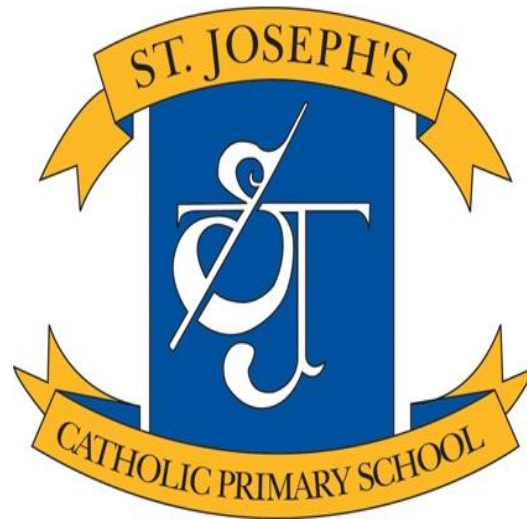


St Joseph's Catholic Primary School

History:

Progression of Knowledge, Skills and Understanding



Keystage history



Long Term Overview: History

	Autumn One (Geography Focus)	Autumn Two	Spring One (Geography Focus)	Spring Two	Summer One (Geography Focus)	Summer Two
EYFS	Our Family People who help us	Bonfire Night	Homes from the Past			The Seaside: Now and Then
Year 1		How am I making history?		Toys		Explorers
Year 2		The Great Fire of London		Spreading the Word-Communication		Mary Anning-Dinosaur Hunter
Year 3		Stone Age to Iron Age		Ancient Egypt		The Romans
Year 4		Anglo-Saxons		Vikings		Local History (How has Chorley changed?)
Year 5		World War II (Battle of Britain)		Black and British		Ancient Maya
Year 6		Ancient Greece		Crime and Punishment		Beyond Face Value (Propaganda)

National Curriculum Programs of Study

		Rec/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should be taught about:</i>			<i>Pupils should be taught about:</i>		
Historical Knowledge	Knowledge & Understanding of British History	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Reception <i>Comment on images of familiar situations in the past.</i> <i>Compare and contrast characters from stories, including figures from the past.</i> ELG – <i>Talk about the lives of the people around them and their roles in society.</i> <i>Know some similarities and differences between things in past and now, drawing on their experiences and what has been read in class.</i> 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 				
	Local History	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> A local history study 				
	Knowledge & Understanding Of Wider World History	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 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 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 				
History Skills and Concepts		<ul style="list-style-type: none"> Be aware of the past, using common words and phrases relating to time Fit people and events into a chronological framework Identify similarities and differences between periods Use wide vocabulary of everyday historical terms Ask and answer questions Choose and use from stories and other sources to show understanding Understand some ways we find out about the past Identify different ways in which past is represented 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time Develop the appropriate use of historical terms Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this 				

Long Term Overview: History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of British History	<p style="text-align: center;"><u>Toys</u> Changes within living memory, focussing on how toys have changed</p> <p style="text-align: center;"><u>Explorers</u> Lives of significant individuals in the past – where have humans explored</p>	<p style="text-align: center;"><u>Great Fire of London</u> Significant national events beyond living memory – the Great Fire of London</p> <p style="text-align: center;"><u>Mary Anning – Dinosaur Hunter</u> Lives of significant individuals in the past</p>	<p style="text-align: center;"><u>Pre-Historic Britain</u> Stone Age to Iron Age: Changes in Britain from the Stone Age to the Iron Age, including the chronology and changes during this time period, the lifestyle of stone age man, farming</p> <p style="text-align: center;"><u>Romans</u> The Roman Empire and its impact on Britain, including the invasions on Britain, the success of its armies, Boudicca's rebellion, Roman towns and the legacy of the Romans</p>	<p style="text-align: center;"><u>Anglo Saxons:</u> Britain's settlement by Anglo-Saxons and Scots, including the Anglo Saxon invasions, their life, kingdoms, culture and Christian conversion.</p> <p style="text-align: center;"><u>Vikings</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p style="text-align: center;"><u>World War 2: Battle of Britain</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focusing on WW2 and the Battle of Britain</p> <p style="text-align: center;"><u>Black and British</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focusing on changes to social history</p>	<p style="text-align: center;"><u>1000 Years of Crime and Punishment</u> An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focusing on Crime and Punishment</p> <p style="text-align: center;"><u>Beyond Face Value</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focusing on propaganda through the ages</p>
Local History	<u>Local History</u> Significant historical events, people and places in their own locality			<u>Local History:</u> How Chorley has changed over the years		
Knowledge and Understanding of Wider World History		<u>Communication</u> Lives of significant individuals in the past who have contributed globally – changes in communication technology	<u>Ancient Egypt:</u> A depth study of Ancient Egypt, including the importance of the River Nile, the Great Pyramids, mummification and the life of ancient Egyptians		<u>Ancient Maya</u> A non-European study that provides contrasts with British history, focusing on the Mayans – their importance, society, number system and religious beliefs	<u>Ancient Greece</u> A study of their life and achievements and their influence on the world



History Skills Progression

Historical Concepts Map



Substantive Concepts
Disciplinary Concepts

EYFS (Reception)		
Our Family and Homes	Bonfire Night	The Seaside – Now and Then
Civilisation Childhood Chronology Similarity & Difference	Civilisation Monarchy Evidence & Interpretation	Civilisation Childhood Similarity & Difference

Year 1		
How am I making history?	Toys	Explorers
Childhood Civilisation Chronology	Civilisation Industry Childhood Change & Continuity	Exploration Civilisation Historical Significance

Year 2		
Great Fire of London	Spread the Word - Communication	Mary Anning – Dinosaur Hunter
Civilisation Monarchy Cause & Consequence	Industry Trade Civilisation Change & Continuity	Civilisation Justice & Equality Historical Significance



Year 3		
Stone Age to Iron Age	Ancient Egyptians	The Romans
Civilisation Settlement Agriculture Migration Industry Evidence & Interpretation	Civilisation Monarchy Settlement Trade Evidence & Interpretation	Empire Monarchy Civilisation Cause & Consequence

Year 4		
Anglo-Saxons	Vikings	Local History
Settlement Worship Migration Monarchy Trade Cause & Consequence	Settlement Worship Migration Monarchy Trade Evidence & Interpretation	Industry Trade Civilisation Change & Continuity

Year 5		
World War II/ Battle of Britain	Black Britain	Ancient Maya
Empire Power Civilisation Childhood Cause & Consequence	Civilisation Justice & Equality Migration Historical Significance	Civilisation Agriculture Settlement Monarchy Cause & Consequence

Year 6		
Ancient Greece	Crime and Punishment	Beyond Face Value
Empire Power Monarchy Civilisation Democracy Change & Continuity	Civilisation Democracy Justice & Equality Chronology	Power Monarchy Industry Justice & Equality Evidence & Interpretation



History Skills Progression

Disciplinary Concepts

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
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Skills Progression

EYFS

Understanding the world

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
Year 1	<p>I can label timelines with words such as: past, present, older and newer, then and now.</p> <p>I can recount changes that have occurred in my own life.</p> <p>I can place events and some artefacts on a timeline.</p>	<p>I can look at sources and ask questions such as, 'What was it like for people?' 'What happened?' 'What was this used for?'</p> <p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>I can explain why I took the action I did when discussing 'myself'.</p> <p>I can give a simple reason why a real person acted as they did.</p> <p>I can give simple consequences of somebody's actions.</p>	<p>I can describe changes and historical events.</p> <p>I can say which toys have stayed the same and which toys have changed over time.</p>	<p>I can compare toys using pictures from the past and present.</p> <p>I can make comparisons using 'then' and 'now'.</p> <p>I can explain how features of life today are different in the past.</p>	<p>I can describe significant people from the past.</p> <p>I can name a significant toy from the past.</p> <p>I can name significant explorers from the past.</p>
Year 2	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p> <p>I can describe changes over time using appropriate words and phrases.</p>	<p>I can observe or handle some evidence to ask questions and find answers about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys diary).</p>	<p>I can give a clear explanation of an important event, offering two or three reasons why an event took place e.g.: why the Great Fire spread so quickly.</p> <p>I can give some reasons for more complex human actions.</p>	<p>I can describe changes over periods of time.</p> <p>I can describe how technology has changed and how it has continued over time.</p> <p>I can describe what changed after the Great Fire of London.</p>	<p>I can identify some of the different ways the past has been represented.</p> <p>I understand the concept of change and can compare more than two periods in time.</p>	<p>I can describe and begin to talk about key events of a significant person or time.</p> <p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
Year 3	<p>With support, I can use AD and BC (BCE and CE).</p> <p>I can place ages in order of time and understand their names.</p> <p>I can place artefacts within their correct age.</p> <p>I understand that 'ancient' means thousands of years ago.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p> <p>I can use more than one source of evidence to gain a more accurate understanding.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining, migration.</p> <p>I can analyse the actions of people in historical settings e.g. why Claudius wanted to invade.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p> <p>I can identify changes based on similarity and difference.</p> <p>I understand that change doesn't always last</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age</p> <p>I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt</p>	<p>I can suggest suitable sources of evidence to find out about significant people or events.</p> <p>I can discuss the importance of people and events in time and their significant impact.</p>
Year 4	<p>I can use AD and BC (BCE and CE).</p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can sequence significant people, events, objects and themes of periods studied so far.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can explain an event using a simple form of classification e.g. money or religion.</p> <p>I understand that events happen for a combination of reasons.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p> <p>I understand that some changes are more significant than others.</p> <p>I understand that some changes are called a revolution.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some reasons why accounts may differ</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>

	Chronology	Evidence and Interpretation	Cause and Consequences	Change and Continuity	Similarity and Difference	Historical Significance
Year 5	<p>I can use dates and terms in describing events and period detail.</p> <p>I can successfully match simple iconic images to each of the periods studied.</p>	<p>I can use sources of evidence to deduce information about the past.</p> <p>I can discuss whether evidence is reliable and explain why.</p>	<p>I can begin to discuss the relative importance of different causes of an event.</p> <p>I can describe some of the causes and consequences of WW2.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p> <p>I can compare the similarities and differences between two historical periods.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>
Year 6	<p>I can use dates and specific terms confidently in describing events and period detail.</p> <p>I can describe the main changes in a period of history.</p> <p>I can identify historical details and demonstrate secure chronological awareness of themes, events and people.</p>	<p>I can use sources of information to form conclusions about the past,</p> <p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can comment on the value of a range of historical sources, considering why a source was produced.</p>	<p>I can discuss the relative importance of different causes and support this with evidence.</p> <p>I understand that some causes might be connected.</p>	<p>I can identify changes in a period of history and analyse why these happened using terms such as: social, political, religious, cultural or technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare the main changes in a period of history with the present day.</p> <p>I can use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p> <p>I can compare the similarities and differences between historical periods.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>I can identify and explain why aspects of a theme, period, society, person or historical event are significant.</p>