

<p><u>History Progression of Skills and Knowledge Year R</u></p> <p>Chronology</p> <ul style="list-style-type: none"> • He/she can sequence simple timelines to sequence events and objects within their own experience. • He/she can 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"> • He/she is aware that building, clothes, transport or technology could be different in the past <p>Continuity and Change</p> <ul style="list-style-type: none"> • He/she can begin to 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"> • He/she can recognise how they have changed during their lifetime • He/she can 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"> • He/she can recognise and describe special times or events in their own lives <p>Historical Interpretations</p> <ul style="list-style-type: none"> • He/she can talk about different accounts of real historical situations <p>Historical Enquiry</p> <ul style="list-style-type: none"> • He/she can 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"> • To begin to understand how they have changed over time. • To begin to understand that different people have had different experiences. <p><u>Castles</u></p> <ul style="list-style-type: none"> • To create a simple family tree. • To begin to know key facts about people in the royal family, eg the Queen, Prince Charles, etc. <p><u>Mini Beasts and Big Beasts</u></p> <ul style="list-style-type: none"> • To begin to know about fossils and their discovery. • To know that the dinosaurs lived millions of years ago. <p><u>Rainbow Fish and Holidays</u></p> <ul style="list-style-type: none"> • To begin to know about holidays in the past. • To explore how holidays have changed. • To explore how methods of travel have changed.
<p><u>History Progression of Skills and Knowledge Year 1</u></p> <p>Chronology</p> <ul style="list-style-type: none"> • He/she can create simple timelines to sequence processes, events and objects within their own experience. 	<p><u>Significant national event beyond living memory: The Great Fire of London</u></p> <ul style="list-style-type: none"> • To begin to understand chronology by placing a historical event on a timeline. • To explore the role building materials/ firefighting methods played in the amount of damage • To explore causes of the fire and its spread and the changes made when London was rebuilt • To use different sources linked to one event.

<ul style="list-style-type: none"> • He/she can confidently 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"> • He/she recognises building, clothes, transport or technology could be different in the past • He/she shows an awareness of significant features not seen today. <p>Continuity and Change</p> <ul style="list-style-type: none"> • He/she can match old objects to people or situations from the past • He/she can 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"> • He/she can give simple explanations of why a person from the past acted as they did and talk about the consequences of those actions. <p>Historical Significance</p> <ul style="list-style-type: none"> • He/she can recognise and describe special times or events for family or friends <p>Historical Interpretations</p> <ul style="list-style-type: none"> • He/she can identify and talk about different accounts of real historical situations <p>Historical Enquiry</p> <ul style="list-style-type: none"> • He/she can talk about similarities and differences between two or more historical sources using simple historical terms • He/she can talk about past events and use annotations or captions (maybe scribed) to identify important features of picture sources, artefacts, etc. 	<p><u>Significant Individuals: Grace Darling</u></p> <ul style="list-style-type: none"> • To locate her lifetime on a class timeline and to create a pictorial timeline of her life • To explore attitudes to gender at the time • To explore Grace Darling's motivation/actions. What impact did her actions have? • To create a museum display about Mary's work, and how she is recognized today and in the past. • To 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"> • To sort real old toys/pictures of old toys into chronological order • To explore how period is characterised by change from outdoor play to indoor electronic toys • To appreciate that some toys have remained almost unchanged • To know that as a consequence of change to mainly sedentary indoor play children's health may suffer
<p><u>History Progression of Skills and Knowledge Year 2</u></p> <p>Chronology</p> <ul style="list-style-type: none"> • He/she realises that historians use dates to describe events • He/she uses 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"> • He/she recognises and describes, in simple terms, some characteristic features of a person or period studied • He/she increasingly uses period specific language in explanations 	<p><u>Significant events and people: Neil Armstrong and the moon landing</u></p> <ul style="list-style-type: none"> • Locate his life and achievements on a timeline • Explore international attitudes (USA/USSR, cold war, etc. • To consider significance in relation to previous and subsequent space exploration • Consider reasons for the space race and the impact on life since the moon landings • To identify 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

<p>Continuity and Change</p> <ul style="list-style-type: none"> • He/she can 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"> • He/she can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results <p>Historical Significance</p> <ul style="list-style-type: none"> • He/she can recognise and talk about who was important eg. In a simple historical account <p>Historical Interpretations</p> <ul style="list-style-type: none"> • He/she can 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"> • He/she can gather information from simple sources to ask and answer questions about the past • He/she can explain events and actions rather than just retell the story. 	<ul style="list-style-type: none"> • Consider attitudes to religion and James I • Explore reasons behind the plot – did it change life for the Catholics? • To consider change and continuity, eg know that the State opening of Parliament still takes place <p><u>Local Study: St Peter’s Church</u></p> <ul style="list-style-type: none"> • To create a pictorial timeline of the church (link to major events eg monarchs/wars, etc.) • To use pictures, maps, accounts to explore how the church has changed over time <p>To visit the church and consider what it tells us about Yateley and how the community has changed</p> <p><u>Lives and Times: Florence Nightingale and Edith Cavell (Nurturing Nurses)</u></p> <ul style="list-style-type: none"> • To locate each nurse’s life on a timeline • Explore attitudes to nursing during their lifetimes • What was nursing, medicine and hospitals like? Did one have influence over the other? • Create a museum about the nurses – only choose 5 important items for each nurse
<p><u>History Progression of Skills and Knowledge Year 3</u></p> <p>Chronology</p> <ul style="list-style-type: none"> • He/she uses and understands phrases such as ‘over three hundred years ago’ and AD/BC or BCE/CE <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> • He/she can 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"> • He/she can 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"> • He/she can 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"> • <p>Historical Interpretations</p> <ul style="list-style-type: none"> • <p>Historical Enquiry</p>	<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 • To identify similarities and differences between the periods • To know that scarcity of evidence means that gaps need to be filled with reasoned interpretation <p><u>Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • Examine the expansion of the empire via a timeline and world map • Consider aspects of the Romanisation of Britain eg the army, religion, laws, towns, etc. • To consider why the Romans came to Britain • Consider the impact of the Roman invasion (short and long term) • To use artefacts to make deductions about life in the past

<p>•</p> <p><u>History Progression of Skills and Knowledge Year 4</u></p> <p>Chronology</p> <ul style="list-style-type: none"> • He/she begins to understand historical periods overlap each other and vary in length • He/she uses more precise chronological vocabulary <p>Characteristic Features of the Period</p> <ul style="list-style-type: none"> • He/she can give simple explanations that not everyone in the past lived in the same way • He/she consistently use period specific language in explanations <p>Continuity and Change</p> <ul style="list-style-type: none"> • He/she can describe and give some examples of a range of changes at particular points in history while some things remained the same • He/she can explain why changes in different places might be connected in some way <p>Cause and Consequence</p> <ul style="list-style-type: none"> • He/she can describe with simple examples different types of causes seeing that events happen for different reasons not just human action <p>Historical Significance</p> <ul style="list-style-type: none"> • He/she can identify significance reveals something about history or contemporary life <p>Historical Interpretations</p> <ul style="list-style-type: none"> • He/she can describe how different interpretations arise • He/she understands 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"> • He/she can describe and question origins and purposes of sources using knowledge of periods and civilizations • He/she can ask perceptive questions • He/she knows 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 • Compare achievements • Compare early civilizations to Britain during the Bronze age • Investigate 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 • Consider characteristics of the period: religious change and development of Saxon culture • To know about the development of Saxon Kingdoms • To consider the legacy of the Saxons – language, learning, Christianity, etc. Investigate whether King Alfred really was great or was he just lucky?
<p><u>History Progression of Skills and Knowledge Year 5</u></p>	<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

<p>Chronology</p> <ul style="list-style-type: none"> • He/she can 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"> • He/she can understand that some past civilizations in different parts of the world have important similarities • He/she can 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"> • He/she can give simple examples of why change happened during particular events/periods • He/she understands that there are usually a combination of reasons for any change • He/she understands 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"> • He/she can explain consequences in terms of immediate and longer term effects and/or that people were affected differently • He/she can 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"> • He/she can 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"> • He/she understands that different accounts of the past emerge for various reasons – different people might give a different emphasis • He/she understands that some interpretations are more reliable than others <p>Historical Enquiry</p> <ul style="list-style-type: none"> • He/she can explain, with examples, why a source might be unreliable • He/she can construct simple reasoned arguments about aspects of events, periods and civilizations studied 	<ul style="list-style-type: none"> • To know about the first powered flight in 1907 in Farnborough • 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>Vikings and Anglo Saxons up to 1066AD</u></p> <ul style="list-style-type: none"> • Create 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. • Explore 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 they more positive? <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 • To 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?
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History Progression of Skills and Knowledge Year 6

Chronology

- He/she can accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them

Characteristic Features of the Period

- He/she can contrast and make some significant links between civilisations/periods studied
- He/she can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied
- He/she understands that changes in different places and periods can be connected

Continuity and Change

- He/she understands that changes in different places and periods can be connected
- He/she has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly

Cause and Consequence

- He/she can explain the causes and consequences of quite complex events, even though they might still link some in a simple way
- He/she can make judgements about historical significance against criteria

Historical Significance

- He/she can make judgements about historical significance against criteria
- He/she recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance)

Historical Interpretations

- He/she understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.
- He/she understands 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

Historical Enquiry

- He/she can construct reasoned arguments about events, periods or civilisations studied
- He/she can question source reliability with reference to the period or civilisation and/or the provenance of a

Bombs, Battles and Bravery

- Know the chronology of key events and add them to a timeline
- Identify the key characteristics of WW2 on the people of Britain
- Identify the causes of the evacuation of Dunkirk and the Battle of Britain
- Answer the question whether one impacted the other
- Use a range of sources and understand why there might be differing views
- To 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

Ancient Greeks

- To know where the time period fits onto the timeline
- Explore the duration and timing of the period via timeline and World map -
- To know about key characteristics of the period, eg structure and way of life in city states
- To identify and explain the long-term consequences of Ancient Greek life on modern day Britain.
- To understand why there are different interpretations of events.
- To know about key achievements of the Greeks, eg democracy, philosophy, construction etc.
- To study different aspects of Greek life and achievements and their influence on the western world eg. language, architecture, sport, theatre and art, ideas and beliefs, knowledge
- To 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
- To understand the differences between city states, such as Athens and Sparta.
- To know the key events in an Ancient Greek battle.

source, considering why different sources may give conflicting information and offering reasons for this