





## History Progression of Skills and Coverage

<p><b>Key Stage 1</b> 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> <p><b>Key Stage 2</b> 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.</p>							
<b>Reception</b>		<p>Knows their place in history and that there is a past before they were born. Knows and can talk about significant events in their lives. Knows and can talk about annual events e.g. birthdays, Christmas. Understands that people have different customs and traditions. Knows that things were different in the past. Knows how to use information to find out about events and people in the past. Can talk about significant events and people in the past.</p>					
	<b>Aspect</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>SUBSTANTIVE KNOWLEDGE</b>	<b>Vocabulary</b>  	Old New Past Modern Similarities Differences Artefacts Timeline/period Chronological	Parliament Government Catholic Protestant Treason Diary Sources Cause and Effect	Settlement Nomadic Smithing Hillforts Agriculture Archaeologist Chronology Pre-history Hunter-gatherer	democracy empire invasion mythology city state Athens Sparta oligarchy	Danegeld Danelaw Longship Norse Runes Raid  Chichen Itsa Conquistador	Coronation Monarch Plague Protestant Catholic Weaver Mercer Reign Civil War

				<p>Hierarchy Pharaoh Pyramid Mummification Egyptians Civilisation Sarcophagus</p>	<p>artefact chronological</p> <p>conquer Romans Celts citizen emperor rebel/rebellion empire military source senate</p>	<p>Pyramid Sacrifice Mesoamerica Monument</p>	<p>Dictator Luftwaffe Blitzkrieg Evacuation Nazi Propaganda Radar Rationing</p>
<p><b>Chronology</b> (At the start of all new units, revisit chronology taught so far).</p> 	<p>Begin to order artefacts and pictures from significantly different time periods.</p>	<p>Order historical events studied and begin to recall the dates of important festivals or celebrations.</p>	<p>To understand how the past can be divided into different periods of time.</p> <p>To understand how dates are arranged on a timeline, including the significance of AD and BC.</p>	<p>Order key dates from the period studied on a timeline.</p>	<p>Independently create a timeline of the period studied, marking key events.</p> <p>To understand how the different periods studied connect to one another.</p>	<p>Independently create a timeline of British history, depicting periods covered and key dates within them.</p> <p>To demonstrate an understanding of developments, links and themes across time (e.g. the spread of Christianity).</p>	
<p><b>Knowledge</b> (including Key Events, Significant</p>	<p>Identify key events and people.</p>	<p>Use the stories of famous historical figures to compare</p>	<p>Describe features of period studied e.g. clothes, beliefs, homes, attitudes -</p>	<p>Describe how significant historical figures contributed to</p>	<p>Show awareness of social, cultural, religious and ethnic diversities of</p>	<p>Independently research how key historical events</p>	

	<p><i>Individuals and Local History).</i></p> <p><i>See Knowledge Organisers for more detailed content.</i></p> 	<p>Describe, in simple terms, the importance of a local place or landmark. (<i>Warwick Castle</i>)</p> <p>SIs: Bertha Benz Amelia Earhart</p>	<p>aspects of life in different times.</p> <p>Describe how people, places and events in their own locality have changed over time.</p> <p>SIs: Aethelflaed William the Conqueror Thomas De Beauchamp Richard Neville Richard III Anne Neville Fulke Greville Samuel Pepys Guy Fawkes Robert Catesby King James I</p>	<p>For both British and Non-British period of history</p> <p>SIs: Howard Carter King Tutankhamen</p>	<p>national and international achievements.</p> <p>Describe the impact of international events on life in Britain, including the local area.</p> <p>SIs: Archimedes Alexander the Great Hippocrates Aristotle Homer Boudicca Julius Caesar Emperor Claudius</p>	<p>societies studied in Britain and the wider world.</p> <p>SIs: Alfred the Great King Edgar King Knut William the Conqueror Edward the Confessor</p>	<p>impacted the local area (The Blitz).</p> <p>Suggest and research information sources required to present an in-depth study of a local town or city, describing how an event affected the area.</p> <p>SIs: William Shakespeare Henry II Henry VIII Edward VI Lady Jane Grey Mary I Elizabeth I Adolf Hitler Neville Chamberlain Winston Churchill Hermann Goering Hugh Dowding</p>
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<b>DISCIPLINARY KNOWLEDGE</b>	 <p><b>Similarities</b></p>	<p>Begin to describe similarities and differences between historical artefacts and pictures.</p>	<p>Describe how your own lives are different from life in the past.</p>	<p>Compare aspects of life in two periods of history, identifying similarities and differences between them.</p>	<p>Compare life in two different civilizations within the same time period.</p>	<p>Compare life in two different time periods, understanding why changes have occurred. (Romans and Anglo-Saxons)</p>	<p>Describe and explain key similarities and differences within a historical period (refers to: political, cultural, social, religious, technological changes).</p>
	 <p><b>Continuity and change</b></p>	<p>Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities).</p> <p>Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>	<p>Describe changes and things that have stayed the same in the local area from the period studied.</p>	<p>Describe some of the main changes in Britain, resulting from an event. (<i>introduction of farming/discovery of metal</i>)</p>	<p>Describe how some past events and actions of people affect life in Britain today.</p>	<p>Describe how some past events and actions of people affect life today, both in Britain and worldwide.</p>	<p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p> <p>To explore in depth how aspects of a given theme (e.g. monarchy) have changed or remained the same across multiple time periods.</p>
	 <p><b>Cause and consequences</b></p>	<p>Describe, in simple terms, why a significant individual acted the way they did.</p>	<p>Begin to understand cause and effect by looking at a significant individual's actions and what</p>	<p>Express an opinion on whether an event had a positive or negative impact on life in Britain.</p>	<p>Understand that an event can have more than one cause.</p>	<p>Explain why people acted as they did.</p>	<p>Describe the negative or positive impact of a period of history on contemporary society.</p>

			happened as a result.				
	<b>Sources, Evidence and Interpretation</b> 	Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.	Build a 'bigger picture' of a historical period, using a range of source material.	Choose the most appropriate source material for a task, showing awareness of a range of sources.	Study two different accounts of the same event, exploring similarities and differences and reasons for these.	Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	<p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p> <p>Explore all available evidence to form their own opinion on a historical event</p> <p>Understand that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.</p>

<u>Key to learning theme colours</u>		<u>Key content to cover from National Curriculum</u>
<b>Year 1</b>	<p>Here We Are (Autumn 1)</p> <p>Excellent Engines (Spring 2)</p>	<p>Changes within living memory - comparing old and new toys</p> <p>Changes in local area in living memory</p> <p>Retelling a story from their past</p> <p>Comparing own lives now with when they were a baby</p>

		<p>First female aviator to fly solo across the Atlantic Ocean (Amelia Earhart)</p> <p>History of the motorcar</p> <p>Changes within living memory</p>
<b>Year 2</b>	<p>Flames and Fireworks (Autumn 2)</p> <p>Wonderful Warwick (Summer 2)</p>	<p>The Great Fire of London</p> <p>Gunpowder Plot</p> <p>Fire of Warwick</p> <p>Significant individuals and events from the local area (linked to Warwick Castle)</p>
<b>Year 3</b>	<p>Tribal Tales (Spring 1)</p> <p>Tomb Raiders (Summer 2)</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The achievements of the earliest civilizations (Ancient Egypt)</p>
<b>Year 4</b>	<p>Groovy Greeks (Autumn 2)</p> <p>Ancient Rome (Spring 2)</p>	<p>The Roman Empire and its impact on Britain</p> <p>Ancient Greece</p>
<b>Year 5</b>	<p>Traders and Raiders (Autumn 1)</p> <p>Marvellous Mayans (Summer 1)</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A non-European society that provides contrasts with British history - Mayans</p>
<b>Year 6</b>	<p>Toil and Trouble (Autumn 2)</p> <p>Battle of Britain (Spring 1)</p>	<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Both colours – EITHER or BOTH units		