



St Anne's CE Primary – History

Progression of Knowledge and Skills



EYFS Curriculum: Exploring Past and Present.

Reception: Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG: Understanding the World – Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



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Themes and Concepts						
Society and Community	Exploration and Invasion	Power	Conflict and Disaster			
<p>Ancient Greece - Civilisation, trade, settlement, empire, monarchy.</p> <p>Stone-Age - Migration, settlement, trade, civilisation, industry.</p> <p>Technology - Trade, industry.</p> <p>Toys - Trade, civilisation, industry.</p>	<p>Anglo-Saxons and Vikings - Migration, trade, monarchy, settlement.</p> <p>The Romans - Civilisation, trade, settlement, empire, monarchy.</p> <p>Explorers - Migration, trade.</p>	<p>Crime and Punishment - Empire, monarchy, civilisation.</p> <p>World War 2 - Empire, monarchy, civilisation.</p> <p>The Romans - Civilisation, trade, settlement, empire, monarchy.</p> <p>Ancient Egypt - Civilisation, trade, settlement, empire, monarchy.</p> <p>Kings, Queens and Castles - Trade, industry, empire, monarchy.</p>	<p>Crime and Punishment - Empire, monarchy, civilisation.</p> <p>World War 2 - Empire, monarchy, civilisation.</p> <p>Hospitals and Healthcare - Empire, industry.</p>			
Secondary Concepts						
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	
Curriculum Map	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discovering History	The Romans in Britain	The Stone Age to the Iron Age	Ancient Greece	Baghdad AD900	World War I
	Kings, Queens and Leaders	The Tudors	Ancient Egypt	Life in Ancient Rome	The Early British Empire	The Suffragettes
	Parliament and Prime Ministers	Powerful Voices	The Anglo-Saxons, Scots and Vikings	The Rise and Fall of Rome	The French Revolution	The Rise of Hitler and World War II
			Law and Power (1154-1272)	The Stuarts	The Transatlantic Slave Trade	World War II and the Holocaust
			The Wars of the Roses		The Industrial Revolution	The Cold War
					The Victorians	The History of Human Rights



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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronological Understanding</p>	<ul style="list-style-type: none"> - Sequence events or objects in chronological order. 	<ul style="list-style-type: none"> - Sequence artefacts closer together in time. - Sequence events. - Sequence photos etc from different periods of their life. - Describe memories of key events in lives. 	<ul style="list-style-type: none"> - Place the time studied on a timeline. - Sequence events or artefacts. - Use dates related to the passing of time. 	<ul style="list-style-type: none"> - Place events from period studied on a timeline. - Use terms related to the period and begin to date events. - Understand more complex terms e.g., BCE/AD. 	<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. - Relate current studies to previous studies. - Make comparisons between different times in history. 	<ul style="list-style-type: none"> - Place current study on timeline in relation to other studies. - Use relevant dates and terms. - Sequence up to ten events on a timeline.
<p>Range and Depth of Historical Knowledge</p>	<ul style="list-style-type: none"> -Begin to describe similarities and differences in artefacts. - Drama – why people did things in the past. - Use a range of sources to find out characteristic features of the past. 	<ul style="list-style-type: none"> - Find out about people and events in other times. - Analyse collections of artefacts. - Confidently describe similarities and differences. - Drama – develop empathy and understanding (hot seating, sp. and listening). 	<ul style="list-style-type: none"> - Find out about everyday lives of people in time studied. - Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have had to do something. 	<ul style="list-style-type: none"> - Use evidence to reconstruct life in time studied. - Identify key features and events. - Look for links and effects in time studied. - Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> - Study different aspects of life of different people – differences between men and women. - Examine causes and results of great events and the impact on people. - Compare life in early and late times studied. 	<ul style="list-style-type: none"> - Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Compare beliefs and behaviour with another period studied. - Write another explanation of a past event in terms of cause and effect using evidence



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			<ul style="list-style-type: none"> - Study change through the lives of significant individuals (e.g., Queen Elizabeth I and Queen Elizabeth II). 	<ul style="list-style-type: none"> - Develop a broad understanding of ancient civilisations. 	<ul style="list-style-type: none"> - Compare an aspect of life with the same aspect in another period. - Study an ancient civilization in detail (e.g., Benin, Shang Dynasty, Egypt). 	<ul style="list-style-type: none"> to support and illustrate their explanation. - Know key dates, characters and events of time studied. - Compare and contrast ancient civilisations.
<p style="text-align: center;">Historical Interpretations</p>	<ul style="list-style-type: none"> - Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past BBC website). 	<ul style="list-style-type: none"> - Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past, BBC website) 	<ul style="list-style-type: none"> - Identify and give reasons for different ways in which the past is represented. - Distinguish between different sources and evaluate their usefulness look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> - Look at the evidence available. - Begin to evaluate the usefulness of different sources. - Use of textbooks and historical knowledge. 	<ul style="list-style-type: none"> - Compare accounts of events from different sources - fact or fiction. - Offer some reasons 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 – fact or fiction and opinion. - Be aware that different evidence will lead to different conclusions. - Confident use of the library etc. for research.
<p style="text-align: center;">Historical Enquiries</p>	<ul style="list-style-type: none"> - Sort artefacts “then” and “now”. - Use as wide a range of sources as possible. Speaking and listening (links to literacy). - To ask and answer questions related to 	<ul style="list-style-type: none"> - Use a source – why, what, who, how, where to ask questions and find answers. - Sequence a collection of artefacts. - Use of timelines. 	<ul style="list-style-type: none"> - Use a range of sources to find out about a period. - Observe small details – artefacts, pictures. - Select and record information relevant to the study. - Begin to use the library, e-learning for research. 	<ul style="list-style-type: none"> - Use evidence to build up a picture of a past event. - Choose relevant material to present a picture of one aspect of life in time past. - Ask a variety of 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. 	<ul style="list-style-type: none"> - Recognise primary and secondary sources. - Use a range of sources to find out about an aspect of time past. - Suggest omissions and the means of finding out. - Bring knowledge gathering from several



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	different sources and objects.	- Discuss the effectiveness of sources.	- Ask and answer questions.	- Use the library, e-learning for research.	- Confident use of library, e-learning, research.	sources together in a fluent account.
Presentation, Organisation and Communication	<ul style="list-style-type: none"> - Timelines (3D with objects/ sequential pictures). - Drawing. - Drama/role play. - Writing (reports, labelling, simple recount). - ICT 	<ul style="list-style-type: none"> - Class display/ museum. - Annotated photographs. - ICT 	<ul style="list-style-type: none"> - Communicate knowledge and understanding in a variety of ways. - Discussions - Pictures. - Writing. - Annotations. - Drama. 	<ul style="list-style-type: none"> - Select data and organise it into a data file to answer historical questions. - Know the period in which the study is set. - Display findings in a variety of ways. -Work independently and in groups. 	<ul style="list-style-type: none"> - Fit events into a display sorted by theme, time. -Use appropriate terms, matching dates to people and events. -Record and communicate knowledge in different forms. - Work independently and in groups showing initiative. 	<ul style="list-style-type: none"> - Select aspect of study to make a display. - Use a variety of ways to communicate knowledge and understanding including extended writing. - Plan and carry out individual investigations.