

Whole School History Coverage (including Historical Skills)

Strand/Skills Progression				
Chronological Understanding (Historical Knowledge): <ul style="list-style-type: none"> ❖ Constructing the past ❖ Sequencing the past 		History Concepts: <ul style="list-style-type: none"> ❖ Change and development ❖ Cause and effect ❖ Significance and interpretations. 		Historical Enquiry: <ul style="list-style-type: none"> ❖ Planning and carrying out a historical enquiry ❖ Using sources as evidence
Year Group	Units	Chronological Understanding (Historical Knowledge)	History Concepts	Historical Enquiry
Nursery	-Toys from the past -Christmas celebrations -Ourselves: Family History/ changes over time. -Talk about the days of the week and the changes that occur over time: Forest School Seasons. -Past holidays	- Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). - Can I use time terms such as 'old' and 'new'?	- Can I show an understanding of growth, decay and changes over time? - Can I describe an event in my family e.g. a birthday?	-Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? - Can I describe what I see in a picture?
Reception/ The Den	-Ourselves: Family History. -Christmas in the past. -Traditional Tales - How things have changed over time (Toys, games etc). - Own families and how they have changed and grown up from babies to age 4. - Dinosaurs- extinction, evolution -Days of the week and the changes that occur over time	- Can I talk about past and present events in my own life and in the lives of family members? - Can I use time terms such as 'old, new, yesterday and tomorrow'?	- Can I make observations of animals and plants and explain why some things occur, and talk about changes? - Can I describe events in my family e.g. birthdays, weddings?	-Can I look closely at similarities, differences, patterns and change? - Can I make observations of animals and plants and explain why some things occur, and talk about changes? - Can I spot old and new things in a picture?



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<p>1</p>	<ul style="list-style-type: none"> -Family tree: what was it like when parents were children, grandparents were chn etc, clothes, technology -Great fire of London -Guy Fawkes - George Stephenson (The Rocket) 	<ul style="list-style-type: none"> - Can I put up to three objects in chronological order (recent history)? - Can I use words and phrases like: old, new and a long time ago? - Can I use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'? Can I tell others about things that happened when they were little? - Can I recognise that a story that is read to them may have happened a long time ago? - Can I understand that some objects belonged to the past? - Can I retell a familiar story set in the past? - Can I explain how they have changed since they were born? 	<ul style="list-style-type: none"> -Can I appreciate that some famous people have helped our lives be better today? - Can I begin to identify the main differences between old and new objects? - Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? -Can I 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? - Can I recognise that we celebrate certain events, because of what happened many years ago? 	<ul style="list-style-type: none"> - Can I spot old and new things in a picture? - Can I answer questions using an artefact/ photograph provided? - Can I give a plausible explanation about what an object was used for in the past? - Can I find out more about a famous person from the past and carry out some research on him or her? - Can I plan and find information about an event in the past? - Can I select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions?
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2	<ul style="list-style-type: none"> - Industrial Revolution (Darby family, Thomas Telford) - Inspirational People: Steve Jobs/ Neil Armstrong/Tim Berners Lee, Stephen Hawkins (living memory) - Florence Nightingale (significant person) 	<ul style="list-style-type: none"> - Can I use words and phrases like: before I was born, when I was younger? - Can I use phrases and words historical learning? - Can I understand securely and use a wider range of time terms. <i>E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'?</i> - Can I use the words past and present correctly? - Can I use a range of appropriate words and phrases to describe the past? - Can I sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> -Can I explain how my local area was different in the past? - Can I recount some interesting facts from an historical event, such as where the fire of London started? -Can I explain why Britain has a special history by naming some famous events and some famous people? - Can I explain why someone in the past acted in the way they did? 	<ul style="list-style-type: none"> -Can I answer questions using a range of artefacts/ photographs provided? - Can I answer questions by using a specific source, such as an information book? - Can I research the life of a famous Briton from the past using different resources to help them? - Can I research about a famous event that happens in Britain and why it has been happening for some time? Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?
<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>				
3	<ul style="list-style-type: none"> -Stone age -Bronze age & Iron age -Romans and Impact of them 	<ul style="list-style-type: none"> -Can I describe events and periods using the words: BC, AD and decade? - Can I describe events from the past using dates when things happened? - Can I use a timeline within a specific time in history to set out the order things may have happened? 	<ul style="list-style-type: none"> - Can I compare similarities and differences between present time and the period I am studying? -Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? 	<ul style="list-style-type: none"> -Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? - Can I use various sources of evidence to answer questions?

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		<ul style="list-style-type: none"> - Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened? - Can I summarise a key event? 	<ul style="list-style-type: none"> - Can I begin to picture what life would have been like for the early settlers? - Can I suggest why certain events happened as they did in history? - Can I explain how events from the past have helped shape our lives? 	<ul style="list-style-type: none"> - Can I use sources of information to help me learn about the past? - Can I use various sources of evidence to answer questions? - Can I research a specific event from the past to then write about? - Can I plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response?
4	<ul style="list-style-type: none"> -Britain's settlement by Anglo Saxons -The achievements of the earliest civilisations....an in depth study of Ancient Egypt 	<ul style="list-style-type: none"> -Can I describe events from the past using dates when things happened? - Can I describe events and periods using the words: ancient and century? -Can I use a timeline within a specific time in history to set out the order things may have happened? - Can I use my mathematical knowledge to work out how long ago events would have happened? Can I use my mathematical skills to round up time differences into centuries and decades? - Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<ul style="list-style-type: none"> - Can I identify reasons why different groups settled in the past? - Can I recognise that Britain has been invaded by several different groups over time? - Can I suggest why certain events happened as they did in history? -Can I suggest why certain people acted as they did in history? -Can I explain how events from the past have helped shape our lives? -Can I begin to appreciate why Britain would have been an 	<ul style="list-style-type: none"> -Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? - Can I use various sources to piece together information about a period in history? - Can I, through research, identify similarities and differences between given periods in history? - Can I research two versions of an event and say how they differ?



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			<p>important country to have invaded and conquered?</p> <ul style="list-style-type: none"> - Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	
5	<p>-Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the confessor</p> <p>-A non-European society: Mayan civilisation AD 900</p>	<ul style="list-style-type: none"> - Can I place periods of history on a timeline showing periods of time? - Can I use my mathematical skills to work exact time scales and differences as need be? - Can I use dates and historical language in my work? - Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? - Can I plot recent history on a timeline using centuries? - Can I use dates and historical language in my work? E.g. two centuries ago. 	<ul style="list-style-type: none"> -Can I describe historical events from the different period/s they are studying/have studied? - Can I explain how and why the Vikings were such successful travellers a how important this was to their success? - Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? (Viking settlement) - Can I begin to appreciate that how we make decisions has been through a Parliament for some time? - Can I appreciate that significant events in history have helped shape the country we have today? 	<ul style="list-style-type: none"> - Can I independently select different sources of information to plan an enquiry bases on The Vikings and The Maya? (photos/artefacts/information books/internet). - Can I refer to different sources in my written and oral answers? -Can I appreciate how historical artefacts such as pots/weapons have helped us understand more about British lives in the present and past? - Can I give more than one reason to support an historical argument based on The Vikings? - Can I give more than one reason to support an historical argument based on The Maya?

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			<p>Invasions/what have the Maya provided for us?</p> <ul style="list-style-type: none"> - Can I gain a good understanding as to how crime and punishment have changes over the years? Maya rituals. 	<ul style="list-style-type: none"> - Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?
6	<p>-Ancient Greece</p> <p>-Study of an aspect/ theme in British history post 1066.....World War Two</p> <p>A significant turning point in British history: the Victorians focus on Crime and Punishment</p>	<ul style="list-style-type: none"> -Can I say where a period of history fits on a timeline? - Can I place a specific event on a timeline by decade? - Can I place features of historical events and people from past societies and periods in a chronological framework? - Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 	<ul style="list-style-type: none"> - Can I summarise the main events from a specific period in history, explaining the order in which key events happened? - Can I summarise how Britain has had a major influence on world history? -Can I explain which period of Ancient Greek history was the most important, giving reasons for my choice? - Can I describe features of historical events and people from past societies and periods they have studied? - Can I recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> - Can I independently select different sources of information to plan an enquiry? - Can I evaluate the effectiveness of different sources (primary and secondary)? - Can I refer to different sources in my written and oral answers? -Can I identify and explain my understanding of propaganda? - Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? - Can I describe a key event from evidence from different sources? - Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?



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				- Can I evaluate the effectiveness of different sources?
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>				