

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Autumn</b>	<b>History of Orchard Lea</b> <b>My Personal History</b> Change and continuity, interpretation of the past, historical enquiry	<b>Polar regions/climate change</b>	<b>Changes in Britain from the Stone age until the Iron Age</b>			
<b>Spring</b>	<b>Great Fire of London</b> Chronological understanding, cause and consequence, historical enquiry  <b>HMS Victory</b> Significance, historical enquiry	<b>The Victorians</b> (childhood and school)		<b>Britain's settlements: The Anglo- Saxons and the Scots</b>	<b>The Mary Rose</b>	<b>The Mayan civilisation</b>
<b>Summer</b>		<b>The Titanic</b>	<b>The Roman Empire and its impact on Britain</b>	<b>The Viking's and Anglo Saxon's struggle for the Kingdom on England</b>	<b>The achievements of the early civilisations: The Ancient Egyptians</b>	<b>A study of Ancient Greece life, achievements and influence on the world</b>



## Orchard Lea Federation- History: Progression of knowledge and skills (Infant)

		<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>End of Key Stage Expectations</b>
<b>Key skills</b>	<b>Chronological understanding</b>	<b>As a historian:</b> I understand how I and my family change over time. I can describe how change is different for different people and that changes can also be different.	<b>As a historian:</b> I can recognise the difference between 'old' and 'new' I know where some basic events fit on a timeline, relating to their topic I can place some basic events onto a timeline and use this to support the retelling of past events.	<b>As a historian:</b> I can record some events onto a timeline. I know where some key people fit on a timeline. I can remember a few significant names and dates. I can use common words and phrases related to the passing of time (now, then, before)	Pupils should be taught about:  • changes within living memory – where appropriate, these should be used to reveal aspects of
	<b>Change and continuity</b>	I can explore idea of change in the future – what can I do now that I couldn't – how will I change into year 1?	<b>As a historian:</b> I can explain how something is the same or different in the past I can develop a sense of time and how fast things change (eg. differences between changes in mine / my parents / my grandparents lifetimes).	<b>As a historian:</b> I can say how lifestyles (work, school, play etc.) were the same or different in the past. I can describe differences between 'then' and 'now'. I can discuss the speed of change - sometimes in slow increments, sometimes in leaps.	

	Cause and consequence	I can think about memory and identify a special memory. I can explore how we are similar and different to people in our school community.	<u>As a historian:</u> I can show an understanding of some key events. I can start to think about the reasons why things might change (eg. improvements in technology / making life easier / more fun).	<u>As a historian:</u> I can recount key events from the past in my own words and begin to explain why these events happened. I can begin to think about the impact that historical events have had on modern life.	<ul style="list-style-type: none"> <li>change in national life</li> <li>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]</li> <li>the lives of significant individuals in the past who have contributed to national and</li> </ul>
	Significance	I can explore how I am similar and different to people in my class. I can listen to stories from different time periods.	<u>As a historian:</u> I can begin to understand why events being studied are important. I can use phrases such as now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger.	<u>As a historian:</u> I can understand why people and events being studied are important. I can begin to express preferences and justify them with evidence / facts (eg. Who was the greatest explorer?)	
	Interpretation of the past	I can use stories to explore fact vs fiction. I can ask questions to find out more about real people from books.	<u>As a historian:</u> I can use stories to distinguish between fact and fiction. I can compare adults talking about the past and consider how reliable their memories are.	<u>As a historian:</u> I can compare 2 versions of a past event. I can compare pictures or photographs of people or events in the past. I can discuss reliability of photos/ accounts/stories.	
	Historical enquiry	I can explore what the world is and who lives in it. I understand that people live in different countries.	<u>As a historian:</u> I can ask and answer some historical questions. I can sort pictures / objects / events into 'old' and 'new'	<u>As a historian:</u> I can ask and answer historically relevant questions. I can use historical vocabulary (eg. past, present, recently, years, decades, centuries). I can compare events from different periods in history (eg. different discoveries/voyages).	

	Characteristic features of the period/ society studied	<p>I can explore how life is different in different countries. I can listen to stories from other countries and consider how are they similar and different to us.</p>	<p><u>As a historian:</u> I can recognise the difference between past and present in my own and others' lives. I know and can recount episodes from stories about the past.</p>	<p><u>As a historian:</u> I can recognise why people did things, why events happened and what happened as a result. I can identify differences between ways of life at different times</p>	<p>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]</p> <ul style="list-style-type: none"> <li>• significant historical events, people and places in their own locality</li> </ul>
vocabulary	<p><b><u>Year R Vocab:</u></b> <b><u>Chronological understanding:</u></b> A long time ago, Same/Different, Change, Family, People, Lives, History, World, Countries, Fact, Fiction, Past/Now, Modern, Old, New, Touch, See, Smell, Hear <b><u>Historical enquiry:</u></b> Discuss, Listen, Questioning, Finding out, Order, Compare</p>	<p><b><u>Year 1 and 2 Vocab:</u></b> <b><u>Chronological understanding:</u></b> Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern, Chronological time consolidation, Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries <b><u>Historical enquiry:</u></b> Curiosity, Detective, Investigate, Ask, Question, Object, Artefacts, Books, Pictures, Photographs, Newspapers, Websites, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important, , Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p>			



# Orchard Lea Federation- History: Progression of knowledge and skills (Junior)

		Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Key Skills	Chronological understanding	<p><u>As a historian:</u> I can develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). I can place events of British history on a timeline, using dates. I can begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century)</p>	<p><u>As a historian:</u> I can position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age, Guy Fawkes) I can separate out timeline of Britain from global events and recognise that some events are more globally important than others.</p>	<p><u>As a historian:</u> I can develop a clear understanding of the order of the time periods that I have studied (covering all units from KS1 &amp; KS2) I can place world history events on a timeline using the correct dates and labels.</p>	<p><u>As a historian:</u> I have a clear understanding of the order of the time periods that I have studied (covering all units from KS1 &amp; KS2). I can comment on trends that happen over time. I can annotate a timeline with historical terms and facts, showing a sense of historical scale.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations – an</li> </ul>
	Change and continuity	<p><u>Ask a historian:</u> I can investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. I can explore change at a local level, investigating the impact of national and global events.</p>	<p><u>Ask a historian:</u> I can ask and answer questions about changes, similarities and differences. I can begin to have an understanding of broader trends / themes over time. I can explore differences between different people living at the same time.</p>	<p><u>Ask a historian:</u> I can discuss changes, similarities and differences. I can deepen my understanding of trends/themes over time. I can describe what life was like for people living at the same point (rich/ poor, military/civilians etc.)</p>	<p><u>As a historian:</u> I can ask and answer questions about changes, similarities and differences and challenge responses. I can discuss and debate trends and themes over time. I can describe changes across an historical period (considering social, political, cultural and technological changes).</p>	
	Cause and consequence	<p><u>As a historian:</u> I can question, investigate and give reasons for events in the past (eg. why did the first Roman invasions of Britain fail, but later ones were successful?) I can describe the impact of events in the more distant past on modern life (eg. the legacy of the Roman Empire for modern Europe).</p>	<p><u>As a historian:</u> I can independently question the reasons behind historical events and changes. I can give increasingly historically accurate answers to these questions. I can describe how events/ people being studied have had an impact on the modern world.</p>	<p><u>As a historian:</u> I can ask and answer clear and accurate questions about what happened. I can Ask 'why' questions to further my historical understanding. I can debate and discuss different opinions about historical causes and consequences.</p>	<p><u>As a historian:</u> I can independently ask and answer clear and accurate questions about the past. I can discuss and compare a range of plausible causes and consequences. I can investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives.</p>	

	<b>Significance</b>	<u>As a historian:</u> I can ask and answer questions about how and why events and people being studied are significant. I can express preferences and personal responses to topics being studied and back-them up with evidence / facts.	<u>As a historian:</u> I can ask and answer questions about how and why events/people are significant. I can show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.	<u>As a historian:</u> I have a deeper understanding that historical knowledge comes from a range of sources. I can understand that there can be many versions of the same events in history, giving reasons why these may exist.	<u>As a historian:</u> I can recognise that some events and people are more significant than others, and use evidence to back-up responses. I can understand that historical knowledge comes from a range of sources. I can make links between historical events, changes and cultures across a range of periods studied.	<p>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</p> <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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</li> </ul>
	<b>Interpretation of the past</b>	<u>As a historian:</u> I can identify and give reasons for different ways in which the past is represented. I can distinguish between different sources – compare different versions of the same story. I can look at representations of the period – museum, cartoons etc.	<u>As a historian:</u> I can look at the evidence available. I can begin to evaluate the usefulness of different sources. I can use text books and historical knowledge.	<u>As a historian:</u> I can compare accounts of events from different sources – fact or fiction. I can offer some reasons for different versions of events.	<u>As a historian:</u> I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet for research.	
	<b>Historical enquiry</b>	<u>As a historian:</u> I can construct relevant questions about history and begin to suggest how these might be answered. I can carry out a local history study (how did history shape our area? What evidence can we still find?) I can use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.	<u>As a historian:</u> I can ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between primary and secondary sources. I can use historical terms correctly.	<u>As a historian:</u> I can select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. I can draw conclusions on what happened based on studying a range of sources.	<u>As a historian:</u> I can consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. I can reach conclusions on what happened based on the study of a range of sources. I can reflect on enquiries and identify ways in which they could be improved or extended.	

	<b>Characteristic features of the period/ society studied</b>	<u>As a historian:</u>  I can find out about every day lives of people in time studied. I can compare with our life today.  I can identify reasons for and results of people's actions.  I can understand why people may have wanted to do something.	<u>As a historian:</u>  I can use evidence to reconstruct life in period studied.  I can identify key features and events of period studied.  I can look for links and effects in period studied.  I can offer a reasonable explanation for some events.	<u>As a historian:</u>  I can study different aspects of different people - differences between men and women. I can examine causes and results of great events and the impact on people. I can compare life in early and late 'periods' studied. I can compare an aspect of life with the same aspect in another period.	<u>As a historian:</u>  I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. I can compare beliefs and behaviour with another period studied. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation. I know key dates, characters and events of period studied.	
	<b>vocabulary</b>	<b><u>Year 3 and 4 Vocab:</u></b> <b><u>Chronological understanding:</u></b> Chronological time consolidation, AD/BC, Eras, Timeline, Period, Millennium, Thousands of years <b><u>Historical enquiry:</u></b> Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Second-hand evidence		<b><u>Year 5 and 6 Vocab:</u></b> <b><u>Chronological understanding:</u></b> Chronological time consolidation, Short and long- term timescales, AD/BC (BCE), Difference and significance, Cause, Consequence, Similarity, Trends, Anachronism, Legacy <b><u>Historical enquiry:</u></b> Primary source, Secondary source, Reliability, Sift arguments, Suggest, Compare, Contrast, Collect, Record, Analyse trends, Analyse Conclusions, Advancements, Interpretations, Influence, Hypothesis, Biased, Motive, Propaganda.		