



St Joseph's Catholic Primary School

Progression Through Knowledge, Skills and Understanding History

Year 3

National Curriculum Coverage:

- Changes in Britain from the Stone Age to the Iron Age

Autumn

Spring

Summer

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Children should be able to describe events and periods using the words: BC, AD and decade.</p> <p>Children should be able to describe events from the past using dates when things happened.</p> <p>Children should be able to describe events and periods using the words: ancient and century.</p> <p>Children should be able to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children should be able to use their mathematical knowledge to work out how long ago events would have happened.</p>	<p>Children should appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Children should be able to begin to picture what life would have been like for the early settlers.</p> <p>Children will understand that Bronze and iron played a major role in the history of Britain.</p> <p>Children should be able to suggest why certain events happened as they did in history.</p> <p>Children understand the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain.</p> <p>Children will understand how the discovery of iron ore changed the life of Britons.</p> <p>Children will understand famous people who lived at the time of the Iron Age – Boudicca.</p>	<p>Children should recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children should be able to use various sources of evidence to answer questions.</p> <p>Children should be able to use various sources to piece together information about a period in history.</p> <p>Children should be able to research a specific event from the past.</p> <p>Children should be able to use their 'information finding' skills in writing to help them write about historical information.</p> <p>Children should be able to, through research, identify similarities and differences between given periods in history.</p>
Year 3 (Challenging)		
Children should be able to set out on a timeline, within a given period, what special events took	As above using different skills.	Children should be able to begin to use more than one source of information to bring together a



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Children should be able to begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.

conclusion about an historical event.
Children should be able to use specific search engines on the Internet to help them find information more rapidly.

Year Three – Autumn Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then	Discussion King Alfred picture showing anachronisms
2	Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age	Oral discussion, questioning and comprehension
2	Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today	Oral discussion, questioning and comprehension
3	Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age	Short report on either Silbury Hill or Stonehenge (see Homework suggestion below)
4	Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required	Discussion and oral comprehension Annotated diagram of winter camp
5	Recognise, describe and compare and	Writing a myth or legend that



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	contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)	incorporates both historical facts and historical supposition about the Red Lady of Paviland
6	Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age	Explanatory writing
Homework	Identify, locate and describe an important Stone Age monument in Britain and explain why its exact purpose is uncertain.	Report on either Silbury Hill or Stonehenge

Year Three – Spring Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain	Labelled flow diagram
1	Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age	Discussion Completion of table Resource 8 Short piece of explanatory writing
2	Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer	Discussion and questioning List of names of artefacts and their possible purpose
2	Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain	Discussion and questioning Storyboard



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3	Identify, describe and explain the purpose of monuments, both historically and modern day	Discussion and questioning
3	Demonstrate understanding through explaining the significance of a monument either in the local area as part of a local investigation and/or a monument of global importance (see also possible homework activities)	Written report
4	Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout	Discussion and sketching
4	Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale	Discussion and questioning
4	Suggest and describe possible additional wooden and cloth features of the stone monuments at Merrivale and justify their choice	Annotated photograph
4	Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age	Discussion Postcard
5	Based on their knowledge with additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief	Labelled sketch of Bronze Age grave Oral discussion and reflection
Homework	Demonstrate understanding through explaining the significance of a monument either in the local area as part of a local investigation and/or a monument of global importance (see also possible homework	Written report



activities)

Year Three – Summer Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today	Discussion and questioning
2	Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included	Labelled sketches
2	Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence	Discussion and questioning Updated labelled sketches
2	Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them	List of artefacts identified and likely purpose
3	Interpret a range of evidence to generate reasons , and then explain , why Iron Age Britain was often a violent time	Discussion, note making
4	Recognise and describe the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago	Discussion and questioning Media recount writing
5	Recognise a range of reasons for a magnificent Iron Age shield being in the River Witham and synthesise these reasons into an explanation	Explanatory writing
Homework	Describe who Boudica was and explain why	



	she fought the Romans when they invaded Britain at the end of the Iron Age	
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Progression Through Knowledge, Skills and Understanding History

Year 4

National Curriculum Coverage;

- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.



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Autumn

Spring

Summer

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Children should be able to plot recent history on a timeline using centuries.</p> <p>Children should be able to place periods of history on a timeline showing periods of time.</p> <p>Children should be able to use their mathematical skills to round up time differences into centuries and decades.</p>	<p>Children should realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Children should be able to suggest why certain people acted as they did in history.</p> <p>Children should be able to explain how events from the past have helped shape our lives.</p> <p>Children should appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children should recognise that the lives of wealthy people were very different from those of poor people.</p> <p>Children should be able to recognise that Britain has been invaded by several different groups over time.</p> <p>Children should know that people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children will recognise that religion influenced way of life in the past and present.</p> <p>Children should appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>Children should be able to research two versions of an event and say how they differ.</p> <p>Children should be able to research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>Children should be able to give more than one reason to support an historical argument.</p> <p>Children should be able to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>
Year 4 (Challenging)		
Children should be able to use their mathematical	Children should be able to begin to appreciate why	Children should be able to independently, or as part



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Skills to help them work out the time differences between certain major events in history. Children should be able to begin to build up a picture of what main events happened in Britain/ the world during different centuries.

Britain would have been an important country to have invaded and conquered.
 Children should be able to appreciate that war/s would inevitably have brought much distress and bloodshed.
 Children should have an appreciation that wars start for specific reasons and can last for a very long time.
 Children should appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'.
 Children should be able to recognise that people's way of life in the past was dictated by the work they did.
 Do they appreciate that the food people ate was different because of the availability of different sources of food.
 Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period.
 Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.

of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.

Year Four – Autumn Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning objective	Evidence
1	Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius	Map interpretation
1	Understand through explanation the	Explanatory writing



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	motives for Emperor Claudius to invade and occupy Britain in AD 43	Discussion and questioning
2	Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43	Discussion and questioning Description of Boudica, using modern English synonyms for more archaic vocabulary
2	Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision	Discussion and questioning
2	Understand through explanation the difference between historical evidence and legends and folklore	Discussion and questioning Also see homework report on either King Arthur and the Knights of the Round Table or Robin Hood
3	Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain	Discussion and speculation and reasoning Postcard letter of party acceptance Design of fibula or brooch
4	Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122	Discussion and extended questioning Colour-coding comprehension exercise
5	Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built	Discussion and questioning Annotated drawing of a Roman town from a written description Identification of seven key features of Roman towns from photographs of ruins
6	Describe what a gladiator was and what occurred at gladiatorial games	Discussion and interpretation of murals and mosaics
6	Explain who ianistae were and why they owned and trained gladiators in private schools	Persuasive writing wall poster



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	Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians	Oral discussion and reflection Film interpretation
6	Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints	Interpretation of primary source material – letter written by Seneca to Lucilius
Homework	Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood	Short written report comparing historical fact with historical fiction

Year Four – Spring Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning objective	Evidence
1	Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain for ever	Small group work – interpretation Oral discussion, questioning and reasoning List summary
1	Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed	Letter written on behalf of Emperor Honorius to the people of Britain
2	Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the	Interpretation of source material together with film of West Stow village Discussion and oral understanding Annotated sketch of Anglo-Saxon village



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	existing towns	
3	Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan	Discussion and questioning Interpretation of pagan god imagery of Ostava/Eastre
3	Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been	Written message (80 words maximum)
4	Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen	Photograph interpretation Colour coding positive and negative changes in narrative
5	Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out	Analysis of artefacts A–J from Sutton Hoo ship burial Discussion and questioning Oral understanding Labelled drawing of reconstruction of Sutton Hoo ship burial: labelling the position of artefacts A–J in the ship, plus 10 further artefacts that were likely to have been buried with the body, but have since decomposed
Homework	Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England	Labelled map of region or PowerPoint of settlement visited, both with place name and interpretation markers



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Year Four – Summer Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning objective	Evidence
1	Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'	Interpretation of primary sources of evidence Discussion and questioning Oral responses
1	Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were	Map work Oral and discussion
1	Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread	Piece of journalistic reporting/media recount writing – front page of tabloid newspaper of the time
2	Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain	Annotated outline sketch of Viking longship Paragraph of explanatory writing
3	Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment	Oral understanding and related questioning from interpretation of sources
3	Identify and describe the distribution of those areas of Britain settled by Viking Norsemen	Map interpretation and oral explanation
3	Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed	Oral and questioning List of bullet points to inform above
4	Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets	Discussion and questioning Video interpretation



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	with horns and that the outlaw Robin Hood really existed	
5	Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision	Group discussions and reflection Interpretation of source material – primary and secondary Oral understanding and questioning Summative annotated statue of King Alfred
Homework	Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066	Short written report

Progression Through Knowledge, Skills and Understanding History

Year 5

National Curriculum Coverage;

- Ancient Greece – a study of Greek life and achievements and their influence on the Western world.
- A non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad around AD 900; Mayan civilisation around AD 900; or Benin (West Africa) around AD 900–1300.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Autumn

Spring

Summer



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Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Children should be able to use dates and historical language in their work.</p> <p>Children should be able to draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children should be able to use their mathematical skills to work exact time scales and differences as need be.</p>	<p>Children should be able to describe historical events from the different period/s they are studying/have studied.</p> <p>Children should be able to make judgements about what they think is fact and fiction using evidence and sources studied.</p> <p>Children should be able to make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Children should appreciate that significant events in history has helped shape different countries.</p> <p>Children should be able to explain the role that Britain played in the war of 1940.</p> <p>Children should appreciate that significant events in history has helped shape different countries.</p>	<p>Children should be able to test out a hypothesis in order to answer a question.</p> <p>Children should appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p>
Year 5 (Challenging)		
<p>Children should be able to create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>		<p>Children should be able to research the life of a person who has had an influence on the way Great Britain has changed.</p>

Year Five – Autumn Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
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	Describe and explain the main events in the siege of the city of Troy during the Trojan War of Ancient Greece	Discussion and formative assessment through questioning and observation Siege of Troy storyboard
2	Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions	Discussion and questioning Oral understanding Draft notes as to 'fact', 'legend' or 'myth'
3	Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision	Discursive writing
Homework	Review and evaluate the 'historical' evidence regarding the existence of the lost city of Atlantis and reach a judgment as to its reliability and trustworthiness	Report PowerPoint presentation

Year Five – Spring Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like	Questioning and discussion Oral response Interpretation of sources Explanatory paragraph
2	Identify, describe and provide reasons to explain the occupations of modern Maya people	Discussion and questioning Annotated map with extended key to show main occupations
3	Refer to primary evidence to identify and describe the lost jungle cities of the Maya	Sketch of maize god John Stephens' journal entry



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	and reach a judgment as to their purpose, justifying their reasoning	
4	Understand through explanation the purpose of the ancient Maya city of Chichen Itza	Analysis of sources Oral understanding through discussion and questioning
5	Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions	Reconstruction drawing of King Yaxun IV Interpretation of letter hieroglyphs and writing their first name Demonstrating understanding through discussion and oral feedback of purpose of four Maya stone and pottery artefacts
6	Explain the social and religious importance of the Maya ball game pok-a-tok	Discussion and questioning 'Match day' advertising poster for forthcoming ball game
7	Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and justify their conclusions	Discussion and questioning Discursive writing
Homework	Describe the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away	Labelled diagram

Year Five – Summer Term – How to achieve progression through Topic Taught.



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Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was	Discussion and questioning Collaborative group work Oral responses Written responses to analytical tasks in Resource 9
2	Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion in 1940	Collaborative discussions in pairs and small groups Oral feedback Questioning
3	Identify, describe, explain and evaluate the relative importance of the factors which contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant	Scrutiny of images as source material Discussion and decision making – label matching Synthesising information into a piece of explanatory writing
Homework	Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history	PowerPoint presentation



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Progression Through Knowledge, Skills and Understanding History

Year 6

National Curriculum Coverage;

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.
- A local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).

Autumn

Spring

Summer

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Children should be able to say where a period of history fits on a timeline.</p> <p>Children should be able to place a specific event on a timeline by decade.</p> <p>Children should be able to place features of historical events and people from past societies and periods in a chronological framework.</p>	<p>Children should be able to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children should be able to summarise how Britain has had a major influence on world history.</p> <p>Children should be able to summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children should be able to describe features of</p>	<p>Children should be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Children should be able to identify and explain their understanding of propaganda.</p> <p>Children should be able to describe a key event from Britain's past using a range of evidence from different sources .</p>



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historical events and people from past societies and periods they have studied.
Children should be able to recognise and describe differences and similarities/ changes and continuity between different periods of history.

Year 6 (Challenging)

Children should appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.

Children should be able to suggest relationships between causes in history.
Children should be able to appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.
Children should be able to trace the main events that define Britain's journey from a mono to a multi-cultural society .

Children should be able to suggest why there may be different interpretations of events.
Children should be able to suggest why certain events, people and changes might be seen as more significant than others.
Children should be able to pose and answer their own historical questions.

Year Six – Autumn Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony	Oral discussion and questioning Annotated map in the style of the Victorian illustrators of the imperial map of 1886
2	Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most important	Oral discussion and questioning Annotated map in the style of the Victorian illustrators of the imperial map of 1886



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	Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared	Discussion and questioning Oral feedback Short piece of explanatory writing
4	Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views	Annotated outline map of Falkland Islands
Homework	Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation	PowerPoint Short written report

Year Six – Spring Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899	Oral understanding through discussion and questioning Interpretation of the inscriptions on Shang oracle bone
2	Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision	Oral understanding through collaborative discussion – whole group and in pairs Design and produce oracle bone questions
3	Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as	Discussion and questioning followed by the completion of a short piece of explanatory writing



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	a whole is a very limited one	
4	Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty	Demonstrating understanding through oral responses and questioning Annotated portraits of King Cheng Tang and King Di Xin
5	Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers	Discussion and questioning Written pen portrait profile of the occupant of a Shang tomb discovered in YinXu
Homework	Describe and explain the achievements of Queen Elizabeth I as queen of England, evaluate the leadership qualities she possessed and reach a judgment about why she was such an effective leader	Report

Year Six – Summer Term – How to achieve progression through Topic Taught.

Ancillary Question	Learning objective	Evidence
1	Describe and suggest reasons for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, justifying their decisions	Discussion and speculation Oral understanding Drawing of reconstructed head pot accompanied by discussion and explanation
2	Explain how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria	Analysis of sources and discussion demonstrating understanding



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	Explain the genre of historical fiction and make a justified judgment about the life of Oshere and the story behind his unclaimed helmet	Piece of historical fiction writing
3	Describe and explain how the Church during Norman times was able to raise the funds required to build York Minster	Discussion and interpretation of a range of primary and secondary sources
3	Empathise with those who were required to pay tithes and work for free during the construction of York Minster	Written message (80 words maximum)
4	Describe and explain why a battle was fought at Marston Moor in 1644 and evaluate a range of sources to reach a judgment about why killing a dog was so important to one of the armies fighting on that day	Oral discussion demonstrating understanding Propaganda picture and/or pamphlet produced by the Cavaliers
5	Identify, describe and explain why the arrival of the railways in York, together with the invention of the coal-fired steam engine, led to the building of large manufacturing factories in the city	Oral understanding through discussion and questioning
5	Compare and contrast working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and reach a judgment that explains the differences	Oral understanding through discussion and questioning Short PowerPoint presentation
5	Explain why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and evaluate some of the impacts they had	Biography of a selected Victorian social reformer and/or philanthropist
Homework	Compare and contrast the features of one other Norman Gothic cathedral in England with those of York Minster	Short written report