

History Progression of Skills and Knowledge Year R

<p>Chronology</p> <ul style="list-style-type: none">• Use simple timelines to sequence events and objects within their own experience.• Use some vocabulary associated with the past, eg <i>old, new, then</i> and <i>now</i> <p>Characteristic Features of the Period</p> <ul style="list-style-type: none">• Know that buildings, clothes, transport or technology could be different in the past <p>Continuity and Change</p> <ul style="list-style-type: none">• Explain how some aspects of life today differ from the past using simple historical vocabulary <p>Cause and Consequence</p> <ul style="list-style-type: none">• Recognise how they have changed during their lifetime• Begin to identify similarities and differences between events in the past and events within their personal experience <p>Historical Significance</p> <ul style="list-style-type: none">• Know about and describe special times or events in their own lives <p>Historical Interpretations</p> <ul style="list-style-type: none">• Talk about different accounts of real historical situations <p>Historical Enquiry</p> <ul style="list-style-type: none">• Talk about past events and identify important features of picture sources, artefacts, etc.	<p><u>All About Me Inside and Out</u></p> <ul style="list-style-type: none">• Know how they have changed over time.• Know that different people have had different experiences. <p><u>Castles</u></p> <ul style="list-style-type: none">• Create a simple family tree.• Know key facts about people in the royal family, eg King Charles, Prince William, etc. <p><u>Mini Beasts and Big Beasts</u></p> <ul style="list-style-type: none">• Begin to know about fossils and their discovery.• Know that the dinosaurs lived millions of years ago. <p><u>Rainbow Fish and Holidays</u></p> <ul style="list-style-type: none">• Begin to know about holidays in the past.• Know how holidays have changed over time.• Know how methods of travel have changed over time.
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History Progression of Skills and Knowledge Year 1

<p>Chronology</p> <ul style="list-style-type: none"> • Create simple timelines to sequence processes, events and objects within their own experience. • Use vocabulary associated with the past, eg <i>old, new, then</i> and <i>now</i> <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> • Recognise that buildings, clothes, transport or technology could be different in the past • Show an awareness of significant features not seen today. <p>Continuity and Change</p> <ul style="list-style-type: none"> • Match old objects to people or situations from the past • Describe how some aspects of life today differ from the past using simple historical vocabulary <p>Cause and Consequence</p> <ul style="list-style-type: none"> • Give simple explanations of why a person from the past might have acted as they did and talk about the consequences of those actions. <p>Historical Significance</p> <ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends <p>Historical Interpretations</p> <ul style="list-style-type: none"> • Identify and talk about different accounts of real historical situations <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Talk about similarities and differences between two or more historical sources using simple historical terms • Talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc. 	<p><u>Significant national event beyond living memory: The Great Fire of London</u></p> <ul style="list-style-type: none"> • Begin to understand chronology by placing a historical event on a timeline. • Know the role building materials/ firefighting methods played in the amount of damage • Know the causes of the fire and its spread and the changes made when London was rebuilt • Use different sources linked to one event. <p><u>Significant Individuals: Grace Darling</u></p> <ul style="list-style-type: none"> • Locate their lifetime on a class timeline and create a pictorial timeline of their life • Know about attitudes to gender at the time and how these have changed • Explore Grace Darling's motivation/actions. Know about the impact her actions had • Create a museum display about Grace's work, and know how she is recognised today and in the past. • Explore representations from a range of different types of sources <p><u>Changes within living memory: Toys</u></p> <ul style="list-style-type: none"> • Sort real old toys/pictures of old toys into chronological order • Know how period is characterised by a change from outdoor play to indoor electronic toys • Know that some toys have remained almost unchanged • Know that a consequence of change to mainly sedentary indoor play could affect children's health 	<p><u>Theme</u></p> <p>Respect</p>
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History Progression of Skills and Knowledge Year 2

<p>Chronology</p> <ul style="list-style-type: none"> Know that historians use dates to describe events Use phrases describing intervals of time eg.: <i>before, after, at the same time, etc.</i> <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> Recognise and describe, in simple terms, some characteristic features of a person or period studied Use period specific language in explanations <p>Continuity and Change</p> <ul style="list-style-type: none"> Talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and <i>another then</i> <p>Cause and Consequence</p> <ul style="list-style-type: none"> Describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its impact <p>Historical Significance</p> <ul style="list-style-type: none"> Recognise and talk about who was important eg. In a simple historical account <p>Historical Interpretations</p> <ul style="list-style-type: none"> Identify and talk about differences relating to people and events both from the time (contemporary sources) and from the present (interpretive sources) <p>Historical Enquiry</p> <ul style="list-style-type: none"> Gather information from simple sources to ask and answer questions about the past Explain events and actions rather than just retelling the story. 	<p><u>Significant events and people: Neil Armstrong and the moon landing</u></p> <ul style="list-style-type: none"> Know about his life and achievements and locate on a timeline Explore international attitudes (USA/USSR, cold war, etc.) Know and consider significance of previous and subsequent space exploration Consider reasons for the space race and the impact on life since the moon landings Know about scientific discoveries and their impact on life Use a range of sources including newspapers, picture and video evidence <p><u>Significant national event beyond living memory: The Gunpowder Plot</u></p> <ul style="list-style-type: none"> Place the events on a timeline Retell the story in order Know about the attitudes to religion and James I Know the reasons behind the plot – did it change life for the Catholics? Consider change and continuity, eg know that the State opening of Parliament still takes place today <p><u>Local Study: St Peter’s Church</u></p> <ul style="list-style-type: none"> Create a pictorial timeline of the church (link to major events eg monarchs/wars, etc.) Use pictures, maps and accounts to explore how the church has changed over time On a visit to the church, consider what it tells us about Yateley and how the community has changed <p><u>Lives and Times: Florence Nightingale and Edith Cavell (Nurturing Nurses)</u></p> <ul style="list-style-type: none"> Locate each nurse’s life on a timeline Know about attitudes to nursing during their lifetimes Know what nursing, medicine and hospitals were like Did one have influence over the other? Create a museum about the nurses – choose 5 important items for each nurse 	<p><u>Theme:</u></p> <p>Compassion</p>
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History Progression of Skills and Knowledge Year 3

<p>Chronology</p> <ul style="list-style-type: none"> Use and understand phrases such as ‘<i>over three hundred years ago</i>’ and AD/BC or BCE/CE <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> Describe main features associated with the period/civilization studied, mostly using period specific language <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe some changes in history over a period of time and identify some things which stayed the same <p>Cause and Consequence</p> <ul style="list-style-type: none"> Describe the causes and/or consequences of an important historical event offering more than one example of the results <p>Historical Significance</p> <ul style="list-style-type: none"> Understand that events, people and developments are significant if they resulted in change (had consequences for people at the time and/or over time. <p>Historical Interpretations</p> <ul style="list-style-type: none"> Recognise differences between versions of the same event and give simple explanations of why there might be different versions. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Describe in simple terms how sources reveal important information about the past. Recognise that the absence of certain types of sources can make it more difficult to draw conclusions. 	<p><u>Stone Age to Iron Age Britain</u></p> <ul style="list-style-type: none"> Create a timeline to compare durations Identify characteristics of the period, eg tools, technology, shelters, burials and art Identify similarities and differences between the periods Know that scarcity of evidence means that gaps need to be filled with reasoned interpretation <hr/> <p><u>Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> Know about the expansion of the empire and explore via a timeline and world map Know and explore aspects of the Romanisation of Britain eg the army, religion, laws, towns, etc. Know why the Romans might have come to Britain Know about the impact of the Roman invasion (short and long term) Use artefacts to make deductions about life in the past <hr/> <p><u>Victorians and Empire</u></p> <ul style="list-style-type: none"> Create a timeline showing the Victorians. Know that under the Victorians Great Britain had an Empire covering most of the world. Compare and contrast the British Empire with that of the Romans. 	<p><u>Theme</u></p> <p>Individual Liberty</p>
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History Progression of Skills and Knowledge Year 4

<p>Chronology</p> <ul style="list-style-type: none"> Understand that historical periods can overlap each other and vary in length Use more precise chronological vocabulary <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> Explain how not everyone in the past lived in the same way Consistently use period specific language in explanations <p>Continuity and Change</p> <ul style="list-style-type: none"> Describe and give some examples of a range of changes at particular points in history and some things which remained the same Explain why changes in different places might be connected in some way <p>Cause and Consequence</p> <ul style="list-style-type: none"> Describe with simple examples different types of causes seeing that events happen for different reasons, not just because of human action <p>Historical Significance</p> <ul style="list-style-type: none"> Identify significance reveals something about history or contemporary life <p>Historical Interpretations</p> <ul style="list-style-type: none"> Describe how different interpretations arise Understand that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> Describe and question origins and purposes of sources using knowledge of periods and civilizations Ask perceptive questions Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis 	<p><u>Earliest Civilisations and Ancient Egypt study</u></p> <ul style="list-style-type: none"> Compare earliest civilizations – locations and timeline Identify similarities and differences Know and compare achievements Compare early civilizations to Britain during the Bronze age Know why ancient Egyptians mummified bodies Consider what tombs can tell us about life and beliefs <p><u>Anglo Saxons & Scots</u></p> <ul style="list-style-type: none"> Timeline and map work to see when/where from and why they left their homelands Know about characteristics of the period: religious change and development of Saxon culture Know about the development of Saxon Kingdoms Know and explain the legacy of the Saxons – language, learning, Christianity, etc. Investigate whether King Alfred really was great or was he just lucky? <p><u>Vikings and Anglo Saxons up to 1066AD</u></p> <ul style="list-style-type: none"> Create a timeline of Viking invasions and exploration Using a world map, identify where the Vikings came from and where they travelled to Identify characteristics of the period, eg religion, trade, settlements, etc. Know why the Vikings came to Britain and their relationship with the Anglo Saxons – Danelaw and Danegeld Investigate whether the Vikings were just murderous thugs or were more positive 	<p><u>Theme</u></p> <p>Rule of Law</p>
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History Progression of Skills and Knowledge Year 5

<p>Chronology</p> <ul style="list-style-type: none"> Understand that past civilizations overlap with others in different parts of the world and that their respective durations vary <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> Understand that some past civilizations in different parts of the world have important similarities Identify and make links between significant characteristics of the period/civilization studied and others studied previously <p>Continuity and Change</p> <ul style="list-style-type: none"> Give simple examples of why change happened during particular events/periods Understand that there are usually a combination of reasons for any change Understand that changes do not impact everyone in the same way or at the same time <p>Cause and Consequence</p> <ul style="list-style-type: none"> Explain consequences in terms of immediate and longer-term effects and/or that people were affected differently Link causes or explain that one cause might be linked to another making an event much more likely to happen <p>Historical Significance</p> <ul style="list-style-type: none"> Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative <p>Historical Interpretations</p> <ul style="list-style-type: none"> Understand that different accounts of the past emerge for various reasons – different people might give a different emphasis Understand that some interpretations are more reliable than others <p>Historical Enquiry</p> <ul style="list-style-type: none"> Explain, with examples, why a source might be unreliable Construct simple reasoned arguments about aspects of events, periods an civilizations studied 	<p><u>Local Study: Samuel Cody and the first powered flight in the UK</u></p> <ul style="list-style-type: none"> Explore the chronology of flight by creating a timeline Know about the first powered flight in 1907 in Farnborough Know and consider both the long and short term significance of the first powered flight Examine how the first powered flight is remembered both locally and nationally <p><u>Henry VIII and the Break with Rome</u></p> <ul style="list-style-type: none"> Explore the chronology of the Tudors by creating a timeline Know about the life and reign of Henry VIII Investigate why he broke with Rome and created the Church of England. <p><u>Mayan Civilization: Non-European society that provides contrasts with British history AD900</u></p> <ul style="list-style-type: none"> Compare to Britain cAD900 via timelines and locate on World map Know about characteristic features of the period Consider the impact of Europeans Consider misconceptions from the past, eg buildings influenced by the Egyptians Enquiry: Why did the Mayan civilization die out? 	<p><u>Theme</u></p> <p>Respect and Tolerance</p>
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History Progression of Skills and Knowledge Year 6

<p>Chronology</p> <ul style="list-style-type: none"> • Accurately place civilisations/periods studied in chronological order and take account of some overlap in duration and intervals between them <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> • Contrast and make some significant links between civilisations/periods studied • Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied • Understand that changes in different places and periods can be connected <p>Continuity and Change</p> <ul style="list-style-type: none"> • Understand that changes in different places and periods can be connected • Understand the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly <p>Cause and Consequence</p> <ul style="list-style-type: none"> • Explain the causes and consequences of quite complex events, even though they might still link some in a simple way • Make judgements about historical significance against criteria <p>Historical Significance</p> <ul style="list-style-type: none"> • Make judgements about historical significance against criteria • Recognise that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance) <p>Historical Interpretations</p> <ul style="list-style-type: none"> • Understand that all history is to some extent a construct (interpretation) and identify a range of reasons for this. • Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Construct reasoned arguments about events, periods or civilisations studied • Question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this. 	<p><u>Bombs, Battles and Bravery</u></p> <ul style="list-style-type: none"> • Know the chronology of key events and add them to a timeline • Identify the key characteristics of WW2 which impacted on the people of Britain • Identify the causes of the evacuation of Dunkirk and the Battle of Britain. Know whether one impacted the other • Use a range of sources and understand why there might be differing views • Know key dates around WW2 • Know about key events: Phoney war, rationing, evacuation of Dunkirk, the Blitz, evacuation • Consider and explain the impact these events had on life in Britain • Use the information gathered to debate whether these events changed the course of the war <p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> • Know where the time period fits onto the timeline • Know the duration and timing of the period via timeline and World map • Know about key characteristics of the period, eg structure and way of life in city states • Identify and explain the long-term consequences of Ancient Greek life on modern day Britain. • Understand why there are different interpretations of events. • Know about key achievements of the Greeks, eg democracy, philosophy, construction etc. • Know about different aspects of Greek life and achievements and their influence on the western world eg. language, architecture, sport, theatre, art, ideas and beliefs, knowledge • Consider the legacy of the Greeks and their long-term significance in the modern world eg. language, architecture, sport, theatre and art, ideas and beliefs, knowledge • Understand the differences between city states, eg: Athens, Sparta. • Know the key events in an Ancient Greek battle. 	<p><u>Theme</u></p> <p>Democracy</p>
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