

**St Margaret's at Hasbury –Progression in History Knowledge and Skills**

<u>Aims</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Knowledge Of British History	<p>Homes through the ages. Use the story 'Peepo' to compare and contrast homes now and then.</p> <p>Transport through the ages. Use the story 'Oi! Get off our train' to compare and contrast transport now and then. Link to the canals in Halesowen.</p> <p>The Gunpowder Plot</p>	<p>Schooling throughout the ages from Victorian Age to Grandparents and Parents</p> <p>Great Fire of London</p>	<p>The Gunpowder Plot</p> <p>Mary Mcarthur</p> <p>Canals and the Industrial Revolution</p>	<p>Compare Neolithic hunter gathers to Iron Age farmers</p> <p>Romanisation of Britain</p> <p>Christian conversion under the Anglo-Saxons</p>	<p>Halesowen then and Now-<i>Heritage</i></p> <p>Anglo-Saxon and Viking struggle for Britain until 1066</p> <p>The Battle of Britain</p>		

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<p>Knowledge of World History</p>	<p>Christmas traditions from around the world.</p> <p>Celebrations and festivals around the world.</p> <p>Kings, Queens and Castles.</p>	<p>The Life of Christopher Columbus          The Life of Neil Armstrong</p>		<p>Romanisation of Britain</p>		<p>The Achievements of the earliest civilisations- The River Nile and Ancient Egypt</p> <p>Mayan Civilisation- contrasting with British History at the time</p> <p>Early Islamic Civilisation - Contrasting with British History at the time</p>	<p>Ancient Greeks- Achievements and Influence</p> <p>The Achievements of the earliest civilisations- Shang Dynasty</p> <p>The movement of people during Crisis- Case Study of what it means to be a refugee</p>
<p>Historical Terms/Vocabulary</p>	<p>Transport, travel, house, cottage.</p> <p>Past, present future, King, Queen, castle, monarch, parliament, Conquer, London, archaeologists, invade, settle,</p>	<p>Queen, monarch, Law, parliament, Education, Rights, government</p> <p>Explorer, Ocean, Seas, Neil Armstrong,</p>	<p>monarch, parliament, political, church, King, power, catholic, government protestant, rights, suffrage, protest, strike, union, farm,</p>	<p>Palaeolithic, Mesolithic, Neolithic, hunter-gather, farmer, Stone Age, Bronze Age, Iron Age, bronze, iron, agriculture, pottery, tools, wheat, barley,</p>	<p>Sutton Hoo, Viking Kingdom, conquest, Dane, heathen, helmet, invader, pillage, plunder, raiders, settlement, slave, penultimate, Edward the confessor,</p>	<p>North Africa, Egypt, River, Nile, farming, ancient, civilisation, afterlife, archaeologists hieroglyphic, glyph, pyramid, tomb, Pharaoh, ruler, scroll, reed, dynasty, mummy, mummification, kingdom</p>	<p>Acropolis, Agora, Archaic, assembly, Athens, Greece, archaeologists Mediterranean Sea, Classical Period, philosophy, democracy, Olympics, Sparta autocracy, tyrant</p>

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	<p>community, artefact.</p>	<p>America, Space Race, rocket, <b>Christopher Columbus</b>, Nina, Pinta, Santa Maria, ship, <b>Conquer</b>, King, Navy, Nasa, Space, Moon, Native, Conquest, Empire</p>	<p>industry, <b>revolution</b>, machinery, factory, produce, canal, barge, transport, goods, Dudley No. 2 Canal</p>	<p><b>settlement</b>, tombs. Stonehenge, Rome, Roman, <b>military</b>, Caesar, <b>conquest</b>, Hadrian's wall, invade, <b>settlement</b>, Londinium, Thames, temples, bathing, library, <b>civilisation</b>, <b>empire</b>, ruler, citizen, army, <b>emperor</b></p> <p>Celtic, pagan, belief, Anglo - Saxon, <b>invade</b>, raider, <b>archaeologists</b> settlement, Jutes, Saxons,</p>	<p><b>monarch, king</b>, Harold, William of Normandy, Hastings, Bayeux Tapestry, <b>Doomsday book</b></p> <p>World War II, Allies, Axis, Nazis, <b>invaders</b>, Blitzreig, Prime Minister, <b>government</b> Churchill, RAF, Blitz, bombing, siren, Luftwaffe, Spitfire, Messerschmitt, bomber, Battle, conflict, engagement, flight, engine, speech, radar</p>	<p>Maya, Mesoamerica, Mexico, Central America, Tikal, Palenque, <b>temple</b>, <b>monarch, king</b>, <b>queen</b>, ancient, society, priests, farmers, <b>archaeologists</b> astronomers, jungle, ball courts, plaza, <b>tomb</b>, <b>civilisation</b>, <b>empire</b>, jade, codex, invaders, conquistadores, <b>Spain</b>, <b>Christopher Columbus</b></p> <p>Baghdad, Iraq, Middle East, <b>Islam</b>, <b>Christianity</b> <b>civilisation</b>, city, <b>monarch</b>, <b>empire</b>, trade route, (King)mosque, <b>archaeologists</b> culture, learning, library, Silk Road,</p>	<p>Shang, <b>dynasty</b>, China, Far East, Asia, <b>empire</b>, <b>emperor</b>, society, farmers, <b>military</b>, warlords, <b>craftspeople</b>, royal family, <b>monarch</b>, ritual, religion, priest, Anyang, philosophy, <b>government</b>, glyph, writing, oracle bones, ancestors, <b>archaeologists</b></p> <p>Refugee, United Nations, World War II, displacement, war, civil war, civil unrest, revolt, revolution, migration, persecution, rights, beliefs,</p>
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				Angles, conquest, pagan, Christianity, Gods, Augustine, Columba, Bede, Aidan, Lindisfarne, Iona, monastery, monk conversion, saint, Viking		Marco Polo, philosophy, - Comparison here to Vikings/Anglo Saxon Rule of Britain.	
Chronology	<p>Begin to use historical based language associated with the passage of time.</p> <p>Develop a sense of uniqueness and of belonging to a community.</p>	<p>Begin to sequence events or objects in a chronological order</p>	<p>Place events and objects in order on a time line</p> <p>Sequence events in their own lives</p>	<p>Place the time studied on a time line</p> <p>Sequence events or objects</p> <p>Use dates related to the passing of time</p>	<p>Place events from period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Know and sequence key events of time studied</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Use relevant terms and periods labels</p> <p>Relate current studies to previous studies</p>

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	Historical narrative and sequence and a sense of chronology and duration.				Understand more complex terms e.g. BCE/AD	Make comparisons between different times in history	Make comparisons between different times in history
Interpretations of Historical Concepts	<p>Develop a sense of historical enquiry.</p> <p>Compare and contrast characters including figures from the past. Identify similarities, differences and variety through stories and images.</p>	<p>Begin to draw simple conclusions from stories and information about the past, from pictures studied and from video footage</p> <p>Recognise how their life is different from the lives of people from the past</p>	<p>Recognise differences between sources and make simple deductions based on what they find out</p> <p>Recognise how their lives are different from the lives of people from the past-continuity and change</p>	<p>Identify different ways in which the past is represented</p> <p>Make conclusions based on their knowledge and understanding of an event, an object, a picture or a first-hand experience</p> <p>Recognise how cause and consequence are linked as a</p>	<p>Draw conclusions, based on their knowledge and understanding of an event or historical person and be able to state their personal opinions giving clear reasons and evidence</p> <p>Show an understanding that aspects of the past have been represented in different ways</p>	<p>Show an understanding that aspects of the past have been represented and interpreted in different ways</p> <p>Distinguish between historical facts and opinions</p> <p>Draw conclusions, based on their knowledge and understanding of an event or historical person and be able to state their personal opinions giving clear reasons and evidence</p>	<p>Show an understanding that aspects of the past have been represented and interpreted in different ways</p> <p>Distinguish between historical facts and opinions</p> <p>Draw conclusions, based on their knowledge and understanding of an event or historical person and be able to state their personal opinions giving clear reasons and evidence</p>

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		<p>Compare and contrast everyday objects and events with those of the past</p> <p>Understand why important people and events are remembered</p> <p>Explain why something happened based on an analysis of information studied</p>	<p>Compare and contrast everyday objects and events with those of the past</p> <p>Understand why important people and events are remembered</p> <p>Explain why something happened based on an analysis of information studied</p>	<p>result of an event</p> <p>Develop their own ideas for causes and effects when studying historical events</p>	<p>Give reasons and develop own ideas for causes and effects when studying historical events and see how causes might be linked</p> <p>Develop own ideas for causes and effects when studying historical events and see how causes might be linked</p>	<p>Identify bias in evidence</p>	<p>Identify bias in evidence</p> <p>Discuss how events may have been averted and the possible outcomes</p>
Historical Enquiry	An introduction to handling artefacts and	Begin to raise questions they want answered	Be able to raise questions that they	Begin to devise a clear set of questions that will enable	Devise a clear set of questions that will enable them to select	Raise a range of higher order questions that will help them to select	Raise a range of higher order questions that will help them to select

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	the use of evidence.	Begin to sort primary and secondary resources, recognise how they are different and make simple observations  Sort objects into now and then	want answered  Observe or handle primary and secondary resources and make simple inferences and deductions to answer questions about the past on the basis of simple observations made	children to select and use appropriate information sources  Use a range of primary and secondary sources to answer questions about the past that involve analysis and deductions	and use appropriate information sources  Use a range of primary and secondary sources to answer questions about the past that involve analysis and deductions	and use appropriate information sources  Begin to select and combine information from different sources to answer questions raised  Use information to as evidence to test a hypothesis	and use appropriate information sources  Begin to select and combine information from different sources to answer questions raised  Use information to as evidence to test a hypothesis  Compare and contrast ancient civilisations
Organisation and Communication	Comment on images of familiar situations in the past.	Offer a viewpoint about the past in relation to the 'Big Question'	Use terms concerned with the passing of time	Use specialist historical terms  Express a viewpoint of/as a	Use specialist historical terms  Record their findings in a	Represent findings in a variety of ways, selecting the most appropriate way of recording information/findings	Represent findings in a variety of ways, selecting the most appropriate way of recording information/findings

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	<p>Begin to build a simple timeline</p>	<p>Recount episodes from the past</p> <p>Present their ideas in different formats- drawings, labelling</p> <p>Use timelines where appropriate</p> <p>Explain in simple terms why a person acted in a particular way</p>	<p>Record findings in a variety of simple ways- drawings, written recounts, diary entries, mapping, annotated images</p> <p>Answer simple 'what if' questions to explore possibilities</p>	<p>character form the past, expressing feelings and motives for action</p> <p>Record their findings in a variety of ways in more detail</p> <p>Answer simple 'what if' questions to explore possibilities</p>	<p>variety of ways in more detail</p> <p>Produce more structured pieces of writing, which demonstrate knowledge of events/facts, backed up with reasons and evidence and conclusions drawn from events and people studied</p> <p>Answer 'what if' questions to explore possibilities</p>	<p>Produce more structured pieces of writing, which demonstrate knowledge of events/facts, opinions, backed up with reasons and evidence and conclusions drawn from events and people studied</p> <p>Sum up their views and opinions of a period studied, with clear reasons and evidence</p> <p>Begin to consider and respond to different viewpoints and draw own conclusions based on their study of a historical period</p>	<p>Produce more structured pieces of writing, which demonstrate knowledge of events/facts, opinions, backed up with reasons and evidence and conclusions drawn from events and people studied</p> <p>Sum up their views and opinions of a period studied, with clear reasons and evidence</p> <p>Begin to consider and respond to different viewpoints and draw own conclusions based on their study of a historical period</p>
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