**History Objectives – Progression - Skills and Depth MTP**

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|  | Year 1 and Year 2 | | Year 3 and Year 4 | | Year 5 and Year 6 | |
| Cycle A  Cycle B | **Autumn Unit:**  Changes within living memory  The topic is Space themed and so pupils will learn about domestic changes from the 1950s then up to the moon landing and after.  The children will learn about:   * Toys changing over time (E.g. space toys) * Use of primary and secondary resources to find out, ask questions and compare. * Neil Armstrong and the moon landing * Comparing Neil Armstrong and Christopher Columbus – this can link to next terms High Seas Topic   Objectives:  To know about the moon landings.  To know about the significant people during the moon landings.  To know how this has changed national life.  **Spring Unit:**  Significant historical events, people and places in their own locality.  Significant individuals  The topic is High Seas Adventures and so pupils will learn the history of our locality and its fishing heritage.  Objectives:  To know facts about an event/person/place.  To explain the impact the event/person/place had. | **Autumn Unit:**  Lives of significant individuals  The topic is themed around Heroes and Villains. This unit is only a short comparison of historical heroes who have contributed to national/international achievements  The children will learn about:   * Comparing Mary Seacole and/or Florence Nightingale with Edith Cavell.   Additionally, pupils will be learning about Guy Fawkes and the Gunpowder Plot as this links well with TGFOL chronology and it is important part of British history and celebrated by children.  Objectives:  Compare aspects of life by describing similarities and differences during different periods.  Use common words and phrases relating to the passing of time.  **Spring Unit:** Events beyond living memory that are significant  The topic is Snap, Crackle and Pop and so the pupils will learn about The Great Fire of London  Objectives:  To know about the Great Fire of London.  To know how we find out about the past. | Autumn Unit:  Ancient Egypt   * Overview of early civilizations to gain chronological understanding and context. * Chronological understanding and context * Continuity and change * Connections, contrasts and trends over time   Objective:  To know the achievements of this earliest civilizations  To know where and when they first appeared.  To demonstrate the depth of my knowledge.  **Summer Unit:**  Changes in Britain from the Stone Age to the Iron Age  Links to Ancient Egypt will…   * Provide a sense of coherence and context. * Offer opportunities to investigate connections and contrasts. * Construct knowledge from a variety of sources. * Establish continuity and change.   Objectives:  To know about  - hunter-gatherers and early farmers  - Bronze age religion, technology & travel  - Iron age hill forts  To demonstrate the depth of my knowledge. | Spring Unit:  The Roman Empire inc settlement of Anglo Saxons & Scots.  Objectives:  To know about this Roman Empire and its impact on Britain, in chronological order   * Julius Caesar’s attempted invasion * Roman Empire & successful invasion * British Resistance E.g. Boudicca * Romanization of Britain * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, leading to the settlement of Anglo Saxons & Scots.   **Summer Unit:**  Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  A turbulent period that had a significant impact on the development of England, providing opportunities for:   * Cause and consequence when looking at Danelaw. * Engaging with historical enquiry if using a statement such as: ‘The Vikings were nothing but violent raiders.’ * Chronological understanding when analysing how long the struggle for control of England lasted.   Objectives:  To know about Viking Raids and Invasions with some reference to our local area. (own locality link as Grimsby was founded by the Danes in 9th Century)  To know about Anglo Saxons laws and justice.  To know about Edward the Confessor and his death 1066. | Autumn Unit:  Ancient Greece  Objective:  To know about Greek life.  To know about Greek achievements.  To know about the influence Greece had on the Western World.  To demonstrate the depth of their knowledge.  An important topic due to the impact on today’s world, but one with little direction beyond their lives, achievements and impact. This is a good topic for:   * Contrasting then and now, analysing cause and consequence. * Engaging with enquiry around the impact of Ancient Greece on today’s world.   **Summer Unit:**  A local history study – Victorians and the seaside  Topic is themed on our HOME therefore the Victorians and seaside resorts links to our coastal locality. This should be taken as an opportunity to engage children with their local area and understand:   * How things have changed or stayed the same * How this impacted nationally or internationally * Why it is important for us to embrace our local history   Objectives:  To use a variety of sources to study Victorian life in Cleethorpes.  To demonstrate a knowledge of changes over time. | Autumn Unit:  A significant turning point in British history - World War 2  Objectives:  To study World War 2 and to demonstrate the depth of their knowledge.  To demonstrate an understanding of this significant event and its impact then and now.  To study World War 2 and our locality E.g. Lincolnshire’s Bomber Command  Children will recall their knowledge and understanding of the Stone Age and Iron Age (taught in Y4) and follow the history timeline up to 1066 and continuing to WW2.  **Summer Unit**:  Non- European Study - The Mayan civilization  Mayan civilization will having children making contrasts with British history (Anglo-Saxon and Viking England).  This provides great opportunities to:   * Establish connections, contrasts and trends between the two societies. * Understand how these societies existed at similar times but in different places. * Allow children to compare these societies using a variety of sources.   Objective:  To demonstrate a depth of knowledge about the Mayan civilization.  To make contrasts with British history. |
| **FS HISTORY** |
| Children talk about past and present events in their own lives (in and out of school) and in the lives of their family members. |
| Skills  Historical Enquiry  Depth  Teach – Practice – Repeat | To ask and answer questions.  To use stories and other sources find out about the past and to show they know about an event/person.  Skills covered/revisited/consolidated:   * Vocabulary relating to the passing of time * Chronology * Continuity and change between different ways of life * Opportunity to ask questions * Ways we know about the past | To ask and answer questions.  To use stories and other sources to find out about the past and to show they have knowledge about an event/person.  Skills covered/revisited/consolidated:   * Vocabulary relating to the passing of time * Chronology * Continuity and change between different ways of life * Opportunity to ask questions * Ways we know about the past | To comment on trends over time.  To develop and use historical terms correctly in context.  To sometimes devise historically valid questions about change, cause, similarity and difference.  To use a range of sources to gain knowledge about the past and help our understanding. | To comment on trends over time.  To develop and use historical terms correctly in context.  To sometimes devise historically valid questions about change, cause, similarity and difference.  To use a range of sources to gain knowledge about the past and help our understanding. | To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  To recognize and comment on connections, contrasts and trends over time.  To construct informed responses that involves thoughtful selection and organization of relevant historical information.  To use a range of sources to gain knowledge about the past and help our understanding. | To regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.  To recognize and comment on change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyses trends over time, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.  To construct informed responses that involves thoughtful selection and organization of relevant historical information.  To use a range of sources to gain knowledge about the past and help our understanding. |
| **Summary of KS2 skills**  Chronological understanding and context  Continuity and change  Connections, contrasts and trends over time  Cause and consequence  Constructing knowledge from a range of sources  Providing informed responses using a variety of sources  Responding to contradictory sources of information  Engaging with historical enquiry | | | |
| INTENT  Depth  Teach – Practice - Repeat | * In every key stage, children will be taught and will practice and repeat those skills related to finding out about the past and apply these skills to whatever period of history the children may be studying (questioning, chronological understanding, change, cause, consequence, similarity, difference, and significance). * In every key stage, we aim to give children opportunities to experience a range of history sources both primary and secondary sources. * In every key stage, we aim to give children opportunities to link their historical knowledge to their understanding of our history in our locality E.g. EYFS Children talk about present events in their own lives in school, KS1 = Grimsby’s fishing heritage, LKS2 = Grimsby was founded by the Danes in the 9th century, UKS2 = Cleethorpes as a seaside resort in the Victorian era. * We aim to ensure there are clear steps in place to make sure ALL children of differing needs can access the history curriculum.   We aim to achieve depth as pupils practice, repeat skills and apply their knowledge through cross-curricular application.  SMSC LINK:  CULTURAL   * understanding and appreciation of the wide range of cultural influences that have shaped their own **heritage** and those of others – Linking their historical knowledge to their knowledge and understanding of our history in our locality E.g Viking heritage and Victorian heritage linked to our coastal position.   SPIRITUAL   * sense of enjoyment and fascination in learning about themselves, others and the world around them. | | | | | |