



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### History - Y6



	<b>Year 6 Unit 1</b> The Maya Civilisation 	<b>Year 6 Unit 2</b> The Ancient Greeks 	<b>Year 6 Unit 3</b> The impact of War 
<b>SUBSTANTIVE CONCEPTS</b> 8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality	Leadership, agriculture, migration, civilisations, childhood, worship, society, equality
<b>DISCIPLINARY CONCEPTS</b>	Constructing / Communicating the past Sequencing the past- Chronology Change and development	Constructing / Communicating the past Sequencing the past- Chronology Significance and interpretations Using sources as evidence	Cause and effect Historical Enquiry Using sources as evidence
<b>KEY VOCABULARY</b>	Civilisation, archaeology, sacrifice, hierarchy, conquistadors, glyphs, pagan, scribe, bloodletting	Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest	Memorial, evacuee, The Blitz, conscription, protected occupation, rationing, propaganda, Anderson shelters, inscription
<b>SUBSTANTIVE KNOWLEDGE</b> Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none"> <li>Knows the Maya first appeared around 2000 BC, but their main period is from around 0 AD to around 1300 AD.</li> <li>Knows the ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.</li> <li>Knows the Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.</li> <li>Knows the Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middle world and was large and flat. Above was the Upperworld and below was the Underworld.</li> <li>Knows the Maya built cities, pyramids and ornate sculptures in the rainforest.</li> <li>Knows the Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.</li> <li>Knows the cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.</li> </ul>	<ul style="list-style-type: none"> <li>Know of the timeline for Ancient Greeks – how its divided into a number of different periods: e.g. Minoan, Mycenaean, Classical, Greek, Hellenistic, Roman Greek</li> <li>Knows the Ancient Greeks called themselves ‘Hellenes’ and their country ‘Hellas’.</li> <li>Knows the Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</li> <li>Knows that towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it.</li> <li>Knows that many objects produced in Ancient Greece were made by enslaved people.</li> <li>Know about the Spartans and the Athenians: - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. Both known for power and wealth</li> <li>Knows that Ancient Athens is where democracy began.</li> <li>The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</li> <li>Knows the Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. Know of Key Gods, e.g. Zeus</li> <li>Knows there are lots of myths that originate from this time, including the Trojan War</li> <li>Know of the Legacies the Greeks left – e.g. Olympics, democracy, Drama/ theatre, maths, science, literature, philosophy and medicine</li> </ul>	<ul style="list-style-type: none"> <li>Know of the timeline for WW1 and WW2</li> <li>Know that the First World War broke out in 1914 between the Triple Entente of Great Britain, France and Russia, and the Triple Alliance of Germany, Austria-Hungary and Italy. The USA joined Great Britain and her allies in 1917</li> <li>Know that the Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened.</li> <li>Know that at the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</li> <li>Know there were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge.</li> <li>Know that many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</li> <li>Know that Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn’t run out of food and to make sure that everyone was healthy.</li> <li>Know that many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</li> <li>Know The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year.</li> </ul>
<b>CHRONOLOGICAL KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Knows that the Mayans had an extensive time period from 2000BC until 1300AD</li> </ul>	<ul style="list-style-type: none"> <li>Knows about the Greek period from 1200BC to 323BC</li> </ul>	<ul style="list-style-type: none"> <li>Knows about the impact of the wars in the 1900s.</li> <li>Knows about the order of events in the wars.</li> </ul>
<b>MAKING CONNECTIONS</b> Key knowledge / key questions	Make connections with Year 3 Unit 1 and 2 – The Stone and Bronze Age and Year 4 The Ancient Egyptians <ul style="list-style-type: none"> <li>Make the connections with a Chronology across previously studied units – Focus on BC</li> <li>What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence</li> <li>What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains</li> <li>The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages</li> </ul>	Refer to prior learning in Year 4 Unit 2: Roman Britain, particularly relating to possible reasons for invasion and settlement Recap on Key reasons for invasions <ul style="list-style-type: none"> <li>Power</li> <li>England a wealthy country</li> <li>For financial gain</li> <li>Climate / landscape</li> <li>Farming potential etc</li> </ul> Consider legacy of invasions – <ul style="list-style-type: none"> <li>Inventions / advancements in technology – e.g. Roman flushing toilets / heating systems / advancements in weaponry etc</li> <li>Road net works</li> <li>Buildings</li> <li>Place names</li> </ul>	Make connections with Year 5 Unit 3: Journeys Remind them of some of the journeys undertaken in previous units studied and why these journeys were undertaken. <ul style="list-style-type: none"> <li>Invasions – for many reasons</li> <li>Power</li> <li>England a wealthy country</li> <li>For financial gain</li> <li>Climate / landscape</li> <li>Farming potential etc</li> <li>Persecution / fear</li> <li>Relate to migrants today – fleeing war torn countries</li> </ul>

<p><b>DISCIPLINARY CONCEPTS &amp; HISTORICAL ENQUIRY</b></p> <p>Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</p> <p><b>Key Assessment Opportunities – Highlighted.</b></p>	<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"> <li>Beginning to discuss and ask and answer more complex questions about the past</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</li> </ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"> <li>Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</li> <li>Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul> <p><b>Change and development</b></p> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum</li> <li>Understanding some of the ways in which people's lives have shaped this nation.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; <ul style="list-style-type: none"> <li>Identify key things that stayed the same between periods.</li> <li>Identify key things that changed between periods.</li> </ul> </li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance</li> </ul> <p><b>Significance and interpretations</b></p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework</li> </ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>Using a greater depth and range of historical knowledge to provide more reasoned explanations</li> <li>A developing understanding of specific historical abstract terms such as civilisation</li> </ul> <p><b>Historical Enquiry</b></p> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>An increasing proficiency in the effective use of historical enquiry and selection of evidence</li> <li>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Becoming a more independent learner</li> </ul> <p><b>Using sources as evidence</b></p> <ul style="list-style-type: none"> <li>An increasing awareness of the different ways in which the past is represented and interpreted</li> <li>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>	<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"> <li>Beginning to discuss and ask and answer more complex questions about the past</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</li> </ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"> <li>An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework</li> <li>Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</li> <li>Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul> <p><b>Change and development</b></p> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum</li> <li>Understanding some of the ways in which people's lives have shaped this nation.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance</li> <li>Describing how Britain has influenced and been influenced by the wider world</li> </ul> <p><b>Significance and interpretations</b></p> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework</li> </ul> <p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>Using a greater depth and range of historical knowledge to provide more reasoned explanations</li> <li>A developing understanding of specific historical abstract terms such as empire, civilisation, monarchy and democracy</li> </ul> <p><b>Historical Enquiry</b></p> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>An increasing proficiency in the effective use of historical enquiry and selection of evidence</li> <li>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>Becoming a more independent learner</li> </ul> <p><b>Using sources as evidence</b></p> <ul style="list-style-type: none"> <li>An increasing awareness of the different ways in which the past is represented and interpreted</li> <li>Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> <li>Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>	<p><b>Constructing / Communicating the past</b></p> <ul style="list-style-type: none"> <li>Beginning to discuss and ask and answer more complex questions about the past</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms</li> </ul> <p><b>Sequencing the past- Chronology</b></p> <ul style="list-style-type: none"> <li>An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework</li> <li>Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</li> <li>Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul> <p><b>Change and development</b></p> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum</li> <li>Understanding some of the ways in which people's lives have shaped this nation.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; 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