

Cropredy CE Primary School – Skills and Progression in History

History Units			
	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 1	Why do we celebrate Bonfire Night? King James I, Guy Fawkes and the Gunpowder Plot	Lives of Significant Individuals Space Race	How were our grandparents' toys different to ours? Toys – Past and Present
Year 2	What do we know about the Great Fire of London? The Great Fire of London	Lives of Significant Individuals History of Flight	Who are the famous people that have made an impact on the world? Mary Seacole and Florence Nightingale
Year 3	Who first lived in Britain? Stone Age to Iron Age	How advanced were the civilizations around 3000 years ago? Ancient Egyptians	What did the Ancient Greeks give the world? Ancient Greeks
Year 4	Who were the Romans and why were they so powerful? The Romans	What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England? Anglo-Saxons and Vikings	How has electricity changed our lives over the last 100 years? Technology through the 20th and 21st Centuries
Year 5	Viking Settlements in Britain	Who were the Victorians? The Victorians	The Maya
Year 6	What was the impact of the World War 1 on the United Kingdom? World War I	How has crime and punishment changed through the ages? Crime and Punishment	Local History – Battle of Cropredy

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National Curriculum at Key Stage 1		
<ul style="list-style-type: none"> • 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 or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 		
Skills and Progression		
	Year 1	Year 2
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Recall some facts about people/events before living memory. • Say why people may have acted the way they did. • Explain why Britain has a special history by naming some famous events and some famous people • Appreciate that some famous people have helped our lives be better today. • Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. • Understand that we have a queen who rules us and that Britain has had a king or queen for many years. • Explain what is meant by a parliament. • Begin to identify the main differences between old and new objects • Identify objects from the past, such as vinyl records 	<ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history. • Recount some interesting facts from an historical event, such as where the ‘Fire of London’ started • Give examples of things that are different in their life from that of their grandparents when they were young. • Explain why Britain has a special history by naming some famous events and some famous people. • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.
Historical enquiry	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” • Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about the past. • Use a wide range of information to answer questions. • Find out something about the past by talking to an older person.

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	<ul style="list-style-type: none"> • Research about a famous event that happens in Britain and why it has been happening for some time • Ask and answer questions about old and new objects. • Spot old and new things in a picture. • Answer questions using an artefact/ photograph provided. • Give a plausible explanation about what an object was used for in the past? • Answer questions using a artefact/ photograph provided 	<ul style="list-style-type: none"> • Answer questions by using a specific source, such as an information book. • Research about a famous event that happened in Britain. • Research the life of a famous Briton from the past using different resources to help them.
Chronological understanding	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. • Put up to three objects/photographs in chronological order (recent history). • Use words and phrases like: old, new and a long time ago • Recognise that a story that is read to them may have happened a long time ago • Use words and phrases to describe the past • Retell a familiar story set in the past • Tell me about things that happened when they were little • Know that some objects belonged to the past • Explain how they have changed since they were born 	<ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. • Use words and phrases like: before I was born. • Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning. • Use the words ‘past’ and ‘present’ accurately. • Use a range of appropriate words and phrases to describe the past. • Sequence a set of events in chronological order and give reasons for their order.
Historical Interpretation	<ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> • Look at and use books, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

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Organisation and communication	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
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Vocabulary			
Year 1		Year 2	
building	when my parents were young	past	monarchy
people	when my grandparents were young	present	timeline
events	long time ago	then	period
living memory	a very long time ago	now	chronological order
old	then	differences	sequence
new	memories	similarities	eyewitness
objects	timeline	evidence	historic
past	order	significant	building(s)
present	what	changes	local area
now	where	time	recently
yesterday	when	life	modern
last week	picture	people	decade(s)
when I was younger	photograph	transport	century(ies)
before I was born	rich	church	before
after I was born	poor	religion	after
		belief	what
		events	where
		monarch	when
		king	why
		queen	
		parliament	

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Key Stage 2 National Curriculum
<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its impact on Britain. • Britain’s settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. • 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. • 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

Skills and Progression		
	Year 3	Year 4
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past. • Appreciate that the early Brits would not have communicated as we do or have eaten as we do. • Begin to picture what life would have been like for the early settlers. • Recognise that Britain has been invaded by several different groups over time. • Realise that invaders in the past would have fought fiercely, using hand to hand combat. • Suggest why certain events happened as they did in history. • Suggest why certain people acted as they did in history. 	<ul style="list-style-type: none"> • Use evidence to describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. • Describe how some of the things I have studied from the past affect/influence life today. • Explain how events from the past have helped shape our lives. • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. • Know that people who lived in the past cooked and travelled differently and used different weapons from ours. • Recognise that the lives of wealthy people were very different from those of poor people. <p style="margin-left: 20px;">Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>

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Historical enquiry	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. • Research a specific event from the past. • Use their 'information finding' skills in writing to help them write about historical information. • Through research, identify similarities and differences between given periods in history. 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. • Research two versions of an event and say how they differ. • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. • Give more than one reason to support an historical argument. <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>
Chronological understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. • Describe events and periods using the words: BC, AD and decade. • Describe events from the past using dates when things happened. • Use a timeline within a specific time in history to set out the order things may have happened. • Use their mathematical knowledge to work out how long ago events would have happened • Describe events and periods using the words: ancient and century. 	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. • Plot recent history on a timeline using centuries. • Place periods of history on a timeline showing periods of time. <p>Use their mathematical skills to round up time differences into centuries and decades.</p>
Historical Interpretation	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others.

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Organisation and communication	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
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Vocabulary			
Year 3		Year 4	
culture	soldiers	evidence	settlement(s)
leisure	settlements	artefact(s)	culture
ancient	buildings	version	leisure
ancient civilisation	sources	importance	religion
archaeology	evidence	difference	belief(s)
excavate	artefacts	similarities	missionary
lifestyle	BC – Before Christ	compare	monastery
religion	AD – Anno Domini	contrast	ancient civilisation
belief(s)	chronological order	influence	myths
invade	era	life	legends
invasion	period	lifestyle	invade
empire	decade(s)	archive	empire
conquer	century(ies)	timeline	conquer
conquest	prehistory	chronological order	conquest
resist	importance	approximately	resist
revolt	significance	BC – Before Christ	revolt
legacy	similarities	AD – Anno Domini	legacy
achievement(s)	differences	era	achievement(s)
local	compare	period	democracy
myths	contrast	century(ies)	
legends		decade(s)	
army			

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	Year 5	Year 6
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Describe historical events from the different period/s they are studying/have studied. • Make comparisons between • historical periods; explaining things that have changed and things which have stayed the same. • Appreciate that significant events in history have helped shape the country we have today. • Explain the role that Britain has had in spreading Christian values across the world. • Begin to appreciate that how we make decisions has been through a Parliament for some time. • Have a good understanding as to how crime and punishment has changed over the years. 	<ul style="list-style-type: none"> • Give own reasons why changes may have occurred, backed up by evidence. • Explain the differences found between people, events and artefacts studied. • Use evidence to support how historical events studied affect/influence life today. • Support using evidence links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Summarise how Britain has had a major influence on world history. • Appreciate that significant events in history have helped shape the country we have today • Recognise and describe differences and similarities/ changes and continuity between different periods of history. • Describe historical events from the different period/s they are studying/have studied. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.
Historical enquiry	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer.

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	<ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question. • Appreciate how historical artefacts have helped us understand more about British lives in the present and past. 	<ul style="list-style-type: none"> • Identify and explain their understanding of propaganda. • Describe a key event from Britain’s past using a range of evidence from different sources. • Have a good understanding as to how crime and punishment has changed over the years. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same • Appreciate how historical artefacts have helped us understand more about British lives in the present and past.
Chronological understanding	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. • Use dates and historical language in their work. • Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.. • Use their mathematical skills to work out exact time scales and differences as need be. 	<ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. • Say where a period of history fits on a timeline. • Place a specific event on a timeline by decade. • Use their mathematical skills to work exact time scales and differences as need be. • Use dates and historical language in their work. • Describe a key event from Britain’s past using a range of evidence from different sources. • Place features of historical events and people from past societies and periods in a chronological framework. • Appreciate that significant events in history have helped shape the country we have today. • Use their mathematical skills to work exact time scales and differences as need be.

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Historical Interpretation	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.
Organisation and communication	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <p>Plan and present a self-directed project or research about the studied period.</p>

Vocabulary			
Year 5		Year 6	
archives	peasant(s)	archives	technology
artefacts	monarchy	artefacts	political
enquiry	monastery	enquiry	cultural
source (primary source)	migration	affect	entertainment
interpretation (secondary source)	empire	effect	propaganda
opinion	conquer	source (primary source)	civilisation
fact	invade	interpretation (secondary source)	empire
reliable	invasion	biased	conquer
change	revolt	opinion	invade
continuity	resistance	fact	invasion
consequences	rebellion	reliable	revolt
influence	era	change	resistance
society(ies)	period	continuity	era
social	nation	consequences	period
religion	BC/BCE (Before Current Era)	society(ies)	BC/BCE (Before Current Era)
belief(s)	AD/CE (Current Era)	social	AD/CE (Current Era)
political	chronological order	religion	chronological order
cultural	millennium	belief(s)	millennium
heir			

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