

History Progression of Skills, Concepts and Knowledge

	Autumn				Spring				Summer			
Y1:	How have shops changed over time?				How did Florence Nightingale and Mary Seacole change nursing?				How have expeditions changed over time?			
Concepts	Evidence	Significance	Cause / consequence	Interpretations	Evidence	Significance	Cause / consequence	Interpretations	Evidence	Significance	Cause / consequence	Interpretations
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	<p>Intent: <i>Chronology / continuity and change)</i> Children understand that features of their local area have changed over time. Understand how people got food and impact on daily life.</p> <p>Future learning: Y3 - Unit 2 - Children will start to understand how global events have impacted on their local area.</p>				<p>Intent: <i>Significance</i> Understand how significant individuals have caused change. Understand the role of two significant individuals in the improvement of medical care.</p> <p>Future learning: Unit 3 Y2 builds on impact of significant individuals.</p>				<p>Intent: to compare significant individuals and aspects of life in different periods of time.</p> <p>Future Learning: Unit 3 Y2 builds on knowledge of significant explorers.</p>			

Chronology	<ul style="list-style-type: none"> * Understand the difference between things that happened in the past and in the present. * Sequence 3 or 4 artefacts from distinctly different time periods. Use to introduce timelines. * Pupils can order events from their life. * Pupils know that some objects belonged in the past. * Pupils know that some objects from the past have changed. * Use of simple terms relating to the passing of time (e.g. yesterday, last week, before, after, a long time ago)..
Historical Enquiry	<ul style="list-style-type: none"> *Encourage children to ask their own questions about the past. *Find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books). * Explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?). * Pupils can give a plausible explanation about what an object was used for in the past
Historical Interpretation	<ul style="list-style-type: none"> * Use stories to encourage children to distinguish between fact and fiction. * Compare adults talking about the past - how reliable are their memories? * Use representations of the past (photographs, books, written accounts) to make interpretations.
Knowledge	<ul style="list-style-type: none"> * Identify the main differences between old and new objects * Understand that the NHS helped improve people's lives. * Explain some ways their local high street has changed. * Understand why explorers go on expeditions and why they might be dangerous. * Understand how their life could have been different in the past

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Y2:	Why is Remembrance Day important?	How did the great fire of London change London?	Is significance always positive? A case study on Captain Edward Smith?																								
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	<p>Builds on EYFS and Y1: Learning begins to move beyond what is more local to the children with an introduction to a significant British event. Significance (significant people) - Mary Seacole/Florence Nightingale.</p> <p>Intent: Significance Children learn about how and why we mark a significant date in British history and see evidence for this in their local area.</p> <p>Future learning: Provides foundations for KS2 learning about WW2, in Year 6.</p>	<p>Builds on Y2: Learning continues to move beyond what is more local to the children with an introduction to a significant British event. Starting to understand events that happened a long time ago. Significance (significant events) - WW2/remembrance.</p> <p>Intent: Significance Children learn about how a significant event can cause change over time</p> <p>Future learning: Y3 Unit 1 - Children learn about significant local events and changes.</p>	<p>Builds on EYFS: Builds on work on significant individuals covered in Y1 Significance (significant people) - Mary Seacole/Florence Nightingale.</p> <p>Intent: Significance. Exploring why Captain Edward Smith is remembered and deciding whether being remembered is always for positive reasons.</p> <p>Future learning: Using chronology to make comparisons across and between different time</p>																								
Chronology	<ul style="list-style-type: none"> * Sequence artefacts/images closer together in time and check with a source of information (e.g. a text). * Sequence photographs from different periods and give reasons for their order. * Use a timeline to place important events. * Use of developing language relating to the passing of time (e.g. earlier, later, many years ago). 																										
Historical Enquiry	<ul style="list-style-type: none"> * Work with sources - observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations. * Encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources. * Identify different ways in which the past is represented. * Children to group sources from different time periods studied and explain how they know. 																										

Historical Interpretation	<ul style="list-style-type: none">* Compare two versions of a past event.* Compare images or photographs of people or events in the past.* Begin to discuss the usefulness of photographs / accounts / stories.
Knowledge	<ul style="list-style-type: none">* Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later* Recount some interesting facts from an historical event, such as where the 'Fire of London' started* Give examples of things that are different in their life from that of their grandparents when they were young* Explain why Britain has a special history by naming some famous events and some famous people* Explain how their locality is associated with the plague and remembrance.

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Y3:	<p><i>The Potteries</i></p> <p>How did canals and early railways change life and work in the Potteries?</p>	<p><i>Stone Age, Bronze Age, Iron Age:</i></p> <p>How did this period in history leave their mark on Britain?</p>	<p><i>Romans</i></p> <p>How did the Roman invasions change the way people lived in Britain?</p>																								
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	<p>Builds on Year 1: Expanding knowledge of their local area.</p> <p>Intent: Cause and Consequence/Chronology Understand the chronology of key inventions and the impacts these had on the local area. Children begin to understand the impacts that innovations have on the lives of people.</p> <p>Future Learning: Y6 - Impact of WW2 on the local area.</p>	<p>Builds on KS1: Children now expand their chronological knowledge by moving on to look at BC times.</p> <p>Intent: Significance / Chronology Children place studied periods on a timeline, sequence events and compare and track changes over time. The span of time covered becomes much larger and children are introduced to the terms BC and AD.</p> <p>Future learning: Y3 Unit 3 - The Romans. Provides the chronological KS2 foundations for learning about British History.</p>	<p>Builds on Y3: Chronologically, this period follows on from Prehistoric Britain.</p> <p>Intent: Cause and Consequence/Chronology Developing chronological understanding of the history of Britain. Children continue to develop their chronological narrative of Britain. They will learn about the lasting legacy of the Roman Empire and why Roman rule came to an end.</p> <p>Future learning: Y4 Unit 1 and 2 - The Anglo-Saxons and Vikings.</p>																								
Chronology	<ul style="list-style-type: none"> * Place the time studied on a timeline. * Use dates and terms related to the study unit and the passing of time. * Sequence several events and/or artefacts. * Introduction to BC and AD and understand how a timeline can be divided into these distinct parts. 																										
Historical Enquiry	<ul style="list-style-type: none"> * Use a range of sources to find out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). * Introduce the terms 'primary source' and 'secondary source'. * Use sources to justify their answers. * Identify similarities and differences over a given period of history. * Select and record information which is relevant to the study. 																										

	<ul style="list-style-type: none">* Begin to use different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs).
Historical Interpretation	<ul style="list-style-type: none">* Identify and begin to give reasons for different ways in which the past is represented.* Distinguish between different sources - compare different versions of the same event.* Look at representations of the period (e.g. cartoons, posters).
Knowledge	<ul style="list-style-type: none">* Recognise that Britain has been invaded in history.* Understand the legacy of the Roman invasion of Britain.* Understand how Britain changed in the period between the stone age and the iron age.* Recognise why developments in transport changed their local area.

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Y4:	<i>Anglo Saxons/Scots/Vikings</i>				<i>Vikings</i>				<i>Ancient Egypt</i>			
	<i>What happened to Britain when the Romans left?</i>				<i>Why do we think all Vikings were vicious?</i>				<i>What were the main achievements of the Ancient Egyptians?</i>			
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	<p>Builds on Y3: Chronologically, this period follows on from Prehistoric Britain and Roman Britain.</p> <p>Intent: Chronology / Continuity and Change Developing the chronological understanding of the history of Britain. Children learn about why Britain was a destination for invading and settling and the impact this had upon it's History.</p> <p>Future learning: Y4 Unit 2 - How vicious were the Vikings?</p>				<p>Builds on Y4 Unit 1: Chronologically, this period follows on from The Anglo-Saxon and Scots invasion of Britain.</p> <p>Intent: Chronology / Interpretations / Evidence Developing the chronological understanding of the history of Britain. Children learn how History can be interpreted in different ways and how perspectives can influence perception of the past.</p> <p>Future learning: Y5 Unit 1 - Crime and Punishment. This unit will cover learning from across KS1 and KS2 with a focus on Roman, Viking, Victorian and modern forms of punishment.</p>				<p>Builds on Y3 Unit 2 - Prehistoric Britain. Placing of concurrent civilisations on a timeline.</p> <p>Intent: Significance / Evidence Understanding different civilisations existed at the same time and making comparisons between them. Placing of concurrent civilisations on a timeline. Look at world history timeline. Children begin to understand how we understand what has happened in the past.</p> <p>Future learning: Y5 Unit 3 – Ancient Greece.</p>			
Chronology	<ul style="list-style-type: none"> * Use a timeline to place studied periods and historical events in chronological order. * Use terms related to the period and begin to date events. * Understand more complex terms (e.g. BC/AD). * Confidently make links between areas of history they have studied, identifying patterns of continuity and change * Beginning to build up a picture of what main events happened in Britain/ the world during different centuries? * Beginning to place eras from other parts of the world they have studied within the context of British chronology. 											
Historical Enquiry	<ul style="list-style-type: none"> * Use evidence to build up a picture of a past event. * Ask a variety of questions and find answers about the past. * Research two different versions of an event and explain why they differ. * Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 											

	<ul style="list-style-type: none">* Give more than one reason to support an historical argument.
Historical Interpretation	<ul style="list-style-type: none">* Explore the idea that there are different accounts of history.* Begin to evaluate the usefulness of different sources.* Look at a range of evidence from the period and discuss its reliability.* Give some reasons why the past is interpreted in different ways.* Make links with previous periods of history studied and begin to identify trends over time.
Knowledge	<ul style="list-style-type: none">* Recall knowledge from Y3 and link back to this in their enquiries.* Appreciate that invasions and migration have happened over the course of British history and have helped shape the country.* Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?* Identify and explain the similarities and differences between their culture and history and the history and culture of one other country.

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Y5:	<i>Crime and Punishment</i> <i>How have attitudes to crime and punishment changed over time?</i>	<i>Islamic civilization</i> <i>What makes a powerful empire?</i>	<i>Greeks</i> <i>Which is the most important legacy of the Ancient Greeks?</i>																								
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	<p>Builds on KS1 and KS2: Coverage of a range of studied periods enables children to draw on their chronological knowledge from The Romans, The Vikings, The Victorians and modern Britain. Influence of invaders on British cultures and ideals.</p> <p>Intent: Chronology / continuity and change Children investigate a theme beyond 1066 and track how it has changed over time. They are beginning to draw upon previous knowledge to support their enquiry.</p> <p>Future Learning: Y6 unit 3- Children will be forming their own enquiry to decide upon which Historical period had the most influence on us today.</p>	<p>Builds on Y3 & Y4: Learning about ancient civilisations - Ancient Egyptian/comparison to Stone age. Legacy of Ancient Egyptians. Also draw on comparison to progression of British society during Anglo - Saxon era.</p> <p>Intent: Significance / Evidence Enables children to use their chronological knowledge to compare ancient civilisations with Britain at the time. Builds on timeline beyond 1066. Children investigate what makes an empire successful. Develops understanding of how certain aspects of History are given more significance.</p> <p>Future Learning: Y6 unit 3- Children will be forming their own enquiry to decide upon which Historical period had the most influence on us today.</p>	<p>Builds on Y4: Children have prior knowledge that ancient civilisations have existed around the world and some of the ways in which we have discovered these.</p> <p>Intent: Disciplinary: Significance / Evidence Developing understanding of the term 'ancient'. Placing of significant events and dates on a timeline. Completion of a world history timeline covering studied periods so far.</p> <p>Future learning: Y6 unit 3- Children will be forming their own enquiry to decide upon which Historical period had the most influence on us today.</p>																								
Chronology	<ul style="list-style-type: none"> * Have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline * Draw their own timeline focused on one particular theme of British History. * Use relevant terms and period labels. * Make comparisons between different times in the past and place on a timeline * Secure understanding that a timeline can be divided into BC and AD. 																										
Historical Enquiry	<ul style="list-style-type: none"> * Begin to identify primary and secondary sources. * Use evidence to build up a picture of a past event. * Beginning to make purposeful selections about information they wish to include in responses * Organise information purposefully when responding to or asking questions 																										

	<ul style="list-style-type: none">* Use different methods and sources to complete research with increasing confidence (including books, internet, videos, photographs, images, written and spoken recounts, artefacts).
Historical Interpretation	<ul style="list-style-type: none">* Compare accounts of events from different sources - are they fact or fiction? Can they be relied upon as being accurate* Offer some reasons for different versions of events and accounts of history.* Encourage children to discuss the validity/reliability of primary and secondary sources.* Beginning to challenge sources of information* Begin to explore how more significance is given to certain advancements in History.
Knowledge	<ul style="list-style-type: none">* Understand the advancements of Early Islamic society.* Understand the main changes in attitudes towards Crime and Punishment from The Roman Empire to Modern Britain.* Represent the changes of a theme of Crime and Punishment on a timeline.* Explain the influence of Ancient Greece on modern day society, including democracy.

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Y6:	WW2 <i>Was WW2 the most dangerous time to be alive in Britain?</i>	WW2 What lasting effects did WW2 have on Britain as a whole?	Which period in history had the greatest impact on our lives today and why?																								
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	Builds on: Why do we remember? KS1. Intent: Interpretation / Evidence Builds chronological understanding of WW2 and the scale of the conflict. Develops interpretation and enquiry skills by working with primary and secondary sources.	Builds on: Unit 1 Year 6. Intent: Cause and Consequence / Continuity and Change Builds chronologically on understanding of WW2 as a significant event and looks in greater detail at the effects on Britain.	Builds on: All knowledge gained across KS1 and 2. Intent: Children to choose their own civilisations to compare from their programme of study in KS2.																								
Chronology	<ul style="list-style-type: none"> * Have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline * Draw on their chronological understanding to form their own enquiry questions. * Choose two different historical periods to compare, identifying a number of similarities between them and why this is. * Compare a range of historical periods, identifying differences between them * Identify trends over time, identifying how ideas have been continued/ developed 																										
Historical Enquiry	<ul style="list-style-type: none"> * Recognise primary and secondary sources. * Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. * Identify which sources of evidence are the most reliable/useful and explain why. * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. * Investigate own lines of enquiry by posing questions to answer 																										

	<ul style="list-style-type: none"> * Bring knowledge gathered from several sources together in a fluent account.
<p>Historical Interpretation</p>	<ul style="list-style-type: none"> * Link sources and work out how conclusions were arrived at. * Consider ways of checking the accuracy and reliability of interpretations. Fact, fiction or opinion? * Be aware that different evidence will lead to different conclusions and evidence can be interpreted differently. * Evaluate evidence to choose the most reliable/useful forms. * Understand that some information from the past is propaganda, opinion or misinformation and that this affects interpretations of history.
<p>Knowledge</p>	<ul style="list-style-type: none"> * Children understand reasons for the expansion and dissolution of empires. * Identify WW2 as a significant event in world history, giving some reasons for why it happened and explain how Britain changed as a result. * Children understand when ancient civilisations existed in relation to periods and civilisations studied. * Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements.

Evidence	Significance	Cause / consequence	Interpretations
Continuity and change.	Chronology	Similarity and difference	

Concepts highlighted in green are the main focus for that enquiry.
Concepts highlighted in yellow are other concepts that are covered.