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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 ToysPremium Vector | Illustration of a christmas conveyor. robot packs toys  santa clauses. | Movers & Shakers |  Image result for stone age clipart Savage Stone Age | Vicious VikingsRelated image | Groovy GreeksImage result for greeks | Mighty MayansImage 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 VentureC:\Users\mcollins\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B7BCDCD6.tmp | Magnificently Medieval  | Rotten RomansImage result for romans clipart | Rotten RomansImage result for romans clipart | Vicious VikingsRelated 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, includingfigures 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 |