



Orchard Lea Federation- History: Progression of knowledge and skills

Overview

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



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

		Reception	Year 1	Year 2	End of Key Stage Expectations
Disciplinary Knowledge	Chronological understanding	<p>As a historian: 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.</p>	<p>As a historian: 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.</p>	<p>As a historian: 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) Polar regions – climate change</p>	<p>Pupils should be taught about:</p> <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
	Change and continuity Difference and Similarity	<p>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? 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.</p>	<p>As a historian: 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).</p>	<p>As a historian: I can say how lifestyles (work, school, play etc.) were the same or different in the past. Victorians I can describe differences between ‘then’ and ‘now’. I can discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>	
	Cause and consequence	<p>I can explore how I am similar and different to people in my class. I can listen to stories from different time periods.</p>	<p>As a historian: 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).</p>	<p>As a historian: 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. Victorians</p>	
	Significance	<p>I can use stories to explore fact vs fiction. I can ask questions to find out more about real people from books.</p>	<p>As a historian: 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.</p>	<p>As a historian: 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?) Titanic</p>	
	Interpretation of the past		<p>As a historian: 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.</p>	<p>As a historian: I can compare 2 versions of a past event. I can compare pictures or photographs of people or events in the past. - Titanic I can discuss reliability of photos/ accounts/stories.</p>	

	Historical enquiry	<p>I can explore what the world is and who lives in it.</p> <p>I understand that people live in different countries.</p> <p>I can explore how life is different in different countries.</p>	<p><u>As a historian:</u> I can ask and answer some historical questions. I can sort pictures / objects / events into 'old' and 'new'</p>	<p><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). – Polar regions and I can compare events from different periods in history (eg. different discoveries/voyages). – Polar regions and climate change</p>	<p>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]</p>
	Characteristic features of the period/ society studied	<p>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>	<ul style="list-style-type: none"> • significant historical events, people and places in their own locality

	vocabulary	<p><u>Year R Vocab:</u> <u>Chronological understanding:</u> A long time ago, Same/Different, Change, Family, People, Lives, History, World, Countries, Fact, Fiction, Past/Now, Modern, Old, New, Touch, See, Smell, Hear</p> <p><u>Historical enquiry:</u> Discuss, Listen, Questioning, Finding out, Order, Compare</p>	<p><u>Year 1 and 2 Vocab:</u> <u>Chronological understanding:</u> 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</p> <p><u>Historical enquiry:</u> 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>	
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Orchard Lea Federation– History: Progression of knowledge and skills (Junior)

		Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Disciplinary Knowledge	Chronological understanding	<p><u>As a historian:</u> Using a timeline, I can show understanding of date reversal BC/BCE and names given to each period in the Stone to Iron Age E.g. Neolithic</p> <p>On a timeline, I can show <u>duration</u> of historical periods Stone, Bronze and Iron Age. Use precise chronological vocab. E.g. Neolithic after Palaeolithic, Mesolithic age</p> <p>I can examine expansion of empire via timeline and world map</p>	<p><u>As a historian:</u> I can answer simple questions about before and after relating to timeline for period studied.</p> <p>I can show change over time with evidence on a timeline.</p> <p>I can describe where/when Vikings came from/ travelled to on world map & timeline.</p>	<p><u>As a historian</u> I can answer simple questions about before and after relating to a timeline for the period studied.</p> <p>I can understand historians give names to periods in the past with distinct characteristics.</p> <p>I can place period on a timeline showing duration and in relation to other times studied.</p> <p>I can compare durations/explore overlaps via timeline.</p> <p>I can compare locations via world map</p>	<p><u>As a historian:</u> I can show past civilisations overlap with others in different parts of the world and that their respective durations vary.</p> <p>I can use terminology legacy, period, continuity, social, religious, political, technological, and cultural.</p> <p>I can link current historical study to previous studies and make comparisons</p> <p>I can correctly use dates in relation to historical/archaeological period.</p> <p>I can accurately place civilizations studied in chronological order, taking into account overlap, duration and intervals between them.</p>	<p>Pupils should be taught about:</p> <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

	<p style="text-align: center;">Change and continuity Difference and Similarity</p>	<p><u>Ask a historian:</u> I can describe some changes and some things that stayed the same from Stone Age to Iron Age.</p> <p>I can describe and give examples of a range of changes from Stone Age to Iron Age</p>	<p><u>Ask a historian:</u> I can describe the changes in Britain with Saxon and Scots Settlement and identify how much the same stayed.</p> <p>I can describe with examples why there was a range of changes at particular points in history whilst some things stayed the same</p>	<p><u>Ask a historian:</u> I can explain changes during a particular period of history in 1 place and in different parts of the world and how they become more complex.</p> <p>I can show an overview of the kinds of things that significantly impact change and have an impact on human history.</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>	<ul style="list-style-type: none"> • 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
	<p style="text-align: center;">Cause and consequence</p>	<p><u>As a historian:</u> I can describe the causes and consequences of the Roman Invasion.</p> <p>I can describe with examples giving detail of the causes and consequences of the Roman invasion.</p> <p>I can question, investigate and give reasons for events in the past. I can describe the impact of events in the more distant past on modern life.</p>	<p><u>As a historian:</u> I can describe the causes and consequences of Viking Invasion of Britain Saxon Conflict</p> <p>I can describe with examples giving detail the causes and consequences of the Viking Invasion and struggle of Saxons and Vikings.</p> <p>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>	

Significance	<p><u>As a historian:</u> I can describe, with examples, the Roman impact on Britain at the time and over time.</p> <p>I can describe how its impact is not the same for everyone.</p> <p>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.</p>	<p><u>As a historian:</u> I can ask and answer questions about how and why events/people are significant.</p> <p>I can identify that significance reveals something about history or contemporary life.</p> <p>I can show empathy for people living in the past, recognising what their lives would have been like and how they would have felt.</p>	<p><u>As a historian:</u> Compare and contrast achievements of each civilization.</p> <p>I can recognise that some events and people are more significant than others, and use evidence to back-up responses.</p> <p>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.</p>	<p><u>As a historian:</u> I can explain which Ancient Greek achievements had an impact on different societies and the modern world.</p> <p>I can give a reasoned argument for which 3 Ancient Greek achievements had the most impact on different societies and the modern world.</p> <p>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>	<p>and their influence on the western world</p> <ul style="list-style-type: none"> 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
	Interpretation of the past	<p><u>As a historian:</u> I can recognise differences between different versions of the origins of Stonehenge and describe why is there more than 1 version. I can describe how different interpretations arise. I can explain that historical understanding is continuously revised, if we find new evidence we have to rewrite the past.</p>	<p><u>As a historian:</u> I can recognise differences between 2 accounts of Alfred The Great I can describe how different historical account versions of Alfred The Great arise. 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.</p>	<p><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.</p>	

	Historical enquiry	<p><u>As a historian:</u> I can describe in simple terms how sources of evidence reveal information about the past. I can recognise the absence of certain types of sources make it harder to draw conclusions. I can ask perceptive questions about the past. I can find and select and use suitable information/sources to formulate/ investigate a hypothesis.</p>	<p><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.</p>	<p><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 and recognise the absence of certain types of sources make it more difficult to draw conclusions.</p>	<p><u>As a historian:</u> I can select reliable source material to use evidence to answer question about the past and show an understanding why some source material maybe unreliable. I can develop a hypothesis for my point of view and give a reasoned argument based on evidence. I can reflect on enquiries and identify ways in which they could be improved or extended.</p>	
	Characteristic features of the period/ society studied	<p><u>As a historian:</u> I can describe a key characteristic of the Stone, Bronze and Iron Age. I can explain that not everyone in the Stone to Iron Age lived in the same way. I can use period specific vocab in your explanation.</p>	<p><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.</p>	<p><u>As a historian:</u> I can describe the main features associated with the Tudor period. I can give a simple explanation that not everyone in the past lived in the same way. E.g., Explain how life was different for people at different levels of Tudor society.</p>	<p><u>As a historian:</u> I can explain that people in the past had different ways of looking at their world and their relationship/responsibilities to it. I can identify and make links between significant characteristics of a period and others previously studied. (A.Greece to Tudor society).</p>	

	vocabulary	<p><u>Year 3 and 4 Vocab:</u> <u>Chronological understanding:</u> Chronological time consolidation, AD/BC, Eras, Timeline, Period, Millennium, Thousands of years <u>Historical enquiry:</u> 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</p>	<p><u>Year 5 and 6 Vocab:</u> <u>Chronological understanding:</u> Chronological time consolidation, Short and long- term timescales, AD/BC (BCE), Difference and significance, Cause, Consequence, Similarity, Trends, Anachronism, Legacy <u>Historical enquiry:</u> Primary source, Secondary source, Reliability, Sift arguments, Suggest, Compare, Contrast, Collect, Record, Analyse trends, Analyse Conclusions, Advancements, Interpretations, Influence, Hypothesis, Biased, Motive, Propaganda.</p>	
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