Orchard Lea Federation– History: Progression of knowledge and skills

Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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**	**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. 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. I can explore how I am similar and different to people in my class. I can listen to stories from different time periods. I can use stories to explore fact vs fiction. I can ask questions to find out more about real people from books.	History of Orchard Lea My Personal History As a historian: I know where some basic events fit on a timeline, relating to their topic The Great Fire of London As a historian: I can recognise the difference between 'old' and 'new' I can place some basic events onto a timeline and use this to support the retelling of past events	Polar Regions and climate change As a historian: I can use common words and phrases related to the passing of time (now, then, before) I can remember a few significant names and dates. The Victorians As a historian: I can record some events onto a timeline. I Know where some key people fit on a timeline.	Pupils should be taught about: • 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
	Change and continuity Difference and Similarity		History of Orchard Lea My Personal History 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).	The Victorians As a historian: 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'. Polar Regions and climate change As a historian: I can discuss the speed of change - sometimes in slow increments, sometimes in leaps.	
	Cause and consequence		The Great Fire of London 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).	The Titanic As a historian: I can recount key events from the past in my own words and begin to explain why these events happened. The Victorians As a historian: I can begin to think about the impact that historical events have had on modern life.	

	Significance	I can explore what the world is and who lives in it. I understand that people live in different countries. 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.	HMS Victory 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.	The Titanic 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?) (can also be used for Polar Regions)	individuals in 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]
	Interpretation of the past		History of Orchard Lea My Personal History 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.	Polar Regions As a historian: I can compare 2 versions of a past event. The Titanic As a historian: I can compare pictures or photographs of people or events in the past. I can discuss reliability of photos/ accounts/stories.	
	Historical enquiry		The Great Fire of London As a historian: I can sort pictures / objects / events into 'old' and 'new' I can ask and answer some historical questions. HMS Victory As a historian: I can ask and answer some historical questions.	The Titanic As a historian: I can ask and answer historically relevant questions. Polar Regions As a historian: 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		History of Orchard Lea My Personal History As a historian: I can recognise the difference between past and present in my own and others' lives. HMS Victory As a historian: I know and can recount episodes from stories about the past.	The Titanic As a historian: I can recognise why people did things, why events happened and what happened as a result. The Victorians As a historian: I can identify differences between ways of life at different times	• significant historical events, people and places in their own locality

	vocabulary	**Year R Vocab:** **Chronological understanding:** A long time ago, Same/Different, Change, Family, People, Lives, History, World, Countries, Fact, Fiction, Past/Now, Modern, Old, New, Touch, See, Smell, Hear **Historical enquiry:** Discuss, Listen, Questioning, Finding out, Order, Compare	**Year 1 and 2 Vocab:** **Chronological understanding:** 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 **Historical enquiry:** 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	

,

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**	**Changes in Britain from the Stone age until the Iron Age** As a historian I can sort artefacts/ pictures of artefacts from the stone, bronze and iron ages into chronological order **The Roman Empire and its impact on Britain** As a historian I know the dates of the Roman Empire/invasion of Britain. I can explain what chronology means.	**Britain's settlements: The Anglo- Saxons and the Scots** As a historian I understand who the Anglo-Saxons were and when they invaded then settled in Britain. I can locate this period on a timeline. **The Viking's and Anglo Saxon's struggle for the Kingdom on England** As a historian I can explain when and where the Vikings came from and why they raided Britain.	**The Mary Rose** As a historian Using a timeline, I can sequence the key events of the Mary Rose in chronological order. **The achievements of the early civilisations: The Ancient Egyptians** As a historian I can place the period on a timeline showing duration and in relation to other times studied.	**A study of Ancient Greece life, achievements and influence on the world** As a historian I can correctly use dates in relation to historical/archaeological period. **The Mayan civilisation** As a historian I can explain what the pre-classic period, classic period and post classic period was and plot these durations on a timeline. I can show past civilisations overlap with others in different parts of the world and that their respective durations vary.	Pupils should be taught about: • 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 • a local history study

	Change and continuity **Difference and Similarity**	**Changes in Britain from the Stone age until the Iron Age** <u>As a historian</u> I understand what life was like for people living in the different ages and identify differences and similarities. I understand what has changed and continued from each period. **<u>The Roman Empire and its impact on Britain</u>** <u>Ask a historian:</u> I can explore what changed and what aspects of life stayed the same under the Romans and for a period after they left.	**Britain's settlements: The Anglo- Saxons and the Scots** <u>As a historian:</u> I can describe the changes in Britain with Saxon and Scots Settlement and identify how much stayed the same. **The Viking's and Anglo Saxon's struggle for the Kingdom on England** <u>As a historian</u> I can compare the similarities and differences between Viking ships. I can compare Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.	**The Mary Rose** <u>As a historian</u> I can describe, with examples, how life was different for people at different levels of Tudor society. **The achievements of the early civilisations: The Ancient Egyptians** <u>As a historian</u> I can describe what life was like for people living at the same point (rich/ poor).	**A study of Ancient Greece life, achievements and influence on the world** <u>As a historian</u> I understand the range of Greek ideas, achievements and ways of life that are still current or influential today. **The Mayan civilisation** <u>As a historian</u> I can compare Mayan and Anglo Saxon life.	• 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

	Cause and consequence	**Changes in Britain from the Stone age until the Iron Age** <u>As a historian</u> I can question, investigate and give reasons for events in the past. **<u>The Roman Empire and its impact on Britain</u>** <u>Ask a historian:</u> I can describe the causes and consequences of the Roman Invasion.	**Britain's settlements: The Anglo- Saxons and the Scots** <u>As a historian:</u> I understand why the Anglo-Saxons came to Britain and can describe the causes and consequences of Britain Saxon Conflict **The Viking's and Anglo Saxon's struggle for the Kingdom on England** <u>As a historian</u> I understand how and why the Vikings invaded Britain. I can explain who King Ethelred II was and say when and why Danegeld was introduced.	**The Mary Rose** <u>As a historian</u> I can explain why the Mary-Rose sank, referring to primary and secondary sources. **The achievements of the early civilisations: The Ancient Egyptians** <u>As a historian</u> I can demonstrate a clear understanding as to why the Ancient Egyptians mummified people.	**A study of Ancient Greece life, achievements and influence on the world** <u>As a historian</u> I know how many aspects of Greek culture still influence life today: politics, language, mathematics, medicine, philosophy, theatre, drama and architecture. **The Mayan civilisation** <u>As a historian</u> I can independently ask and answer clear and accurate questions about the past.	Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a

	Significance	**Changes in Britain from the Stone age until the Iron Age** <u>As a historian</u> I can ask and answer questions about how and why events and people being studied are significant. **<u>The Roman Empire and its impact on Britain</u>** <u>Ask a historian:</u> I know who Boudicca is and what her impact on Roman Britain was	**Britain's settlements: The Anglo- Saxons and the Scots** <u>As a historian</u> I can talk about aspects of the Saxon legacy e.g. laws, language, place, names, major Christian centres etc **The Viking's and Anglo Saxon's struggle for the Kingdom on England** <u>As a historian</u> I can compare the significance of Anglo-Saxon kings during the Viking period. I can explain how the last Anglo-Saxon kings shaped Britain.	**The Mary Rose** <u>As a historian</u> I can analyse artefacts discovered on the Mary Rose to predict important roles on-board the ship. **The achievements of the early civilisations: The Ancient Egyptians** <u>As a historian</u> I can describe the Ancient Egyptian achievements. Drawing upon my own research, I can discuss aspects of Egyptians beliefs surrounding the afterlife.	**A study of Ancient Greece life, achievements and influence on the world** <u>As a historian</u> I can give a reasoned argument for which Ancient Greek achievements had the most impact on different societies and the modern world. I can explain the importance of the Olympic games in ancient Greek culture **The Mayan civilisation** <u>As a historian</u> Drawing upon my own research, I can discuss important Mayan achievements – mathematics, astronomy, written language, cities, pyramids/temples, farming and irrigation etc.	study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

	Interpretation of the past	**Changes in Britain from the Stone age until the Iron Age** As a historian I can question/ form my own opinions of the past. **The Roman Empire and its impact on Britain** Ask a historian: I can evaluate the impact of the Roman Empire on Britain	**Britain's settlements: The Anglo- Saxons and the Scots** As a historian: I can begin to evaluate the usefulness of different sources. **The Viking's and Anglo Saxon's struggle for the Kingdom on England** As a historian I can examine artefacts from the period and make inferences/predictions.	As a historian: **Mary-Rose** I can compare sources from the same era and discuss the reliability of the source. **The achievements of the early civilisations: The Ancient Egyptians** As a historian I can examine artefacts from the period and inferences/predictions. I can collect information about mummification from a variety of text sources.	**A study of Ancient Greece life, achievements and influence on the world** As a historian I can identify and compare the coverage of information in secondary sources. I can confidently use the library and internet for research. **The Mayan civilisation** As a historian I can explain reasons for past misinterpretations of the Maya, e.g. Not being able to read their writing or make sense of their carvings	

	Historical enquiry	**Changes in Britain from the Stone age until the Iron Age** As a historian I can ask and answer historically relevant questions. **Romans** I can ask questions and give reasons for events in the past. I can evaluate the impact of the Roman Empire on Britain	**Britain's settlements: The Anglo- Saxons and the Scots** As a historian I can ask and answer historically relevant questions. I can use historical terms correctly. **The Viking's and Anglo Saxon's struggle for the Kingdom on England** As a historian I can select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question.	**Mary Rose** As a historian I can compare sources from the same era and discuss the reliability of the source. **The achievements of the early civilisations: The Ancient Egyptians** As a historian I can draw conclusions on what happened based on studying a range of sources.	**A study of Ancient Greece life, achievements and influence on the world** As a historian 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 recognise the difference between primary and secondary sources. **The Mayan civilisation** As a historian I can select reliable source material to use as evidence to answer questions about the past and show an understanding why some source material maybe unreliable.	

	Characteristic features of the period/ society studied	**Changes in Britain from the Stone age until the Iron Age** <u>As a historian</u> I can describe a key characteristic of the Stone, Bronze and Iron age, mostly using period specific language. **<u>Romans</u>** I know where the Romans invaded and settled. I know the events of Hadrian's Wall**.** I know how and why the Romans built roads.	**Britain's settlements: The Anglo- Saxons and the Scots** <u>As a historian</u> I understand life in an Anglo-Saxon settlement. I can name the initial kingdoms and the people that settled plus some important leaders e.g. Offa, Redwald, Alfred **The Viking's and Anglo Saxon's struggle for the Kingdom on England** <u>As a historian</u> I can demonstrate knowledge of Viking settling and trading. I can identify and explain key aspects of Viking life.	**<u>Mary Rose</u>** I can describe the main features associated with the Tudor period using period specific language. **The achievements of the early civilisations: The Ancient Egyptians** <u>As a historian</u> I can sequence the steps in the mummification process by writing a set of instructions (including period specific language).	**A study of Ancient Greece life, achievements and influence on the world** <u>As a historian</u> I can explore key ideas and questions from Ancient Greek philosophy. **The Mayan civilisation** <u>As a historian</u> I can identify where in the world the Maya civilization existed. I can name modern countries that now occupy former Mayan lands. I can explore the religious beliefs of the Maya civilization. I can explain how we knew they existed and what happened to the civilization. I know the various jobs undertaken by the Maya civilization.	

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