



Ettington Primary School Progression Document

History



INTENT

At Ettington CE Primary School our approach to History is to furnish the children with historical knowledge and skills in order to be able to understand historical chronology. Through this, they will develop a sense of identity and a cultural understanding based on their historical heritage. We will teach children to investigate past events, developing skills of enquiry, analysis, interpretation and problem-solving. This will enable the pupils to compare and contrast different periods of time as they move through the school on issues such as laws, daily life, religion, war and technology.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life · events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] · the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> · changes in Britain from the Stone Age to the Iron Age · 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 · a local history study · a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 · the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China · Ancient Greece – a study of Greek life and achievements and their influence on the western world · a non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			

	Mary Seacole and/or Florence Nightingale and Edith Cavell] · significant historical events, people and places in their own locality.	

Reception UTW - Past and Present Progression in Learning – small steps to Key Stage 1			
Autumn Term	Spring Term	Summer Term	Key vocabulary
Describe how I have changed over time e.g. baby, toddler, child. Know Harvest, Bonfire Night, Diwali and Christmas repeat annually each year in Autumn/Winter. Talk about my previous experiences of Bonfire Night, Christmas, Remembrance Day.	Know Luna New Year and Easter repeat annually each year in Spring. Talk about my previous experiences of Easter.	Know Summer holidays repeat annually each year. Talk about my previous experiences of going on holiday and going to the beach.	Change, past, present, future, annual, Gunpowder Plot, Nativity, Easter, Guy Fawkes, Jesus, God Grace Darling Values
Talk about some historical events that affect my life today e.g. Gunpowder plot, The Nativity story. Talk about significant people from the past e.g. Guy Fawkes, Jesus. Name and describe the people I know e.g. family, friends.	Talk about some historical event that affect my life today e.g. Easter Talk about significant people in the past e.g. Jesus. Name and describe jobs people in my community do. Explain why their jobs are important. Sequence a historical story e.g. Easter.	Talk about some historical events that affect my life today e.g. Victorian seaside holidays. Talk about significant people in the past e.g. Grace Darling, Noah, God. Sequence a historical story e.g. Noah’s Ark	Resilience Individual Liberty Mutual Respect Tolerance Democracy

Talk about similarities and differences between Christmas in the past and now.	Talk about similarities and differences between London in the past and now.	Talk about similarities and differences between holidays in the past and now.	
--	---	---	--

Understand that some stories are set in the past and some in the present

	Autumn Term	Spring Term	Summer Term
Year 1	Castles	Famous Queens	Mary Anning and the Dinosaurs
Year 2	The Great Fire of London	Arctic Adventures	Florence Nightingale
Year 3	The Romans	Anglo-saxons, Picts and Scots	The Tudors
Year 4	Ancient Egyptians	The Prehistoric World (Stone Age to Iron Age)	British History Heroes
Year 5	The Vikings	Ancient Greece	The Victorians
Year 6	Out of Africa	The world at War- WW2	The Titanic

Key Unit Autumn – Year 1	Knowledge	Skills	Vocabulary
Castles	<ul style="list-style-type: none"> Find out who built the first castles in the UK and why. Find out about UK castles that were built by the Normans. Find out about the structure of medieval castles. Find out about the people living in medieval castles. Find out about how common people were treated in medieval times Find out about how the Tower of London's use has changed over time. 	<p>Pupils will begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, photos, BBC website).</p> <p>Pupils will use drama/role play to explain why people did things in the past.</p>	monarch, king, queen, ruler, medieval

Key Unit Spring– Year 1	Knowledge	Skills	Vocabulary
Famous Queens	<ul style="list-style-type: none"> To understand what a monarch is and where monarchs live To explore Tudor life and Queen Elizabeth I To explore who Queen Victoria was To explore the Victorian period To explore the life of Queen Elizabeth II To compare three major time periods To compare the three significant queens 	<p>Pupils will give simple explanations of a consequence to an action specifically as a result of an event or action of an individual.</p> <p>Pupils will write simple sentences and describe an event or a period of time.</p> <p>Pupils will communicate using simple language.</p> <p>Pupils will know and recount stories</p>	Queen, palace, monarch, Tudor, significant, famous, jubilee, Empire, time period
Key Unit Summer – Year 1	Knowledge	Skills	Vocabulary
Mary Anning and the Dinosaurs	<ul style="list-style-type: none"> Find out what life was like in Georgian England and what people knew about dinosaurs at the time. Find out about the life of Mary Anning. To explore Mary Anning's legacy. 	<p>Pupils will know the difference between things that happened in the past and the present.</p> <p>Pupils will describe things that happened to themselves and other people in the past.</p>	fossils, legacy, palaeontology
<p>A historian at the end of Year 1 will know: Name changes that have happened in my lifetime and that of my wider community e.g. grandparents. Know and recognise toys of today and toys of the past and identify similarities and differences. How significant individuals have impacted on the present. How inventions and events from the past have shaped the future e.g. medicine and air travel. Changes that</p>		<p>A historian at the end of Year 1 will be able to: Share their experiences and make comparisons between the past and present. Observe and handle artefacts and evidence to ask and answer simple questions about the past. Sort and sequence artefacts from different time periods. Use different sources to research significant individuals from the past. Begin to explain how events in the past have improved present day life. Begin to order key events chronologically.</p>	

have happened in their lifetime and that of my wider community e.g. grandparents.	
Links to values and aims	Curiosity, Collaboration, Communication and Perseverance Mutual respect - working together Tolerance - listening and respecting opinions of others

Key Unit Autumn – Year 2	Knowledge	Skills	Vocabulary
The Great Fire of London	<ul style="list-style-type: none"> To understand where and when the great fire started. To understand the events of the great fire of London. To understand why the fire spread so quickly and stayed alight for so long. To find out about Samuel Pepys and his diary. 	<p>Pupils will briefly describe features of the lives of particular people from local, national and global history</p> <p>Pupils will recognise why people did things, why events happened and what happened, giving more than one effect of an event and a simple explanation.</p>	Mayor, king, government, historical sources, archaeologist
Key Unit Spring– Year 2	Knowledge	Skills	Vocabulary
Arctic Adventures	<ul style="list-style-type: none"> To understand the traditional Inuit way of life and how it changes over time. Learn about Arctic explorers. 	<p>Pupils will briefly describe features of the lives of particular people from local, national and global history</p> <p>Pupils will connect ideas and use simple phrases as to why an event occurred</p>	traditional, explorer, Inuit

		<p>Pupils will begin to write in a different genre e.g. diaries, postcards, reports, letters.</p> <p>Pupils will begin to use simple historical language to communicate ideas.</p>	
Key Unit Summer – Year 2	Knowledge	Skills	Vocabulary
Florence Nightingale	<ul style="list-style-type: none"> • To find out who Florence Nightingale was and when she lived. • To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. • To find out how Florence Nightingale improved the conditions at the Scutari hospital. • To find out about Florence Nightingale’s later life. • To identify similarities and differences between medical care now and in Victorian times. • To be able to order and summarise events in the life of Florence Nightingale. 	<p>Pupils will briefly describe features of particular events from family, local, national and global history e.g. briefly explain the significance of Florence Nightingale</p> <p>Pupils will give simple reasons for why changes have occurred in the past e.g. through changes made by individuals</p> <p>Pupils will identify similarities and differences between their lives and the lives of those studied.</p> <p>Pupils will use a source – observe or handle sources to answer questions, deduce information and draw simple conclusions about the past from pictures or photographs and information.</p> <p>Pupils will begin to ask informed, relevant questions</p>	Victorian, conditions, legacy, significant, famous, similarities, differences

		<p>Pupils will independently sequence 5-6 events closer together in time</p> <p>Pupils will use drama/role play to develop empathy and understanding (hot seating, sp. & listening).</p>	
<p>A historian at the end of Year 2 will know: Key dates and events about the Great Fire of London. The importance of Samuel Pepys diary as a primary source of historical evidence. The importance of Richard Neville and his link with Warwick. The different types and parts of a castle and their purpose. The significance of Queen Victoria and how she changed the future of England. Key facts about the life of Queen Elizabeth II. That we now have a King</p>		<p>A historian at the end of Year 2 will be able to: Research using Who, What, Why, How questions. Use a range of sources to research key facts, events and individuals and make comparisons between past and present, explaining how life in the past was very different to today. Use appropriate words and phrases to describe historical events To choose and select evidence and begin to explain how it can be used to find out about the past.</p>	
<p>Links to values and aims</p>		<p>Curiosity, Collaboration, Communication and Perseverance Perseverance – undertaking local field to work to find out how the area is used Tolerance – comparing what it is like to live in hot and cold places Mutual respect – working together</p>	

Key Unit Autumn – Year 3	Knowledge	Skills	Vocabulary
The Romans	<ul style="list-style-type: none"> To explore the legend of how Rome was founded and investigate how it grew into the Roman empire. To find out about the social structure and organization of ancient Rome. To carry out historical research to find out what daily life was like in ancient Rome. 	<p>Pupils will identify details from several themes, societies, events and significant people, covered in global history</p> <p>Pupils will use a range of sources to find out about a period.</p> <p>Pupils will know that there are different types of source e.g. diaries, photographs, paintings,</p>	<p>emperor, empire, republic, historical sources</p>

	<ul style="list-style-type: none"> Find out about ancient Roman entertainment and explore the life of a gladiator. Find out what the Romans believed and to investigate the gods and goddesses of ancient Rome. 	<p>newspapers, etc. and identify some of the different ways that the past is represented.</p> <p>Pupils will have knowledge and understanding of the everyday lives of people in the times studied and compare these with their own lives.</p>	
Key Unit Spring– Year 3	Knowledge	Skills	Vocabulary
Anglo-saxons, Picts and Scots	<ul style="list-style-type: none"> To find out how we know about the past. To find out about Anglo-Saxon migration. To find out who the Picts and Scots were and where they lived. To use a range of artefacts to find out about Anglo-Saxon life. To explore Anglo-Saxon society and culture. To know about Paganism and the spread of Christianity in Britain. To use historical evidence to draw a conclusion about who was buried at Sutton Hoo. 	<p>Pupils will use timelines to place events in order using intervals of decades and centuries with given markers</p> <p>Pupils will ask and answer relevant questions about the past, using a range of sources.</p> <p>Pupils will observe smaller details from artefacts, pictures, to make deductions.</p> <p>Pupils will describe and explain simple reasons for (cause) and results (effect) of people’s actions and changes over time.</p>	archaeological, artefact, migrate, invade, settle, century, source, society, culture, significant
Key Unit Summer – Year 3	Knowledge	Skills	Vocabulary
The Tudors	<ul style="list-style-type: none"> Place the Tudors on a timeline and explore the Tudor family tree. 	Pupils will sequence some events, objects, themes, periods and people from topics covered, by providing a	secondary source, primary source, crime, punishment, life expectancy

	<ul style="list-style-type: none"> • Explore Tudor fashion through pictures and identify different pieces of Tudor clothing. • Investigate the foods that Tudor people ate and find out about the new foods that were being brought to England at the time. • Discover the punishments given to criminals during Tudor times and who was in charge of law and order. • Explore the illnesses that were common in Tudor times and discover how they were treated. • Think about what life was like for children in Tudor times and discover how they were treated. 	<p>few dates and/or period labels and terms</p> <p>Pupils will select and record information relevant to the study when following an enquiry.</p> <p>Pupils will identify and give reasons for different ways in which the past is represented.</p> <p>Pupils will communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, captions, labels, phrases, drama, writing, use of ICT.</p>	
<p>A historian at the end of Year 3 will know: That history is divided into periods and that prehistory is the period before written methods. How bronze changed life in the stone age and the importance of trade during the Iron Age. Know why, where and how the invasions of Britain took place after the Roman withdrawal. Know where the Anglo-Saxons settled and what they named the settlements. Know key events from the Anglo-Saxon timeline. Know the key features of Anglo-Saxon village life Know about Anglo-Saxons Religious beliefs (conversion of paganism to Christianity) and the Gods they worshipped.</p>	<p>A historian at the end of Year 3 will be able to: To develop chronological knowledge and understanding of British History using a timeline and compare this to previous time periods studied. To use AD and BC vocabulary accurately To locate places in Stone Age to Iron Age Britain and Anglo-Saxon counties on a map. To compare settlements and changes from the Stone Age to Iron Age. Use archaeological evidence to investigate the Bronze Age and understand the difference between primary and secondary sources. To use artefacts to find out more about a period of time.</p>		
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Rule of law Tolerance of others – (understanding religious beliefs) Mutual respect - working together</p>		

	Tolerance - listening and respecting opinions of others
--	---

Key Unit Autumn – Year 4	Knowledge	Skills	Vocabulary
Ancient Egyptians	<ul style="list-style-type: none"> Place key events from the ancient Egyptian period on a timeline. Find out how society in ancient Egypt was organized. Find out who the pharaohs were and why they were important. Find out about ancient Egyptian gods and goddesses. Find out about the pyramids of ancient Egypt. Investigate the inventions and achievements of the ancient Egyptians. 	<p>Pupils will understand more complex, abstract concepts e.g. society, civilisation.</p> <p>Pupils will identify details and features from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>Pupils will use historical language to communicate ideas</p>	civilisation, society, pharaoh
Key Unit Spring– Year 4	Knowledge	Skills	Vocabulary
The Prehistoric World (Stone Age to Iron Age)	<ul style="list-style-type: none"> To introduce the definition and timescale of human prehistory. To find out about early humans and the paleolithic period. To find out about people who lived in the Mesolithic period. 	<p>Pupils will understand that the past has been represented and interpreted in different ways.</p> <p>Pupils will begin to select and combine information from different sources.</p>	prehistory, Neanderthals, Homo sapiens, Mesolithic, Palaeolithic, Neolithic

	<ul style="list-style-type: none"> • To find out how people lived in the Neolithic period. • To find out about how people lived in the Stone Age. • To find out about how people lived in the Iron Age. • Recap and summarise the prehistory of Britain. 		
Key Unit Summer – Year 4	Knowledge	Skills	Vocabulary
British History Heroes	<ul style="list-style-type: none"> • To know how William Wilberforce was influential in the abolition of the slave trade. • To know how and why Elizabeth Fry improved conditions for prisoners. • To know about Lord Shaftsbury’s role in the improvement of conditions for poor children. • To know about the life, works and achievements of Mary Seacole. • To know how Emmeline Pankhurst helped women to win the right to vote. • To know how Winston Churchill led Great Britain to victory in the second world war. 	<p>Pupils will have some awareness of how people’s lives and decisions have shaped this nation.</p> <p>Pupils will use evidence to build up a picture of a past event or life in a period studied.</p> <p>Pupils will choose relevant material to present a picture of one aspect of life in time past.</p> <p>Pupils will ask a variety of relevant questions, make deductions from sources and begin to find the answers to historical questions.</p>	significant, law, conditions, abolition, century, vote, epidemic

	<ul style="list-style-type: none"> To know how to select, record and present information. 		
<p>A historian at the end of Year 4 will know:</p> <p>Understand why the Romans invaded and settled in Britain. Understand the terms Empire and Emperor. Explain how Britons responded to the Roman Invasion. Understand why the Roman army was so successful. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. The causes of World War 2 and the different phases in the Battle of Britain. How to make inferences and deductions about a photograph.</p>	<p>A historian at the end of Year 4 will be able to:</p> <p>Develop historical enquiry skills through the use of primary and secondary evidence and posing questions. They will question the validity of a source. Understand an historical narrative and sequence through the use of timelines. Study the contribution and significance of key individuals and events. Ask relevant historical inquiry questions to build up a picture of achievements of early civilisations. Note key changes over a period of time and give reasons for these changes Develop an understanding of chronology in different times.</p>		
Links to values and aims	<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Service – Rulers of Ancient Egypt</p> <p>Resilience – Invasions of Vikings, formation of civilization in Egypt and Viking culture</p> <p>Rule of Law (Egyptian rulers) Understanding of religious beliefs</p>		

Key Unit Autumn – Year 5	Knowledge	Skills	Vocabulary
The Vikings	<ul style="list-style-type: none"> To explore what Britain was like before the first Viking invasions. To find out about the Viking invasions of Britain. To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. 	<p>Pupils will sequence with some independence the key events, societies and people in topics covered.</p> <p>Pupils will identify why some civilizations have been successful and have an awareness that others have not.</p>	invasion, settlement, kingdom, dynasty, significant

	<ul style="list-style-type: none"> • To find out why King Alfred was dubbed 'Alfred the Great' • Explore what life was like for Vikings living in Britain. • Find out how and when England became a unified country. • Find out about the end of the Anglo Saxon and Viking era in Britain 	<p>Pupils will begin to make use of dates and terms to structure their work or within their work using age appropriate expectations.</p> <p>Pupils will use historical terminology appropriate to the topic</p>	
Key Unit Spring– Year 5	Knowledge	Skills	Vocabulary
Ancient Greeks	<ul style="list-style-type: none"> • To begin to find out who the Ancient Greeks were and place their civilization in time. • To understand the different types of government in Ancient Greece. • To compare and contrast the two city states of Athens and Sparta. • To use sources to find out about life in Ancient Greece. • To know about religion in Ancient Greece. • To find out about Ancient Greek scholars and philosophers. • To know how modern life has been influenced by the Ancient Greeks 	<p>Pupils will sequence with some independence many of the significant events, societies and people within topics covered, using appropriate dates, period labels and terms.</p> <p>Pupils will begin to identify primary and secondary sources.</p> <p>Pupils will examine causes and effects of events and the impact on people.</p> <p>Pupils will identify and describe key features of the time studied and their impact on today's society.</p>	civilisation, government, democracy, oligarchy, monarchy, city-state, artefact, primary source, secondary source

Key Unit Summer – Year 5	Knowledge	Skills	Vocabulary
The Victorians	<ul style="list-style-type: none"> • To find out about the life of Queen Victoria. • To find out what the Industrial revolution was and how it affected Britain. • To find out about important inventions of the Victorian era. • To find out about health, disease and medicine in Victorian Britain. • To find out what the Victorians did during their leisure time. 	<p>Pupils will identify different viewpoints and begin to suggest why they have occurred.</p> <p>Pupils will select relevant sections or parts of information.</p> <p>Pupils will compare accounts of different events from different sources.</p> <p>Pupils will offer some reasons for different versions of events.</p>	population, century, reign, Victorian, Industrial Revolution, Empire, colony, colonialism
<p>A historian at the end of Year 5 will know:</p> <p>Where the Vikings came from and when they arrived in Britain. They will know the key reasons why Vikings invaded and then settled in Britain. They will know about the rulers, raids and other aspects of Viking life. The consequences of the Anglo Saxon and Viking struggle for Britain. They will understand how this nation has been influenced by the Vikings – language, ship design, place names etc. What it was like to live in Egyptian times. They will know what pyramids are and what they were used for. They know that artefacts can be used to learn about the past and can explain how people lived during certain times in the past and why things changed. Have a chronologically secure knowledge of the Ancient Greek timeline and how it fits within a wider historical context. The importance of Ancient Greek gods and their influence on the western world. How Athenian democracy worked and compare it to modern day Britain. Know importance and significance of Ancient Greek philosophers.</p>		<p>A historian at the end of Year 5 will be able to:</p> <p>Know and sequence key events of time studied. Use evidence to build up a picture of a past event and understand what life was like during the time studied, using primary and secondary sources. Recognise when they are using a primary/secondary source of information and use a wide range of different evidence types to investigate the past. Evaluate the accuracy and reliability of sources. Make observations using artefacts. To examine causes and results of great events and the impact on people and life today. Know and sequence key events of time studied. Have a solid understanding of chronology in different times and place in the correct order on a timeline.</p>	
Links to values and aims		<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Service - human use of deserts and environmental threats</p>	

	<p>Kindness - show kindness to migrants and refugees</p> <p>Perseverance - environmental threats to deserts</p> <p>Tolerance - migrants and refugees</p> <p>Respect - biomes, desert environments, respect for migration and migrants</p> <p>Liberty - individual liberty of people to choose where to live especially if there are issues surrounding rights</p> <p>Rule of Law - population influencing traffic, litter etc and laws that protect us and the country</p>
--	--

Key Unit Autumn – Year 6	Knowledge	Skills	Vocabulary
Out of Africa	<ul style="list-style-type: none"> • Find out where the kingdom of Benin was and about the time period. • Explore how we know about the kingdom of Benin from AD 900 to 1300. • Find out about the leaders of the kingdom of Benin. • Find out about the lives of people of the kingdom of Benin. • Find out about the trade network of the kingdom of Benin. • Find out about the Benin empire’s golden age. • Find out about the decline of the Benin empire. 	<p>Pupils will know key dates, people and events of time studied.</p> <p>Pupils will select, organise and deploy relevant information to produce structured accounts, including written/descriptive narratives and analyses, which deploy subject knowledge.</p> <p>Pupils will use historical terminology, which is mostly accurate and is appropriate to the topic.</p>	kingdom, modern, empire, archaeological, trade, civil war

Key Unit Spring– Year 6	Knowledge	Skills	Vocabulary
The World at War	<ul style="list-style-type: none"> • To investigate the causes of World War Two. • To understand the different roles and experiences of those who contributed to the war effort. • To understand the impact of rationing during World War Two. • To find out about the Blitz and communities affected by it. • To understand people’s experiences of evacuation during World War Two. • To understand the significance of the Holocaust. • To use historical enquiry skills to research, and draw conclusions about, the past. 	<p>Pupils will use evidence to find the answers to enquiry-based questions with some support, suggesting hypotheses and drawing conclusions.</p> <p>Pupils will have an awareness of different viewpoints, begin to understand biased sources and why contrasting arguments and interpretations of the past have been constructed.</p>	military, civilian, appeasement, alliance, peace treaty, empire, cause
Key Unit Summer – Year 6	Knowledge	Skills	Vocabulary
The Titanic	<ul style="list-style-type: none"> • To understand why the Titanic was significant. • To identify different types of historical source and determine their reliability. • To investigate what life was like on board for the different classes. 	<p>Pupils will sequence with independence many of the significant events, societies and people within topics covered, using appropriate dates, period labels and terms.</p> <p>Pupils will recognise both primary and secondary sources and use a</p>	significant, class, primary source, secondary source, reliable

	<ul style="list-style-type: none"> • To investigate the people on board the Titanic. • To gather evidence to back up opinions. • To reflect on how the sinking of the Titanic changed following events. 	<p>range of sources to find out about an aspect of time past.</p> <p>Pupils will have depth of knowledge about beliefs, behaviour and characteristics of people in the eras studied, recognising that not everyone shares the same views and feelings</p>	
<p>A historian at the end of Year 6 will know: What life was like for the Mayan people. How Mayan society developed and evolved over the course of its empire. Mayan influences on life today (language, culture). Why the Mayans gradually disappeared. Rituals and religion of the Mayan people. Display a clear understanding of events and periods of time studied throughout the whole school journey. Understand a range of different beliefs, behaviours and sources within history and recognise that beliefs are not always shared. Identify how civilisations can thrive or fall and how the fall of a civilisation can impact on other civilisations.</p>		<p>A historian at the end of Year 6 will be able to: Use a range of primary and secondary sources and evaluate the provenance of each. Order significant events and civilisations in history chronologically crossing from BC to AD. Compose own lines of enquiry in order to draw comparisons between civilisations taught throughout the primary programme of study. Identify similarities and differences between Athens and Sparta using a range of sources. Identify Greek legacies and justify with reasoning, those that are most important today. Pose questions about similarities and differences between the ancient Mayan and other ancient civilisations such as Ancient Greece and research to find the answers. Research other ancient civilisations around at the same time as the Mayans. Identify and understand factors causing civilisations to fall from power drawing comparisons between the Mayans, Vikings and Romans.</p>	
<p>Links to values and aims</p>		<p>Curiosity, Collaboration, Communication and Perseverance Service – service of the people in ancient societies such as Greece and the Mayans in contributing to civilization Perseverance – survival of the Mayan people for over 3000 years in the face of climate/environmental dangers as well as war against other civilizations Democracy – ruling of ancient Greek society Rule of Law – ruling of ancient Mayan and Greek society Tolerance of others – understanding different religious beliefs and cultural behaviours</p>	

