**Highfield Hall Primary School**

**Knowledge & Skills Progression: History**

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|  | **3 & 4-year-olds will be learning to:** | **Children in Reception will be learning to:** | **ELG** |
| **Communication** |  |  | **Speaking*** Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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| **Maths** | * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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| **Understanding the World** | * Begin to make sense of their own life-story and family’s history.
* Understand the key features of the life cycle of a plant and an animal.
 | * Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
 | **Past and Present*** Talk about the lives of the 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.
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| **Year group** | Coverage | Key skills | Core & British Values | Additional cultural capital experiences |
| **Year 1** | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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] 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]  | **CHRONOLOGICAL UNDERSTANDING:*** Put up to three objects in chronological order (recent history).
* Use words and phrases like: old, new and a long time ago.
* Understand that some objects belonged to the past
* Explain how they have changed since they were born
 | CuriosityCritical thinking | Artefacts loaned from Derbyshire School services. |
| **HISTORICAL INTERPRETATION:*** Begin to identify the main differences between old and new objects
* Identify objects from the past, such as old toys
* Give examples of things that are different in my life from that of my grandparents when they were young
 | CuriosityCritical thinkingRespectCompassion | Visits from local elderly residents to talk about their life at school age. |
| **HISTORICAL ENQUIRY:*** Ask and answer questions about old and new objects
* Answer questions using an artefact/ photograph provided
* Give a plausible explanation about what an object was used for in the past
 | Critical thinkingCuriosityRespectCompassion | Project focused on World wars: Poppy day etc.. |
| **Year 2** | **KNOWLEDGE**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)Significant historical events, people and places in their own locality.  | **KEY SKILLS****CHRONOLOGICAL UNDERSTANDING:*** Use words and phrases like: before I was born, when I was younger
* Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in historical learning
* Use the words past and present correctly
* Use a range of appropriate words and phrases to describe the past
* Sequence a set of events in chronological order and give reasons for their order
 | CuriosityCritical thinkingRespectCompassion |  |
| **HISTORICAL INTERPRETATION:*** Recount some interesting facts from an historical event, such as where the fire of London started
* Explain why someone in the past acted in the way they did
 | CuriosityCompassionCritical thinking |  |
| **HISTORICAL ENQUIRY:*** Answer questions by using a specific source, such as an information book
* Research the life of a famous Briton from the past using different resources to help them
 |  | Artefacts loaned from Derbyshire School services. |

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| **Year group** | Knowledge | Key skills | Core & British Values | Additional cultural capital experiences |
| **Year 3** | **Changes in Britain from the Stone Age to the Iron Age** This could include:▪late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ▪Bronze Age religion, technology and travel, for example, Stonehenge▪Iron Age hill forts: tribal kingdoms, farming, art and culture**The Roman Empire and its impact on Britain** This could include: ▪Julius Caesar’s attempted invasion in 55-54 BC ▪ The Roman Empire by AD 42 and the power of its army ▪ Successful invasion by Claudius and conquest, including Hadrian’s Wall ▪ British resistance, for example, Boudica ▪ Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  | **CHRONOLOGICAL UNDERSTANDING:*** Describe events and periods using the words: BC, AD decade, ancient and century
* Describe events from the past using dates when things happened
* Use a timeline within a specific time in history to set out the order things may have happened
* Use mathematical knowledge to work out when events in recent and local history happened
 | Curiosity |  |
| **HISTORICAL INTERPRETATION:*** Appreciate that the early Brits would not have communicated or eaten as we do

 * Begin to picture what life would have been like for the early settlers
* Suggest why certain events happened as they did in history
* Suggest why certain people acted as they did in history
* Begin to appreciate why Britain would have been an important country to have invaded and conquered.
 | CompassionThe rules of law | Chesterfield Museum: From beginnings as a Roman fort and study of artifacts. |
| **HISTORICAL ENQUIRY:*** Recognise the part that archaeologists have had in helping us understand more about the past
* Use various sources of evidence to answer questions
* Research a specific event from the past to then write about this
* Research two versions of an event and say how they differ
 | Critical thinking skillsCreativity | Visit to Creswell Crags visitors’ centre. |
| **Year 4** | **KNOWLEDGE****Britain’s settlement by Anglo-Saxons and Scots** This could include: ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne ▪Viking raids and invasion▪ Resistance by Alfred the Great and Athelstan, first king of England**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  | **KEY SKILLS** **CHRONOLOGICAL UNDERSTANDING:*** Use mathematical knowledge to work out how long ago events would have happened
* Use mathematical skills to round up time differences into centuries and decades
* Begin to quantify the different time periods that exists between groups that invaded Britain
* Plot recent history on a timeline using centuries
* Place periods of history on a timeline showing periods of time
 | Critical thinking skillsCuriosity |  |
| **HISTORICAL INTERPRETATION:*** Explain how events from the past have helped shape our lives
* Begin to appreciate why Britain would have been an important country to invade and conquer
* Appreciate that wars are often associated with invasion, conquering or religious differences
* Explain how people who lived in the past cooked, travelled and used different weapons from ours
* Recognise the difference between the lives of the wealthy and the poor.
 | RespectCuriosityCompassion |  |
| **HISTORICAL ENQUIRY:*** Use various sources to piece together information about a period in history
* Use my ‘information finding’ skills in writing to help to write about historical information
* Identify similarities and differences between given periods in history
* Give more than one reason to support an historical argument
 | Critical thinking skillsCreativity | Visit to British Museum, London. |
| **Year 5** | **KNOWLEDGE****The Viking and Anglo-Saxon struggle for the Kingdom of England beyond the time of Edward the Confessor** This could include: ▪ Further Viking invasions and Danegeld▪ Anglo-Saxon laws and justice▪ Edward the Confessor and his death in 1066 - Norman conquest and impact on England.**Ancient Greece**▪ A study of Greek life and achievements and their influence on the western world▪ The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day**A local history study** ▪ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. | **KEY SKILLS** **CHRONOLOGICAL UNDERSTANDING:*** Use mathematical skills to work exact time scales and differences
* Use dates and historical language in my work
* Begin to build up a picture of main events in Britain/ the world during different centuries
* Place features of historical events and people from past societies and periods in a chronological framework
* Create timelines which outline the development of specific features (medicine; weaponry; transport)
 | Critical thinking skills |  |
| **HISTORICAL INTERPRETATION:*** Appreciate how items found belonging to the past help to build up an accurate picture of how people lived in the past
* Begin to appreciate that how we make decisions has been through a Parliament for some time
* Make comparisons between historical periods; explaining things that have changed and things which have stayed the same
* Explain the role that Britain has had in spreading Christian values across the world
* Demonstrate a good understanding as to how crime and punishment has changed over the years
 | Rule of lawRespectCompassion | Visit to Nottingham Gaol |
| **HISTORICAL ENQUIRY:*** Test out a hypothesis in order to answer a question
* Use various sources to piece together information about a period in history
* Identify similarities and differences between given periods in history
* Give more than one reason to support an historical argument
* Identify and explain my understanding of bias and propaganda
 | Critical thinking skillsCuriosity |  |
| **Year 6** | **KNOWLEDGE****A local history study** ▪ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** ▪ The changing power of monarchs ▪ Changes in an aspect of social history from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century▪ The legacy of Greek or Roman culture on later periods in British history, including the present day ▪ A significant turning point in British history, for example, the first railways or the Battle of Britain **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. | **KEY SKILLS** **CHRONOLOGICAL UNDERSTANDING:*** Create timelines which outline the development of specific features (medicine; weaponry; transport)
* Show accurately where a period of history fits on a timeline (by decade, century)
* Place features of historical events and people from past societies and periods in a chronological framework
* Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them
* Use dates and historical language in work
 | RespectCritical thinking Rule of lawRespect and tolerance of those with other faiths | Visit Revolution House & the Houses of Parliament |
| **HISTORICAL INTERPRETATION:*** Summarise events from a specific period in history, explaining the order in which key events happened
* Summarise how Britain has had a major influence on world history
* Summarise what Britain may have learnt from other countries and civilizations in the past and more recently
* Describe features of historical events and people from past societies and periods they have studied
* Recognise and describe differences and similarities/ changes and continuity between periods of history
 | CompassionRespectCuriosity | Visit to EyamProject focused on World wars: Poppy day etc.. |
| **HISTORICAL ENQUIRY:*** Use various sources to piece together information about a period in history
* Identify similarities and differences between given periods in history
* Give more than one reason to support an historical argument
* Communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out
* Look at more than one version and say how and why the author may be attempting to persuade or give a specific viewpoint
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