

**Knowledge and Skills Progression Map**  
**Treales CE Primary School 2023-2024**

**History**

Elder Class Cycle B Year 5 and 6

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	Why was winning the Battle of Britain in 1940 so important?	What did King George mean when he said 'The history of York is the history of England'?	Why did Britain once rule the largest empire the world has ever seen?
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	A local history study.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
CONCEPTS	<p>Causation - The connections between events where one thing happens as a result of another.</p> <p>Significance - Identifying events, sources, people, places or ideas which are most important.</p> <p>Perspective - Seeing events from different viewpoints.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct time order.</p> <p>Empathy - Placing yourself in another's position to better understand their actions.</p> <p>Conflict - A struggle or clash between opposing forces, interests or ideas.</p> <p>Alliance - A formal agreement between two or more countries.</p> <p>Democracy - A form of government</p>	<p>Change - the process or actions by which something or someone becomes different.</p> <p>Similarity and difference - comparing ways of life at different times.</p> <p>Causation - the connections between events where one thing happens as a result of another.</p> <p>Significance - identifying events, sources, people, places or ideas which are most important.</p> <p>Sources - evidence that is used to gather information and reach judgements.</p> <p>Chronology - arranging historical events in their correct time order.</p> <p>Empathy - placing yourself in another's position to better understand their actions.</p> <p>City - a large and densely populated human settlement</p>	<p>Colony - A place ruled by another country and occupied by people from that country.</p> <p>Conquer - Overcome and take control of a place or people by military force.</p> <p>Emperor/ Empress - The man or woman (often a monarch) who rules over an empire.</p> <p>Freedom - Having the power to act, speak or think as one wants within the law.</p> <p>Monarchy - A form of government with a king or queen at its head.</p> <p>Prime Minister - The leader of an elected government.</p> <p>Parliament - An assembly of people who make the laws for a country.</p> <p>Rights - The freedoms that everyone in the world is entitled to.</p> <p>Slave - A person who is the legal property of another and is forced to obey them.</p>

	<p>where people vote freely to choose their leaders.</p> <p>Empire - A group of countries ruled by a single person, government or country. Military - The armed forces of a country. Power - Having control or command over people.</p> <p>War - Armed conflict between different countries or people within a country (civil war).</p> <p>Country - A nation with its own government occupying a distinct territory.</p>	<p>Religion - a set of beliefs and convictions about life usually involving the worship of a god or gods</p> <p>Empire - a group of countries ruled by a single person, government or country.</p> <p>Emperor/ Empress - a ruler of an empire.</p>	<p>Trade - The buying and selling of goods and services.</p> <p>Democracy - A form of government where people vote freely to choose their leaders.</p> <p>Empire - A group of countries ruled by a single person, government or country.</p> <p>Military - The armed forces of a country. Power - Having control or command over people.</p> <p>War - Armed conflict between different countries or people within a country (civil war).</p> <p>Change - The process or actions by which something or someone becomes different.</p> <p>Continuity - Aspects of life which remain constant and change little over time.</p> <p>Causation - The connections between events where one thing happens as a result of another.</p> <p>Significance - Identifying events, sources, people, places or ideas which are most important.</p> <p>Perspective - Seeing events from different viewpoints.</p> <p>Sources - Evidence that is used to gather information and reach judgements.</p> <p>Chronology - Arranging historical events in their correct time order.</p> <p>Empathy - Placing yourself in another's position to better understand their actions.</p>
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## Key Vocabulary

**Fuhrer** - A dictatorial leader with absolute power.

**Prime Minister** - A leader of an elected government.

**Reich** - The territory controlled by Nazi Germany 1933-1945.

**Allies** - Countries agreeing to support each other in times of war.

**RADAR** - A system for detecting moving objects such as aircraft.

**Evacuation** - Moving people away from places of danger.

**Combat** - Fighting between armed forces.

**Blitzkrieg** - A sudden powerful attack to achieve a quick victory.

**Emperor/Empress** - a ruler of an empire. **Cathedral** - a Christian church where a Bishop is based Bishop a clergyman who holds a very high office in some Christian churches.

**Roman Catholicism** - the oldest and largest branch of the Christian church.

**Protestantism** - a branch of the Christian church opposed to many of the teachings of Catholicism.

**Puritans** - a group of protestants who believed in living a very simple life according to extremely strict religious rules.

**Tithe** - a tax of one tenth of a person's wealth paid to the Church every year.

**Civil war** - conflict between different groups within a country.

**Cavalier** - someone who supported King Charles I during the English Civil War.

**Round Head** - a supporter of Oliver Cromwell during the English Civil War.

**Propaganda** - biased or misleading information.

**Social reformer** - someone who works to improve the lives of other people.

**Philanthropist** - someone who donates money to improve the welfare of other people.

**Northumbria** - a medieval Anglo Saxon kingdom.

**Medieval** - a period in English history known as the Middle Ages AD 500 – 1500.

**Peasant** - someone who farmed the land owned by others and was often poor.

**Imperialism** - Powerful countries seeking control of other places around the world to create an empire.

**Independence** - Freedom from the control or influence of other countries.

**Selfdetermination** - The belief that all people have the right to control their own lives.

**Sovereignty** - A country that has complete control over everything it does.

**Raw material** - Something occurring in nature that people use to make products they need.

**Industrial revolution** - A time when steam driven machinery began to produce goods in factories rather than small workshops.

**Missionary** - A person who tries to convert other people to the beliefs of their own faith.

**Referendum** - A vote in which people are asked to make or change a law by voting 'yes 'or 'no'.

**Crown dependency** - An overseas state that relies on Britain to represent its interests abroad and to defend it if necessary.

		<p><b>Quarter</b> - giving mercy to defeated soldiers after a battle.</p> <p><b>Industrial revolution</b> - when steam driven machinery began to produce goods in large factories in Britain rather than in small workshops.</p>	
<p>Prior Knowledge (indicate year group)</p>	<p><b>Earlier in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <p>The most common reasons why tribes, kingdoms, nations and empires invade the territory of other people.</p> <p>About some very significant battles fought by England and Britain such as Trafalgar, Waterloo and Hastings.</p> <p>About some of the events of the First World War and how life in Britain changed during the conflict.</p>	<p><b>In Key Stage 1 pupils learned:</b></p> <p>About historically significant people, events and places in their local area and investigated why they are considered to be of importance.</p>	<p><b>Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:</b></p> <p>About what an empire is and why the Romans invaded Britain to extend their empire.</p> <p>What happened in Britain when it was part of the Roman Empire.</p> <p>What happened in Britain after the Romans left.</p>
<p>Key Knowledge (Substantive)</p>	<p>Why Adolf Hitler came to power in Nazi Germany.</p> <p>Why Britain entered into war with Nazi Germany in 1939.</p> <p>Which countries were allies of Britain in the war.</p> <p>Why Nazi Germany invaded and occupied most of Western Europe by 1940.</p> <p>Why Britain faced the threat of invasion by Nazi Germany in 1940.</p> <p>Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion.</p> <p>The main events of the Battle of Britain.</p> <p>How and why Britain defeated Nazi Germany in the Battle of Britain.</p>	<p>The location of the modern day city of York.</p> <p>That York has been affected by historical events for many thousands of years.</p> <p>Why York was an important city of the Roman Empire.</p> <p>What the purpose of Roman 'head pots' in York might have been.</p> <p>Why the Oshere Anglo Saxon helmet found in York is such an important artefact.</p> <p>Why Northumbria was a powerful Anglo Saxon kingdom.</p> <p>Why and how the Normans built the Cathedral of St Peter.</p> <p>Why the Battle of Marston Moor was one of the most important ever fought in Britain.</p> <p>What the Industrial Revolution was.</p>	<p>What an empire is.</p> <p>Recall their knowledge and understanding of why the Romans built an empire.</p> <p>What a colony is.</p> <p>The colonies that formed the British Empire at its height in 1921.</p> <p>Why Britain built an empire beginning in the time of King James I.</p> <p>The benefits this brought to Britain.</p> <p>The hardships faced by many indigenous people whose home these colonies were.</p> <p>Why after the Second World War Britain found it increasingly difficult to maintain its empire.</p> <p>Why most former colonies are now independent sovereign nations.</p> <p>Why Britain went to war with Argentina over the Falkland Islands in 1982.</p>

	<p>The significance of this victory in terms of the final outcome of the Second World War.</p>	<p>Some of the changes that occurred in York as a result of the Industrial Revolution.</p>	<p>The purpose and countries of the Commonwealth. Why many independent countries that were once colonies of the British Empire now belong to the Commonwealth.</p>
<p>Key Skills (Disciplinary)</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. Empathise - The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values). Informed conclusion - A knowledgeable summing up of the main points or issues about something. Reasoned judgement - A personal view or opinion about something supported by factual evidence. Justify - Give reasons to show or prove what you feel to be right or reasonable. Apply - The transfer of knowledge and/or skills learned in one context to help make sense of a</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. Empathise - The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values). Informed conclusion - A knowledgeable summing up of the main points or issues about something. Reasoned judgement - A personal view or opinion about something supported by factual evidence. Justify - Give reasons to show or prove what you feel to be right or reasonable. Apply - The transfer of knowledge and/or skills learned in one context to</p>	<p>Synthesise - Bring together a range of ideas and facts from different sources to develop an argument or explanation for something. Explain - Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. Empathise - The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values). Informed conclusion - A knowledgeable summing up of the main points or issues about something. Reasoned judgement - A personal view or opinion about something supported by factual evidence. Justify - Give reasons to show or prove what you feel to be right or reasonable. Apply - The transfer of knowledge and/or skills learned in one context to help make sense of a</p>

	<p>different situation. Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique - Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Hypothesise - Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>	<p>help make sense of a different situation</p> <p>Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique - Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</p> <p>Hypothesise - Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>	<p>different situation Evaluate - Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</p> <p>Critique - Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.</p> <p>Hypothesise - Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</p>
<p>Possible- sequence of lessons – enquiry questions?</p>	<p>How serious was the risk of invasion by Nazi Germany in June 1940?</p> <p>What did Hitler need to do if an invasion was going to succeed?</p> <p>Why did Britain win the Battle of Britain?</p>	<p>What were head pots and why have so many been found at York?</p> <p>Who was Oshere and why didn't he come back for his helmet?</p> <p>How was the money raised to pay for the building of York Minster?</p> <p>Why do we remember what happened to a dog at the battle of Marston Moor?</p> <p>How did the coming of the industrial age change York?</p>	<p>Why was it said that the sun never set on the British Empire?</p> <p>Why did Britain build an empire around the world?</p> <p>What happened to the British Empire?</p> <p>What happened in Britain between 2 April and 14 June 1982, and why?</p>
<p>End of unit goals Suggested assessment task?</p>	<p><b>Explain</b> who Adolf Hitler was and why he came to power in Nazi Germany.</p> <p><b>Explain</b> why Britain entered into war with Nazi Germany in 1939.</p> <p><b>Identify and explain</b> which countries were allies of Britain in the Second World War .</p> <p><b>Explain</b> how and why Nazi Germany invaded and occupied most of Western Europe by 1940.</p>	<p><b>Identify, locate and describe</b> the location of the modern day city of York.</p> <p><b>Understand</b> that York has been affected by historical events for many thousands of years.</p> <p><b>Explain</b> why York was an important city of the Roman Empire.</p> <p><b>Reach and informed judgement</b> based on evidence at to what the purpose of Roman 'head pots' in York might have been.</p>	<p><b>Understand</b> what an empire is.</p> <p>Recall their knowledge and understanding and <b>explain</b> why the Romans built an empire.</p> <p><b>Explain</b> what a colony is.</p> <p><b>Identify and locate</b> on a map the colonies that formed the British Empire at its height in 1921.</p> <p><b>Explain</b> why Britain built an empire beginning in the time of King James I.</p>

	<p><b>Understand</b> why Britain faced the threat of invasion by Nazi Germany in 1940.</p> <p><b>Reach an informed judgement</b> about why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion.</p> <p><b>Describe and explain</b> the main events of the Battle of Britain.</p> <p><b>Evaluate</b> a range of evidence and <b>reach a judgement</b> about how and why Britain defeated Nazi Germany in the Battle of Britain and <b>justify their views</b>.</p> <p><b>Understand</b> the significance of this victory in terms of the final outcome of the Second World War.</p>	<p><b>Reach an informed judgement</b> based on evidence as to why the Oshere Anglo Saxon helmet found in York is such an important artefact.</p> <p><b>Explain</b> why Northumbria was a powerful Anglo Saxon kingdom.</p> <p><b>Understand</b> why and how the Normans built the Cathedral of St Peter and <b>evaluate</b> the impact of its construction on the people of York, <b>justifying</b> their views.</p> <p><b>Explain</b> why the Battle of Marston Moor was one of the most important ever fought in Britain.</p> <p><b>Explain</b> what the Industrial Revolution was and some important ways it changed society in Britain in the 18<sup>th</sup> and 19<sup>th</sup> centuries.</p> <p><b>Understand</b> some of the changes that occurred in York as a result of the Industrial Revolution.</p>	<p><b>Evaluate</b> the benefits that having many colonies brought to Britain.</p> <p><b>Understand</b> the hardships faced by many indigenous people whose home these colonies were.</p> <p><b>Reach an informed judgement</b> regarding why after the Second World War Britain found it increasingly difficult to maintain its empire.</p> <p><b>Explain</b> why most former colonies are now independent sovereign nations.</p> <p><b>Explain</b> why Britain went to war with Argentina over the Falkland Islands in 1982.</p> <p><b>Explain</b> the purpose of the Commonwealth.</p> <p><b>Understand</b> why many independent countries that were once colonies of the British Empire now belong to the Commonwealth.</p>
<p>Suggestions for the development of greater depth</p>	<p><b>Understand</b> the significance of propaganda during the Battle of Britain and consider whether Nazi Germany actually intended to invade Britain if they were successful in defeating the Royal Air Force.</p>	<p>Understand the concept of palimpsest in relation to the city of York.</p>	<p><b>Make an informed judgement</b> as to why many people from former colonies of its empire migrated to Britain in the 1950s and 1960s.</p>
<p>Enrichment opportunities</p>		<p>York Trip</p>	