



Barford St. Peter's C.E. (V.A.) Primary School

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History Knowledge and Skills Progression



National Curriculum Aims	
EYFS	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Begin to make sense of their own life-story and family history</p> <p>Talk about the lives of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and story telling.</p>
KS1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
KS2	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Content	<ul style="list-style-type: none"> Changes within living memory Events beyond living memory 	<ul style="list-style-type: none"> Changes within living memory Aspects of change in national life The lives of significant individuals who have contributed to national and international achievements. Events beyond living memory that are significant nationally and/or globally. Historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilizations; The Shang Dynasty Ancient Greece - A study of Greek life and their achievements and influence on the Western world A study of an aspect of theme in British history that extends pupil's chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> The achievements of the earliest civilizations; Ancient Egypt. The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the kingdom of England at the time of Edward the Confessor. Britain's settlement by Anglo-Saxons and Scots A non-European society that provides contrast with British history; Mayan civilization 	<ul style="list-style-type: none"> A local history study A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.
Study Units Autumn Spring Summer	<p>Toys now and then</p> <p>The Gunpowder Plot</p> <p>Seasides now and in the past</p>	<p>The Great Fire of London</p> <p>Go, Go, Go!</p> <p>Women of Wonder</p> <p>Castles & Monarchy</p>	<p>The Stone Age</p> <p>Ancient China</p> <p>Ancient Greece</p> <p>Marvellous Monarchs</p>	<p>Ancient Egyptians</p> <p>Romans</p>	<p>The Mayans</p> <p>Vikings</p> <p>The Space Race</p> <p>Britain at Sea</p>	<p>Tudor Warwickshire</p> <p>Word War II</p> <p>1960's USA</p>
Substantive concepts	Culture and past times (toys)	Invention and technology (Go, Go, Go) Monarchy (Castles and Monarchy)	Monarchy (Marvellous Monarchs) Autocracy and democracy (Ancient Greece)	Civilisations (Ancient Egypt) Invention and technology (Romans) Settlement and Invasion (Romans)	Invention and technology (Space Race and Britain at Sea) Civilisations (Mayans Settlement and Invasion (Saxons and Vikings and Britain at Sea)	Monarchy (Tudor Warwickshire) Autocracy and democracy (WWII)



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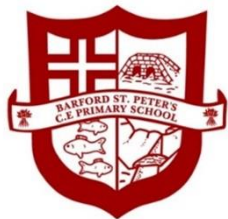
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
					Invention and technology (Ancient Greece) Civilisations (Ancient China and Ancient Greece) Settlement and Invasion (Stone Age)							
Vocabulary	Old New Past Modern	Same Different Artefact Timeline	Parliament Government Treason Catholic Protestant Democracy Religion	Diary Source Artefact Cause and effect Crown Monarchy	Settlement Nomadic Chronology Source Evidence Archaeology Hunter-gatherer Civilisation Peasantry BC/AD/CO	Ancient Artefact Invaded Empire Monarchy Agriculture Emperor Empire Parliament Democracy	Chronology Hierarchy Pharaoh Slaves Pyramid Delta Sarcophagus After-life Hieroglyphics Civilisation BC/AD/CO	Emperor Empire Citizen Artefact Source Democracy Settlement Formation Invasion Defence Expansion Dissolution Peasantry	Chronology Longship Daneland Danelaw Norse Runes Raid Settlement Coronation Reign Era Period	Empire Colonisation Slave Source Artefact Evidence Civilisation Primary source Secondary source BC/AD/CO	Chronology Monarchy Succession Evidence Primary Source Secondary source Parliament Era Period	Apartheid Racism Civil rights Nazi Dictator Evacuation Genocide Rationing Propaganda Luftwaffe Air raid BC/AD/CO
Key Questions	When is it from? Who was it for? Why did it change? How did it change? How is it different?		Why did this happen? Who was responsible? When did this happen? What changed as a result? How do we know? How is it different now?		How can we find out more about this period of time? What sources of information are reliable? What do artefacts tell us about life in this period? How was the structure of government/ leadership different to today?		What changes were made in this period which have remained in Britain today? Which sources of evidence are most useful? Why were the Egyptians so successful? What evidence of this period do we have?		What sources of evidence do we have from this time period? Are they reliable? What changes were made in this period which have changed Britain today? Why wasn't Britain part of the space race? Why were USSR & USA in a race to get to space? What significant changes happened in Britain during the Victorian era		What can we learn from this period of history? What significant changes happened as a result of the war? Why were black people treated differently? Does this still happen today? What/ who caused significant change? What evidence can we use to support our view? How is information presented differently? Is the evidence and accurate source?	



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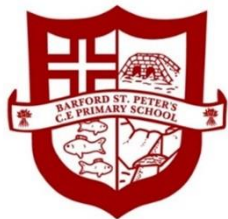
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Place events on timeline (beginning of unit) Order artefacts and pictures from different periods of time, using the terms 'old' and 'new/modern'.</p>	<p>Place events on timeline (beginning of unit) Recall dates of significant events, for example The Great Fire of London</p> <p>Place key events on a timeline</p> <p>Order historical events studied.</p>	<p>Place events on timeline (beginning of unit) Begin to understand key periods of time and place these accurately on a time line.</p> <p>Understand how events are placed on a timeline, including using BC and AD/CO</p>	<p>Place events on timeline (beginning of unit) Accurately place events studied (Ancient Egyptians, Romans, Anglo- Saxons) on a timeline, as well as those previously studied (Great fire of London, Stone Age, Moon landing, Ancient Greece, Tudors).</p>	<p>Place events on timeline (beginning of unit) Accurately create a timeline of events for period studied including key events within that period: Vikings, Mayans, Space Race, Victorians. Accurately place events previously studied on a timeline (see year 3/4.)</p>	<p>Place events on timeline (beginning of unit) Have an in depth understanding of when global key periods of history were, including Ancient civilisations (Greece, Egyptians, China and know how these overlap), Have an in depth understanding of the historical time periods of Britain, including the Stone Age, Vikings & Anglo-Saxons, Romans and Tudors. Be able to place significant national and global historical events accurately on a timeline, including landing on the moon, the great fire of London, the industrial revolution, colonisation and the expansion of the British Empire, World War I and World War II.</p>
Key Events	<p>Development of seaside holidays and resorts during Victorian times Mass production of plastic, for example lego (1932) The Gunpowder Plot (1605)</p>	<p>Great Fire of London (1666) Moon landing (1969) Amelia Earhart flight (1928) Kenilworth Castle built 1128 Warwick Castle built 1068</p>	<p>End of the Stone Age (4000 to 2000 BC) Period of the Shang Dynasty (1766 BC to 1122 BC) Ancient Greece (1500 BC to 300BC) Tudor Period (1485 – 1603) Sinking of the Mary Rose 1545</p>	<p>Ancient Egyptians (3100BC to 300AD) Roman invasion of Britain (55BC) and end of the Roman era (383) Anglo Saxons (410 – 660)</p>	<p>Viking invasion Mayan Era (2000BC to 822) Spanish Conquest (1524) Space Race (1950s) Victorian Era (1837 to 1901) Expansion of the British Empire (from 1857) End of slave trade (1833)</p>	<p>World War II (1939 to 1945) Tudor Period (1485 – 1603) Martin Luther King's Speech (1963) Rosa Parks Montgomery Bus Boycott (1955)</p>



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Significant Individuals	Queen Victoria Guy Fawkes Robert Catesby King James I	Amelia Earhart Samuel Pepys Florence Nightingale Identify and name key historical figures from periods studied.	Henry VII Henry VIII Alexander the Great Pericles Archimedes	Howard Carter Tutankhamen Cleopatra Julius Caesar Emperor Claudius Describe how significant individuals contributed to national and global change.	Queen Victoria Prince Albert Charles Darwin Tim Peake Neil Armstrong Yuri Gagarin Montezuma Hernan Cortes Alfred the Great King Edgar King Knut William the Conqueror Edward the Confessor Begin to understand how sources of information may provide differing views of significant individuals.	William Shakespeare Joseph Arch Rosa Parks Martin Luther King Winston Churchill Neville Chamberlain Adolf Hitler Henry VII Henry VIII Mary I Elizabeth I Describe how different sources of information may provide different viewpoints for significant individuals in the past.
Similarities and Comparisons	Compare objects from the past to those used today. Explain what is the same and what is different. Begin to explore why.	Use stories of famous historical figures to compare aspects of life in different times. Explain how their life may be the same and how it is different to when their parents and grandparents were children.	Describe features of periods studied, for example clothes, beliefs, homes, attitudes. Compare aspects of life in a period of history studied to life today, including homes, food, farming and transportation.	Begin to compare how life was different for different people in the same period of time e.g. different rights/religious beliefs etc. Compare aspects of life in a period of history studied to life today, including homes, food, farming and transportation- explain similarities and differences in greater detail to previous year	Compare how life was similar and different for different groups of people within the same period of time. Begin to compare the similarities and differences between different key historical time periods	Compare and contrast in detail similarities and differences between key historical time periods, explaining why changes occurred when they did.



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Continuity and Change	<p>Compare and describe how their own life is different to that of their parents and grandparents.</p> <p>Describe how places may be different now to how they were in the past.</p>	<p>Describe how places have changed over time and begin to explain why.</p> <p>Describe why change occurred when it did, i.e. what was the motivation or driver for change?</p>	<p>Describe how historical time periods led to changes in life in Britain e.g. how did Britain change during the stone age or how did life in Britain change under different monarchs</p>	<p>Describe how historical events led to changes to life in Britain and explain which of these still remain today.</p> <p>Explain how these changes led to further changes afterwards.</p>	<p>Describe how life in Britain has changed over time and how and when key changes occurred.</p>	<p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of British history and historical time periods globally.</p> <p>Explain in depth how changes and why changes were able to occur when they did, and which of these remain today, changing the way we live.</p>
Cause and Consequence	<p>Describe why people made choices, for example going to the seaside.</p>	<p>Begin to understand cause and effect by discussing the actions of significant individuals.</p>	<p>Describe why change occurred when it did and the impact this had on people and places.</p> <p>Begin to express an opinion on whether events or actions of significant individuals had a positive or negative impact on people nationally and globally.</p>	<p>Understand that an event may have more than one cause.</p> <p>Understand that throughout history, different opinions, faiths, and perspectives have led to disagreement, war and change.</p>	<p>Describe why significant individuals may have carried out change or initiated key events, and the effect this had on Britain and the wider world.</p>	<p>Describe in detail the positive and negative impacts of events in key historical periods of time, in terms of people and places, both nationally and globally.</p>



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Sources, evidence and interpretation	<p>Use photographs, pictures and artefacts to find out more about the past.</p> <p>Describe the materials that toys are made from</p>	<p>Use a range of sources of information including: artefacts, diary entries, photographs, newspaper articles and pictures.</p>	<p>Understand that different sources of information can give us information about the past.</p> <p>Begin to understand when the source of information was from and that some are more accurate than others.</p> <p>Use a range of sources of information including artefacts, photographs, drawings, news articles, stories, diary entries.</p>	<p>As for year 3 and begin to use the internet to research periods of time. Begin to understand that not all information is accurate.</p> <p>Understand that not all historians agree and discuss why this may be.</p> <p>Begin to express opinion around accuracy of information.</p> <p>Study at least 2 different accounts of the same event and compare the similarities and differences.</p>	<p>Understand that there are a wide range of sources of information which can tell us about the past.</p> <p>Understand that some sources of information may be biased and explore why this may be.</p> <p>Understand that different sources of information may express different viewpoints.</p> <p>Understand why contrasting arguments and opinions may occur.</p>	<p>Compare and contrast sources of information and describe why some may be more accurate than others.</p> <p>Describe in detail how different sources of information can present different opinions and viewpoints.</p> <p>Know that to gain an understanding of history, a wide range of sources of evidence must be considered.</p> <p>Know that for some periods of history, it is impossible to know exact details and facts, and that some sources of information are opinion and conjecture.</p> <p>Understand that some evidence is propaganda, opinion and some is inaccurate and that this effects interpretations of history.</p>
Connections	<p>Development of technology</p> <p>Leisure time</p>	<p>Women's rights</p> <p>Plague</p> <p>Development of London</p>			<p>Christmas Traditions</p> <p>Spread of Christianity</p> <p>Modern day Russia</p>	<p>Black History Month</p> <p>PHSE rights and responsibilities</p> <p>Nelson Mandela & Apartheid.</p> <p>Motown music movement</p> <p>Pop art movement</p> <p>Kenilworth Castle</p> <p>Warwick Castle</p> <p>Stratford-Upon-Avon</p> <p>Macbeth</p>