



Paragon Skills Progression - History / Geography - YEAR 6

History Skills

- Historical chronology (HC)
- Changes in history (CiH)
- Historical questions and enquiry (HQE)
- Analysing historical sources (AHS)
- Local history study (LHS)

Geography Skills

- Locational knowledge (LK)
- Place knowledge (PK)
- Human and physical geography (HPG)
- Geographical skills and fieldwork (GSF)

National Curriculum guidance for History - Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

National Curriculum guidance for Geography - Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

6	<p align="center"><u>Unit 1</u></p> <p align="center">Ancient World 400,000BCE - 500BCE</p> <p align="center"><i>How do we unlock the mysteries of a civilization? Egypt</i></p>	<p align="center"><u>Unit 2</u></p> <p align="center">Classical World 500BCE - 500CE</p> <p align="center"><i>What do we learn from the ruins of an Empire? Rome</i></p>	<p align="center"><u>Unit 3</u></p> <p align="center">The Middle Ages 500CE - 1460</p> <p align="center"><i>How do we piece together a vanished culture? Europe</i></p>	<p align="center"><u>Unit 4</u></p> <p align="center">Renaissance and The New World 1460 - 1600</p> <p align="center"><i>What happens when people change their religion? Tudors / Elizabethans</i></p>	<p align="center"><u>Unit 5</u></p> <p align="center">Industrial Revolution 1750 - 1900</p> <p align="center"><i>How can technology change life? Victorians</i></p>	<p align="center"><u>Unit 6</u></p> <p align="center">Modern Britain 1900 - 2017</p> <p align="center"><i>Why do people settle near rivers? Bexhill and Rother</i></p>
History	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Evaluate the process of archaeology. (AHS) Explore the concept of how artefacts can tell us about what life was like 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explain, critically, the strengths of the Roman Empire and its army. (HQE) Describe the 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Make connections between historical and modern law and summarise the similarities, differences and changes. (CiH) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Use historical knowledge to discuss, debate and summarise the effectiveness of Henry VIII's reign as King. (HQE) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify and evaluate changes in communication between two or more historical periods. (HC) Describe 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Evaluate primary sources of information to describe how the settlement of Bexhill and the local area has changed in the last 100



	<p>in the past. (AHS)</p>	<p>strengths of significant historical leaders and their legacy. (HQE)</p>	<ul style="list-style-type: none">Summarise the reasons behind the Viking raids upon Britain (Why did the Vikings settle in only certain parts of Britain?) (AHS)	<p>/ AHS)</p> <ul style="list-style-type: none">Scrutinise sources of information to understand why biased viewpoints about historical figures and events were presented. (AHS)	<p>the significance of an event within the Industrial Revolution e.g. the introduction of child labour laws. (CiH)</p>	<p>years. (LHS)</p>
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<p style="text-align: center; font-size: 24px;">Geography</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify Egypt as a country in Africa within the Northern Hemisphere. (LK) • Analyse how the physical geography of Egypt led to settlement. (HPG) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Give evidence as to why Rome was an ideal location in Europe to start an Empire. (HPG) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Understand how the Vikings used the geography of Scandinavia to establish effective trade routes/links. (HPG) • Deepen their understanding of how the distribution of natural resources, land use and economic activity can lead to new settlements. (HPG) 	<p>Pupils will be taught to:</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Explain the evolution of cities across Britain, based on new industry. (HPG) • Analyse the physical geography of York, to explain why this was an essential city during the Industrial Revolution. (PK) 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Understand geographical differences, through the study of physical geography, comparing a UK locality with an international locality. (PK) • To describe and understand key aspects of human geography including types of settlement and land use. (HPG) • Use fieldwork skills, including the collecting and analysing of data, to measure the impact of human and physical
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						<p>geography in the local area. (GSF)</p> <ul style="list-style-type: none">• Draw detailed maps of physical geography in the local area. (GSF)• Use OS maps to identify human and physical geography in the local area. (GSF)• Use relevant geographical vocabulary to describe a river system in the local area. (HPG)
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