



Marsh Green Primary School

HUMANITIES CURRICULUM



Long Term Overview

Early Years

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Young Explorers	All about me/Surprise New Life Enrichment: Windmill Farm	New Life/Frosty Enrichment: Wacky Warehouse	Growing/Down on the farm Enrichment: Walton Gardens
Nursery	I spy around me/Sparkle Enrichment: Santa Visit	Ready, steady, red/Blooming Lovely Enrichment: Smythills Farm	Dear Zoo/My Circle Enrichment: Wigan Park
Reception	Changes - Wonderful Me/Changes - Seasons Enrichment: Haigh Hall	Where we live and people who look after it/Yummy, yummy in my tummy Enrichment: Theatre	New Life/Places Enrichment: Blackpool Zoo

Key Stage One

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	History Changes in toys Geography (Fieldwork) Our Local Park Enrichment: Local Park	Geography The world and my school Enrichment: Local Area	History Famous Explorers Enrichment: Aquarium Visit
2	History Hospitals and Healthcare Geography My local area and Tulum, Mexico Enrichment: Local Area	Geography (Fieldwork) Weather and climate Enrichment: The Lake District	History The Great Fire of London

Key Stage Two

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
3	<p style="text-align: center;">History The Stone Age</p> <p style="text-align: center;">Geography (Fieldwork) Conservation of bees</p> <p style="text-align: center;">Enrichment: The Bee Centre, Chorley</p>	<p style="text-align: center;">Geography The UK</p> <p style="text-align: center;">Enrichment: Local Area</p>	<p style="text-align: center;">History Ancient Rome</p> <p style="text-align: center;">Enrichment: Chester</p>
4	<p style="text-align: center;">History Ancient Greece</p>	<p style="text-align: center;">Geography My region and Campania, Italy</p> <p style="text-align: center;">Enrichment: Local Area</p> <p style="text-align: center;">History Ancient Egypt</p> <p style="text-align: center;">Enrichment: Liverpool Museum</p>	
5	<p style="text-align: center;">History Anglo Saxons + Vikings</p> <p style="text-align: center;">Geography My region + USA</p>	<p style="text-align: center;">Geography (Fieldwork) Rivers</p> <p style="text-align: center;">Enrichment: Local Area</p>	<p style="text-align: center;">History Crime and Punishment</p> <p style="text-align: center;">Enrichment: Blackpool Dungeons</p>
6	<p style="text-align: center;">History WW1</p> <p style="text-align: center;">Enrichment: Stockport Air raid shelter</p> <p style="text-align: center;">Geography Economic activity of UK</p>	<p style="text-align: center;">Geography (Fieldwork) Sustainability</p> <p style="text-align: center;">Enrichment: Local area</p>	<p style="text-align: center;">History Ancient Maya</p>

Vocabulary Overview – Geography

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	<p style="text-align: center;">Our Local Park (3 weeks)</p> <ol style="list-style-type: none"> Compass, direction, fieldwork, route, map, local area Aerial view, data, human feature, observe, physical feature, record Analyse, facility 	<p style="text-align: center;">The world and my school (6 weeks)</p> <ol style="list-style-type: none"> Atlas, aerial view, bird's eye view, map, plan perspective Address, local area, town, street City, locate, settlement, village Autumn, climate, hibernate, spring, seasons, summer, winter, temperature Atlas, continents, globe, ocean Mild, temperate 	
2	<p style="text-align: center;">My local area and Tulum, Mexico (8 weeks)</p> <ol style="list-style-type: none"> Atlas, continents, content page, index page, map, ocean, scale, symbols Earth, equator, North Pole, oceans, seasons, South Pole Capital, city, ports, sea Human features, physical features, local area Aerial view, compass, map key, map symbol Observe, record Landscapes, Maya, seasons, tropical savanna climate Cenote, coral reef, rainforest 	<p style="text-align: center;">Weather and climate (4 weeks)</p> <ol style="list-style-type: none"> Weather, climate, climate zone, meteorologist, temperature, mild, temperate, equator, poles Atmosphere, precipitation, forecast, symbol Thermometer, weathervane, rain gauge, okta Fieldwork, observation, investigate, collaborate, monitor, table, record 	
3	<p style="text-align: center;">Conservation of bees (5 weeks)</p> <ol style="list-style-type: none"> Conserve, pollinator, inspect, species, colony, venom, nectar, pollen, pollinator, reproduction, food chain, ultraviolet Extinct, herbicides, heathland, pesticides Domesticated Compass, cardinal points, blueprints, biodegrade, seedling Analyse, bar chart, evaluate, line graph, tally chart, x axis, y axis 	<p style="text-align: center;">The UK (10 weeks)</p> <ol style="list-style-type: none"> Aerial photograph, atlas, city, compass, map region Settlement, village, town, city, county, rural, urban Human feature, landmark Landscape, mountain range, coastline, lowland fens, moorlands, valley, rock formation, topography Cardinal directions, key, Ordnance Survey, map symbols Eastings, horizontal line, northings, vertical line Contour lines, elevation, highlands, peak, spot height, Green belt, population, rural, urban, trade Physical feature Land use, region 	
4		<p style="text-align: center;">My region and Campania, Italy (11 weeks)</p> <ol style="list-style-type: none"> Continent, country, horizontal, vertical, equator, hemisphere Human feature, landmark, landform, latitude, longitude, physical feature, settlement, topography Atlas, capital city, map, continent, geographical features Alpine, peninsula, terrain Continental drift, sedimentary, tectonic plates Earthquake, epicenter, focus, magnitude, Richter scale, physical processes, seismic waves, seismometer Archaeology, eruption, flank, lava, volcano, magma Plain, bay, scenery, thermal spring Population, port, province, tourism, world heritage site Land use, agriculture, natural area, port, economic activity Human feature, physical feature, rural, urban 	
5	<p style="text-align: center;">My region + USA (12 weeks)</p> <ol style="list-style-type: none"> Human feature, landmark, land form, physical feature, rural, settlement, urban, topography Biomes, continent, climate, tundra, terrain, biodiverse Region, state, capital city, wealthy Economy, manufacturing, industry, gross domestic product, raw materials, resources, extraction, mining and quarrying, real estate 	<p style="text-align: center;">Rivers (4 weeks)</p> <ol style="list-style-type: none"> Erosion, source, upper course, middle course, lower course, valley, channel, slit, tributaries, meander, oxbow lake, mouth, estuary, floodplain, delta Spring, river basin, confluence, course Data, field sketch, observe, OS map, numerical, quantitative 	

	<ol style="list-style-type: none"> 5. Accumulation, condensation, evaporation, infiltrate, ocean, precipitation, river, run-off, transpiration, water cycle, water vapor 6. Channel, confluence, dam, delta, estuary, interlocking spurs, levee, meander, mouth, oxbow lake, reservoir, source, tributary, valley 7. Erosion, lava, mineral, mountains, plateau, peak, summit, tectonic plates, volcano 8. Biome, state, weather, ecologically diverse, mild, moderate 9. Vegetation belt 10. Aerial photograph, mountain 11. City, metropolis, conurbation, megacity, population, census 12. Population density, megalopolis 	<ol style="list-style-type: none"> 4. Analyse, data, evaluate, present 	
6	<p style="text-align: center;">Economic activity of UK (12 weeks)</p> <ol style="list-style-type: none"> 1. Agriculture, land population, industry land, rural, urban, topography 2. Economy, sector, industry, manufacturing, raw materials, goods, resources, producing, consumer 3. Characteristics, distribution, fertilizer, interdependent, pesticides, sustainability 4. Export, fossil fuel, fracking, greenhouse gases, import, non-renewable, renewable, sustainable, voltage 5. Desalination, infiltration, reservoir, sanitation 6. Brexit, economic activity, GDP, globalisation, greenhouse gases, trade 7. Automation, efficient, primary sector, secondary sector, tertiary sector 8. Consumer, contaminate, discard, disposal, extraction, fly-tipping, hierarchy, incinerate 9. GP, pandemic, point of need, recession 10. Apprenticeship, freight, investment, logistics, 11. Automation, sector, 	<p style="text-align: center;">Sustainability (4 weeks)</p> <ol style="list-style-type: none"> 1. Synthetic, raw materials, extracted, refinery, durability, biodegradable, microplastics 2. Incinerate, innovative, data base, fossil fuels, carbon emission, pelletise 3. Audit, survey, implement, formulate, putrid 4. Audit, survey, implement 	

History Vocabulary Overview

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	<p style="text-align: center;">Changes in toys (6 weeks)</p> <ol style="list-style-type: none"> 1. Before, after 2. Today, modern, timeline 3. Different, same, favourite 4. Past, present, 5. Old, new, then, now 		<p style="text-align: center;">Famous Explorers (6 weeks)</p> <ol style="list-style-type: none"> 1. Explore, explorer, significant, importance 2. Astronaut, oceanographer, mountaineer 3. Before, after, past, present, monument 4. Before, after, past, present, monument 5. Similar, different, exploration 6. Change, continuity, then, now
2	<p style="text-align: center;">Hospitals and Healthcare (7 weeks)</p> <ol style="list-style-type: none"> 1. Before, after, past, present, 2. Similar, compare, then, now, modern 3. Memorial, monument 4. Decade, century 5. Pioneer, discrimination 6. Similar, different 7. Change, continuity 		<p style="text-align: center;">The Great Fire of London (6 weeks)</p> <ol style="list-style-type: none"> 1. Present, past, then, now, evidence 2. Lord Mayor, fire hook 3. Diary, Samuel Pepys, significant 4. Before, after, archaeologist 5. Modern day, Christopher Wren, St Paul's cathedral 6. Timeline, chronological order
3	<p style="text-align: center;">The Stone Age (11 weeks)</p> <ol style="list-style-type: none"> 1. Artefacts, jewelry, excavation 2. Continuity, archaeologist 3. Remains, preserve, migrate 4. Agriculture, domestication, Neolithic, significant 5. Tools 6. Pottery, beaker, burial 7. Mine, ore, alloy, bronze 8. Iron ore, deposit 9. Construct, settlement 10. Palisade, granary, ditch 11. Vegetation, stone circle 		<p style="text-align: center;">Ancient Rome (9 weeks)</p> <ol style="list-style-type: none"> 1. Archaeological, artefact, empire 2. Annex, military alliance, fleet 3. Emperor, peninsula 4. Celts, tribute, occupation 5. Settlement, kingdom 6. Revolt, occupation, outnumber 7. Conquer, governor 8. Fort, defenses, civil war 9. Roman fort, hoard, excavation
4	<p style="text-align: center;">Ancient Greece (9 weeks)</p> <ol style="list-style-type: none"> 1. Civilizations, ceramics, excavate 2. Crete, trade, complex 3. Export, bronze, import 4. Oligarchy, city state 5. Retreat, invasion 6. Empire, outnumber 7. Revolt, militaristic, unified 8. Tyrant, victorious 	<p style="text-align: center;">Ancient Egypt (10 weeks)</p> <ol style="list-style-type: none"> 1. Era, artefact, chronology 2. Era, artefact, chronology 3. Scribe, hieroglyphs, hieroglyphics 4. Polytheistic, temple, obelisk 5. Preserve, prepare, remains 6. Pyramid, chamber, Egyptologist 7. Chariot, invade, bronze 8. Navy, archer, trade 9. Expand 10. Empire, invade, temple 	

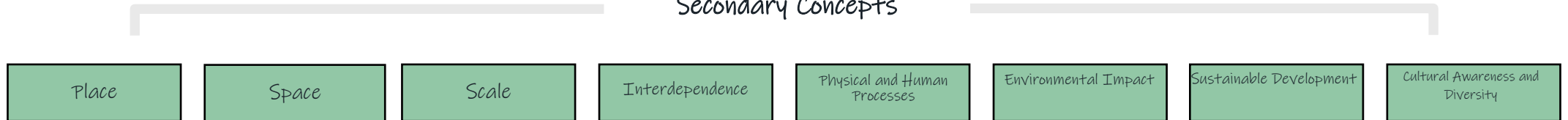
5	<p>Anglo Saxons + Vikings (8 weeks)</p> <ol style="list-style-type: none"> 1. Barbarians, legion, raid 2. Emperor, rebellion, pillage 3. Settlement, migration, tribe 4. Kingdom, capital, heptarchy 5. Rebel, status, aristocracy 6. Pagan, hostile, idol 7. Raid, priory, monk 8. Scandinavia, Viking, invasion 		<p>Crime and Punishment (8 weeks)</p> <ol style="list-style-type: none"> 1. Crime, period, chronology 2. Deter, severe, court 3. Titling, ordeal, wergild 4. Jury, treason, abolish 5. Custody, incriminate, pact 6. Jailer, oakum, industrial 7. Promotion, unarmed, detective 8. Prevention, detection, rehabilitation
6	<p>WW11 (9 weeks)</p> <ol style="list-style-type: none"> 1. Republic, citizen, state 2. Overthrow, occupation, anti-Semitism 3. Unemployment, debt, dictator 4. Fascism, nationalism, authoritarian government 5. Annexed, territory, appeasement 6. Pact, natural resources, invasion 7. Ration, air raid, evacuee, 8. Interception, air force, radar 9. Payload, squadron, mobilization 		<p>Ancient Maya (9 weeks)</p> <ol style="list-style-type: none"> 1. Historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite 2. Artefacts, region, historian 3. Jadeite, limestone, crops 4. Archaeologist, limestone, porous 5. Settlement, comparing, ravine, kingdom, ajaw 6. Settlement, ravine, ajaw 7. Comparing, kingdom, historian 8. Obsidian, port, hostile, annex, abandoned, trade, invade 9. Port, trade, invade

Geography Skills Progression

Concepts



Secondary Concepts



Curriculum Aims

- To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Skills Progression

EYFS

Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Y1

Unit Progression



Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries.	I can understand how my local area fits within the United Kingdom.	I can identify seasonal and daily weather patterns in the UK.	

Geography Knowledge Unit Progression

Y2

Mexico



What are the similarities and differences between my town and Tulum, Mexico?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I can understand that places can have meaning to people.</p>	<p>I can understand that the world has seven continents and five oceans.</p> <p>I can understand that the UK is split into countries.</p> <p>I can identify some key human and physical features of my local area.</p> <p>I can use simple compass directions and locational and directional language/</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK.</p> <p>I can understand how my local area fits within the United Kingdom.</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p>	<p>I can understand the similarities and differences between my country and other countries.</p>

Geography Knowledge Unit Progression

Y3

The United Kingdom

What are the key geographical features of the UK, and my region?

Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I can understand that places can have meaning to people.</p> <p>I understand that people can choose to use land in different ways.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p>I can use compass points, four-figure grid references, symbols, and keys.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes that take place in the UK, including settlements.</p>	<p>I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>

Geography Knowledge Unit Progression

Y4



Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can compare key physical features in Campania to those in my own region.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that Campania is a region within Italy.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how the tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my region and Campania and give some examples.</p> <p>I can understand that cultural identity may vary from region to region.</p>

Geography Knowledge Unit Progression

Y5

The United States

What are the similarities and differences between my region and the Western United States?



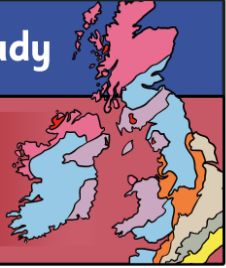
Place	Space	Scale	Physical and Human Processes	Cultural Awareness and Diversity
<p>I understand that people in a particular region can have a strong identity linked to their region.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p> <p>I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the continent of North America.</p> <p>I can understand that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can make comparisons between my country and the US in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my country and other countries and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can understand that cultural identity may vary from region to region.</p>

Geography Knowledge Unit Progression

Y6

UK Depth Study

What is the economic activity of the UK, and how sustainable is it?



Place	Space	Scale	Interdependence	Physical and Human Processes	Environmental Impact	Sustainable Development	Cultural Awareness and Diversity
<p>I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.</p>	<p>I can identify the location of my region within England.</p> <p>I can use clues to identify my region's key human and physical geographical features and landmarks.</p>	<p>I can understand how my region is an area within England.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>	<p>I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products.</p> <p>I can understand that what happens in the United Kingdom can have an impact on other places.</p>	<p>I can understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p>	<p>I understand that humans impact the environment in many ways, including burning fossil fuels.</p> <p>I understand that human behavior can trigger global effects such as climate change.</p> <p>I understand how different industries in the United Kingdom can harm the environment.</p>	<p>I can understand that it is important to consider sustainability when approaching economic development.</p> <p>I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.</p>	

Substantive concepts map History 2023/24

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

KS1			
Toys	Explorers	Hospitals and Health Care	The Great Fire of London
trade civilisation industry	exploration	empire industry civilisation	monarchy civilisation

Year 3	
Stone Age Iron Age	The Romans
migration settlement trade civilisation industry	civilisation trade settlement empire monarchy

Year 4	
Ancient Greece	Ancient Egyptians
civilisation trade settlement empire monarchy	civilisation trade settlement empire monarchy rebellion

Year 5	
Anglo-Saxons & Vikings	Crime and Punishment
migration trade monarchy settlement	empire monarchy civilisation rebellion

Year 6	
Ancient Maya	World War II
civilisation trade settlement empire monarchy	empire monarchy civilisation rebellion

History Knowledge Unit Progression

KS1

Toys
(Changes within living memory)

How have children's toys changed since our older relatives were little?

Famous Explorers
(Significant individuals and events)

Where have humans explored?

KS1

Hospitals and healthcare
(Significant individuals and local individuals)

How did Florence Nightingale and Edith Cavell help to improve hospitals?

The Great Fire of London
(Events beyond living memory)

How did the Great Fire change London?

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?"</p> <p>"What happened?"</p> <p>"What was this used for?"</p> <p>"How long ago?"</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed overtime.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
<p>I can place explorative events on a timeline.</p>	<p>With support, I can use evidence of explorers lives to ask questions about the past.</p>	<p>I can discuss the causes of exploring and what we found out from exploration.</p>	<p>I can describe changes over a period of time.</p>	<p>I can use pictures and stories to find out about the past and compare different explorations.</p>	<p>I can name significant explorers from the past.</p>
<p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>
<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>

History Knowledge Unit Progression

Y3



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>
<p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>

History Knowledge Unit Progression

Y4



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>
<p>I can place events, artefacts and historical figure on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can begin to explain the concept of change over a long period of history.</p>	<p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.</p>

History Knowledge Unit Progression

Y5



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Humanities Overview – Marsh Green

Y6

World War II
(Local History Study)

Why was the Battle of Britain a significant turning point for the United Kingdom in World War Two?



Ancient Maya
(A non-European study that provides contrast with British history)

What similarities and differences are there between the Maya civilization and England from the 8th to the 10th century?



Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can describe some of the causes and consequences of World War 2.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can use sources of information to form testable hypotheses about the past.</p>	<p>I can describe causes of events and their consequences in Ancient Maya.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>