History Progression of Knowledge and Skills

Key to understanding this document: Black = National Curriculum objectives Red = Skills to be taught Blue = Knowledge Green = Resources to be used

At The Discovery School we understand the importance of our children knowi<mark>ng m</mark>ore, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

<u>Area of</u>	<u>EYFS</u>	<u>Year 1</u>	Year 2	Year 3	Year 4	<u>Year 5</u>	<u>Year 6</u>
Learning							
Local Places to			West Mallinghigh	4	Canterbury Roman		Kings Hill WW2 trail
visit		555 116	street (local houses	4 3 3	Museum		
			from the past and	A 50			
			present)	120.00	Roman painted house	3	
			TI 0		Dover		
Knowledge to	Family trees	The Gunpowder	The Great fire of	The Stone Age to	Anglo Saxons and	Vikings	The Home front
be taught –		Plot	London	Iron Age	Scots	Invasion	(WW2)
Events/Themes		 Timeline 	 Key events 	Houses	Invasion	Houses	Houses
		of events	 Timeline 	Food and farming	Houses	Food and farming	Food and farming
	1.0	rs The State of th	of events	Clothing	Food and farming	Clothing	Clothing
		Transport or toys		Art	Clothing	Gods	Kings Hill in WW2
		through the ages		Tools	Battle of Hastings	Burials	The windrush
		1 155		Transport		Transport - long	generation
	100	133			Romans	boats	
		21:			Invasion	rhad .	Mayans
		7		The Ancient Greeks	Houses		Houses
		2-4		Houses	Food and farming		Food and farming
				Food and farming	Clothing	Ancient Egypt	Clothing
		60		Clothing	Art	Houses	Gods
		1.5		Art	Roman Gods	Food and farming	Burials
		12//		The Olympics	Roman Inventions –	Clothing	Democracy
				Greek Gods	roads, baths,	Gods	,
				Democracy	central heating	Burials	
				= = = = = = = = = = = = = = = = = = = =			
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Knowledge to be taught – People/places		King James I Guy Fawkes Neil Armstrong (Spacecraft) Amelia Earhart (Planes) Christopher Columbus (Boats) Quentin Blake (Local)	Samuel Pepys Christopher Wren Florence Nightingale Edith Cavell Dame Kelly Holmes (local)	Skara Brae Stonehenge Iron age hill forts	William of Normandy and King Harold Sutton Hoo Roman gods: Neptune, Apollo, Pluto, Hercules,	Viking Gods: Thor and Loki Valley of the Kings Tutankhamun Egyptian Gods	
	At the end of each a	academic year, the clas		virtual) will be passed t e and use it as a visual	o the next teacher, so t	hat the children can co	ontinue to add to the
Chronological	Reception	- Sequence objects	Recount changes in	Uses timelines to	Uses words and	Further develop the	Use timelines to
understanding	Comment on	in order of age e.g.	own life over time.	show their birth,	phrases: century,	use of a horizontal	place events,
	images of familiar	banana, teddy,		start or pre-school,	decade, BC, AD,	timeline to include	periods and cultural
	situations in the	shirt	Order the events of	parent's birth,	after, before,	all epochs studied	movements from
	past.	- Sequence events	a story	grand-parent's	during.	to date: Stone	around the world.
		- Uses words and		birth, start of		Henge built	
	Compare and	phrases: old, new,		school, birth of	- Plots the periods	3000BC, Roman	Use timelines to
	contrast characters	young, days, the		Jesus, Great Fire of	being studied on a	invasion 43AD,	demonstrate
	from stories,	months.		London 1666 and	horizontal timeline	Bronze Age – Iron	changes and
	including figures	- 1920		Stone Henge built	that also shows	Age 1200 – 500 BC,	developments in
	from the past.	- Remembers parts		3000BC.	more recent key	Alfred the Great	culture, technology,
		of stories and			events: Stone	ruled from 871,	religion and society.
		memories about		- Understands	Henge built	Great Pyramid built	
	<u>ELG</u>	the past		timeline can be	3000BC, Roman	2560BC,Great Fire	Describe main
	Talk about the lives	0	CONTRACTOR OF THE PARTY OF THE	divided into BC and	Invasion 43AD,	of London 1666,	changes in a period
	of people around	133		AD. Understand the	Birth of Jesus, Fire	first moon landing	in history using
	them and their		100	Stone Age Period in	of London 1666,	1966, Elizabeth II	words such as:
	roles in society.			relation to the birth	First Moon landing	born 1926, World	social, religious,
				of Jesus.	1966, birth of	War I 1914-1918.	political,
	Know some				Queen Elizabeth II		technological and
	similarities and		100	Encourage all	1926, own birth.	Encourage all	cultural.
	differences			children to learn		children to learn	

t cc e v v ii	chetween things in the past and now, drawing on their experiences and what has been read in class. Understand the coast through settings, characters and events encountered in cooks read in class and storytelling.	ANG LITES YOU CAN AND AND AND AND AND AND AND AND AND A		these key dates by heart. WT children to use the timeline from the previous year.	Name and place dates of significant events on a timeline, updating it throughout the topic. Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.	these key dates by heart. WT children to use the timeline from the previous year.	Name the date of any significant event studied from the past and places it correctly on a timeline. Dates should include: All events studied to date including the new events of: Power of Steam engine 1663-1801, Railways 1802-1830, End of African slavery 1888, 1926, World War I 1914-1918, World War II 1939-1945, Internet 1983. Encourage all children to learn these key dates by heart. WT children to use the timeline from the previous year.
Knowledge and understanding		Tell the difference between past and present in their own life time. Victorian classroom compared to Today's	Uses information to describe differences between then and now in history. On a local area walk, identify old and new buildings e.g.	Uses evidence to describe past. Uses evidence to find out how events may have changed during a time period.	Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life,	Identifies changes within and across historical periods. Identifies some social, cultural, religious and ethnic diversities of	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.

between pastand present in either British or global history Recount main events from a key historical event Recount main events from a key historical event from a vents and objects studied in attitudes may have occurred, backed up with evidence. Gives own reasons why changes may have occurred, backed up with evidence. Describes how some changes and fettle froday. Make links between some features of past societies and today. Recount main attitudes may have occurred, backed up with evidence or rich and poor. Identifies how and attitudes may have occurred, backed up with evidence. Recount main attitudes may have occurred, backed up with evidence or rich and poor. Identifies how any of above may have occurred, backed up with evidence. Recount main attitudes may have occurred and offerences between its or rich and offerences between its or rich and attitudes may have occurred. Recount main attitudes	- 1 1166			1 1 6 1		
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		9		10		Describes how some changes affect life today. Make links between some features of past societies and today.
Interpretation	Begins to identify and recount some details from the past from sources (e.g. pictures, stories). Compare key historical figures from different periods	Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). Compare 2 historical figures from different periods to learn why they did what they did.	Looks at 2 versions of the same event and identifies differences in the accounts.	Gives reasons why there may be different accounts of history.	Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
<u>Enquiry</u>	Finds answers to simple questions about the past from sources of	Looks carefully at pictures or objects to find information about the past.	Ask questions such as:	Understands the difference between primary and	Ask a range of questions about the past.	Identify and use different sources of information and artefacts.

	information (e.g. pictures, stories).	Ask and answer	'How did people? What did	secondary sources of evidence.	Chooses reliable sources of evidence	Evaluate the
	p. eta. es, eta. es,.	questions such as:	people do for?'	0.00.00.	to answer	us eful ness and
	Investigate a	'what was it like for	Suggests sources of	Uses documents,	questions.	accurateness of
	significantlocal	a?'	evidence to use to	printed sources,		different sources of
	person	'What happened in	help answer	the internet,	Realises that there	evidence.
	9.0	the past?'	questions.	databases, pictures,	is often not a single	
	0.00	'How long ago did		photos, music,	answer to historical	Select the most
		happen?'	Uses printed	artefacts, historic	questions.	appropriate source
			sources, the	buildings and visits		of evidence for
	1 1 m	Investigate a	internet, pictures,	to collect	Uses documents,	particulartasks.
	6.9	significant local	photos, music,	information about	printed sources,	Form own opinions
		person	artefacts, historic	the past.	the internet,	about historical
	- 11		buildings and visits		databases, pictures,	events from a range
	7	1000	to collect	ARCHIO III	photos, music,	of sources.
		200	information about		artefacts, historic	
			the past.		buildings and visits to collect	
			100			
	101				information about	
			- 11		the past.	
Organisation and	Shows knowledge	Describe people	Uses dates and	Discusses most	Presents structured	Present information
<u>communication</u>	and understanding	and events.	terms with	appropriate ways	and organised	in an organised and
	about the pastin		increasing	to present	findings about the	clearlystructured
	different ways (e. g.	Write own date of	accuracy.	information,	pastusing	way.
	role-play, drawing,	birth.		realising that it is	speaking, writing,	
	writing and talking).		Discuss different	for an audience.	maths, ICT, drama	Make use of
	02	Write simple	ways of presenting		and drawing skills.	different ways of
	(5)	stories and	information for	Presents findings		presenting
		recounts about the	different purposes.	about past using	Uses dates and	information.
		past.		speaking, writing,	terms accurately.	
			Presents findings	maths (data		Present information
		Draw and label	about past using	handling), ICT,	Chooses most	in the most
		diagrams and write	speaking, writing,	drama and drawing	appropriate way to	appropriate way (e.
		about them to tell	ICT and drawing	skills.	present	g. written
		others about	skills.			explanation/tables

		Make accurate use of specific dates and terms.
Uses words and phrases: old, new, young, days, the months. Uses words and phrases such as: recently, before, after, now, later, past and present. Uses words and phrases: century, decade. Uses words and phrases: century, decade. Uses words and phrases: century, decade. I uses subject specific words such as monarch, settlement, or invader.	Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.	Propaganda, civilisation, misinformation, influence and society