>           | Ancient Greece                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Unit Aim</b>        | This unit explores the development and achievements of Ancient Greece from around 3000 BCE to the reign of Alexander the Great (c. 330 BCE). Pupils begin by investigating the Minoan civilisation and the emergence of trade in early Greece, using archaeological evidence to consider how we know about the past. The unit then examines key aspects of life in the city-states of Athens and Sparta, including their political, social, and cultural differences. Pupils will study the Persian invasions and their impact on Greek society and unity. The final part of the unit focuses on the rise of King Philip II of Macedon and the conquests of Alexander the Great, evaluating how leadership influenced the expansion and legacy of Greek civilisation.                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Prior Learning</b>  | <p>Year 1/2 – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that.</p> <p>Year 4 – The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.</p> <p><b>Year 5</b> – Children will have <b>described</b> the causes of events and their consequences in <b>Ancient Maya</b> civilisation. They also <b>compared</b> the similarities and differences between different <b>civilisations and cultures</b>.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Knowledge</b>       | <b><u>Historical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Vocabulary</b>      | civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Future Learning</b> | KS3 – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>KS2 End Point</b>   | Children can recognise and describe differences and similarities/ changes and continuity between different periods of history. Children can suggest why certain events, people and changes might be seen as more significant than others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |