History - Knowledge and Skills Progression Map - Greenlands Primary School - 2026/2027

Substantive Concepts running through our History curriculum	Childhood	Civilisations	Leadership	Migration/Invasion

CLASS / YEAR GROUP: Year 6

	Autumn 1/2	Spring 1/2	Summer 1/2
Focus	In this unit, children investigate local history from the Victorian period using primary sources such as the census, parish registers and factory records. They will explore how family life changed over time and connect these changes to broader national events. As part of their historical inquiry, children will conduct their own research on a local family, with a special focus on notable figures from their area. They will delve into the life of Edith Rigby, a prominent local suffragette from Preston, to understand her impact and the broader suffrage movement. Through this exploration, children will gain insights into both local and national history, linking individual stories to larger historical contexts.	This unit examines the significant effects of World War II on British children. Children will explore the critical causes of the war and the vital reasons behind the evacuation of children, as well as the significant impact on their education. They will investigate how wartime rationing and shortages profoundly altered daily life and delve into the substantial emotional and psychological effects experienced by children. Through these lessons, children will gain insight into the profound and lasting ways in which the war shaped the lives and experiences of British children.	This unit explores the significant changes and continuities in health and medicine across various historical periods that the children have studied previously. Children will investigate how prehistoric and Ancient Egyptian health practices reflected their civilisations' values and examine how Roman advancements evolved from earlier Greek medical ideas. The unit will then address how medieval beliefs influenced responses to the Black Plague and how Tudor medical practices were shaped by social structures. Children will study key Victorian discoveries that marked transformative changes in medicine and addressed contemporary needs. Finally, they will analyse recent developments to understand current priorities in healthcare and explore how historical practices have continued to shape modern medicine.
Unit (Enquiry Question)	What does the census tell us about our local area?	How did WW2 change the lives of children in England?	How have ideas about health and medicine changed over time?
Substantive Concept			
Disciplinary Concept (Focus)	Sources and Evidence	Historical Significance	Change and Continuity

Link to National Curriculum	H12/2.1 Pupils should be taught about an aspect of local history.		H12/2.2 Pupils should be taught a study of an aspect or theme in British History that extends pupils' knowledge beyond 1066.		H12/2.2 Pupils should be taught a study of an aspect or theme in British History that extends pupils' knowledge beyond 1066.	
Prior Knowledge (indicate year group)	How have children's lives changed since the Victorian era? (Year 4)		British history 4: Were the Vikings raiders or settlers? (Year 4) How have children's lives changed since the Victorian era? (Year 4)		How did WW2 change the lives of children in England? (Year 6)	
Key Vocabulary	Census can hooker Enumerator piecer Schedule overlooker enumeration books reconstruct head of household suffragette	Flax linen shilling flax mill spinner joiner bobbins carding yarn scholar governess	Treaty of Versailles Adolf Hitler Evacuation Evacuee Blitz Air raid Anderson shelter Morrison shelter Host family Make do and mend PTSD	Rural Urban Blackout Propaganda Resettlement Curriculum Patriotism Rationing Coupons Counselling	Prehistoric Ancient Egyptian Mummification Hippocrates Galen Aqueducts Humours Black Plague Bubonic Herbal	remedies Apothecary Quackery Vaccination Antiseptic Penicillin X-rays Pandemic
Sequence of lessons - enquiry questions? 1-6	Lesson 1: What is the purpose of the census and how is it created? Lesson 2: How can I use enquiry questions to deepen my understanding of what life was like for Victorian children? Lesson 3: What can the census tell me about the jobs people did in the past? Lesson 4: What can the census tell me about women's lives in the 1900s? Lesson 5: What changed and what stayed the same between the 1911 and 1921 censuses? Lesson 6: What can historical sources tell me about how my local area has changed over time?		Lesson 1: What were the causes of World War Two? Lesson 2: Why were children evacuated during World War Two? Lesson 3: How was children's education affected during the war? Lesson 4: How did rationing and shortages affect children's daily lives? Lesson 5: What were the emotional and psychological effects on children?		Lesson 1: How did prehistoric and Ancient Egyptian health practices reflect their civilisations' values? Lesson 2: How did the Romans adopt and advance Greek medical ideas to improve their civilization's health? Lesson 3: How did medieval beliefs shape responses to the Black Plague? Lesson 4: How were Tudor medical practices shaped by their social structure? Lesson 5: How did key discoveries in Victorian Britain change medicine and reflect the needs of their civilisation? Lesson 6: What do recent developments tell us about the priorities of modern civilisation?	

End of unit goals. Suggested assessment task.	Identify the type of information the census gives about people. Use the census to make inferences about people from the past, providing supporting evidence for their statements. Make observations from the census and identify changes between periods of time. Identify the dangers of working in a textile mill. Create questions to identify the thoughts and feelings of a Victorian working child. Identify the key events of Mary's life and interpret her thoughts and feelings. Extract information from the census to recreate the lives of people who lived in a household from the local area. Extract information from the census and decide whether a family was rich or poor. Describing change throughout time.	Identify the Major Causes of World War II. Explain the Reasons for the Evacuation of Children. Analyse the Impact of the War on Children's Education. Evaluate the Effects of Rationing and Shortages on Children's Daily Lives. Discuss the Emotional and Psychological Impact of the War on Children. Compare Different Sources to Assess the Impact on Children. Reflect on the Long-Term Effects of the War on Children's Lives.	Identify Key Health Practices in Prehistoric and Ancient Egyptian Medicine. Explain Roman Advancements in Medicine. Analyse Medieval Beliefs and Responses to the Black Plague. Describe Tudor Medical Practices and Their Social Context. Evaluate Key Victorian Discoveries and Their Impact on Medicine. Compare Historical and Modern Medical Practices. Assess Continuities and Changes in Medical Practices Over Time. Evaluate the Impact of Historical Medicine on Modern Practices
Links to future learning	What impact did World War Two have on the children of Britain? (Year 6)	How have ideas about health and medicine changed over time and what historical practices still impact us today? (Year 6)	This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The activities are well-suited to children entering Key Stage 3. The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.
Links to British Values	• Respect and tolerance	• Individual liberty	• Tolerance

Key Knowledge (Substantive)	**Civilisation** To understand the changes and reasons for the organisation of society in Britain To be able to compare development and role of education in societies. To understand the changing role of women and men in Britain. **Change and Continuity** To know that change can be traced using the census. **Cause and Consequence** To know that members of society standing up for their rights can be the cause of change. **Sources of evidence** To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. To understand how to compare different census extracts by analysing the entries in individual columns. **Historical Interpretations.** Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources.	**Leadership (monarchy, government and empire)** To understand the process of democracy and parliament in Britain. To understand that there are changes in the nature of society. To know that there are different reasons for the decline of different empires. **Invasion, Settlement and Migration.** To understand there are increasingly complex reasons for migrants coming to Britain. To understand that migrants come from different parts of the world. To know about the diverse experiences of the different groups coming to Britain over time. **Civilisation** To understand the changes and reasons for the organisation of society in Britain. To understand how society is organised in different cultures, times and groups. To understand the changing role of women and men in Britain. To understand that there are differences between early and later civilisations. **Trade** To know that trade routes from Britain expanded across the world . To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. To understand that the methods of trading developed from in person to boats, trains and planes. **Achievements and follies of mankind.** To understand that people in the past were as inventive and sophisticated in thinking as people today. To know that new and sophisticated technologies were advanced which allowed cities to develop.	**Civilisation** To understand the changes and reasons for the organisation of hospitals. To be able to compare development and role of medicine and hospitals in society. To understand the development of medical practices to improve people's health. **Chronological Awareness** To understand that historical periods have characteristics that distinguish them. To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. **Change and Continuity** To know that change can be brought about by conflict **Cause and Consequences** To know that members of society standing up for their rights can be the cause of change **Sources of Evidence** To know that the most reliable sources are primary sources which were created for official purposes. **Historical Interpretations** To understand that there are different interpretations of historical figures and events.

		To understand the impact of war on local communities. To know some of the impacts of war on daily lives. <u>Chronological Awareness</u> To understand how to represent a scale on a timeline. To understand how to create their own timeline selecting significant events. <u>Change and Continuity</u> To know that change can be brought about by conflict. <u>Cause and Consequence</u> To know that members of society standing up for their rights can be the cause of change. <u>Historical Interpretations</u> To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. To understand that there are different interpretations of historical figures and events.	

Key Skills (Disciplinary)	**Chronological Awareness** Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Relating current study on timeline to other periods of history studied. **Similarities and Differences** Describing change throughout time. **Sources of evidence** Recognising primary and secondary sources Using a range of sources to find out about a particular aspect of the past. **Historical Interpretation** Evaluating the usefulness of historical sources. Identifying how conclusions have been arrived at by linking sources. Addressing and devising historically valid questions. **Historical Enquiry** Planning a historical enquiry. Suggesting the evidence needed to carry out the enquiry. Identifying methods to use to carry out the research. Developing an awareness of the variety of historical evidence in different periods of time. Recognising 'gaps' in evidence. Making increasingly complex interpretations using more than one source of evidence. Beginning to interpret simple statistical sources. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.	**Chronological Awareness** Developing a chronologically secure understanding of British, local and world history across the periods studied. **Change and Continuity** Identifying the reasons for changes and continuity. Describing the links between main events, similarities and changes within and across different periods/studied. Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. **Cause and Consequence** Giving reasons for historical events, the results of historical events, situations and changes. Starting to analyse and explain the reasons for, and results of historical events, situations and change. **Similarities and Differences** Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time. **Historical Significance** Explain the significance of events, people and developments.	**Chronological Awareness** Comparing and making connections between different contexts in the past. **Change and Continuity** Describing the links between main events, similarities and changes within and across different periods/studied. **Cause and Consequence** Giving reasons for historical events, the results of historical events, situations and changes. **Similarities and Differences** Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Making links with different time periods studied. Describing change throughout time. **Sources of Evidence** Using a range of sources to find out about a particular aspect of the past. Describing how secondary sources are influenced by the beliefs, cultures and time of the author. **Historical Interpretation** Evaluating the usefulness of historical sources. Showing written and oral evidence of continuity and change as well as indicting simple causation.