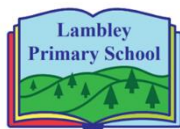


Skills and knowledge progression: History

key progression points:

History					
	Construct & Sequence	Change, Continuity, Significance (trends)	Cause & Consequence	Enquiry & Evidence	Interpretation & Impact
Willow	<ul style="list-style-type: none"> Use play to develop stories. Use first-hand experience in my play. Talk about important people. 	<ul style="list-style-type: none"> Say how characters in stories are the same and different. To begin to understand about different ways of life. Talk about famous people I know (and compare to my important people) 	<ul style="list-style-type: none"> Use resources to tell stories (with cause and effect) 	<ul style="list-style-type: none"> Look at different pictures and say what's the same and what's different 	<ul style="list-style-type: none"> Talk about important things in my life and the lives of my friends and family. Say how characters in stories are the same and different.
Elm	<ul style="list-style-type: none"> Understand simple chronology and use words relating to the passing of time Talk about memories of key events (before we were born) Discuss artefacts from different time periods 	<ul style="list-style-type: none"> Know the difference between past and present in pupils own and others' lives Begin to see that things change over time Begin to understand that events from the past can be significant and are still talked about today 	<ul style="list-style-type: none"> Recognise and explain why people did things and what happened because of it Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual 	<ul style="list-style-type: none"> Ask and answer simple questions about the past I can find answers to simple questions about the past from sources of information e.g. photographs 	<ul style="list-style-type: none"> Distinguish between fact and fiction in a story Give basic opinion about a past event Begin to find out about life in the past by looking at: stories/information books /pictures or photographs /DVDs /the internet /artefacts /museum displays /old buildings and heritage sites.
Birch	<ul style="list-style-type: none"> Record some events onto a timeline. Know where some key people fit on a timeline. Record some key events in the life of a famous historical figure Remember a few significant names and dates. Use historical vocabulary (eg. past, present, recently, years) 	<ul style="list-style-type: none"> Say how lifestyles (work, school, play etc.) were the same or different in the past. Describe differences between 'then' and 'now'. 	<ul style="list-style-type: none"> Recount key events from the past in their own words and begin to explain why these events happened. Begin to think about the impact that historical events have had on modern life. 	<ul style="list-style-type: none"> Ask and answer historically relevant questions. Compare events from different periods in history (eg. different discoveries/voyages). Use a range of sources (eg. pictures, photos, artefacts, stories, text books, field trips etc.) to extract some information about the past. 	<ul style="list-style-type: none"> Understand why people and events being studied are important. Begin to express preferences and justify them with evidence / facts (eg. Who was the greatest explorer?) Say how life begins to change for the better
Maple	<ul style="list-style-type: none"> Position a range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Begin to understand the scale of history Begin to understand time specific features of history 	<ul style="list-style-type: none"> Investigate everyday life for people in the past, Begin to understand the importance of key places or artefacts to a historical period 	<ul style="list-style-type: none"> Question, investigate and give reasons for events in the past Begin to question different representations of the same event 	<ul style="list-style-type: none"> Carry out a local history study (how did history shape our area? What evidence can we still find?) Use a range of sources or artefacts (written, visual or oral) to learn more about the past. Know how archaeology extends of understanding of history. Consider the range of sources available when we study different historical periods 	<ul style="list-style-type: none"> Ask and answer questions about how and why events and people being studied are significant. Express preferences and personal responses to topics being studied and back-them up with evidence / facts. Describe the impact of events in the past on modern life
Pine	<ul style="list-style-type: none"> Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Stone Age). Understand that some eras have different periods (taking place over a long period of time). 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences. Begin to have an understanding of broader trends / developments over time. Investigate important lifestyle choices for people in the past (e.g. living by rivers) 	<ul style="list-style-type: none"> Independently question the reasons behind historical events and changes over different periods Question and compare changes in different historical periods Give increasingly historically accurate answers to these questions. 	<ul style="list-style-type: none"> Ask relevant questions about history and suggest sources of evidence that could be used to answer them, including introduction to secondary sources. Understanding that historical knowledge comes from a range of sources. Look at two versions of the same events identifying how they are similar/different. 	<ul style="list-style-type: none"> Can ask and answer questions about how and why events/people are significant. Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. Describe how events/ people being studied have had an impact on the modern world.

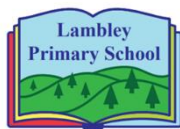


	<ul style="list-style-type: none"> Extend use and knowledge of time vocabulary 			<ul style="list-style-type: none"> Question the accuracy of modern depictions of historical events. 	
Beech	<ul style="list-style-type: none"> Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Place world history events on a timeline, paying particular attention to dates and date vocabulary Use key dates to order and explain key events 	<ul style="list-style-type: none"> Discuss changes, similarities and differences. Deepen understanding of trends/themes over time. Describe what life was like for people living at the same point (beliefs and behaviours) 	<ul style="list-style-type: none"> Ask and answer clear and accurate questions about what happened. Ask 'why' questions to further historical understanding. Debate and discuss different opinions about historical causes and effects. 	<ul style="list-style-type: none"> Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. Draw conclusions on what happened based on study a range of sources. Accept, reject and comment on how useful sources are when carrying out research. Use and interpret a wider range of primary and secondary sources Compare sources and evidence to develop historical awareness 	<ul style="list-style-type: none"> Deepen their understanding that historical knowledge comes from a range of sources, Understand that there can be many versions of the same events in history, giving reasons why these may exist.
Oak	<ul style="list-style-type: none"> Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). Comment on trends that happen and compare periods studied over time Consider events leading up to a historical period and their role in its beginnings 	<ul style="list-style-type: none"> Ask and answer questions about changes, similarities and differences and challenge responses. Describe changes across a historical period Investigate the significance of one event on a larger period in time (i.e. the Blitz during WWII) Evaluate significance factors in a historical period (i.e. the Gods) 	<ul style="list-style-type: none"> Independently ask and answer clear and accurate questions about the past. Discuss and compare a range of plausible causes and effects. 	<ul style="list-style-type: none"> Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. Reach conclusions on what happened based on the study of a range of sources. Draw together and analyse a wide range of sources (both primary and secondary), Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources. Recognise that not all sources are equally valid, and that some evidence may from propaganda or opinion 	<ul style="list-style-type: none"> Recognise that some events and people are more significant than others, and are still relevant today Understand that we don't have all the answers to historical enquiries Understand that historical knowledge comes from a range of sources and this must be considered when we interpret it Make links between historical events, changes and cultures across a range of periods studied.

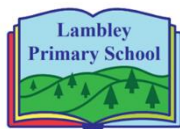
How we do this...

(Sticky knowledge)

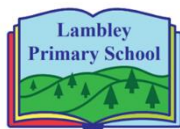
History					
	Construct & Sequence	Change, Continuity, Significance (trends)	Cause & Consequence	Enquiry & Evidence	Interpretation & Impact
Willow	<ul style="list-style-type: none"> I can engage in imaginative role-play based on own first-hand experiences. Name and describe people who are familiar to them. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> I can start to show an interest in different occupations and ways of life. I can show interest in the lives of people who are familiar to me. Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. I can remember and talk about significant events in my own experience. I can recognise and describe special times or events for family or friends.
Elm	<ul style="list-style-type: none"> I can use phrases and words like: 'before', 'after', 'then' and 'now'; in my historical learning. 	<ul style="list-style-type: none"> I can find out something about the past by talking to someone older than me 	<ul style="list-style-type: none"> Know the difference between old toys and new toys. 	<ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past 	<ul style="list-style-type: none"> I can spot old and new things in a picture. I can answer questions using an artefact/ photograph provided.



	<ul style="list-style-type: none"> I can use the words 'past' and 'present' 'old' and 'new' correctly. I can ask and answer questions about new objects. I can use words and phrases like: before I was born, when I was younger. Know that Neil Armstrong, Buzz Aldrin and Michael Collins were the first people to land on the Moon Know that the mission was called Apollo 11 Know that Neil Armstrong was born in August 1930 Know that Neil Armstrong died in August 2012 Know that Neil Armstrong joined NASA in 1952 Know that Robin Hood was an outlaw who lived in Nottinghamshire Know what he was famous for Understand that some events of the past effect people's lives today 	<ul style="list-style-type: none"> I can ask and answer questions about old and new objects and how they have changed. Know that Neil Armstrong, Buzz Aldrin and Michael Collins were the first people to land on the Moon Know that the mission was called Apollo 11 Know that Robin Hood looked after the poor by stealing from the rich Understand that he is a legend: he was real but there are lots of stories about him that may or may not be true (and they are still told today) 	<ul style="list-style-type: none"> I can spot old and new things in a picture. Know why the Moon landing was so important to USA I can question how explorers travelled and how that impacted their lives. I can question why Robin Hood is important. 	<ul style="list-style-type: none"> I can find out something about the past by talking to someone older than me I can ask and answer questions about old and new objects. I can answer questions using an artefact/ photograph provided. I can research about an explorer and use this research to learn about their lives. Listen to adult recounts of the moon landings. Consider how reliable their memories are. Use photos and pictures to develop my historical knowledge I can find out about the life of someone who used to live in my area using the internet or books. Understand why the Robin Hood monuments were made and why they are important 	<ul style="list-style-type: none"> Know how toys have changed over time Know some reasons why toys might have changed over time Know the difference between old toys and new toys. I can question how explorers travelled and how that impacted their lives. Understand that Robin Hood is a legend: he was real but there are lots of stories about him that may or may not be true. I can question why Robin Hood is important.
Birch	<ul style="list-style-type: none"> Know and sequence some key events from The Victorian Era (and Queen Victoria's life) I can compare the date of Victorian Britain with other historical events I know I can use phrases and words like: 'past', 'present' 'before', 'after', 'then' and 'now'; in my historical learning. I can use a range of appropriate phrases to describe the past. I can place the explorer I have learnt about on a timeline (in relation to other explorers I know) Can select appropriate connectives to link events in time (after, next, then, later, soon) Know that Christopher Columbus was born in 1451 and died in 1506 Know that Columbus discovered America 	<ul style="list-style-type: none"> Know that life was very different for rich and poor families I can use a range of appropriate phrases to describe the past. I can question how explorers travelled and how that impacted their lives. I can compare the lives of different explorers I have studied Compare how the explorer lived compared to how we live now. 	<ul style="list-style-type: none"> Know what a Victorian workhouse/factory was and why they were used. Know what life was like in a Victorian workhouse/factory I can question how explorers travelled and how that impacted their lives. Compare how the explorer lived compared to how we live now. Begin to question how and why historical figures take the actions they do 	<ul style="list-style-type: none"> Know that life was very different for rich and poor families Compare pictures or photographs of people or events in the past observe or handle sources to answer questions and begin to voice an opinion about the past based on simple observations and reading Begin to challenge the information we receive and read Compare Christopher Columbus and Neil Armstrong 	<ul style="list-style-type: none"> I can give opinions and preferences about history (and support with evidence) Know that conditions started to improve for poor people in Victorian Britain Compare how the explorer lived compared to how we live now. I can compare the lives of different explorers I have studied
Maple	<ul style="list-style-type: none"> I know and sequence key events from Ancient Egyptian times I know the Ancient Egyptian period ran from 3500BC to 30BC I can use relevant terms for a period I can identify features of a historical period (and things that are out of place) I can sequence an increasing number events using BC and AD studied (including the Anglo-Saxons and The Great Fire of London) on a timeline. I can use the terms BC and AD correctly both verbally and in written form I can use terms related to the period studied and date events to show the passing of time 	<ul style="list-style-type: none"> I know why Howard Carter is important I know why Tutankhamun's tomb is important Know what Sutton Hoo was I can choose relevant material to present a picture of aspects of Anglo-Saxon life I can select and record information by asking a variety of questions relevant to the Anglo-Saxons 	<ul style="list-style-type: none"> I can select and record information by asking a variety of questions relevant to the Egyptians I can look for links and effects during Ancient Egypt , e.g. mummification and burial rituals I can examine causes and results of great events and the impact on people, e.g. importance of the afterlife I can use a range of sources and evidence to build a picture of the struggle between Anglo-Saxons and Vikings I can compare different versions of the same event, e.g. point of view of the Anglo-Saxons and the Vikings 	<ul style="list-style-type: none"> I can look at representations of the period, e.g. non-fiction, museum artefacts, cartoons, photos, maps I can use a range of sources and evidence to understand why a group of people choose to invade Know our understanding of the Anglo-Saxons is mainly due to archaeological discoveries I understand the work of an archaeologist I understand that artefacts found by archaeologists are a good source for learning. Know our understanding of the Anglo-Saxons is mainly due to archaeological discoveries I can compare accounts of events from different sources and debate and challenge 	<ul style="list-style-type: none"> I can make comparisons between different times in the past (and now) I can look at the evidence available to form conclusions and make links between times (past and modern life) I can identify changes across historical periods I can choose relevant material to present my personal picture of aspects of Anglo-Saxon life I can select and record information by asking a variety of questions relevant to the Anglo-Saxons



	<ul style="list-style-type: none"> I can use more complex phrases to describe time e.g. decades later, three centuries before Know the Anglo-Saxon age was from around 410AD to 1066AD 				
Pine	<ul style="list-style-type: none"> Know that pre-history occurred before historical records were kept Know that prehistorical periods (Palaeolithic, Mesolithic and Neolithic) occurred over many thousands of years Know the meaning of BC and AD Know that the Stone Age ended around 2000 BC Know how to sequence events from the period on a timeline including the terms BC and AD Use terms related to the period studied and date events to show the passing of time Use more complex phrases to describe time e.g. decades and centuries ago Sequence an increasing number events using BC and AD studied (including the Stone Age, Iron Age and Roman Britain) on a timeline Use terms related to the period studied and date events to show the passing of time Know that Viking invaders arrived in Britain in 450 AD Know that the end of the Viking age was in 1100 AD 	<ul style="list-style-type: none"> Know Palaeolithic hunter-gatherers (2.5 million to 10000BC) were nomadic groups who hunted or gathered food and why Use a range of sources and evidence to find out and build a picture of the Stone Age Know the importance of farming to Stone Age development (agriculture, domesticating animals and cultivating grain) Know the reasons why Stone Age people lived near rivers Begin to choose relevant material to present a picture of one aspect of life in time past To know why Mold Cape is important and what we can learn from it Choose relevant material to present a picture of aspects Viking life Use evidence to reconstruct life in the Viking age 	<ul style="list-style-type: none"> Compare and understand the Stone, Bronze and Iron Age Use a range of sources and evidence to find out and build a picture of the Stone/Bronze/Iron Age Identify, question and give reasons for different ways in which the past is represented 	<ul style="list-style-type: none"> Use a range of sources and evidence to find out and build a picture of the Stone Age Observe small details, e.g. artefacts, bones Begin to use the library and internet for research Begin to use sources to make inference and justify opinion Begin to use text books and historical knowledge to inform presentation of knowledge To begin to use historical finds and landmarks to learn about lifestyles and traditions Use evidence to reconstruct life in the Viking age Select and record information by asking a variety of questions relevant to the Vikings Distinguish between different sources and compare different versions of events of the time Use secondary sources for research purposes 	<ul style="list-style-type: none"> To know why Mold Cape is important and what we can learn from it To begin to use historical finds and landmarks to learn about lifestyles and traditions Choose relevant material to present a picture of aspects Viking life (inc. empathy) To understand that Viking names are still important today (History still part of modern life)
Beech	<ul style="list-style-type: none"> Use the terms BC and AD correctly both verbally and in writing Understand why BCE and CE are also used alongside BC and AD Know that the Romans were in Britain from about 40AD to 410 AD Use terms related to the period studied and date events to show the passing of time Use more complex phrases to describe time e.g. decades later, three centuries before Know Rome was founded in 753 BC Recall key facts about the Roman invasion of Britain, including that Julius Caesar first attempted to invade Britain in 55 BC and that the Romans successfully invaded Britain in 43 AD led by Emperor Claudius Know and sequence up to ten key events of time studied Use relevant dates, terms and period labels Make comparisons between different times in the past and place on timeline in relation to the Iron Age, Romans and the Viking invasions etc Know that Ancient Greece refers to the 8th Century Know that Ancient Greece focuses on 700-480 BC 	<ul style="list-style-type: none"> Know that the Romans worshipped several gods and goddesses before becoming Christian Understand how the Roman Empire and religion changed over time Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views Know some names of the gods and goddesses and compare them to their Roman counterparts 	<ul style="list-style-type: none"> Using evidence from the past, begin to recognise the influence of Romans on Britain today, e.g. roads, food, religion, buildings, military organisation Question and understand why the changes are made Understand the impact of these changes Discuss the myth of Troy and understand it's religious context Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views, 	<ul style="list-style-type: none"> Use text books and historical knowledge to inform presentation of knowledge Use evidence from the past to interpret reasons for invasions (and compare to previous invasions) Using evidence from the past, begin to recognise the influence of Romans on Britain today, e.g. roads, food, religion, buildings, military organisation Use a range of sources and evidence to find out and build a picture of Roman Britain Look at the evidence available and begin to make links between the past and present Look at representations of the period, e.g. mosaics, museum artefacts, picture books, pictures Use monuments today to learn about people of the past Use a range of resources to find out about Ancient Greece Use evidence to build up a picture of a past event Use the library and internet for research with increasing confidence Compare accounts of events from different sources, e.g. archaeological discoveries, statues, clothing/appearance, ruins, treasure, myths 	<ul style="list-style-type: none"> Begin to see how multiple smaller issues cause a greater effect. Use a range of sources and evidence to find out and build a picture of Roman Britain Choose relevant material to present a picture of aspects of life in Roman Britain Compare accounts of events from different sources, e.g. archaeological discoveries, statues, clothing/appearance, ruins, treasure, myths Bring knowledge gathered from several sources together in a fluent account
Oak	<ul style="list-style-type: none"> Know the Second World War took place between 1939 and 1945 	<ul style="list-style-type: none"> Know the Blitz took place between 7th September 1940 to 11th May 1941 	<ul style="list-style-type: none"> Know children were evacuated from major cities to the country to stay safe 	<ul style="list-style-type: none"> Compare accounts of events from different sources, e.g. newspapers, newsreels, photographs, historical books, 	<ul style="list-style-type: none"> Know the importance of Anne Frank and why she is still remembered today



	<ul style="list-style-type: none"> • Know the events leading up to World War 2 starting including Hitler's invasion of Poland • Know Adolf Hitler became Chancellor of Germany in 1933 • Know Neville Chamberlain was the Prime Minister at the start of World War 2 and Winston Churchill replaced him in May 1940 • Know and sequence key events of World War 2 including the names of key figures and their actions • Know and sequence key events from Mayan period on a timeline • Know the Mayan civilisation started around 2000BC and ended in 1517 when the Spanish began their colonisation of Central America 	<ul style="list-style-type: none"> • Know the Blitz in London was a strategy used by Hitler to weaken the UK's resolve • Compare life in early and late times studied <ul style="list-style-type: none"> • Understand the role of Gods in Mayan beliefs • Examine causes and significance of great events and the impact on people 	<ul style="list-style-type: none"> • Question the effects of air raids and the experiences of evacuees. • Know that rationing involved controlling the distribution of resources and why • Understand that there were after-effects to the war (not a simple as the war ends in 1945) e.g. rationing 9 years after the war ended • Know the Mayans created their own number system • Examine causes and significance of great events and the impact on people, 	<ul style="list-style-type: none"> • Consider ways of checking the accuracy of interpretations (propaganda and opinion) • Use evidence to build up a picture of a past event, e.g. The Blitz • Using a range of sources, research and select historical information with confidence and gather together in a fluent format • Select and record information by asking a variety of questions relevant to World War 2 • Use evidence to build up a picture of a past event, e.g. societal structure • Choose relevant material to present a picture of one aspect of life in time past, e.g. societal structure 	<ul style="list-style-type: none"> • Know the experiences of Jewish children during the war and its effect on Jewish people after the war • To understand how historical opinions change over time. • To understand that history doesn't always give all the answers (what happened to the Mayans?)
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