

Whole School History Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Time periods studied	Our School and Local Area Terrific Toys The Great Fire of London Coast to Coast (Grace Darling)	Florence Nightingale Journey of a Life time (Titanic) The Sixties (Moon Landing)	The Prehistoric World (Stone Age to Iron Age) Furious Pharaohs (Ancient Egypt)	The Greeks Empowering Emperors (The Romans)	Vikings and Anglo-Saxons Victorians	Darwin Discoveries I'm glad it wasn't me! (WW2) Mysterious Mayans (Mayan Civilization)
Key enquires	Our School and Local Area - How has our school building changed over time? How do we know about our local area? Terrific Toys - How have toys changed over time? The Great Fire of London - What was life like for a child during this period of time? What was London like at the time of the fire? What was life like for children? How does that contrast to now? What was the impact of the Great Fire on London? How did the Fire of London start? What was the impact of the fire on London at the time and now? Coast to Coast (Grace Darling) - What was special about Grace Darling? Who is Grace Darling? What was the impact of her actions?	Florence Nightingale - How did Florence Nightingale influence the nursing world? What was Florence's early life like? What impact did Florence have on nursing at the time? How is Florence remembered today? What were Florence's achievements? Journey of a Life time (Titanic) - What was life like on the Titanic for the different classes? What was life like for a first-class passenger? What was life like for a third-class passenger? What was the impact of the Titanic event on the passengers? How did the Titanic event influence the future of maritime voyages? The Sixties (Moon Landing) - What was life like for a child in the sixties? What was school life like for children in the sixties? How does that contrast to now? How did the sixties influence life today? How has popular music changed since the Sixties? How has food changed since the sixties? How has improved transport made the world more connected? How have the ways in which we communicate changed over time? What was the significance of the moon landing?	Stone Age to Iron Age – What was life like for a child in the Stone Age/Bronze Age/Iron Age? What were the key changes through these periods? How did homes change from the Stone Age through to the Iron Age? What were the similarities and differences through these periods? How did these periods of history change human life? Ancient Egypt What was life like for an Egyptian child? Why were the pyramids so important to the Egyptians? What was Ancient Egyptian society like? Why did the Ancient Egyptians build the pyramids? What did the Ancient Egyptians believe in? What was the significance of the River Nile then and now?	The Greeks - How did the Greeks influence the Western World? How was Ancient Greece organised? What were the great achievements of the Ancient Greeks? (culture, conquest, governance, philosophy) What was life like for a child in Ancient Greece? What was school life like for children based on where they live? How does that contrast to now? The Romans - How did the Roman Empire become so powerful? Who were the Romans? (including, Julius Caesar) How did the Romans conquer Britain? How did Romans change Britain? What was life like in Britain before and after the Romans invaded? How were Roman beliefs similar to those of the Ancient Greeks?	Anglo-Saxon and Vikings - How did the Anglo-Saxon and Viking struggle lead to a unified Britain? Who were the Vikings? What were the Viking raids? What was the Danelaw? How did Britain become unified? What was life like for a child who was an Anglo-Saxon/Viking? What was life like in Viking Britain? Victorians - What was life like for a child in the Victorian time? When was the Victorian era and who were the Victorians? What was school life like for Victorian children? How does that contrast to now? What was the impact of the industrial revolution on Britain? What was the industrial revolution?	WW2 - What was life like for an evacuee? Why were children evacuated? What happened when they were evacuated? What caused the beginning of rationing? What was the impact of and in Southampton in WW2? Why did WW2 begin? What happened in and around Southampton? Which countries were involved? What happened in Dunkirk? What happened on D-Day? Mayan civilization- How did the Mayan civilisation influence modern day life? Why do we need to study an ancient civilisation? What can we learn from the Maya people? Where was the Maya civilisation based? What was it like to live at this time in History? What do the roles and responsibilities of the civilisation mean? What did the Maya invent? What was the legacy of the Maya civilisation?

Linked themes

- People
- Legacy
- Settlement
- Conflict

Whole School History Progression of Skills

<p>Curriculum Objectives – Pupils should be taught:</p>	<p>Our School and Local Area -</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality <p>Terrific Toys</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>The Great Fire of London</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally <p>Coast to Coast (Grace Darling)</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Florence Nightingale</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • events beyond living memory that are significant nationally or globally <p>Journey of a Life time (Titanic)</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality. • events beyond living memory that are significant nationally or globally <p>The Sixties (Moon Landing)</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age <p>Ancient Egypt –</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. 	<p>Greeks –</p> <ul style="list-style-type: none"> • a study of Greek life and achievements and their influence on the western world. <p>Romans –</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. 	<p>Viking and Anglo-Saxon-</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Britain's settlement by Anglo -Saxons and Scots. <p>Victorians</p> <ul style="list-style-type: none"> • Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>WW2 -</p> <ul style="list-style-type: none"> • To study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. • A Local History Study. <p>Mayan civilization –</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history.
<p>Chronological Understanding</p>	<p>To sequence some events or 2 related objects in order</p> <p>To uses words and phrases: old, new, young, days, months</p> <p>To recount changes in own life over time</p> <p>To remembers parts of stories and memories about the past</p>	<p>To puts 3 people, events or objects in order using a given scale.</p> <p>To uses words and phrases such as recently, before, after, now, later</p> <p>To uses past and present when telling others about an event</p>	<p>Uses and understands phrases such as: 'over three hundred years ago' and AD/BC or BCE/CE</p>	<p>Begin to understand historical periods overlap each other and vary in length.</p> <p>Uses more precise chronological vocabulary.</p>	<p>Understand that past civilizations overlap with others in different parts of the world, and that their respective durations vary.</p>	<p>Can accurately place civilizations/periods studied in chronological order and may take account of some overlap and intervals between them.</p>

Whole School History Progression of Skills

Historical knowledge	<p>To find out about everyday lives of people in time studied.</p> <p>To make comparisons with our lives today.</p> <p>To understand how the world has changed.</p>	<p>To find out about everyday lives of people in time studied.</p> <p>To make comparisons with our lives today.</p> <p>To understand how the world has changed.</p>	<p>Can describe main features with the period/civilization studied, mostly using period specific language.</p> <p>Can describe some changes in history over a period of time and identify some things which have stayed the same.</p>	<p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently uses period specific language in explanations. Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</p> <p>Can explain why changes in different places might be connected in some way.</p>	<p>Understand that some past civilizations in different parts of the world have some important similarities.</p> <p>Can identify and make links between significant characteristics of a period/civilization studied and others studied previously. Can give simple explanations of a range of changes at particular points in history while some things remained the same.</p> <p>Can explain why changes in different places might be connected in some way.</p>	<p>Can contrast and make some significant links between civilizations/periods studied.</p> <p>Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. Understands that changes in different places and periods can be connected.</p> <p>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.</p>
Interpretations of history	<p>To be exposed to different versions of historical events.</p> <p>To understand and value different opinions.</p> <p>To make their own judgements based on evidence they are given.</p> <p>To be exposed to different representations of a time period i.e. museums, cartoons, art work etc.</p>	<p>To be exposed to different versions of historical events.</p> <p>To understand and value different opinions.</p> <p>To make their own judgements based on evidence they are given.</p> <p>To be exposed to different representations of a time period i.e. museums, cartoons, art work etc.</p>	<p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results</p> <p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p>	<p>Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action.</p> <p>Can describe how different interpretations arise.</p> <p>Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p>	<p>Can explain consequences in terms of immediate and longer term effects and/or that people were affected differently.</p> <p>Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p> <p>Understands that different accounts of the past emerge for various reasons different people might give a different emphasis.</p> <p>Understands that some interpretations are more reliable than others.</p>	<p>Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p> <p>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</p> <p>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.</p>

Whole School History Progression of Skills

Historical enquiry	<p>Pupils are exposed to a range of sources in order to find out about a period in time.</p> <p>To identify objects and explain why they think that using some background knowledge.</p> <p>To generate questions about a specific individual or period in time.</p> <p>Begin to use books and website to research historic periods.</p>	<p>To use a range of sources to find out about a period in time.</p> <p>To identify objects and explain their significance in a specific time period.</p> <p>Pupils can begin to use books and website to research historic periods to answer questions that they have.</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p>	<p>Can describe and question the origins and purposes of sources using knowledge of periods and civilizations.</p> <p>Ask perceptive questions.</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.</p>	<p>Can explain with examples why a source might be unreliable.</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</p>	<p>Can construct reasoned arguments about aspects of events, periods and civilizations studied.</p> <p>Can question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.</p>
Organisation and communication	<p>Pupils are able to demonstrate their knowledge and understanding through:</p> <ul style="list-style-type: none"> • Discussions (group and whole class) • Drama/role play • Cross-curricular writing • Drawing pictures (art) • Creating models • Using ICT 	<p>Pupils are able to demonstrate their knowledge and understanding through:</p> <ul style="list-style-type: none"> • Discussions (group and whole class) • Drama/role play • Cross-curricular writing • Drawing pictures (art) • Creating models • Using ICT 	<p>Communicate knowledge through discussions.</p> <p>Develop understanding of appropriate historical vocabulary</p> <p>Describe some of the similarities and differences between periods.</p>	<p>Recall, select and organise historical information</p> <p>Start making connections to past historical topics.</p> <p>Communicate knowledge and understanding by thoughtfully selecting relevant historical information</p> <p>Use and understand appropriate vocabulary.</p>	<p>Select information needed to produce work, making appropriate use of dates.</p> <p>Show understanding of some of the similarities and difference between different periods.</p> <p>Give reason as to why some events, people or developments are seen as significant.</p> <p>Begin to offer explanations about why people in the past acted the way that they did.</p> <p>Communicate and organise their ideas using historical information and vocabulary to support their ideas.</p>	<p>Select and organise information needed to produce work, making appropriate use of dates.</p> <p>Show informed understanding of the similarities and difference between different periods and suggest reasons for them.</p> <p>Give informed reasons why some events, people or developments are seen as significant.</p> <p>Offer explanations about why people in the past acted the way that they did.</p> <p>Use and show understanding of vocabulary to provide and justify an historical event using a range of sources.</p>