

**Planning for Progression**  
**Years 5 and 6**

**CYCLE A**

Theme	National Curriculum Coverage	Key Knowledge	Skill Progression	
World War II	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example: for example, later periods in British history, including the present day, a significant turning point in British history.</p>	<p>Key concepts: War, Technological Advances, Persecution, Military</p> <p>To understand the causes of the Second World War.</p> <p>World War II: whose war?</p> <p>To identify the positive and negative consequences of children being evacuated during WW2.</p> <p>How well does a fictional story tell us what it was like to be an evacuee? What were the positives and negatives of children being evacuated?</p> <p>To use evidence to suggest how the role of women changed in the 1940s.</p> <p>New opportunities? How significant was the impact of World War II on women?</p> <p>To research the different roles of men in WW2. What did men do in World War II? Did all men have to fight?</p> <p>To identify how the Blitz bombings changed and shaped London today.</p> <p>How did the Blitz impact on London as a city? How did it shape London?</p> <p>To investigate significant technological advances during WW2.</p> <p>How have these been remembered? How have they impacted on our lives today?</p>	<p>Year 5:</p> <p><b>Chronological Knowledge</b> Produce structured work, making appropriate use of dates and terms</p> <p>Describe some of the main events, people and periods studied.</p> <p><b>Historical Comprehension</b> To consider how and why people responded to events/actions of individuals. Understand how we learn from events of the past and the importance of studying them.</p> <p><b>Historical Analysis</b> Use sources to help explain historical events. Recognise that historians must consider the viewpoint of sources.</p> <p><b>Progression of Events</b> Identify and describe historical events and changes. Suggest impacts of events on future time periods.</p> <p><b>Research and Enquiry</b> Establish historical lines of enquiry. Conduct research projects based on these.</p>	<p>Year 6:</p> <p><b>Chronological Knowledge</b> Considering the order in which things happened, using dates, vocabulary and chronological conventions.</p> <p><b>Historical Comprehension</b> Make empathetic judgements about the person and their actions in the context of the period. State ethical judgments clearly based on hindsight and the values and ethical issues of today.</p> <p><b>Historical Analysis</b> Evaluate multiple sources to answer historical questions. Identify the credibility of primary sources.</p> <p><b>Progression of Events</b> Identify and describe historical events, situations and changes. Noting 'triggers' of these historical events. Explain impact of events on future time periods.</p> <p><b>Research and Enquiry</b> Investigate historical issues or lines of enquiry. Identify gaps in research.</p>

<p>Ancient Maya</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Key Concepts: Religion, Slavery, Cultural developments</p> <p>To identify the civilisations that were around at the same time in Europe as Ancient Maya. What was happening around the world during Ancient Maya?</p> <p>To consider how Ancient Maya has been interpreted over time.</p> <p>When was Ancient Maya discovered? How has been represented?</p> <p>To explore the significance of religion in Ancient Maya society. (Compare with Greece)</p> <p>What is the impact of religion on ancient societies?</p> <p>To use evidence to compare Roman Art and Architecture to Mayan Art and Architecture. What evidence do we have to analyse Mayan Art? How is architecture used in the ancient civilisations?</p> <p>To identify similarities and differences between Ancient Mayan and Ancient Egyptian writing. How were the hieroglyphs in Ancient Mayan and Ancient Egyptian similar and how were they different?</p>	<p>Year 5:</p> <p><b>Chronological Knowledge</b> Identify characteristic features of past societies and periods.</p> <p><b>Historical Comprehension</b> Understand how we learn from events of the past and the importance of studying them.</p> <p><b>Historical Analysis</b> Compare sources and highlight differences and similarities.</p> <p><b>Progression of Events</b> State causes and consequences of these events.</p> <p>Evaluate the importance of the events for the relevant time.</p> <p><b>Research and Enquiry</b> Obtain data/research and collate in a structured way. (oral, written, computer etc.)</p>	<p>Year 6:</p> <p><b>Chronological Knowledge</b> Building up an historical overview or framework of periods.</p> <p>Identify themes in chronologies studied.</p> <p><b>Historical Comprehension</b> State ethical judgments clearly based on hindsight and the values and ethical issues of today.</p> <p><b>Historical Analysis</b> Analyse causes and consequences.</p> <p>Assess and evaluate relative importance and significance at the time.</p> <p><b>Progression of Events</b> Suggest some reasons for different interpretations of the past.</p> <p>Use sources to identify the diversity of different societies.</p> <p><b>Research and Enquiry</b> Generate further questions from historical findings through discussion and debates.</p>
<p>Fashion Over Time</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Looking at: The connections between fashion and power/wealth. Making links across time periods/cultures. Breaking down stereotypes. Linking with modern day values. Contrasting study: Britain and China.</p> <p>Key Concepts: Religion, power, wealth, class system, trade</p> <p>To investigate how clothes have been made over time.</p> <p>How has clothes production changed over the years?</p>	<p>Year 5:</p> <p><b>Chronological Knowledge</b> Produce structured work, making appropriate use of dates and terms</p> <p>Describe some of the main events, people and periods studied.</p> <p><b>Historical Comprehension</b></p>	<p>Year 6:</p> <p><b>Chronological Knowledge</b> Considering the order in which things happened, using dates, vocabulary and chronological conventions.</p> <p><b>Historical Comprehension</b> To consider how and why people responded to events/actions of individuals.</p>

		<p>To research how trade and travel has impacted fashion.          What has been the impact of trade and travel on fashion in Britain?          To understand the role of fashion in Tudor Britain. (Wealth, power)          What role did fashion play in portraying wealth and power in Tudor Britain?          To consider the relationship between culture and fashion in Imperial China. (Culture, class)          How significant was Chinese culture and tradition on fashion in Imperial China?          To consider how women wearing trousers has been interpreted over the years. (1800/1900s)          Why was women wearing trousers such a taboo?          To investigate how fashion through history is stereotyped today.          How are people from historic time periods portrayed today? Is this fair and accurate?</p>	<p>To consider how and why people responded to events/actions of individuals. Understand how we learn from events of the past and the importance of studying them.  <b>Historical Analysis</b>          Use sources to help explain historical events.          Recognise that historians must consider the viewpoint of sources.  <b>Progression of Events</b>          Identify and describe historical events and changes.          Suggest impacts of themes on future time periods.  <b>Research and Enquiry</b>          Establish historical lines of enquiry.          Conduct research projects based on these.</p>	<p>State ethical judgments clearly based on hindsight and the values and ethical issues of today.  <b>Historical Analysis</b>          Evaluate multiple sources to answer historical questions. Identify the credibility of primary sources.  <b>Progression of Events</b>          .          Explain impact of events on future time periods.  <b>Research and Enquiry</b>          Investigate historical issues or lines of enquiry.          Identify gaps in research.</p>
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