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|  | **Year 1** | **Year 2**  History Progression of Skills and Knowledge 2022-23 | **Year 3** | **Year 4** | **Year 5** | **Year 6** | |
| **Topic** | Terrific Toys  Premium Vector | Illustration of a christmas conveyor. robot packs toys  santa clauses. | Movers & Shakers | Image result for stone age clipart Savage Stone Age | Vicious Vikings  Related image | Groovy Greeks  Image result for greeks | Mighty Mayans  Image result for mayans | |
| **National Curriculum Objectives** | \*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  \*Identify similarities and differences between ways of life in different periods. | \*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 and globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorate 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Bernes-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell). | \*Changes in Britain from the Stone Age to the Iron Age. This could include:  \*\* Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae.  \*\* Bronze Age religion, technology and travel, e.g. Stonehenge.  \*\* Iron Age hill forts: tribal kingdoms, farming, art and culture. | \*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.  A Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:  \*\* Viking raids and invasion  \*\* Resistance by Alfred the Great and Athelstan, first king of England.  \*\* Further Biking invasions and Danegeld.  \*\* Anglo-Saxon laws and justice.  \*\* Edward the Confessor and his death in 1066. | \*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. | |
| **Key Facts to be taught**  **Key concept throughout: Change** | \*How long toys have existed.  \*How toys have changed over time and how this has affected our play and free time.  \*What toys children played with in the Victorian era. | \*Recognise why people did things and why events happened.  \*Identify differences between ways of life at different times.  \*Understand how people have influenced our understanding of key events.  \*Who Malala Yousefzai is  \*Who Rosa Parks was  \*Who Mary Seacole was | \*Natural resources are used differently depending on the land and the settlement.  \*Stone age survival.  \*Stone henges and Iron age hill forts.  \*Changes over time from the Stone Age to now, including settlement, ways of using the lands, food, constructions, transport and others.  \*Our lifestyles have considerably changed due to the introduction of different innovations and technology in our life. | \*Know why the Vikings came to Britain.  \*Understand what made the Vikings successful invaders.  \*Know how the Vikings changed and influenced life in Britain.  \*Understand how the Viking rule was brought to an end.  \*Know why 1066 was such an important year for the Vikings. | \*What democracy is and how the Greeks founded it.  \*Who the ancient Greeks were and what we have learnt from them?  \*The ancient Olympics.  \*Ancient Greeks gods and goddesses  \*Ancient Greek myths and legends.  \*What do we use now because of them? | \*Who the Mayas were and what we have learnt from them.  \*What it would have been like to live in Mayan times, compared to now.  \*What the Mayas believed in.  \*Where the Mayans originated from and what are these countries are called now.  \*How to learn from ancient artefacts. |
| **Skills to be taught** | \* Develop a simple awareness of the past  \* Sequence events in their life  \* Sequence 3 to 4 artefacts from distinctly different periods  \* Match objects to people of different ages  \* Recognise the difference between past and present in their own and others’ lives  \* Talk about simple similarities and differences between life at different times  \* Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts  \* Use simple terms to talk about the passing of time | \* Check with reference book  \* Recognise why people did things and why events happened  \* Compare pictures or photographs of people or events in the past  \* Communicate their knowledge through asking and answering simple questions, drawing and role play  \* Begin to use historical terms to talk about passing time | \* Use terms related to the study unit and passing of time  \* Find out about everyday lives of people in time studied and compare with our life today  \* Identify and give reasons for the different ways in which the past is represented  \* Use a range of sources to find out about a period  \* Observe small details – artefacts, pictures  \* Communicate their knowledge through discussion, pictures, drama and writing | \* Use terms related to the period and begin to date events  \*Understand more complex terms e.g BC/AD/Century  \* Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied  \* Offer reasonable explanation for some events  \* Look at and evaluate the evidence available  \* Use textbooks and historical knowledge  \* Answer and begin to devise own Historically valid questions  \* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/ CENTURY | \* Make comparisons to other times studied  \*Compare an aspect of life from two different periods.  \* Compare different accounts of events from different sources – fact or fiction  \* Study different people in history – differences between men and women  \* Begin to identify primary and secondary sources  \* Confidently use the library and internet for research  \* Recall, select and organise historical information  \* Construct informed responses that involve thoughtful selection and organisation of relevant Historical information  \* Construct own responses beginning to select and organise relevant Historical information | \* Place current study on time line in relation to their previous studies  \* Compare beliefs and behaviour with another time studied  \* Recognise primary and secondary sources  \* Link sources and work out how conclusions were arrived at  \* Bring knowledge gathered from several sources together in a fluent account  \* Select and organise information to produce structured work, making appropriate use of dates and terms |
| **Extended Writing Opportunity** | Write a list of instructions for a toy | Letter from nurse or soldier at a hospital | Newspaper article about Stone Henge | A Viking saga | Create a Greek myth | Description of the Chichen Itza |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | |
| **Topic** | Victorian Venture  C:\Users\mcollins\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B7BCDCD6.tmp | Magnificently Medieval | Rotten Romans  Image result for romans clipart | Rotten Romans  Image result for romans clipart | Vicious Vikings  Related image | Woeful WarsImage result for war clipart | |
| **National Curriculum Objectives** | \*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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Bernes-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).  \*Identify similarities and differences between ways of life in different periods. | \*Identify similarities and differences between ways of life in different periods.  \*Significant historical events, people and places in their own locality. | \*The Roman Empire and its impact on Britain. This could include:  \*\* Julius Caesars 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, e.g. Boudica.  \*\* “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.  \*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. | \*The Roman Empire and its impact on Britain. This could include:  \*\* Julius Caesars 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, e.g. Boudica.  \*\* “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.  \*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. | \*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.  A Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:  \*\* Viking raids and invasion  \*\* Resistance by Alfred the Great and Athelstan, first king of England.  \*\* Further Biking invasions and Danegeld.  \*\* Anglo-Saxon laws and justice.  \*\* Edward the Confessor and his death in 1066. | \*A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. For example:  \*\* The changing power of monarchs using case studies such as John, Anne and Victoria.  \*\* Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.  \*\* The legacy of Greek and Roman culture (art, architecture or literature) on later periods in British history, including present day.  \*\* A significant turning point in British history, e.g. the first railways or the Battle of Britain. | |
| **Key Facts to be taught**  **Key concept throughout: Change** | \*Similarities and differences between seaside towns now and in the Victorian era.    \*Who Queen Victoria was.  \*How our world has changed since the Victorian time | \*What life in medieval times was like compared to now  \*Who lived in castles and what they were used for.  \*Compare different castles.  \*Similarities and differences between medieval life and life today. | \*What life was like in Roman Britain compared to now  \*How Britain changed in Roman times.  \*Why the Romans came to Britain.  \*What the Roman Empire was and why it was so big.  \*What Romans did for fun.  \*How the Roman army was structured  \*Roman Gods  \*The story of Romulus and Remus.  \*Roman gladiators | \*What life was like in Roman Britain compared to now.  \*How Britain changed in Roman times.  \*Why the Romans came to Britain.  \*What the Roman Empire was and why it was so big.  \*What Romans did for fun.  \*How the Roman army was structured  \*Roman Gods  \*The story of Romulus and Remus.  \*Roman gladiators | \*Know why the Vikings came to Britain.  \*Understand what made the Vikings successful invaders.  \*Know how the Vikings changed and influenced life in Britain.  \*Understand how the Viking rule was brought to an end.  \*Know why 1066 was such an important year for the Vikings. | \*Key dates and people involved in wars over the last 1000 years.  \*What happened during the Holocaust.  \*What has changed because of war  \*Current wars. |
| **Skills to be taught** | \* Place events on a simple timeline  \* Know and recount episodes from stories about the past, knowing and understanding key events  \* Use stories to distinguish between fact and fiction and to remember key Historical facts  \* Compare adults talking about their past – How reliable are their memories?  \* Find answers to simple questions about the past from sources of information e.g artefacts and pictures  \* Ask and answer simple Historical questions  \* Communicate their knowledge through role play and making models | \* Sequence artefacts closer together in time  \*Place events on a simple timeline, adding times previously studied  \* Identify differences between ways of life at different times  \*Compare two versions of a past event  \*Discuss the reliability of photos/accounts/stories  \*Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.  \*Observe and handle sources and evidence to ask and answer questions about the past based on simple observations | \*Place the time studied on a timeline, compare where this fits in to topics previously studied  \* Identify reasons for and the results of people’s actions  \*Understand why people may have wanted to do something  \*Look at representations of the period e.g. Museum, cartoons  etc.  \* Make connections and note the cause and effect in Historical periods studied  \* Distinguish between different sources – compare different versions of the same story  \* Select and record information relevant to the study  \* Begin to use the internet and library for research  \* Use historical terms to talk about passing time  \* Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information | \* Use evidence to reconstruct life in time studied  \* Identify key features and events of time studied  \* Begin to evaluate the usefulness of different sources  \* Use textbooks and own growing Historical knowledge to gain a better perspective  \* Use evidence to build up a picture of a past event  \* Use the library and internet for research  \* Communicate their knowledge through discussion, reading, writing and ICT | \* Use relevant terms and period vocabulary  \* Examine causes and results of great events and the impact on people  \* Compare an aspect of life with the same aspect in another period  \* Offer some reasons for different versions of events  \*Answer and devise own Historically valid questions about change, cause, similarity and difference and significance  \* Communicate their knowledge through relevant historical discussion, reading, writing and ICT | \* Use relevant dates  \* Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation  \* Know key dates, characters and events of time studied  \* Be aware that different evidence will lead to different conclusions  \* Consider ways of checking accuracy of interpretations – fact or fiction and opinion  \* Communicate their knowledge through historical enquiry, reading, writing and ICT |
| **Extended Writing Opportunity** | Queen Victoria fact file | Diary of a knight | If I was a Roman God… | If I was a Roman God… | A Viking saga | Facts about the Holocaust |

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| **EYFS Development Matters** | |
| **Reception** | **ELG** |
| \*Comment on images of familiar situations in the past.  \*Compare and contrast characters from stories, including  figures from the past. | \*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. |

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| **Topic** | **All About Me** | **Our World** | **Amazing Animals** | **Space** | **Superheroes** | **When I Grow Up** |
| **Key facts to be taught** | \*Talk about members of their immediate family and community  \*Name and describe people who are familiar to them | \*Compare and contrast characters from stories  \*Draw information from a simple map  \*Understand some places are special to people  \*Recognise people have different beliefs  \*Compare past and present Leicester/families | \*Comment on images of familiar situations in the past  \*Describe what they see, hear, and feel whilst outside  \*Understand the effect of changing season  \*Compare old and new animals (extinction) | \*Explore the natural world around them  \*Recognise some environments are different  \*Understand the past through settings, characters and events | \*Talk about the lives of people around them and their role  \*Know similarities and differences between religious and cultural communities | \*Understand some important processes and changes in the natural world  \*To look back over the year |
| **Key skills to be taught** | \*Remember and talk about significant events in their own lives  \*Recognise and describe special times or events for family or friends | \*Notice and talk about similarities and differences  \*Ask and answer questions about the world around them  \*Begin to use simple historical vocabulary to talk about the passing of time eg, once upon a time, a long time ago  \*Compare past and present | \*Ask and answer questions about the world around them  \*Compare old and new | \*Ask and answer questions about the world around them | \*Ask and answer questions about the world around them | \*Ask and answer questions about the world around them  \*Begin to use simple historical vocabulary to talk about the passing of time eg, once upon a time, a long time ago |