**History skills and knowledge progressions**

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| **Big Ideas** | | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Work and Communicate Historically** | **Ask perceptive and historically valid questions** | Ask questions about the past from their own experiences | Ask questions about the past based on information or resources that they have been given | Ask questions about the past from information or resources given and not given | Devise historically valid questions for the time period being studied | Devise historically valid questions and explain their choice of question with reference to their prior historical learning | Devise perceptive, historically valid and engaging questions in relation to prior historical understanding | Devise and refine perceptive, historically valid and engaging questions with reference to their prior historical learning. |
| **Be able to use primary and secondary sources to learn about the past** | Look at pictures, stories, videos and objects from the past and talk about them | Use simple sources i.e. pictures, artefacts, photos, people and video clips to talk about historical periods or people  Start to discuss how we know about the past and what ‘history’ is. | Look at a range of primary and secondary sources and form simple hypotheses about the past  Discuss how we know about the past, what ‘history’ is and what ‘historians’ are. | Research and interrogate primary and secondary sources in order to learn about the past  Discuss the origins of sources. | Research/interrogate primary and secondary sources in order to learn ‘facts’ and form ‘opinions’  Discuss their origins and who might have been involved in their production | Research/interrogate a range of primary and secondary sources and identity what is factual and why and which information they have inferred.  Discuss their origins and how useful they are in terms of reliability | Select primary and secondary sources that they identify as the most reliable and useful.  Identify which information is factual, inferred and which has the most tangible evidence to support it  Discuss the origins of sources in relation to any discussion about reliability. |
| **Work and Communicate Historically** | **Create structured accounts including written narratives.** | Recount stories orally about the past  Use vocabulary from the identified list | Describe events from the past orally and in written recounts  Use vocabulary from the identified list | Talk about and describe historical events/people and recount this through role play, drawing and writing  Use vocabulary from the identified list | Describe events from the past orally and in written narratives  Use vocabulary from the identified list | Write a chorological account of the past in 3rd person.  Recall key facts/ knowledge and begin to choose how to put them into a structured piece of work.  Use vocabulary from the identified list | Describe the main events and the lives of people during the periods they study through oral and written 1st person and 3rd person narratives.  Use key facts and knowledge to support the narrative.  Use vocabulary from the identified list | Create factually accurate 1st person and 3rd person narratives (with appropriate vocab) of periods of history including an example that highlights different perceptions  Be able to justify 1st person accounts with historical reasoning and evidence. |
| **Think critically and discern how and why contrasting arguments and interpretations of the past have been constructed** | Look at pictures from the past and talk about each other’s thoughts and opinions | Use historical sources and discuss their own personal interpretations  Discuss the possible feelings and thoughts of different people from History | Analyse a variety of sources and use them to give personal interpretations  Discuss and justify the possible thoughts and feelings of people in History that differ from each other | Analyse a variety of sources with similar and contrasting ideas and use them justify personal opinions  Discuss why their interpretations may differ  Discuss why people in History may have different opinions on the same events and times | Present their ideas after deciding on reliability and usefulness of sources.  Identify the opinions of key historical people and authors and why these may differ. | Synthesise information from a range of sources in order to identify the key arguments for different opinions  Understand the role of opinion and propaganda whilst analysing sources and devising their own opinions. | Describe differing political, cultural, religious and social arguments by studying a range of sources.  Identify how and why these contrasting arguments and interpretations have been constructed (including bias and propaganda). |
| **When in the world?** | **Understand chronology and know where their historical learning fits**  **Know the history of the British Isles and the wider world from the earliest time to the present day in a coherent and chronological way** | Know and use language such as yesterday, tomorrow, last week, last year to describe positions in time | Order periods of time on a simple visual timeline.  Know and use language of sequence e.g. before, after close to, a long time | Use a simple timeline to show how near or far away periods of time were from the present/each other  Know and use the language of dates when referring to events | Understand terms BC/BCE/CE and AD  Read a timeline in years, decades and centuries and begin to place events in chronological order | Place events studied accurately on a timeline and describe their positioning in relation to prior learning | Use a full range of dates and historical terms accurately to locate events, periods and cultural movements and identify their relationship to prior times they have studied | Make links and predictions based on their prior learning of different time periods and identify overlapping periods on a timeline |
| Understand their own history and that events happened in the past | **Toys and pastimes**  A hundred years of toys and pastimes  **Transport**  A hundred years of toys and pastimes. | **Great fire of London**  2nd September 1666  -The plague 1665-1666  **Explorers**  \*1451-1506 Christopher Columbus  \*20th July 1969 Moon Landing  \*Roald Amundsen 1872 to 1928 and Robert Cook 1868- 1912  \*James Cook 1728 to 1779 | **Stone Age to Iron Age**  30,000BC-3,000BC Stone age  3,000BC to 12000BC Bronze age  500BC to 332BC Iron age  **Egyptians**  3150BC to 400AD  3200BC Hieroglyphics  2500BC Pyramids | **Romans**  27 BC – 476  **Invaders and settlers (Anglo-Saxons** 410 to 1066 **and Vikings** 793–1066 **)** | **Industrial revolution and the Victorians** 1750 to 1901  **Ancient Greeks** 800BC to 146BC | **Mayans** 1800BC to the present day  **World War 2** 1939 to 1945 |
| Time line: | | | | | | |
| **People / Society** | **What was daily life like for different people in society?**  **-Education**  **-Social classes**  **-Settlements**  **-Jobs and trade**  **-Pastimes** | The train ride- what was it like for a child in the past to go on holiday – clothes, class and transport | **Toys and pastimes**  -What is a toy?  - The chronology of toys.  - Toys before 1920  - Toys between 1920- 1945  - Toys between 1945-1970  - Toys between 1970-1995  - Toys between 1995-2020  Within these time scales, the children will mostly focus on the evolution of dolls with the involvement of the introduction of other toys in the specific time period.  -The children look at the changes of toys.  -Conflict (Girl/ boy issue)  -Pastimes. | **Great fire of London**  -London was a large and growing city  -The plague was present from 1665-1666 (some believe the fire ended the plague)  -Houses were built in close proximity and made of wood, wattle and daub which were flammable  -Kept highly flammable materials in their house such as coal, oil, wine and wood  -No organised fire brigade  -Many people were left homeless and money was collected from all over the country to help. | **Stone Age to Iron Age**  - Tools made from stone (Palaeolithic)  -Hunting and fishing (Mesolithic)  -The start of farming (Neolithic)  -Nomads to settlers  -Lived in large groups  -Wattle and daub shelter  -Clothes from sewing animal skins.  -Started to trade resources  -The bronze age- beaker people arrived from Europe  -Tools made from bronze, copper and tin  -Lived in settlements-wattle and daub houses  -traded resources  -Iron Age- iron tools meant they were better able to farm and defend themselves  -Coins used as currency | **Romans**  - Jobs and ranks in the army  -The Roman Empire  -Settlements  -Ways of life  -Roman baths  -Amphitheatre and Gladiators  -Ate and drank interesting things | **Industrial revolution and the Victorians**  -Child labour and the education act  -Working conditions  -Cottage industry preceded the revolution  -Industrialisation  -Doctor Bernardo  -Social classes  -Changes to jobs and trade  -Changes in music Pastimes | **Mayans**  -Shared common culture and religion but each city governed itself and had its own noble leader.  -Cities were of a similar layout and never came together to form a single empire but rather a wide-spread interconnected civilisation  -Cities were often found near trade routes and good farm land  -Priest were considered the most important people in their culture, followed by warriors, craftsmen and traders. Farmers, workers and slaves were at the bottom of the hierarchy  -Hunting and fishing were important  -Played sports for entertainment and leisure  -Pitz ballgame with religious significance  -The Mayans produced art in a variety of ways using different materials. They decorated their homes and sacred objects.  - They were experts in mathematician and astronomers. |
| **Transport**  -How transport innovations opened up the world  -How social class is linked to transport  -How transport innovations impacted jobs and trade  -How did transport change holidays? | **Explorers**  -The life and achievements of Christopher Columbus, Roald Amundsen, Robert Cook, James Cook and Neil Armstrong | **Egyptians**  -Social hierarchy  -Pharaohs and slaves  -Pyramids and tombs  -The importance of the Nile  -Senet  -Architecture | **Invaders and settlers (Anglo-Saxons and Vikings)**  -Anglo-Saxons settled when the Romans left  -Anglo-Saxon villages with different social classes  -Anglo-Saxons were good craftsmen  -Vikings invaded for better land and resources  -Viking long ships  -Vikings skilled navigators  -Vikings gathered together in a long house | **Ancient Greeks**  -Athens and Sparta comparison | **World War 2**  -Evacuation  -Changing role of women including the dance halls  -Consequences of WW1 for Germany and how this aided Hitler’s rise to power  -Cultural make up of Germany  -War time songs |
| **Rule and Law** | **-Power and hierarchy**  **-Government**  **-Crime and punishment**  **-Monarchy** | The Queen and how the Royal Family impact on society  British Values- discussion throughout the year | **Toys and pastimes** | **Great fire of London**  -The Lord Mayor, Sir Thomas Bloodworth, was indecisive at the beginning of the fire  -Kings Charles 2nd was informed of the fire and told the Mayor to knock down and houses that would stop the fire spreading | **Stone Age to Iron Age** | **Romans**  -Emperor  -Well organised army used to keep order in the empire | **Industrial revolution and the Victorians**  -Monarchy (Queen Victoria)  -Children’s act  -Factory worker’s rights | **Mayans**  -Each city-state had their own ruler.  -Mayan kings were constantly at war with each other, fighting for tributes (gifts) and prisoners to sacrifice their gods.  -Priests considered the most important people |
| **Transport**  -Transport rules e.g. speed limits | **Explorers** | **Egyptians**  -Pharaoh | **Invaders (Anglo-Saxons and Vikings)**  -Anglo-Saxon tribes led by a war chief who was like a king  -Locally managed rules and laws  -Viking kings | **Ancient Greeks**  -Invention of democracy but without women and slaves  -Compare toe Sparta that was ruled by kings  -Different city states with individual laws. | **World War 2**  -Monarchy  -Chamberlin, Churchill, Attlee government  -Hindenburg and Hitler- dictatorship and disbanded parliament  -Wardens |
| **Beliefs** | **-Religion**  **-Culture** | People in the community- looking at visiting places of worship in the community | **Toys and pastimes** | **Great fire of London**  -Some people thought it was an act of terror done by the Catholics and they armed themselves with weapons. | **Stone Age to Iron Age**  -Bronze age people had religious gatherings around burials (stone circles)  -Stonehenge  -Iron age powerful spirits | **Romans**  -Roman gods | **Industrial revolution and the Victorians**  -Bogarts  -Church | **Mayans**  -Shared a common culture and religion  -Believed rulers could communicate with the gods and ancestors through bloodletting rituals.  -Human sacrifice  -Afterlife (the place of misty sky)  -Polytheists- believed in nature gods or deities  -Day of the dead |
| **Transport** | **Explorers** | **Egyptians**  -Mummification and the afterlife  -Egyptian gods | **Invaders (Anglo-Saxons and Vikings)**  -Vikings and Anglo-Saxons were pagans  -Viking gods and Valhalla  -Vikings told sagas | **Ancient Greeks**  -Gods and temples | **World War 2**  -Persecution of the Jews  -Church |
| **Conflict** | **-Conflict of opinion**  **-Levels of society**  **-Battles and war**  **-Struggles**  **-Fighting for change**  **-Morals** | Remembrance day- how and why we celebrate it | **Toys and pastimes**  -The issue with girl and boy toys. | **Great fire of London**  -The firefighters wanted to tear down houses to stop the spread of the fire but the Lord Mayor disagreed until King Charles 2nd stepped in | **Stone Age to Iron Age**  -Iron age tribe battles for land | **Romans**  -Invasion  -Difference in Roman and Celtic life | **Industrial revolution and the Victorians**  -Weavers out of business  -Children’s rights  -Living conditions  -Peterloo massacre  -Shaftsbury | **Mayans**  -Engaged in violent warfare for political control of people and resources |
| **Transport**  -Division between the wealthy and poor | **Explorers**  -Competition between Amundsen and Scott  -Space race | **Egyptians**  -Invaded by the Romans (Cleopatra was the last pharaoh) | **Invaders (Anglo-Saxons and Vikings)**  -Comparing the lives of the Saxons and Vikings  -Invasion  -Raiding  -Berserkers | **Ancient Greeks**  -Battle of Marathon  -Battles between city states  -Eventual conquest by the Romans | **World War 2**  -The conflict between cultures and religions in Germany  -The blitz  -Changes in the role of women  -Invasion  -Declaration of war  -Battle of Britain |
| **Significant Person** | **A significant person in history** | Florence Nightingale  The Queen | **Toys and pastimes**  -Ole Kirk Christianson (Lego)  - Walt Disney | **Great fire of London**  -Samuel Pepys wrote a diary, which means that historians know more about the fire. He was also responsible for taking information about the fire to the king and organising the firefighting teams.  -Christopher Wren is an architect who redesigned St Paul’s Cathedral and other buildings after the fire | **Stone Age to Iron Age**  Remains help historians:  -Cheddar man- Mesolithic hunter-gatherer  -Amesbury archer – early bronze age man | **Romans**  -Julius Caesar  -Emperor Claudius  -Boudicca  -Hadrian | **Industrial revolution and the Victorians**  -Richard Arkwright  -James Watt  -James Brindley  -Doctor Barnardo  -Lord Shaftesbury  -Henry Hunt  -Queen Victoria  -George Stephenson | **Mayans** |
| **Transport**  -Stephenson  -John Alcock  -Amelia Earhart | **Explorers**  -Christopher Columbus  -Roald Amundsen  -Robert Cook  -James Cook  -Neil Armstrong | **Egyptians**  -Cleopatra  -Howard Carter | **Invaders (Anglo-Saxons and Vikings)**  -Leif Erikson –explorer who was the first European to set foot in North America | **Ancient Greeks**  -Hypocrites  -Archimedes  -Alexander the Great | **World War 2**  -Churchill and Hitler  -Alan Turing |
| **Lessons Learnt** | **Continuity- Which features of history have remained today?**  **Change- What changed as a result of history? (The achievement and follies of mankind)** | The train ride- look at old and new trains and how they have changed over time.  How people holiday in the past and now. | **Toys and pastimes**  -The benefits of playing with toys and having other pastimes vs always playing on electronics.  - Read the book; ‘Too many toys’ and discuss whether they think they do have too many toys.  - The children will look at ‘what will toys look like in the future’? | **Great fire of London**  -London was almost completely rebuilt after the fire  -Changes house building materials  -Wider streets and spaced out buildings  -Fire brigade established  -Helped to end the plague by destroying the open sewers and the rats carrying it | **Stone Age to Iron Age**  -Discovery of fire | **Romans**  -Place names  -Roads  -Baths and aqueducts  -Underfloor heating | **Industrial revolution and the Victorians**  -Industry  -Shipping canal  -Children’s rights  -Landscape  -Vote for all | **Mayans**  -Chichen Itza- informed historians about the Maya  -Discovered the cocoa seed which led to the invention of chocolate |
| **Transport**  -Innovations in air, sea and land travel | **Explorers**  -The discovery of previously undiscovered places | **Egyptians**  -Hieroglyphs led to writing | **Invaders (Anglo-Saxons and Vikings)** | **Ancient Greeks**  -Democracy  -Olympics  -Medicine  -Alphabet  -Words and language  -Philosophy | **World War 2**  - Tolerance – lessons from the holocaust  -The EU  -Hiroshima  -Women’s rights and roles  -The welfare state and the NHS |

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| **Vocabulary** | **Know and understand abstract historical terms.** | Use simple terms to talk about time e.g. *today, years ago, yesterday,* | To use a number of everyday terms in history talk and writing:  Old, *new, young,, toy, chronology, past, pastimes, History, timeline, fashions, innovation, traditions, source of evidence* | To understand and use a wide range of time terms in history talk and writing eg  *The Great Fire of London:*  *BC/ AD*  *Chronology*  Cathedral  Ignite  Flammable  Mayor  Extinguished  Thatched roof  Wattle and daub  Timber frame  Fire hook  Fire posts | To understand and use a wide range of time terms in history talk and writing eg*.*  *The Stone Age:*  Archaeologist, Artefact, Neolithic  B.C. – Before Christ  Chronology, Tribe  Hunter-gatherers  Shelter, Civilization  Society  Settler/settlement  Prey, Nomadic  Flint, Belief  Bronze, Century  Druids, Invasion, Hillfort, Migration  Rampart, Resources  Sacrifice  Stone circle  Trade, Domestic  Livestock, Crops  Wattle, Daub | To understand and use a wide range of time terms in history talk and writing eg *Chronological, age, period, century, decade, local, regional, national, international, civilisation, empire, kingdom, settlement, trade, invasion, raiders, migration, BC, AD, sources* | To understand and use a wide range of time terms in history talk and writing eg *Century, decade, BC, AD, local, regional, national, international, chronological, primary, secondary, cultural, reliability, bias, propaganda, economic, military, political, religious, cultural, social* | To understand and use a wide range of time terms in history talk and writing eg  *The Mayans*  Archaeologist, Architecture  Civilisation, Culture  Society, Chichen Itza  Deities, Demise  Hierarchy, Trade  Polytheists, Mesoamerica  Indigenous, Desertification  Deforestation, Fertile  Afterlife, Sacrifice  Priest, City state, Priest, Pitz  Temple, Reliable |