



**Inkberrow Primary School**

# History

## Progression

**In this document you will find:**

- Substantive and disciplinary skills and knowledge for Year 1 - 6
- Yellow Boxes: The National Curriculum Expectations
- Black Targets: Expected Level
- Purple Targets: Greater Depth

# History Progressions Document – Inkberrow Primary School

## Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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 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]
- significant historical events, people and places in their own locality.

## Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

### **changes in Britain from the Stone Age to the Iron Age**

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge

# History Progressions Document – Inkberrow Primary School

## **the Roman Empire and its impact on Britain**

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army → successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

## **Britain's settlement by Anglo-Saxons and Scots**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture → Christian conversion – Canterbury, Iona and Lindisfarne

## **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

This could include:

- Viking raids and invasion → resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

## **A local history study**

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

## History Progressions Document – Inkberrow Primary School

### **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

- the changing power of monarchs using case studies such as John, Anne and Victoria
  - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - a significant turning point in British history, for example, the first railways or the Battle of Britain
- 
- 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 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 study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## History Progressions Document – Inkberrow Primary School

<i>National Curriculum</i>	<i>Substantive /Disciplinary Knowledge and Skills</i>		
	Year 1	Year 1	Year 1
	<b>This is Me!</b>	<b>Let’s Remember</b>	<b>From Field to Fork</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>-Use words and phrases like: old, new and a long time ago</li> <li>-Tell me about things that happened when they were little</li> <li>-Sequence 3 or 4 events in their own life (e.g. birthday, starting school, starting Year 1)</li> <li>-Recognise that a story that is read to them may have happened a long time ago</li> <li>-Explain how they have changed since they were born</li> <li>-Use the words before and after correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Know that a timeline shows the order events in the past happened</li> <li>-Know that ‘within living memory’ is 100 years</li> <li>-Put 3 or 4 artefacts/photographs in chronological order</li> <li>-Place events on a simple timeline</li> <li>-Use common words and phrases for the passing of time (old, new, long ago, then, before, after)</li> <li>-Know that some objects belonged to the past</li> <li>-Match objects to people from different time periods</li> <li>-Use words and phrases like: very old, when mummy and daddy were little</li> </ul>	<ul style="list-style-type: none"> <li>-Use words and phrases like: old, new and a long time ago</li> <li>-Recognise that a story that is read to them may have happened a long time ago</li> </ul>
<b>-Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>-Know that people change as they grow older</li> <li>-Know that throughout someone’s lifetime, some things will change and some things will stay the same</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciate that some famous people have helped our lives be better today</li> <li>-Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> <li>-Find answers to simple questions about the past using sources (e.g. artefacts/photographs)</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to identify the main differences between old and new objects</li> <li>-Identify objects from the past</li> <li>-Know that everyday objects have changed over time</li> <li>-Explain why certain objects were different in the past</li> <li>-Describe simple changes and ideas/objects that remain the same</li> </ul>

## History Progressions Document – Inkberrow Primary School

		<ul style="list-style-type: none"> <li>-Begin to identify the main differences between old and new objects</li> <li>-Ask why things happen and begin to explain why with support</li> <li>-Explain why certain objects were different in the past</li> <li>-Tell us about an important historical event that happened in the past</li> </ul>	
Historical Enquiry	<ul style="list-style-type: none"> <li>-Ask how and why questions based on stories, events and people</li> </ul>	<ul style="list-style-type: none"> <li>-Ask why things happen and begin to explain why with some support</li> <li>-Ask and answer questions about sources of evidence (artefacts, old and new)</li> <li>-Spot old and new things in a picture</li> <li>-Make simple observations about the past from a source</li> <li>-Give a plausible explanation about what an object was used for in the past</li> <li>-Answer questions using a range of sources provided</li> <li>-Find out more about a famous person from the past and carry out some research on him or her</li> </ul>	<ul style="list-style-type: none"> <li>-Use sources of information to ask and answer questions about old and new objects</li> </ul>

## History Progressions Document – Inkberrow Primary School

National Curriculum	Substantive /Disciplinary Knowledge and Skills			
	Year 2	Year 2	Year 2	Year 2
	<b>Lost Explorers</b>	<b>What a Disaster!</b>	<b>Spreading the Word</b>	<b>The Great Fire of London</b>
Chronological Understanding	<ul style="list-style-type: none"> <li>-Know that ‘beyond living memory’ is more than 100 years ago</li> <li>-Use a range of appropriate words and phrases to describe the past</li> <li>-Sequence a set of events in chronological order and give reasons for their order</li> <li>-Begin to recognise how long each event lasted</li> <li>-Sequence a set of objects/artefacts/photographs on a timeline in chronological order and give reasons for their order</li> </ul>	<ul style="list-style-type: none"> <li>-Know that beyond living memory is more than 100 years ago</li> <li>-Place events on a timeline, building on Year 1</li> <li>-Know that ‘generation’ means a group of people that are born in the same period</li> <li>-Sequence a set of events/artefacts/photographs on a timeline and give reasons for their order</li> </ul>	<ul style="list-style-type: none"> <li>-Know a decade is 10 years</li> <li>-Place events on a timeline, building on Year 1</li> <li>-Sequence 6 artefacts on a timeline</li> <li>-Know events in history may last different amounts of time</li> </ul>	<ul style="list-style-type: none"> <li>--Place events on a timeline, building on Year 1</li> <li>-Begin to recognise how long each event lasted</li> <li>-Sequence artefacts/photographs in chronological order and give reasons for their order</li> <li>-Use dates relating to the unit</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>-Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</li> <li>-Be aware of the achievements of significant individuals</li> <li>- Know that historians use evidence from sources to find out more about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Identify a primary source</li> <li>-Recount some interesting facts from an historical event</li> <li>-Know the impact of an historical event on society</li> <li>-Recognise different ways in which the past is represented (including eye-witness accounts)</li> <li>-Give examples of things that are different in their life from that of a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to identify achievements and inventions that still influence their own lives today</li> <li>-Know the legacy and contribution of some inventions</li> <li>-Recount the life of someone famous from Britain who lived in the past giving attention to</li> </ul>	<ul style="list-style-type: none"> <li>-Know that a monarch is a king, queen, emperor or sultan</li> <li>-Know that we can find out about how places have changed by looking at maps</li> <li>-Recount some interesting facts from an historical event, such as where the fire of London started</li> </ul>

## History Progressions Document – Inkberrow Primary School

			<p>what they did earlier and what they did later</p> <p>-Give examples of things that are different in their life from that of a long time ago in a specific period of history</p>	<p>-Give examples of things that are different in their life from that of a long time ago in a specific period of history</p>
Historical Enquiry	<ul style="list-style-type: none"> <li>-Answer questions by using a specific source</li> <li>-Use artefacts, photographs and visits to museums/visitors to ask and answer questions about the past</li> <li>-Research the life of a famous Briton from the past using different resources to help them</li> <li>-Research the life of someone who used to live in their area using the Internet and other sources to find out about them</li> <li>-Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</li> <li>-Express a personal response to an historical story or event through discussion, drawing or writing</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate the usefulness of sources to historic enquiry</li> <li>-Select information from a source to answer a question</li> <li>-Make simple conclusions about a question using evidence to support</li> <li>-Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</li> <li>-Express a personal response to an historical story or event through discussion, drawing or writing</li> <li>-Develop their own interpretations from photographs and written sources</li> </ul>	<ul style="list-style-type: none"> <li>-Select and use sections of sources to illustrate and support answers</li> <li>-Research the life of a famous Briton from the past using different resources to help them</li> <li>-Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</li> <li>-Express a personal response to an historical story or event through discussion, drawing or writing</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate how reliable a source is</li> <li>-Select information from a source to answer a question</li> <li>-Make links and connections across a unit of study</li> <li>-Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount)</li> <li>-Express a personal response to an historical story or event through discussion, drawing or writing</li> </ul>

## History Progressions Document – Inkberrow Primary School

<i>National Curriculum</i>	<i>Substantive /Disciplinary Knowledge and Skills</i>			
	Year 3	Year 3	Year 3	Year 3
	<b>Powder and Plot</b>	<b>Dawn of Man</b>	<b>Marvellous Metals</b>	<b>Secrets of Sands</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>-Know that history is divided into periods of history</li> <li>-Know AD means Anno Domini (the Year of Our Lord) and can be used to show years from the year 1AD</li> <li>-Describe events from the past using dates when things happened</li> <li>-Use a timeline within a specific time in history to set out the order things may have happened</li> <li>-Sequence artefacts, historical pictures or events</li> <li>-Use dates to work out the interval between periods of time and duration of historical events or periods</li> </ul>	<ul style="list-style-type: none"> <li>-Know BC means before Christ and is used to show the years before the year 0</li> <li>-Know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</li> <li>-Know that Stone Age, Bronze Age and Iron Age periods were named after the materials that were commonly used to make tools</li> <li>-Describe events from the past using dates when things happened</li> <li>-Use a timeline within a specific time in history to set out the order things may have happened</li> <li>-Use their mathematical knowledge to work out how long ago events would have happened</li> </ul>	<ul style="list-style-type: none"> <li>-Know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</li> <li>-Know that Stone Age, Bronze Age and Iron Age periods were named after the materials that were commonly used to make tools</li> <li>-Identify similarities and differences between periods of history</li> <li>-Describe events and periods using the words: BC, AD and decade</li> <li>-Use a timeline within a specific time in history to set out the order things may have happened</li> <li>-Use dates to work out the interval between periods of time and duration of historical events or periods</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>-Describe events and periods using the words: BC, AD and century</li> <li>-Describe events from the past using dates when things happened</li> <li>-Use a timeline within a specific time in history to set out the order things may have happened</li> <li>-Use their mathematical knowledge to work out how long ago events would have happened</li> <li style="color: purple;">-Set out on a timeline, within a given period, what special events took place</li> </ul>

## History Progressions Document – Inkberrow Primary School

<p><b>Knowledge and Understanding</b></p>	<ul style="list-style-type: none"> <li>-Understand the development of groups, kingdoms and monarchy in Britain</li> <li>-Know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come</li> <li>-Suggest why certain events happened as they did in history</li> <li>-Suggest why certain people acted as they did in history</li> <li>-Identify the consequences of events and actions of people</li> <li>-Know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that trade began as the exchange of goods</li> <li>-Know that communities traded with each other and over the English Channel in the Prehistoric Period</li> <li>-Appreciate that the early Brits would not have communicated as we do or have eaten as we do</li> <li>-Begin to picture what life would have been like for the early settlers</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciate that the early Brits would not have communicated as we do or have eaten as we do</li> <li>-Begin to picture what life would have been like for the early settlers</li> <li>-Know that assumptions made by historians can change in the light of new evidence</li> <li>-Identify the links between different societies</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that society was organised in different ways in different cultures and times</li> <li>-Understand there are different beliefs in different cultures, times and groups</li> <li>-Know the achievements of the Ancient Egyptians</li> <li>-Know that significant archaeological findings are those which change how we see the past</li> <li>-Recognise that the lives of wealthy people were very different from those of poor people</li> </ul>
<p><b>Historical Enquiry</b></p>	<ul style="list-style-type: none"> <li>-Identify Primary and Secondary sources</li> <li>-Use a range of sources and evidence to build up a picture of a past event</li> <li>-Know that archaeological evidence can be used to find out about the past</li> <li>-Ask the question, ‘How do we know?’</li> </ul>	<ul style="list-style-type: none"> <li>-Know that archaeological evidence has its limitations; it does not give all the answers or tell us about the emotions of people from the past</li> <li>-Ask questions about the main features of everyday life in periods studied</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer questions about the main features of everyday life in periods studied</li> <li>-Make links and connections across a period of time, cultures or groups</li> <li>-Identify changes and continuity between</li> </ul>	<ul style="list-style-type: none"> <li>-Use various sources of evidence to answer questions and piece together information about a period in history</li> <li>-Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> </ul>

# History Progressions Document – Inkberrow Primary School

	<ul style="list-style-type: none"> <li>-Use their 'information finding' skills, in writing, to help them write about historical information</li> <li>-Through research, identify similarities and differences between given periods in history</li> </ul>	<ul style="list-style-type: none"> <li>-Use various sources of evidence to answer questions and piece together information about a period in history</li> <li>-Describe past events orally or in writing</li> </ul>	<ul style="list-style-type: none"> <li>different periods of history and different societies</li> <li>-Recognise the part that archaeologists have had in helping us understand more about what happened in the past</li> <li>-Reach conclusions that are substantiated by historical evidence</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions about the main features of everyday life in periods studied</li> <li>-Make links and connections across a period of time, cultures or groups</li> <li>-Communicate knowledge and understanding through discussion, debates, drama, art and writing</li> <li>-Through research, identify similarities and differences between given periods in history</li> </ul>
--	---	---	--	--

## History Progressions Document – Inkberrow Primary School

<i>National Curriculum</i>	<i>Substantive /Disciplinary Knowledge and Skills</i>			
	Year 4	Year 4	Year 4	Year 4
	<b>Rampaging Romans</b>	<b>Inkberrow Now and Then</b>	<b>Ancient Civilisations</b>	<b>Life in Tudor Times</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>-Describe events and periods using: BC, AD, ancient and century</li> <li>-Place time studied on a timeline</li> <li>-Use dates to work out the interval between periods of time and the duration of historical events or periods</li> <li>-Develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>-Begin to build up a picture of what main events happened in Britain/ the world during different centuries</li> <li>-Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence artefacts, historical pictures or events</li> <li>-Place dates on a timeline, noticing connections over a period of time</li> <li>- Know the dates of key periods of history in the time studied e.g. Victorian</li> <li>-Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>-Describe events and periods using: BC, AD, ancient, millennia, century</li> <li>-Use dates to work out the interval between periods of time and the duration of historical events</li> <li>-Sequence events on a timeline, comparing where it fits in with times studied previously</li> </ul>	<ul style="list-style-type: none"> <li>-Place dates on a timeline, noticing connections over a period of time</li> <li>-Use their mathematical skills to help them work out the time differences between certain major events in history</li> <li>-Know the dates of key periods of history in the time studied e.g. Tudor</li> <li>-Begin to build up a picture of what main events happened in Britain/ the world during different centuries</li> <li>-Develop a chronologically secure knowledge of local, British and world history across the periods studied</li> <li>-Use their mathematical skills to round up time differences into centuries and decades</li> </ul>

## History Progressions Document – Inkberrow Primary School

<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> <li>-Know there were different reasons for invading Britain</li> <li>-Begin to appreciate why Britain would have been an important country to have invaded and conquered</li> <li>-Know that settlement created tensions and problems</li> <li>-Understand the impact of settlers on the existing population, including influencing the culture</li> <li>-Understand the Roman invasion led to a great increase in British trade with the outside world.</li> <li>-Understand the expansion of empires and how they were controlled across a large empire</li> <li>-Understand some reasons why empires fall/collapse</li> <li>-Understand there are different beliefs in different cultures, times and groups</li> <li>-Identify achievements and inventions that still influence our lives today from Roman times</li> </ul>	<ul style="list-style-type: none"> <li>-Know that settlements change over time</li> <li>-Explain similarities and differences between the daily lives of people in the past and today</li> <li>-Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> <li>-Appreciate that war/s would inevitably have brought much distress and bloodshed</li> <li>-Know that education was different in the past</li> <li>-Know that advancements in technology can be the cause of change e.g. communication</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles</li> <li>-Understand there are different beliefs in different cultures, times and groups</li> <li>-Know that significant archaeological findings are those which change how we see the past</li> <li>-Know that archaeological evidence has its limitations; it does not give all the answers or tell us about the emotions of people from the past</li> <li>-Appreciate that the food people ate was different because of the availability of different sources of food</li> <li>-Summarise what Britain may have learnt from other civilizations through time</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the development of groups, kingdoms and monarchy in Britain</li> <li>-Explain similarities and differences between the daily lives of people in the past and today</li> <li>-Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> <li>-Know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come</li> <li>-Explain how events from the past have helped shape our lives</li> <li>-Know that change and unrest is often associated with religious differences</li> <li>-Understand that societal hierarchies and structures existed including aristocracy and peasantry</li> </ul>
------------------------------------	---	---	--	---

## History Progressions Document – Inkberrow Primary School

	<ul style="list-style-type: none"> <li>-Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> </ul>			
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> <li>-Define the terms ‘source’ and ‘evidence’</li> <li>-Use a range of sources and evidence to find out about the past</li> <li>-Ask questions about the main features of everyday life in periods studied</li> <li>-Ask questions about the bias of historical evidence</li> <li>-Communicate knowledge and understanding through discussion, debates, drama, art and writing</li> <li style="color: purple;">-Independently use textbooks to gain historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>-Make inferences and deductions using images from the past</li> <li>-Ask questions about the main features of everyday life in periods studied</li> <li>-Identify primary and secondary sources</li> <li>-Observe small details when using artefacts and pictures</li> <li>-Reach conclusions that are substantiated by historical evidence</li> <li>-Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> <li>-Describe the changes and continuity between different periods of history</li> </ul>	<ul style="list-style-type: none"> <li>-Ask historically valid questions about the main features of everyday life in periods studied</li> <li>-Make links and connections across a period of time, cultures or groups, using a range of sources</li> <li>-Create a structured response or narrative to answer an historical enquiry</li> <li>-Explain similarities and differences between the daily lives of people in the past and today</li> <li style="color: purple;">-Give more than one reason to support an historical argument</li> </ul>	<ul style="list-style-type: none"> <li>-Create historically valid questions using primary and secondary resources</li> <li>-Select and record relevant information from a range of sources to answer a question</li> <li>-Evaluate the usefulness of different sources</li> <li>-Give more than one reason to support an historical argument</li> <li>-Communicate knowledge and understanding through discussion, debates, drama, art and writing</li> <li style="color: purple;">-Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so</li> </ul>

## History Progressions Document – Inkberrow Primary School

<i>National Curriculum</i>	<i>Substantive /Disciplinary Knowledge and Skills</i>			
	Year 5	Year 5	Year 5	Year 5
	<b>It is all Greek to Me</b>	<b>All the World is a Stage</b>	<b>Illuminating the Past: The Anglo Saxons</b>	<b>Illuminating the Past: The Vikings</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>-Know relevant dates and terms for the period studied</li> <li>-Develop a chronologically secure understanding of British, local and world history across the periods studied</li> <li>-Use dates and historical language in their work</li> <li>-Sequence events on a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> <li>-Use their mathematical skills to work exact time scales, durations and differences as need be</li> <li>-Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the term century and how dating by centuries works (e.g. the 1500's are known as the 16<sup>th</sup> Century)</li> <li>-Know relevant dates and terms for the period studied</li> <li>-Develop a chronologically secure understanding of British, local and world history across the periods studied</li> <li>-Compare and make connections between different contexts in the past</li> <li>-Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Know relevant dates and terms for the period studied</li> <li>-Develop a chronologically secure understanding of British, local and world history across the periods studied</li> <li>-Relate current study on a timeline to other periods of history studied</li> <li>-Use dates and historical language in their work</li> <li>-Sequence events on a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Know relevant dates and terms for the period studied</li> <li>-Develop a chronologically secure understanding of British, local and world history across the periods studied</li> <li>-Place the time, period of history and context on a timeline</li> <li>-Compare and make connections between different contexts in the past</li> </ul>

## History Progressions Document – Inkberrow Primary School

<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> <li>-Be aware of the different beliefs that different cultures, times and groups hold</li> <li>-Understand that people in the past were as inventive and sophisticated in thinking as people today</li> <li>-Describe and give reasons for historical events, the results of historical events, situations and changes</li> <li>-Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>-Appreciate that significant events in history have helped shape the country we have today</li> </ul>	<ul style="list-style-type: none"> <li>-Identify significant people and events across different time periods</li> <li>-Understand how the monarchy exercised absolute power</li> <li>-Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>-Appreciate that significant events in history have helped shape the country we have today</li> </ul>	<ul style="list-style-type: none"> <li>-Understand there are increasingly complex reasons for migrants coming to Britain</li> <li>-Understand that trade routes existed between Britain in the Anglo-Saxon and Viking times</li> <li>-Know about paganism and the introduction of Christianity in Britain</li> <li>-Know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain</li> <li>-Know that there are different interpretations of historical figures and events</li> <li>-Know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain</li> <li>-Know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain</li> <li>-Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</li> <li>-Know that assumptions made by historians can change in the light of new evidence</li> </ul>
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Ask and answer historically valid questions</li> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates,</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Ask and answer historically valid questions</li> <li>-Evaluate the usefulness of historical sources</li> <li>-Communicate knowledge and understanding in an increasingly diverse</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Ask and answer historically valid questions</li> <li>-Identify bias of a source</li> <li>-Test out a hypothesis in order to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Ask and answer historically valid questions</li> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates,</li> </ul>

## History Progressions Document – Inkberrow Primary School

	<p>drama, art, writing, blog posts and podcasts</p> <ul style="list-style-type: none"> <li>-Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time</li> <li>-Test out a hypothesis in order to answer a question</li> <li>-Appreciate how historical artefacts have helped us understand more about life in the past</li> <li>-Begin to use more than one source of information to bring together a conclusion about an historical event</li> </ul>	<p>number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts</p> <ul style="list-style-type: none"> <li>-Construct explanations for past events using cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts</li> <li>-Begin to use more than one source of information to bring together a conclusion about an historical event</li> </ul>	<p>drama, art, writing, blog posts and podcasts</p> <ul style="list-style-type: none"> <li>-Appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>-Evaluate the interpretations of historical evidence made by historians</li> </ul>
--	---	---	--	--

## History Progressions Document – Inkberrow Primary School

<i>National Curriculum</i>	<i>Substantive /Disciplinary Knowledge and Skills</i>			
	Year 6	Year 6	Year 6	Year 6
	<b>World War I</b>	<b>World War II</b>	<b>Norman Conquests</b>	<b>Plague. Pox and Antibiotics</b>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>-Develop a chronologically secure understanding of British, local and world history across the periods studied</li> <li>-Place the time, period of history and context on a timeline</li> <li>-Place a specific event on a timeline by decade</li> <li>-Place features of historical events and people from past societies and periods in a chronological framework</li> </ul>	<ul style="list-style-type: none"> <li>-Place specific events on a timeline showing where the period of history fits</li> <li>-Relate current study on a timeline to other periods of history studied</li> <li>-Know relevant dates and terms for the period studied</li> <li>-Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the term century and how dating by centuries works (e.g. the 1500's are known as the 16<sup>th</sup> Century)</li> <li>-Know relevant dates and terms for the period studied</li> <li>-Sequence events on a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the term century and how dating by centuries works (e.g. the 1500's are known as the 16<sup>th</sup> Century)</li> <li>-Compare and make connections between different contexts in the past</li> <li>-Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> <li>-Sequence events on a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li> </ul>

## History Progressions Document – Inkberrow Primary School

<p>Knowledge and Understanding</p>	<ul style="list-style-type: none"> <li>-Understand how the monarchy exercised absolute power</li> <li>-Understand the impact of war on local communities and daily lives</li> <li>-Describe the main events from a specific period in history, explaining the order in which key events happened</li> <li>-Suggest relationships between causes in history</li> <li>-Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the changing role of women and men in Britain</li> <li>-Understand the impact of war on local communities and daily lives</li> <li>-Give reasons for historical events, the results of historical events, situations and changes</li> <li>-Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>-Describe features of historical events and people from past societies and periods they have studied</li> <li>-Recognise and describe differences and similarities/ changes and continuity between different periods of history</li> </ul>	<ul style="list-style-type: none"> <li>-Know who became the first ruler of the whole of England</li> <li>-Understand the process and parliament in Britain</li> <li>-Understand the changes and reasons for the organisation of society in Britain</li> <li>-Give reasons for historical events, the results of historical events, situations and changes</li> <li>-Know that there are different interpretations of historical figures and events</li> </ul>	<ul style="list-style-type: none"> <li>-Summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>-Recognise and describe differences and similarities/ changes and continuity between different periods of history</li> <li>-Suggest relationships between causes in history</li> <li>-Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> </ul>
<p>Historical Enquiry</p>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Create a hypothesis to base an enquiry on</li> <li>-Begin to interpret simple statistical sources</li> <li>-Suggest why certain events, people and</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Construct explanations of past events using cause and effect</li> <li>-Suggest why there might be different interpretations of events</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about the past</li> <li>-Pose and answer own historical questions</li> <li>-Explain the significance of events, people and developments</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to find out about and describe key events in the past</li> <li>-Create a hypothesis to base an enquiry on</li> </ul>

## History Progressions Document – Inkberrow Primary School

	<p>changes might be seen as more significant than others</p> <ul style="list-style-type: none"> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts</li> <li>-Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>-Challenge existing interpretations of the past using evidence</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and explain their understanding of propaganda</li> <li>-Know what a census is and understand they types of information that can be extracted from a census</li> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts</li> <li>-Reach conclusions which are increasingly complex and substantiated by a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>-Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time</li> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcast</li> <li>-Suggest why certain events, people and changes might be seen as more significant than others</li> </ul>	<ul style="list-style-type: none"> <li>-Suggest evidence needed to carry out the enquiry</li> <li>-Compare and contrast different historical sources</li> <li>-Explain the significance of events, people and developments</li> <li>-Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts</li> <li>-Evaluate conclusions and identify ways to improve them</li> </ul>
--	---	--	--	---