

## PROGRESSIONS OF SKILLS AND KNOWLEDGE

### SUBJECT: HISTORY

	<b>Reception</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><u>Key Vocabulary</u></b>	Changes, lifetime, living memory.	Changes, events, national, global, living memory.	Changes, events, national, global, living memory.	Chronological, similarity, difference, primary/secondary sources, comparison, evidence, cause, significance.	Chronological, similarity, difference, secondary sources, comparison, evidence, cause, significance	Chronological, similarity, difference, primary/secondary sources, comparison, evidence, cause, significance	Chronological, similarity, difference, primary/secondary sources, comparison, evidence, cause, significance
<b><u>Key Questions</u></b>	<b>What changes have happened in your lifetime and in living memory?</b>	<b>What changes have happened in living memory? What significant events have happened nationally and globally beyond living memory?</b>	<b>What changes have happened in living memory? What significant events have happened nationally and globally beyond living memory?</b>	Can pupils: develop a chronologically secure knowledge and understanding of British, local and world history? Note connections, contrasts and trends over time and develop the appropriate use of historical terms? Address and devise historically valid questions about change, cause, similarity, difference and significance? Construct informed opinions, which involve thoughtful selection and organisation of relevant historical information? Understand how our knowledge of the past is constructed from a range of sources?	Can pupils: develop a chronologically secure knowledge and understanding of British, local and world history? Note connections, contrasts and trends over time and develop the appropriate use of historical terms? Address and devise historically valid questions about change, cause, similarity, difference and significance? Construct informed opinions, which involve thoughtful selection and organisation of relevant historical information?	Can pupils: develop a chronologically secure knowledge and understanding of British, local and world history? Note connections, contrasts and trends over time and develop the appropriate use of historical terms? Address and devise historically valid questions about change, cause, similarity, difference and significance? Construct informed opinions, which involve thoughtful selection and organisation of relevant historical information? Understand how our knowledge of the past is constructed from a range of sources?	Can pupils: develop a chronologically secure knowledge and understanding of British, local and world history? Note connections, contrasts and trends over time and develop the appropriate use of historical terms? Address and devise historically valid questions about change, cause, similarity, difference and significance? Construct informed opinions, which involve thoughtful selection and organisation of relevant historical information? Understand how our knowledge of the past is constructed from a range of sources?

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<b>Skills</b>	Ask and answer questions about change, cause, similarity and difference, and significance.	Compare similarities and differences between ways of life in different periods. Ask and answer questions about change, cause, similarity and difference, and significance. Develop an understanding of chronological time periods. Use primary sources. Use secondary sources and compare to primary ones. Find evidence to support an argument. Develop on questions for research.	Ask and answer questions about change, cause, similarity and difference, and significance. Develop an understanding of chronological time periods. Use primary sources. Use secondary sources and compare to primary ones. Find evidence to support an argument. Develop on questions for research.	Compare similarities and differences between ways of life in different periods. Ask and answer questions about change, cause, similarity and difference, and significance. Develop an understanding of chronological time periods. Use primary sources. Use secondary sources and compare to primary ones. Find evidence to support an argument. Develop on questions for research.	Compare similarities and differences between ways of life in different periods. Ask and answer questions about change, cause, similarity and difference, and significance. Develop an understanding of chronological time periods. Develop on questions for research.  Britain's' settlement by the Anglo Saxons and Scots is studied in the Autumn Tern and The Viking and Anglo Saxon struggle for the Kingdom of England in the time of Edward the Confessor' is studied in the summer term – this is when the difference in art and culture between these two groups is studied.	Compare similarities and differences between ways of life in different periods. Ask and answer questions about change, cause, similarity and difference, and significance. Develop an understanding of chronological time periods. Use primary sources. Use secondary sources and compare to primary ones. Find evidence to support an argument. Develop on questions for research.	Compare similarities and differences between ways of life in different periods (World War One and Ancient Greece). Ask and answer questions about change, cause, similarity and difference, and significance. Develop an understanding of chronological time periods. Use primary sources. Use secondary sources and compare to primary ones. Find evidence to support an argument. Develop on questions for research.

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<b>Knowledge</b>	Significant national events beyond living memory.	Changes within living memory. Significant national and global events beyond living memory. Lives of significant people.	Changes within living memory. Significant national and global events beyond living memory. Lives of significant people.	Contrasting non-European society. Early civilisations and their achievements. Changes in Britain from the Stone Age to the Iron Age. Local history study.	Britain's settlement by Anglo-Saxons and Scots. Vikings and Anglo-Saxons to Edward the Confessor.	Aspect or theme beyond 1066 (Victorians).The Roman Empire and its impact on Britain.	Aspect or theme beyond 1066 (World War One). Ancient Greece.
<b>Vocabulary</b>	Past, present future, memories life-story, artefacts, chronology, culture. <b>Remembrance Day:</b> war, soldier, memorial, poppy  <b>Key Historical Events/people:</b> Sir Winston Churchill Mary Anning Elizabeth Philpott Neil Armstrong Helen Sharman Barack Obama Dr. Martin Luther King Mary Seacole Rosa Parks	Past, present, future, memories, comparing different/the same, how/why/what toys materials (link to Science)	The great fire of London. Samuel Pepys Queen Elizabeth 2nd Florence Nightingale Mary Seacole Christopher Columbus Neil Armstrong William Caxton Tim Berners-Lee	<b>Mayans:</b> cacao, pyramid, hieroglyphics, had' calendric, calendars, Mexico, civilization. <b>Ancient Egypt:</b> Pyramid, slaves Egyptians, mummification, Coptic vase, Pharaoh, Tutankhamun, Cleopatra, pyramids slavery, archaeology, hierarchic, Gods, Goddesses, after life, mummification, Canopic jar <b>Changes in Britain from Stone Age to Iron Age:</b> Prehistoric, appropriate, million, archaeology, monuments, Stone Age, Iron Age, Britain, contrast	<b>Britain's settlement by Anglo-Saxons and Scots:</b> Anglo Saxon, Vikings, timeline, AD, BC, Romans, raiders, Northumbria. <b>Vikings and Anglo-Saxons to Edward the Confessor:</b> Essex, Wessex, Sussex, Mercia, Kent, East Anglia, 1066, Battle of Hastings, kingdoms, monarchy, conqueror, legacy, invade/invasion. Pagan, Christianity, Scandinavia, maraud, integrate, colonies, dwell, pillage, plunder, assault, establish, inhabit	<b>Aspect or theme beyond 1066 (Victorians):</b> Victorians, poor, rich, welfare, poverty, Queen Victoria, Industrial Revolution, British Empire, child labour, factory, rural, urban, education, monarch, sovereign, industrial change, royal, middle class, working class, mills, factories, property, change, impact, Houses of Parliament. <b>The Roman Empire and its impact on Britain:</b> Romans, invasion, invade, Emperor, Empire BC, AD, conquer, Hadrian's Wall, Roman, roads, Julius Caesar, Hadrian, Boudicca.	<b>Aspect or theme beyond 1066 (World War One):</b> Cause, effect, extracting, information, impact, Great War (World War One), trenches, Western/Eastern front, King/Tsar/Kaiser, technology, weapons, media, propaganda, home front, women's roles, Zeppelin, sources (primary/secondary), remembrance, treaty, armistice, poppy, cross, impact, aftermath, consequences.  <b>Ancient Greece:</b> Timeline, Ancient Greece, Alexander the Great, empire, government, Olympics, democracy, democratic system, gods, apartheid system, examples, archaeology.
<b>Literacy links</b>	Text: Where the poppies now grow by Hilary Robinson Non-fiction	Spring Term: writing interview-questions to find out about	Narrative – different points of view	Chronological order of key events in famous people lifetime's eg Roald Dahl, use of dates	Beowulf studied as class book. Explanation text: Anglo Saxon way of life	Reading: 'Street Child' by Berlie Doherty – linked to study of Dr Barnardo.	Study of reports of outbreak of war – facts –note taking. (Newspaper reports) World War One – should propaganda have been

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	texts – what are they? How are they different to fiction?	parents old toys (reading replies and sharing with class) Descriptive writing, detailing differences between toys now and in the past Instructions for how to make an old style toy.	fiction texts Fact files	to order. Chronological report History of chocolate time line Key facts about Mayan way of life Egyptian way of life, use religion, use of Nile. Howard Carted discover of Tuts tomb Persuasive letter to Carter How to mummify a body Kenning poem Setting for Egyptian Myth. Comic strip of Tut's life Visit to a Tudor doctor letter Non chronological report of early farmers Story of the Spanish Armada How Ashwell has changed over time, What it is like now, Why do people settle there, Come to Ashwell leaflet.	Viking Warrior description	Writing: compose own play script written on a Victorian theme, drawing on themes from text above, to include drama and performance. Research Victoria sponge recipe (linked to Queen Victoria) and prepare instruction text based on this. Roman myths and legends.	used by governments during WW1. (Balanced Argument) World War One poetry. Life in Ancient Greece in History. (Non-Chron. Reports). Fable writing
<b><u>Grammar links</u></b>	Sentence writing Phonetical awareness Factual writing	Using question marks Instrustion writing – bullet points, using imperative verbs	Time connectives apostrophes	Notes into sentences Paragraphing Technical language in sentences Heading Sub heading paragraphing sequential language imperative verbs Noun phrases Prepositions	Use of paragraphs Use of expanded noun phrases	Brackets/dashes/ commas to indicate parenthesis. Genre specific punctuation including the ellipsis. Linking across paragraphs – linking adverbials / chronological order / modal verbs / bullet points /sub-headings / main	Note taking, structure of text/paragraphs/ fact and opinion/ explanation/ phrases/ different types of connectives/ formality/ impersonal voice/ third person. writing/synonyms/antonyms/ adjectival and adverbial phrases/POAMS/descriptive vocabulary. paragraphing/structural features (sub-headings/columns/bullet

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				Inverted commas Descriptive techniques (adjectives, adverts, similes, metaphors) Conjunctions		and subordinate clauses / imperative verbs / relative clauses / phrases / reported speech / tenses / punctuating direct speech	points etc)/colon/semi-colon/dashes/ third person/ present tense/technical vocabulary/ planning structure/ note-taking/embedded clauses and relative clauses/ use of commas. descriptive language/ dialogue/speech marks/tense usage/ comparisons with audio language (spoken and written)/ tweets (simplifying language and use of punctuation)/speech marks/ language/ effective openers/sequential language/conjunctions

**National Curriculum Expectations:**

**National Curriculum Key Stage 1:**

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.

**National Curriculum Key Stage 2:**

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.