

Planning and Progression: History



FS		Y1/2		Y3/4		Y5/6	
Topics		CYCLE A	CYCLE B	CYCLE A	CYCLE B	CYCLE A	CYCLE B
My World, Seasons and Celebrations Where Does the Snow Go? Traditional Tales, Marvellous Mini-beasts Fun on the Farm		London Move It, Me On My Map Scented Garden, Seaside	Toys, Under the Sea Springfield to India Wriggle and Crawl	Natural Disasters Explorers, South America (Rainforest) Water (Rivers), Ancient Egypt	The Mayan Civilisation, Chocolate Grimsby's Fishing Industry, Our Local Area Prehistoric Britain, Coastlines	WW2 Extreme Environments, Shackleton Olympic Legacies	Town and Country, Guy Fawkes Viking Raiders, Fair Trade Keen To Be Green
Procedural Knowledge							
Understanding The World	Past and Present	Investigate and Interpret the Past	<ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past 	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes in history 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past Select suitable sources of evidence, giving reasons for choices Use sources of information to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Interpret and deduce facts about the past from a range of historical sources including primary sources Refine lines of enquiry as appropriate 		
	Build an Overview of World History	<ul style="list-style-type: none"> Describe historical events Describe significant people from the past Give reasons why people in the past acted as they did 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history Give a broad overview of life in Britain from ancient until medieval times Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 			
	Understand Chronology	<ul style="list-style-type: none"> Place events and artefacts in order on a time line Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives. Use dates where appropriate 	<ul style="list-style-type: none"> Compare and order events, artefacts and historical figures on a time line using dates Understand the concept of change over time, representing this, along with evidence, on a time line Study dates and terms to describe and order events 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line Use dates and terms accurately in describing events 			
	Communicate Historically	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time Show an understanding of the concept of nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate historical information, including: Dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past Use original ways to present information and ideas 			

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Understanding The World		Areas of Study	<ul style="list-style-type: none"> London - Gunpowder Plot: Guy Fawkes, Great Fire of London, Samuel Pepys, Christopher Wren Significant People: Influence and contribution to the world and modern life of: Christopher Columbus, Neil Armstrong, Capability Brown, Beatrix Potter, Ghandi 	<ul style="list-style-type: none"> Roman Empire – Pompeii and The Roman Empire and its impact on Britain Explorers - Tudor exploration and famous explorers Ancient Egypt - Achievements of earliest civilizations- in depth study of Ancient Egypt The Mayans - legacy of the Mayans, achievements and influences on the western world A local history study - The Rise and Fall of Grimsby Fishing industry Prehistoric Britain – Changes in Britain from the Stone Age to Iron Age to Bronze Age 	<ul style="list-style-type: none"> WWII - A study of an aspect of history that extends pupils knowledge beyond 1066 - Cause and consequence of WWII locally, in Europe and worldwide Explorer – Was Ernest Shackleton a successful explorer? Ancient Greece - Influence of earliest Ancient civilizations - Olympic legacies Local History – How have places in our locality changed over time? Guy Fawkes and the Gunpowder Plot - Was Guy Fawkes a villain? Viking Raiders - The Viking Invasion and Anglo-Saxon struggle for the Kingdom of England Significant events - Chernobyl 		
	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 		Declarative Knowledge	<ul style="list-style-type: none"> Identify some of the different ways the past has been represented Know and describe changes within living memory Recognise that there are reasons why people in the past acted as they did Describe aspects of change in national life Sequence events beyond living memory that are significant nationally or globally [e.g. the Great Fire of London, events commemorated through festivals or anniversaries Recall facts about the lives of significant individuals in the past who have contributed to national and international achievements Recall facts about studied significant historical events, people and places in their own locality 	<p>Declarative Knowledge (Information we want the children to know and remember)</p> <ul style="list-style-type: none"> Use dates and terms to describe and order events and historical periods. E.g. Ancient, Tudor, Prehistoric Place events, artefacts and historical figures on a time line using dates Know who Columbus, Drake and Raleigh were and facts about their voyages and discoveries Know where the Romans came from and where they settled Know and give examples of historical evidence of the Roman Invasion Know who Boudicca was and why and how she led a revolt against the Roman Invasion Give examples of the impact and influence on Britain of the Roman Invasion know that Howard Carter was an archaeologist and that his recent discoveries have given us information about The Egyptian period Describe details of Ancient Egyptian daily life Give examples of the Mayan legacy and describe some characteristics of their achievements Give reasons for the rise and fall of Grimsby's fishing heritage and its impact on the town Give similarities and differences of daily life between stone/bronze/iron age settlements 	<ul style="list-style-type: none"> Know how and when WWII began and which key leaders and countries were involved Describe the impact of WWII on daily life Name key bombing targets and reasons why children were evacuated during WWII Know that Remembrance is part of our British cultural diversity Know Shackleton was an explorer and describe some of the hardships he and his crews faced Give reasons for changes in the locality and explain how these can be evidenced Understand that no single source of evidence gives the full answer to questions about the past Know the names of key players of the Gun Powder Plot Give reasons and explain why some historical evidence may not always be reliable Know who the Vikings were and where they came from Give reasons why Vikings chose to invade and settle in the UK Describe features of Viking daily life Know the origins of the Olympic Games and some of the events of the Ancient Olympics Know and give examples of where evidence of the Ancient Olympics can be found Know and give reasons for the development of industry and production of energy, including nuclear energy and describe its impact on daily life and the planet 	