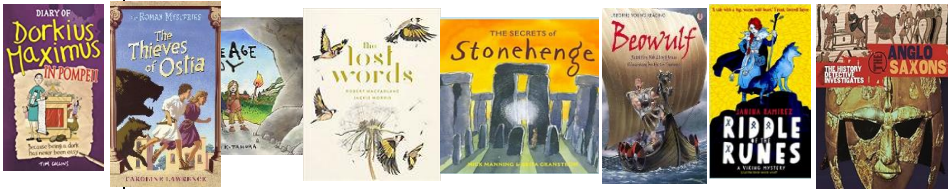
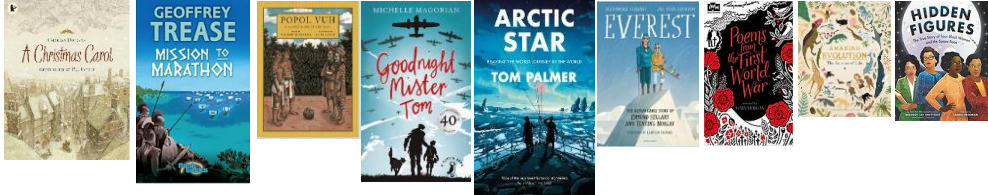


History Progression in Knowledge and Skills- Mapped through Key Concepts

Reception		Class 2 Year 1/2	
Books 			
		Themes in KS1: Explore the lives of significant individuals- compare life in the past; Seaside towns and the coming of the railway; Changes within living memory including aspects of national life; local history study; significant national historic event (Grace Darling); Animals who changed history; Events beyond living memory (Wright Brothers, Poppy Day WW1); a significant local event (Mayflower)	
Chronological Understanding (Knowledge)	As an historian: Can I talk about past and present events in my own life and in the lives of family members? (P&P ELG) Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?	Can they put at least 3 pictures/artefacts or events in chronological order (recent history)? CU (Famous for more than 5 minutes) (Change within living memory) Can they use words and phrases such as old, new, a long time ago, before and after with accuracy? CU (Change within living memory) Can they retell a familiar story set in the past in chronological order? CU (Famous for more than 5 minutes) (Weather Experts)	Can they use a timeline to place important events? CU (Famous for more than 5 minutes, Seafaring) Can they use a timeline of Harwich? Can they use a timeline of the history of transport? (Around the World in 80 Days) Learn in the context of significant historical events (Carnival of Animals)
Historical Enquiry (Skills)	As an historian: Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG) Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/when/why?	Do they know that some objects belong to the past? HE (We are Britain) Greater Depth: Can they ask relevant questions using a range of artefacts/photographs provided? HE	Can they ask questions about the past? HE (We are Britain) Why did Victorians holiday here? (Famous for more than 5 minutes) Why is this person remembered? (Weather Experts) Why did we have ice-explorers? How did explorers explore in the past? (Change within living memory) How has school changed? How have toys changed? Why have toys changed? How have communications changed? (Seafaring) What happened to Grace Darling? Why is Grace Darling important? A local history study.
Knowledge and Understanding of events, people and changes in the past	As an historian: Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) Can I look closely at similarities, differences, patterns and change? (The World 40-60m)	Can they recount personal history and events or changes that have happened? KU (Change within living memory) Can they recognise that a story may have happened a long time ago? HU (Famous for more than 5 minutes) (Seafaring)	Can they recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago? KU (Commemorating History- Poppy Day) Can they begin to identify objects from the past and the main differences between old and new objects? HU (We are Britain)
Interpreting the past (Knowledge and skill)	Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened, because, explain?	Can they look at books to find out about the past? HI (We are Britain, Famous for more than 5 minutes, Weather Experts, Change within living memory) Greater Depth: Can they find out more about a person or event from the past through their own research? HI	Begin to understand we find out about the past in many ways. Can they identify some ways that people have impacted upon our lives? HI (Famous for more than 5 minutes, Weather Experts) Can they use books, pictures and the internet to find out about the past? HI (We are Britain, Weather Experts) Greater Depth: Can they research the past using multiple sources and summarise the key points? HI

	Class 3 Year 3/4		Class 4 Year 5/6	
Topic Titles and Significant Themes	Stone Age to Iron Age; Disaster Zones including Romans and Pompeii; World Cuisine including History of London; Anglo-Saxon to Vikings including invasion, settlement and kingdoms, laws and justice; Exploring our planet including famous explorers from the past and Clothing Capers including the history of clothing from 1066.		Lights Camera Action including leisure and entertainment in the 20 th century, historical inventors (Edison) and local history (Electric Palace); What did the Ancients do for us? Including an in-depth study of one ancient civilisation and a mini-study of Ancient Greece; Mountains, Rivers and Coasts including famous explorers; WW1 or WW2 including 'significant turning points in British history'; Galapagos Journey with Darwin including the British Empire; Fly me to the Moon including black history, history of the space race.	
Books				
Chronological Understanding (Knowledge)	Can they describe dates of and order significant events from the period studied? CU (Stone Age to Iron Age) (World Cuisine) (Anglo-Saxons to Vikings)	Can they order significant events and dates on a timeline? CU (Romanisation of Britain- in Disaster Zones) Can put London's timeline in chronological order?	Can they order significant events, movements and dates on a timeline? CU	Can they identify and compare changes within and across different periods? CU
Historical Enquiry (Skills)	Can they ask and answer questions about old and new objects? HE (Clothing Capers) Can they spot old and new things in a picture? HE (Clothing Capers) Can they find out more about a person or event from the past from a give source? HE (World Cuisine) - Explore a key source/object at Museum of London Who built Stonehenge? And how? (Stone Age to Iron Age) What clothes did we wear in the past? How were they made? (Clothing Capers)	Can they research what it was like for a person in a given period from the past using primary and secondary sources? HE (Pompeii- during Disaster Zones) What was Roman Britain like? How do we know? Can I explore Anglo-Saxon place names (linked to settlements)? (Anglo-Saxons to Vikings) Exploring land and trade routes- why did we explore, how did we explore? (Exploring our planet)	Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? HE Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? HE Greater Depth: Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? HE	Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? HE
Knowledge and Understanding of events, people and changes in the past	Can they answer questions using an artefact/photograph provided? KU Stone Age to Iron Age: Hunter-gatherer to farmer, technology and tools, hill forts Disaster Zones: The Romanisation of Britain, the Roman Empire and Roman Colchester	Can they describe differences and similarities between people, events and artefacts studied? KU (Stone Age to Iron Age) (Disaster Zones) (Anglo-Saxons to Vikings) World Cuisine: History of London Anglo-Saxons to Vikings: invasion, settlement and kingdoms, laws and justice	Can they describe how historical events affect/influence life today? KU	Can they suggest why certain events, people and changes might be seen as more significant than others? KU
Interpreting the past (Knowledge and skill)	Can the give a plausible explanation about what an object was used for in the past? HI (Stone Age to Iron Age) (Anglo-Saxons to Vikings) Greater Depth: Can they begin to use more than one source of information to bring together a conclusion about an historical event? HI Greater Depth: Can they use specific search engines on the internet to help them find out information? HI	Can they give more than one reason to support an historical argument? HI (Exploring our planet) Can they look at different versions of the same event in history and identify differences? HI Greater Depth: Can they research two versions of an event and say how they differ? HI	Can they evaluate evidence to choose the most reliable form? HI	Can they suggest why there may be different interpretations of events? HI Can they identify and explain their understanding of propaganda? HI Greater Depth: Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? HI

