

UKS2 Skills Progression	Chronology	Vocabulary	Events, people and changes	Interpretation, Enquiry and using sources	Communication	Knowledge
	<p>Yr5 Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Yr 6 Use dates and a wide range of historical terms when sequencing events and periods of time.</p> <p>Yr5 Identify where people, places and periods of time fit into a chronological framework.</p> <p>Yr6 Develop chronologically secure knowledge of the events and periods of time studied.</p> <p>Yr5 Describe links and contrasts within and across different periods of time including short-term and long-term time scales</p> <p>Yr6 Analyse links and contrasts within and across different periods of time including</p>	<p>Yr5 Use appropriate vocabulary when discussing and describing historical events.</p> <p>Yr6 Use appropriate vocabulary when discussing and explaining historical events.</p>	<p>Yr 5 Demonstrate some knowledge of an aspect or a theme in British history that extends their chronological knowledge beyond 1066</p> <p>Yr 6 Demonstrate knowledge of an aspect or a theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Yr5 Describe some of the greatest achievements of mankind.</p> <p>Yr 6 Describe some of the greatest achievements of mankind and explain why they are important.</p> <p>Yr 5 Demonstrate some in depth knowledge of the Ancient Egyptian civilisation.</p> <p>Yr 6 Demonstrate more in depth knowledge of the Ancient Egyptian civilisation.</p> <p>Yr5</p>	<p>Yr 5 Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Yr 6 Regularly address and sometimes devise historically valid questions and hypotheses.</p> <p>Yr5 Recognise how our knowledge of the past is constructed from a range of sources.</p> <p>Evaluate sources and make simple inferences.</p> <p>Yr5 Use relevant sources of evidence to support particular lines of enquiry.</p> <p>Yr 6 Give reasons for contrasting arguments and interpretations of the past</p> <p>Yr5 Describe the impact of historical events and changes.</p> <p>Yr 6 Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Yr5 Choose relevant ways to communicate historical findings.</p> <p>Yr 6 Choose the most appropriate way of communicating different historical findings.</p> <p>Yr5 Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p> <p>Yr6 Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Punishments varied greatly from transportation to hanging, hard labour, imprisonment and fines. Just picking a pocket or two could see you in the gallows!</p> <p>Steam driven inventions included Newcomen Steam engine. Watts Steam engine , The locomotive, The modern factory Henry Bessemer's method of converting iron into steel was pivotal to Britain's status as a ship building nation.</p> <p>A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans</p> <p>War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p>

	<p>short-term and long-term time scales</p>		<p>Describe and compare some of the characteristic features and achievements of the earliest civilizations including where and when they appeared.</p> <p>Yr6 Describe and compare many of the characteristic features and achievements of the earliest civilizations including where and when they appeared.</p> <p>Yr5 Demonstrate some understanding of significant historical events, people, and places in their own locality</p> <p>Yr 6 Demonstrate a sound understanding of significant historical events, people, and places in their own locality.</p>			<p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>significant events; the reign of Tutankhamun (1332–1323 BC), the unity of Upper and Lower Egypt (3000 BC) and the building of the Great Pyramid of Giza (2584 BC). The Rosetta stone was one of the most important elements in unlocking the “code” of Egyptian Hieroglyphics, making translation of the pictorial writing system possible .</p> <p>A pharaoh was the king or queen of Egypt. Famous pharaohs to find out about include Akhenaten, Pepy II, Amenhotep III, Djoser, Khufu, Hatshepsut, Ramesses the Great, Narmer, Nefertiti and Cleopatra VII.</p> <p>The ancient Egyptian beliefs about the afterlife were very complex, and although aspects of it were recorded, the information we have isn't complete or consistent. Achievements are invention of paper, calendars, mathematics, quarrying, constructing buildings- temples and tombs, medicine and science, Art and farming techniques</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>There is debate about how to use the term 'Maya' or 'Mayan'. In academic use, 'Mayan' is restricted to referring to their languages; 'Maya' is the adjectival form used for non-linguistic aspects. We have followed this convention in our project, although when searching for online resources you may use either term.</p> <p>The census is a count of all people and households in the UK, which takes place every 10 years. It is the only exercise that provides a detailed snapshot of the whole population and is unique because everyone in the country answers the same questions about the same day.</p>
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