HISTORY PROGRESSION OF SKILLS

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| **NURSERY** | **Autumn** | | **Spring** | | **Summer** | |
| **Enquiry** | Traditional tales and Christmas | | Journeys and transport Dinosaurs | | Nature and growing Animals and sea-life | |
| **Knowledge** | People and Communities | The World | People and Communities | The World | People and Communities | The World |
| **Skills** | * Is curious about people and shows interest in stories about themselves and their family. * •Enjoys pictures and stories about themselves, their families and other people. | * Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. * Remembers where objects belong. * Matches parts of objects that fit together | * Has a sense of own immediate family and relations. * Beginning to have their own friends | * Enjoys playing with small-world models such as a farm, a garage, or a train track. * Notices detailed features of objects in their environment | * Shows interest in the lives of people who are familiar to them. * Remembers and talks about significant events in their own experience. | •Comments and asks questions their familiar world such as the places they live.  •Can talk about some of the things they observed. |
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| **RECEPTION** | **Autumn** | | **Spring** | | **Summer** | |
| **Enquiry** | Around the world and Space | | All about me and where I live/Fairy tales and Christmas | | The way we live | |
| **Knowledge** | People and Communities | The World | People and Communities | The World | People and Communities | The World |
| **Skills** | * Enjoys joining in with family customs and routines | * Looks closely at similarities, differences, patterns and change. | * Shows interest in the lives of people who are familiar to them. * Remembers and talks about significant events in their own experience. | * Comments and asks questions about aspects of their familiar world such as the place where they live. * Can talk about some of the things they have observed. | * Children talk about past and present events in their own lives and in the lives of family members. * They know that other children don’t always enjoy the same things and are sensitive to this. * They know about similarities and differences between themselves and others, and among families, communities and traditions | * Children know about similarities and differences in relation to materials and living thing * They talk about the features of the immediate environment environments might vary another. * They make observations about animals/plants. |

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|  |  | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **A U T U M N**  **T E R M** | **Enquiry** | Why is the iPad more fun than Grandma and Grandpa's old toys? | Did Zog start the great fire of London? | How did the Victorian period shape the area we know in today? | Why were the Romans so powerful and what did we learn from them? | Why should the gunpowder and treason plot never be forgotten? | Were the Vikings always victorious and vicious? |
| **NC link** | Changes within living memory - revealing aspects of change in  national life | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,] | Local History - A study of Local History taking account of a period of history that shaped the locality | The Roman Empire and its impact on Britain - Julius Caesar - Hadrian’s Wall - Boudicca - Romanisation of Britain | A study of an aspect or theme in British history that extends pupils’ chronology beyond 1066: The beheading of Charles 1; Civil War; Great Fire of London | The Viking and Anglo-Saxon struggle for the kingdom of England - Viking raids - Edward the Confessor |
| Knowledge | * Put up to three objects in chronological order * Use words and phrases: ‘old’, ‘new’ and ‘a long time ago'. * Talk about what happened when they were little. * Know what toys and activities were like when their grandparents were younger, and why they have changed. * Pupils should know about what life was like at the time their grandparents were young | * Pupils should know about an event or events that happened long ago, even before their grandparents were born, in this case the Great Fire of London * Pupils should know what we use today instead of a number of older given artefacts, e.g. fire engines * • Pupils should know how different life was in a city, town or village many years ago. * Pupils should know who Samuel Pepys is. * Know that many children lived differently depending on their wealth. | * How life was different in the Victorian times * Victorian architecture, schools, pastimes, jobs. * The elements of our local area that remain from the Victorian times, focus on Hanwell community centre, transport, houses. * Pupils should know how the lives of Victorian children were different to their lives. * Pupils should know who Queen Victoria was * Pupils should know that the lives of rich Victorians were very different to lives of poor Victorians. | * Explain what invasion means, and countries that have recently been invaded. * Know who the Romans were and why they came to Britain. * Explain what a gladiator is and their purpose in the Roman Empire. * How life has changed for us from the Roman times and their lifestyles and forts. * Who Boudicca was and why she was important, and other famous Romans. * Know how Britain changed from the end of the Iron Age to the end of the Romans * Pupils should know that the Roman army was very powerful and had many weapons | * Understand the historical context of the Gun Power Plot. * Know who Oliver Cromwell was and why he wanted to stop the Monarchy, and why it began again. * Understand the reasons behind the execution of Charles I. * See different points of view about the Great Fire. * Know about the life of Samuel Pepys. | * Know who the Anglo-Saxons were and their relationship with the Vikings. * Know how things were different during the Heptarchy, and the locations of the different places. * Understand why and how the Vikings came to Britain and what they taught the British. * The lifestyles of Vikings, focus on 11 year olds and adults. * Pupils should know where the Vikings originated from and landed in Britain show this on a map. * Pupils should know that the Vikings were formidable warriors * Pupils should know why the Viking longships were ideal for invading other lands |
| Skills | * Ask questions about old and new objects. * Spot old and new objects in a picture. * Answer questions using an artefact/ photograph provided. * Give a plausible explanation about what an object was used for. | * Compare the past to the present * Discuss whether evidence is reliable * Understand why something would happen differently now. | * Through research, identify similarities and differences between given periods in history. * Using evidence from their locality to show how a time period influenced their area. | * Give more than one reason to support an historical argument. * Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. * Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Round up time differences into   centuries and decades. | * Come up with a hypothesis to answer a question. * Appreciate how historical artefacts have helped us understand more about British lives in the present and past. | * Say where a period of history fits on a timeline. * Place a specific event on a timeline by decade. * Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint. * Identify and explain their understanding of propaganda. * Describe a key event from   Britain’s past using a range of evidence from different sources. |
| Vocabulary | Before, After, Past, Present, Then, Now, Old, New | Artefacts, Past, Samuel Pepys, Pudding Lane, The Monument | Victorian, Architecture, Hanwell community centre, Transport, Education, Reign | Roman, Invaded, Gladiator, Fort, Boudicca, Weapon | Roundheads, Cavaliers, Gun Powder Plot, Monarchy, Oliver Cromwell. Execution, Charles I, Great Fire | Propaganda, Sources, Heptarchy, Viking, Long boat, Lifestyle, Anglo- Saxon, Jorvik |

**HISTORY PROGRESSION OF SKILLS**

**M**

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|  | | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **S P R**  **I N G**  **T E R**  **M** | **Enquiry** | Would the Beatles have won the X-factor? | Why did the Titanic sink? | Who first lived in Britain? | Who were the early lawmakers? | Why should Britain be ashamed of slavery? | Why was the Islamic civilisation around  AD900 known as the Golden Age? |
| **NC link** | Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements. | Understand events beyond living memory that are significant nationally or globally. | Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age | Crime and punishment from the Anglo Saxons to the present day | An aspect of theme that takes pupils beyond 1066 | A non-European society that provides contrast with British history - Early Islamic Civilization, including a study of Baghdad in  AD 900 |
| Knowledge | * Pupils should know what the word ‘famous’ means. * Pupils should know the names of some famous people from the past. * Pupils should know the names of some famous musicians and sportspeople from the past * Pupils should know that in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place. | * Pupils should know about an event or events that happened long ago, even before their grandparents were born. * Pupils should know what we use today instead of a number of older given artefacts. * Pupils should know how the lives of Victorian children were different to their lives * Pupils should know what happened to the Titanic. * Pupils should know what children did when they played. * Pupils should know that the lives of the first class passengers were very different to lives of third class   passengers. | * The role of an archaeologist. How hunter gatherers lived- food, shelter. * The changes that happened between the Stone, Iron and Bronze ages. * Art, transport and communication of early Britons. * Pupils should know what is meant by ‘hunter-gatherers’. * Pupils should know that men, women and children had very different lives during the stone age * Pupils should know how we have found out about the past | * Understand the origin and purpose of the law. * Explain what the Magna Carta was and how it was created. * Understand what Parliament is and what they do/how they are elected. * Who created Parliament and what it was like . * How laws are created today and what punishments used to be like 750 years ago. | * Pupils should know how Britain was involved in the slavery trade. * Pupils should know about the way slaves were moved from Africa to America. * Pupils should know that it took many years of petitioning before the slave trade ended. * Pupils should know about the work of William Wilberforce and others to bring an end to the slave trade. * Pupils should have an understanding of slave auctions. * Pupils should know about the way slaves were treated. | * Know how the world changed during the 'Golden Age'. * Know who the Prophet Mohammad was and why he was important in this time. * Understand the 'House of Wisdom'. * Understand that some ancient civilizations showed greater advancements than people who lived centuries after them. * Pupils should know about the impact that the Islamic civilization had on the world * Pupils should know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned. |
| Skills | * Identify the main differences between old and new objects and events. | * Know at least two ways they can find out about the past. * Explain why eye-witness accounts may vary. * Can they sequence a set of events in chronological order and give reasons for their order. | * Describe events from the past using dates. * Use a timeline within a specific time in history to set out the order things may have happened. * Work out how long ago events would have happened. Use evidence to answer questions. | * Give more than one reason to support an historical argument. * Know how historical artefacts like the Magna Carta have helped us understand more about British lives in the present and past. | * Come up with arguments and debates on historical concepts * Critique the reliability of different sources * Explain how the past has impacted the present | * Suggest why there may be different interpretations of events. * Suggest why certain events, people and changes might be seen as more significant than others. * Pose own historical questions. * Suggest relationships between causes in history. * Trace the main events that define Britain’s journey from a   mono to a multi-cultural society. |
| Vocabulary | Famous, Beatles, Memory, Change. Past, Present, Difference | Iceberg, Wreckage, Titanic, Class, Luxury, Captain Smith, Thomas Andrews | Stone Age, Iron Age, Bronze Age, Hunter-gatherer, archaeologist, shelter | Parliament, Punishment, Law, Lawmaker, Anglo-Saxon, Court, Vote, Democracy, Magna Carta | Plantations, Trans-Atlantic, Human rights, Colonies, Empire, Slave, Freedom, Auction | Golden Age, Prophet Muhammad, House of Wisdom, Islamic Civilization, Baghdad |

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|  | | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **S U M M E R**  **T E R M** | **Enquiry** | Why were Christopher Columbus and Neil Armstrong brave people? | How have Nelson Mandela and Rosa Parks helped to make our  world a better place? | Why were the Ancient Greeks ruled by their Gods? | Why were the Norman castles certainly not bouncy? | Were the Anglo-Saxons really smashing? | How could Hitler have convinced a nation like Germany to follow him? |
| **NC link** | The lives of significant individuals in Britain's past who have contributed to our nation's achievements | Explain the lives of significant individuals in the past who have contributed to national and international achievements | A study of Greek life and achievements and their influence on the western world. | A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion and its impact on British society. | Britain’s settlements by Anglo- Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture  and Christian conversion | A study of an aspect or theme in British history that extends pupils’ chronology beyond 1066: Hitler’s invasion of Europe and its impact on  Britain |
| Knowledge | * Pupils should know about a famous person from outside the UK and explain why they are famous. * Pupils should know that there some very brave people around before they were born. * Pupils should know about the dangers that some people met during their lives. * Pupils should know that in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place. * Pupils should know that many people have been responsible for making our world a safer place. | * Explain what is meant by a democracy and why it is a good thing. * Know the historical changes Nelson Mandela and Rosa Parks made, and how they have impacted today. * Pupils should know about people who stood up against discrimination. * Pupils should know how women had to fight for their rights. * Pupils should know that children have certain rights. * Pupils should know that people with disabilities have rights that we need to respect. | * Pupils should know some of the main characteristics of the Athenians and the Spartans. * Pupils should know about the influence the gods had on Ancient Greece. * Pupils should know that Ancient Greeks believed in a number of Gods. * Pupils should know that the Ancient Greeks were an advanced civilization. * Pupils should know that the Ancient Greeks were responsible for starting the Olympic movement and democracy * Pupils should know how the Ancient Greeks impacted on our lives today. | * Understand the Norman times, why they built castles, what the purpose of these were. * Know about the life of William the Conqueror and the significance of 1066. * Know the different types of castle, what conquest was and the Domesday book. | * Understand how the Anglo- Saxons changed our lives today. * Know how law and order was enforced in the Anglo-Saxon times. * Understand the Christian religion they had and they symbols they made. * Know about Alfred the Great, and why he was called that. * Pupils should know that during the Anglo-Saxon period Britain was divided into many kingdoms that lead to today’s boundaries * Pupils should know about Anglo-Saxon settlements and the way they lived, including hierarchical features. * Pupils should know about the Scots invasion from Ireland to   the North of England. | * Why World War 2 started and what part Hitler had. * Why the Jewish nation suffered as a result of Hitler coming to power. * What can we learn about this period from the Anne Frank diaries * What happened in Munich in 1938 and why Britain felt betrayed by Hitler. * Why the Battle of Britain was significant in World War 2. * Who was Winston Churchill & the part that he played in the war. |
| Skills | * Explain how they have changed since they were born. * Find out more about a famous person from the past and carry out some research. | * Research about a famous event that happens somewhere else in the world and why it has been happening for some time. * Research the life of a famous non-Briton from the past using different resources to help them. | * Use a timeline within a specific time in history to set out the order things may have happened. * Identify remnants of the past in modern life * Pupils should know where Greece is and point to it on a map. | * Explain how historical artefacts like the Domesday Book have helped us understand more about British lives in the present and past. | * Come up with a hypothesis to answer a question. * Appreciate how historical artefacts have helped us understand more about British lives in the present and past. * Pupils should be able to use a time line to show when the Anglo-Saxons were in   England | * Create timelines which outline the development of specific features, such as events in World War 2, etc. * Know the names of the major leaders in Europe and America during World War 2. * Research the life of one person who has had an influence on the way the war ended |
| Vocabulary | Astronaut, Explorer, Voyage, Famous, Mission, Space race | Discrimination, Slavery, Democracy, Freedom, Rights | Democracy, Olympics, Ancient, Climate, Greek Gods, Acropolis, Mount Olympus, Temple | Normans, Castle, Motte and Bailey, William the Conqueror, Battle of Hastings, Domesday Book, Siege | Alfred the Great, Settlements, Anglo-Saxons, Christianity, Artefacts, Primary/Secondary sources. | World War 2, Hitler, Nazis, Jewish, Munich, Battle of Britain, Auschwitz, Concentration camps, Genocide, Churchill |