

Curriculum Progression planning Subject: **History**

Year 1

Skill
Observe or handle evidence to ask questions and find answers to questions about the past.
Ask questions such as: What was it like for people? What happened? How long ago?
Use artefacts, pictures, stories, online sources and databases to find out about the past.
Describe historical events - Neil Armstrong and the moon landing
Ask questions such as: What was it like for people? What happened? How long ago?
Describe significant people from the past Neil Armstrong and the moon landing/Amelia Earhart
Recognise that there are reasons why people in the past acted as they did.
Place events and artefacts in order on a time line.
Label time lines with words or phrases such as: past, present, older and newer.
Recount changes that have occurred in their own lives.
Use dates where appropriate.
Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Show an understanding of the concept of nation and a nation's history.

Knowledge
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Neil Armstrong Katherine Johnson Mae Jemison and the moon landing
Events beyond living memory that are significant nationally or globally Toys/Victorian life Samuel Coleridge-Taylor British empire - established in India in Victorian times. Link with finding out about toys in Pakistan and India? Amelia Earhart Walt Braithwaite (USA) Boeing Engineer (Jamaican born) Bessie Coleman

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**

Year 2

Skill

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Describe historical events

Identify some of the different ways the past has been represented

Describe significant people from the past

Recognise that there are reasons why people in the past acted as they did.

Place events and artefacts in order on a timeline.

Label timelines with words or phrases such as: past, present, older and newer.

Use dates where appropriate.

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Show an understanding of the concept of nation and a nation's history.

Knowledge

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**

Brunel/Great Fire of London
Significant historical events, people and places in their own locality.
Brunel
Events beyond living memory that are significant nationally or globally Great Fire of London

Year 3

Skill
Give a broad overview of life in Britain from ancient until medieval times
Place events, artefacts and historical figures on a timeline using dates
Understand the concept of change over time, representing this, along with evidence, on a timeline
Compare some of the times studied with those of other areas of interest around the world.
Use evidence to ask questions and find answers to questions about the past.
Suggest suitable sources of evidence for historical enquiries.
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
Describe changes that have happened in the locality of the school throughout history.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Describe the social, ethnic, cultural or religious diversity of past society.

Knowledge
Changes in Britain from the Stone Age to the Iron Age
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study Mayan civilization c. AD 900;
Local study with comparison to post 1066 Local buildings and changes The Seven saints of ST Pauls
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Local buildings and changes The Seven saints of ST Pauls

Year 4

Skill
Give a broad overview of life in Britain from ancient until medieval times.
Place events, artefacts and historical figures on a time line using dates
Understand the concept of change over time, representing this, along with evidence, on a timeline
Understand the concept of change over time, representing this, along with evidence, on a timeline
Use dates and terms to describe events
Use evidence to ask questions and find answers to questions about the past
Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history
Describe changes that have happened in the locality of the school throughout history
Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
Suggest causes and consequences of some of the main events and changes in history
Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none">• dates• time period• era• change• chronology.

Knowledge
The Roman Empire and its impact on Britain https://www.history.co.uk/article/the-history-of-black-britain-roman-africans
A local history study Frys
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

Year 5

Skill
Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Use dates and terms accurately in describing events.
Identify continuity and change in the history of the locality of the school.
Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
Use original ways to present information and ideas.
Use sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices.
Use sources of information to form testable hypotheses about the past.
Seek out and analyse a wide range of evidence in order to justify claims about the past

Knowledge
Study of an aspect of history beyond 1066
Castles
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Indus Valley Links to Pakistan
Local History study Bristol Highway woman

Year 6

Skill
Identify continuity and change in the history of the locality of the school.
Use sources of evidence to deduce information about the past.
Select suitable sources of evidence, giving reasons for choices
Use sources of information to form testable hypotheses about the past.
Seek out and analyse a wide range of evidence in order to justify claims about the past.
Identify periods of rapid change in history and contrast them with times of relatively little change.
Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)
Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Use dates and terms accurately in describing events.
Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.
Understand that no single source of evidence gives the full answer to questions about the past.
Compare some of the times studied with those of the other areas of interest around the world.
Describe the social, ethnic, cultural or religious diversity of past society.
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Refine lines of enquiry as appropriate

Knowledge
Aspect of history beyond 1066
World War 1
Walter Tull Lionel Turpin Charles Wotten https://www.thehistorypress.co.uk/articles/black-women-of-world-war-one/
Local History Study The Bristol Bus Boycott
Aspect of history beyond 1066

Ancient Greece – a study of Greek life and achievements and their influence on the western world