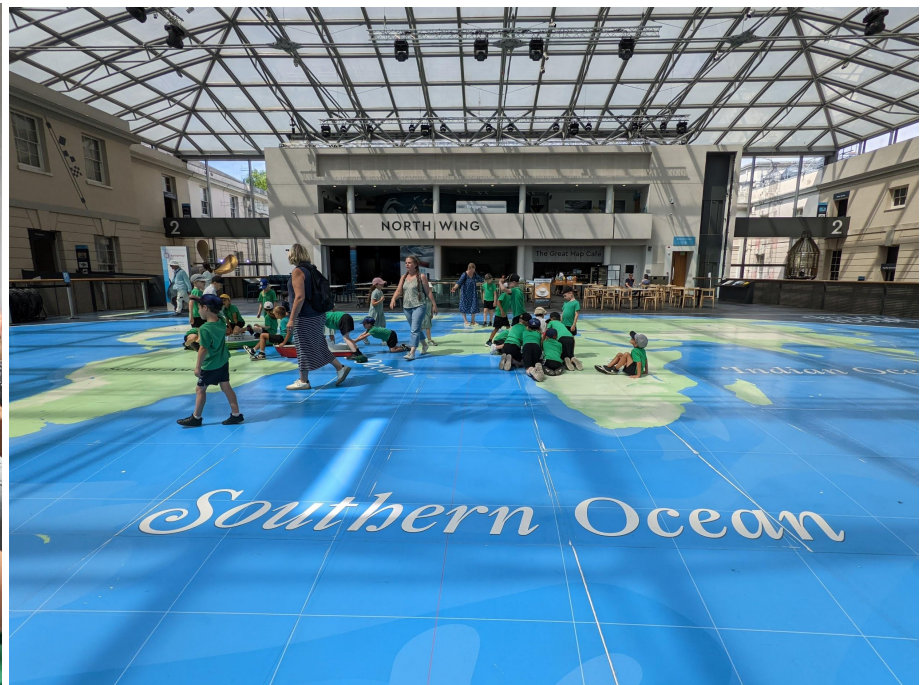
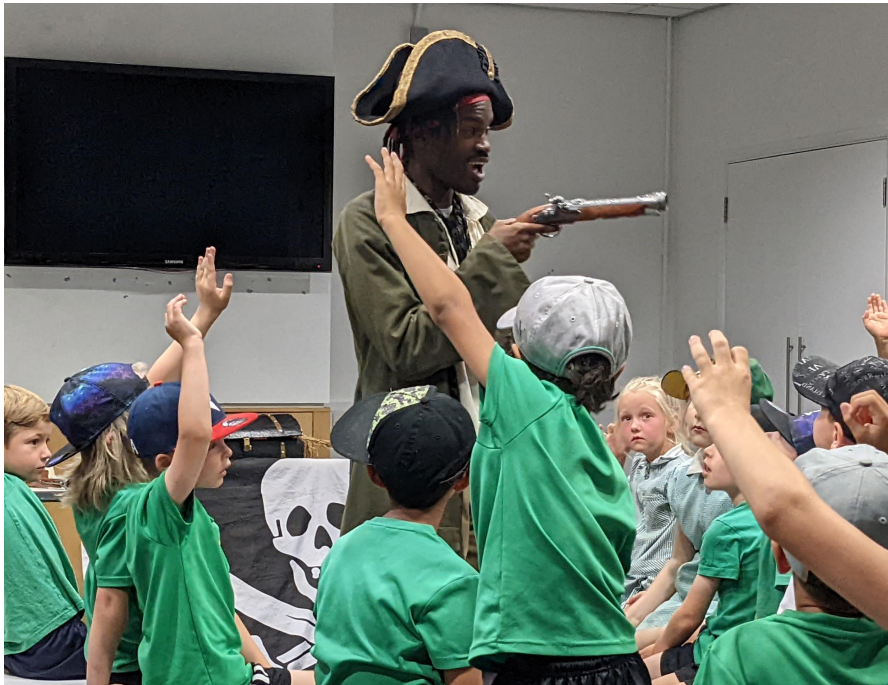




Skills and Knowledge Progression: History



Greenwich Museum - Year 1/2

National Curriculum aims & purpose:	School aims – skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.</p> <p>Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between groups, as well as the challenges of their time.</p> <p>Aims know and understand the history of these islands as a coherent, chronological narrative know and understand significant aspects of the history of the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p>	<p>We want our children to have a rounded understanding of history by the time they leave our school. They need to be able to put historical events into context and order. They need to understand how and why events in the past have shaped the modern world and our place within it. We would like our children to have had first hand experiences of ‘meeting’ significant places, objects and artefacts (be that through visits to castles and stately homes, trips to museums and galleries or in-school workshops with experts), so that history can come to life for them.</p> <p>In order to do all of that, our children need access to a rich, carefully structured history curriculum. In KS1, we explore the core idea of change over time, looking at ways in which life has changed over the last 100 (or so) years. The picture of history widens to include events from more distant times that have had profound impacts on modern life, to support children in beginning to recognise why an understanding of history is so important. Moving through KS2, the focus moves to building-up a picture of the early history of the British Isles. .</p> <p>Alongside this, children also learn about events and changes in the world beyond our shores (including the Ancient Egyptians, Greeks and Mayans) and a key turning point in more modern history (the Battle of Britain). Throughout this journey, we are constantly developing a sense of historical order and ‘scale’.</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Understanding the World - Past and Present</p> <p>Talk about the lives of the 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 storytelling.</p>	<p>Art - exploring art from the period of history being studied / famous artists from this time and using this to inspire own work</p> <p>RE - the history of major religions, the link between their spread / change and global events, religious beliefs of ancient peoples (eg. Egyptians & Mayans).</p> <p>DT - constructing models and replicas of buildings, vehicles or armour from the past.</p> <p>Science - the lives and impact of famous scientists.</p> <p>English - reading for research, particularly original documents & writing to present and share findings. Understanding the history of countries will almost always link to their human and physical geography - eg. rivers topic in Y3 links to learning about Ancient Egypt when considering the importance of the Nile.</p>	<p>Visit significant national museums (eg. British Museum, Imperial War Museum, RAF Hendon).</p> <p>Meets and talk to people who have lived through important moments in history</p> <p>Explore local museums to develop a stronger link to topics being studied (eg. British Schools Museum)</p> <p>Have opportunities to handle historical artefacts and draw their own inferences and conclusions from them.</p> <p>Experience what life was like in the more distant past through trips, themed days and (where possible) residential visits (eg. Celtic Harmony Camp).</p>



British Schools Museum - Year 5/6

History Knowledge Progression

	Yr 1/2	Yr 3/4	Yr 5/6
Cycle A	<p>Nurturing Nurses</p> <ul style="list-style-type: none"> Explain what makes a person significant Explain who Florence Nightingale, Mary Seacole & Edith Cavell were and how they improved nursing Compare lives of different nurses <p>Toys</p> <ul style="list-style-type: none"> Explain how to find out about the past Use sources to help ask & answer questions about the past Compare toys from different time periods Recognise how toys have changed Use appropriate vocabulary relating to time passing <p>Explorers</p> <ul style="list-style-type: none"> Explain what makes a person significant Explain how to find out about people from the past Explain who Matthew Henson, Felicity Aston and Neil Armstrong were and what they did 	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Discuss time periods within Stone Age Map Stone Age, Bronze Age and Iron Age on a timeline Discuss survival skills and what life was like for Stone Age people Explore different tools used in Stone Age and how these changed over time Make comparisons of what life was like during the different time periods (food, shelter, survival) Explore pictures and theories of Stonehenge and different accounts of how and why it exists Explore different sources and make observations and conclusions about life in that time <p>Ancient Egypt</p> <ul style="list-style-type: none"> Place the Egyptian period on a timeline in relation to other periods studied Use relevant historical words and phrases accurately Explore some ideas about culture, beliefs attitudes and daily life of the Ancient Egyptians Understand the difference between primary and secondary sources Identify between fact and opinion Present findings about the past in a variety of ways (speaking and listening, reports, data handling, ICT, drama and drawing) 	<p>Victorians</p> <ul style="list-style-type: none"> Place the Victorian period on a timeline in relation to previous periods studied Know and sequence key events of the Victorian era using relevant terms Study different aspects of life for children in Victorian times compared to the modern day Local history of education in Victorian times Communicate knowledge and understanding in a range of ways Understand the impact of the industrial revolution on Britain <p>Ancient Greece</p> <ul style="list-style-type: none"> Place the Ancient Greek period on a timeline in relation to previous periods studied Know and sequence key events of the Ancient Greek era, using relevant terms Identify how primary and secondary sources of evidence build up a picture of life in Ancient Greece times Study different aspects of life of men and women in Ancient Greece, and compare this to the modern day Understand the lasting impact of Ancient Greece through the Olympics, literature and beliefs Communicate knowledge and understanding in a range of ways
Cycle B	<p>Our Local Area</p> <ul style="list-style-type: none"> Study pictures of the school & local area from the past Find out about the historical significance of Lewis Hamilton, Vincent motorcycles & Hitchin lavender <p>Great Fire of London</p> <ul style="list-style-type: none"> Compare London past and present Compare our lives to those in 1666 Order the events of the Great Fire of London Explain how we know about the Great Fire of London Explain how London changed after the Great Fire Compare London before, during and after the fire <p>Travel and Transport</p> <ul style="list-style-type: none"> Find different ways travel and transport have changed Find out about early forms of travel Discover how cars have changed over time 	<p>Aztecs, Mayans and Incas</p> <ul style="list-style-type: none"> Place the Aztecs, Mayans and Incas on a timeline in relation to other periods studied. Use relevant historical words and phrases accurately Explore some ideas about culture, beliefs, attitudes and daily life of the Aztecs Identify between fact and opinion Present findings about the past in a variety of ways (speaking and listening, reports, data handling, ICT, drama and drawing) <p>Roman Empire</p> <ul style="list-style-type: none"> Place the Romans on a timeline in relation to other periods studied Use relevant historical words and phrases accurately Explain the spread of the Roman Empire Understand why, where and how the Romans built new 	<p>World War 2</p> <ul style="list-style-type: none"> Place the WW2 period on a timeline in relation to previous periods studied. Know and sequence key events of WW2 Consider ways of checking the accuracy of interpretations of primary and secondary sources, such as propaganda and diary entries Offer some reasons for different versions of events, such as the cause of conflict and outcomes of battles, using evidence to support explanations Examine causes and results of WW2 The impact of events in WW2 on men, women and children, including the Blitz and evacuees Communicate knowledge and understanding in a range of ways

- Understand how how trains changed people's lives in 1900s
- Investigate the different ways people have tried to fly
- Compare modes of transport from the past, present and future

roads in Britain

- Understand how the Roman Empire affected different people
- Explore some ideas about culture, beliefs, attitudes and daily life of the Romans
- Identify between fact and opinion
- Present findings about the past in a variety of ways (speaking and listening, reports, data handling, ICT, drama and drawing)

Local history study

- Linked to Roman Empire-Exploring the Roman influence on Stevenage dating back to AD249
- Find out where the Roman settlements were in Stevenage

Vikings

- Place the Anglo-Saxon and Viking period on a timeline in relation to previous periods studied, using relevant terms
- Know and sequence key events of Viking settlement in Britain
- Changes in Britain due to invaders and settlers, linked to the Roman time period previously studied
- Make links and comparisons between Viking life and the modern day
- Identify how primary and secondary sources of evidence build up a picture of life in Viking times
- Communicate knowledge and understanding in a range of ways



British Schools Museum – Year 3/4

Skills Progression in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> To talk about some changes within living memory and changes in personal life. Sequence objects identifying old & new. Recognise passing of time e.g. lunchtime/ home time yesterday/today/a long time ago. Know the difference between the past and present. To understand that some things happened before we were born and some things happened a long time before we were born 	<ul style="list-style-type: none"> To start to be able to put some key historical events in chronological order i.e Great Fire of London, Titanic sinking, WW1 Sequence main points of a significant event or a famous person's life. Changes in personal life. 	<ul style="list-style-type: none"> Use timeline to place events in order Understand timelines can be divided in BC and AD Use words and phrases: century, decade 	<ul style="list-style-type: none"> Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC & AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period. 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Know and sequence key events of time studied Use relevant terms and periods labels Make links and comparisons between different times in history studied 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms
Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Significant events beyond living memory i.e Great Fire Of London. Start to talk about how things were different in years gone by. To talk about similarities and differences between ways of life in different periods. To know about the lives of significant individuals. To be aware of significant historical events, people and 	<ul style="list-style-type: none"> To develop an understanding of different events from history. To start to talk about how life was different in these periods To compare and contrast ways of life at different times. To start to understand the effects of the lives of significant individuals. To be able to talk about significant historical events, people and places in 	<ul style="list-style-type: none"> Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between periods. 	<ul style="list-style-type: none"> Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today. 	<ul style="list-style-type: none"> Study different aspects of life of different people e.g. difference between men and women Examine causes and results of great events and the impact on people Compare life in early and late time periods studied Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> Compare beliefs and behaviour with another period studied Explain past events in terms of cause and effect, using evidence to support and illustrate their explanation Know key dates, characters and events of the time studied.

	places in their own locality.	their own locality.				
Interpretations of History	<ul style="list-style-type: none"> To begin to understand how we learn about the past. Use parts of stories to understand the features of a key event. 	<ul style="list-style-type: none"> To begin to be able to talk about how we learn about the past Understand that things are represented in different ways (sources) e.g. using pictures, models, artefacts With support use sources to find the answers to questions. 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Compare accounts of events from different sources Offer some reason for different versions of events. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations of different sources Be aware that different evidence will lead to different conclusions.
Historical Enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions - w=Which things are old and which are new? What were people doing? Look at objects and ask questions and try to answer. 	<ul style="list-style-type: none"> Identify different ways in which the past is represented Ask questions about the past Use a wide range of information to answer questions about the past. 	<ul style="list-style-type: none"> Use a range of source material including visits to collate information about the past. Identify between fact and opinion. Look at 2 different versions of the same event and viewpoints and identify differences in the accounts. 	<ul style="list-style-type: none"> Understand the difference between primary and secondary sources Give reasons why there may be different accounts of history looking at propaganda Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information Use of library and internet for research with increasing confidence. 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of the past, suggesting omissions and and the means of finding out this information Combine information from several sources Confident use of library and internet for research.
Organisation and Communication	<ul style="list-style-type: none"> Sort events or objects into groups (then and now) Use timelines to order events or objects Tell stories about the past Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history Use timelines to order events or objects or place significant people Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play and using ICT. 	<ul style="list-style-type: none"> Present findings about the past using speaking, writing, ICT and drawing skills Use dates and vocabulary related to topic accurately Suggest different ways of presenting information for different purposes. 	<ul style="list-style-type: none"> Present findings about the past using speaking, writing, maths (data handling) ICT, drama and drawing skills Use dates and subject specific words such as monarch, settlement, invader accurately. 	<ul style="list-style-type: none"> Record, select and organise historical information Communicate knowledge and understanding in different forms. 	<ul style="list-style-type: none"> Use a variety of ways to communicate knowledge and understanding Select and organise information to produce structured work, making appropriate use of dates and terms.