



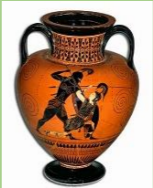









History Progression of Skills and Knowledge 2023-24

Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Terrific Toys 	Movers & Shakers 	Savage Stone Age 	Vicious Vikings 	Groovy Greeks 	Mighty Mayans 
National Curriculum Objectives	<p>*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>*Identify similarities and differences between ways of life in different periods.</p>	<p>*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>*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).</p> <p>*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).</p>	<p>*Changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> ** 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. 	<p>*Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> ** 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. <p>A Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> ** 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. 	<p>*Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>*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.</p>

<p>Key Facts to be taught</p>	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *Know why the Vikings came to Britain. *Understand what made the Vikings successful invaders. *Know how the Vikings changes 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. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *Who the Mayas were and what we have learnt from them. *What it would have been like to live in Mayan times. *What the Mayas believed in. *Where the Mayans originated from and what are these countries are called now. *How to learn from ancient artefacts.
<p>Skills to be taught</p>	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> * 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 * 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 	<ul style="list-style-type: none"> * 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

				<p>* Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY</p> <p>* Construct own responses beginning to select and organise relevant Historical information</p>		
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	<p>Victorian Venture</p> 	<p>Magnificently Medieval</p> 	<p>Rotten Romans</p> 	<p>Exciting Egyptians</p> 	<p>Terrible Tudors</p> 	<p>Woeful Wars</p> 
National Curriculum Objectives	<p>*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).</p> <p>*Identify similarities and differences between ways of life in different periods.</p>	<p>*Identify similarities and differences between ways of life in different periods.</p> <p>*Significant historical events, people and places in their own locality.</p>	<p>*The Roman Empire and its impact on Britain. This could include:</p> <p>** Julius Caesars attempted invasion in 55-54 BC.</p> <p>** The Roman Empire by AD 42 and the power of its army.</p> <p>** Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica.</p> <p>** "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>*Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <p>** Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</p>	<p>*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.</p>	<p>*A local history study. For example:</p> <p>** A depth study linked to one of the British areas of study listed above.</p> <p>** A study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066).</p> <p>** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <p>** The changing power of monarchs using case studies such as John, Anne and Victoria.</p> <p>** 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.</p> <p>** The legacy of Greek and Roman culture (art, architecture or literature) on later periods in British history, including present day.</p> <p>** A significant turning point in British history, e.g. the first railways or the Battle of Britain.</p>

			<ul style="list-style-type: none"> ** 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. 			
Key Facts to be taught	<ul style="list-style-type: none"> * Similarities and differences between seaside towns now and in the Victorian era. * Who Queen Victoria was. 	<ul style="list-style-type: none"> * What life in medieval times was like. * Who lived in castles and what they were used for. * Compare different castles. * Similarities and differences between medieval life and life today. 	<ul style="list-style-type: none"> * What life was like in Roman Britain. * 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 	<ul style="list-style-type: none"> * Artefacts from the ancient Egyptians are used today to tell us about the past and how their lives were at the time. * Archaeologists discovered different types of artefacts in Egypt like jewellery, paintings and tombs. * Who Howard Carter was and what he discovered. * Facts about Tutankhamun. * Mummification 	<ul style="list-style-type: none"> * Who King Richard III was and why he's important to Leicester. * What happened at the Battle of Bosworth and why it was an important event. * Who the Tudors were. * How many wives Henry VIII had and what happened to them. * What life was like in Tudor times. 	<ul style="list-style-type: none"> * Key dates and people involved in wars over the last 1000 years. * What happened during the Holocaust. * Current wars.
Skills to be taught	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Sequence photographs from different periods of their life * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Use relevant terms and period vocabulary * Make comparisons to other times studied * Study different people in history – differences between men and women * 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 	<ul style="list-style-type: none"> * 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

	<ul style="list-style-type: none"> * Ask and answer simple Historical questions * Communicate their knowledge through role play and making models 	<ul style="list-style-type: none"> reliability of evidence e.g. photos, paintings, accounts, stories. *Compare two versions of a past event *Observe and handle sources and evidence to ask and answer questions about the past based on simple observations. 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Communicate their knowledge through discussion, reading, writing and ICT 	<ul style="list-style-type: none"> *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 	enquiry, reading, writing and ICT
Extended Writing Opportunity	Queen Victoria fact file	Diary of a knight	If I was a Roman God...	Letter to British museum asking for more information about Egyptians	A recount of the Battle of Bosworth	Facts about the Holocaust

EYFS Development Matters	
Reception	ELG
<ul style="list-style-type: none"> *Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> *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.

Topic	All About Me	Our World	Amazing Animals	Space	Superheroes	When I Grow Up
Key facts to be taught	<ul style="list-style-type: none"> *Talk about members of their immediate family and community *Name and describe people who are familiar to them 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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) 	<ul style="list-style-type: none"> *Explore the natural world around them *Recognise some environments are different *Understand the past through settings, characters and events 	<ul style="list-style-type: none"> *Talk about the lives of people around them and their role *Know similarities and differences between religious and cultural communities 	<ul style="list-style-type: none"> *Understand some important processes and changes in the natural world *To look back over the year

<p>Key skills to be taught</p>	<ul style="list-style-type: none"> *Remember and talk about significant events in their own lives *Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *Ask and answer questions about the world around them *Compare old and new 	<ul style="list-style-type: none"> *Ask and answer questions about the world around them 	<ul style="list-style-type: none"> *Ask and answer questions about the world around them 	<ul style="list-style-type: none"> *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
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