

Progression of skills and knowledge 	Thrapston Primary School 	Whole School Curriculum Plan		Subject - History
		Early Learning Goal:		
	EYFS	<u>Knowledge</u> Know about similarities and differences between themselves and others, and among families, communities and traditions.	<u>Skills</u> <ul style="list-style-type: none"> To be able to talk about past and present events in their own lives and in the lives of family members. To be able to talk about lives of people around them and their roles in society To be able to understand the past through settings, characters and events encountered in books read in class and storytelling 	<u>Vocabulary</u> <ul style="list-style-type: none"> similarities differences communities traditions past present
		Key stage 1		
Year 1	<u>Knowledge</u> To know about the lives of significant individuals in the past who have contributed to national and international achievements. To know what they look like when they were little and compare it to parents and grandparents. To know what toys their parents and grandparents played with. To know how technology has changed in the 3 generations e.g. phones/laptops To know how household appliances has changed in the 3 generations – household chores	<u>Skills</u> <u>Understand Chronology</u> <ul style="list-style-type: none"> To be able to identify past events, present events, older and newer. To place artefacts on a timeline. To recognise that their own lives are different from the lives of people in the past. <u>Investigate and interpret the past</u> <ul style="list-style-type: none"> To observe or handle evidence to ask questions about an object or event such as: What was it like for people? What happened? How long ago? What is it made of? What is it used for? 	<u>Vocabulary</u> <u>Communicate Historically</u> Use words and phrases such as: <ul style="list-style-type: none"> Topic vocabulary in context a long time ago recently when my parents were children years living memory significant local/locality invention fact remembers century + Topic related vocabulary found on the Knowledge Organisers.	

	<p>To know how modes of transport has changed in the 3 generations – cars, trains, planes.</p> <p>To know the story of King Arthur – myths and legends.</p> <p>To know who Queen Elizabeth II is and the role she plays in their lives.</p> <p>To know the national anthem</p> <p>To know the different kinds of castles and to name their main features.</p> <p>To know what Thrapston used to look like compared to now.</p> <p>To know about what a landmark is and identify ones in Thrapston e.g. the church, War Memorial etc.</p> <p>To know why these landmarks are important to residents</p>		
<p>Year 2</p>	<p><u>Knowledge</u></p> <p>To know about events beyond living memory that are nationally or globally significant.</p> <p>To know about significant historical events and significant dates – e.g. 2nd September 1666, 15th April 1912</p>	<p><u>Skills</u></p> <p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> To sequence events and historical figures on a timeline. To recognise that their own lives are similar/different from the lives of people in the past. 	<p><u>Vocabulary</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> topic vocabulary in context nationally globally international achievement timeline artefacts

	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To know where the Great Fire started and spread across London.</p> <p>To know how we about the Great Fire of London.</p> <p>To know how people reacted during the fire.</p> <p>To know who Samuel Pepys is.</p> <p>To know where and when the Titanic was built</p> <p>To know the chronology of events leading up to the sinking of the Titanic.</p> <p>To know details about the lives of Mary Seacole, Florence Nightingale and Edith Cavell.</p>	<ul style="list-style-type: none"> • To recount changes that have occurred in their own lives. • To use dates where appropriate, as well as everyday terms about the passing of time. <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • To use artefacts, pictures, stories, online sources etc. to find out about the past. • To answer questions based on simple observation. • To identify some of the different ways that the past is represented. • To begin to be able to discuss the diversity of societies and relationships between different groups. 	<ul style="list-style-type: none"> • observation • Similar/different • Source • Reason • Connection • Research • Question • Experts • Evidence • Impact • Opinion <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>
	Key stage 2:		
Year 3	<p>Knowledge</p> <p>To know the changes in Britain from the Stone Age to the Iron Age.</p> <p>To know what life was like in the Stone Age/Bronze Age/Iron Age.</p> <p>To know the achievements of the earliest civilizations.</p>	<p>Skills</p> <p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • To understand the term chronology. • To place events in chronological order. • To begin to develop an understanding of duration. • To be able to discuss links with other civilisations and time periods. <p><u>Investigate and interpret the past</u></p>	<p>Vocabulary</p> <p><u>Communicate Historically</u></p> <p>As in KS1 plus:</p> <ul style="list-style-type: none"> • Dates • time period • era • change • chronology • chronological • primary/secondary source • prehistoric

	<p>To know where and when the first civilizations appeared and an in-depth study of: Romans</p> <p>To know how and why the Romans invaded Britain.</p> <p>To know who was in Britain before the Romans invaded and their way of life.</p> <p>To know who Boudicca was from different view-points.</p> <p>To know what survived from the Roman settlement of Britain.</p> <p>To know the difference between primary and secondary sources.</p>	<ul style="list-style-type: none"> • To make deductions about the past from a source. • To use more than one source of evidence at once. 	<ul style="list-style-type: none"> • century • decade <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>
<p>Year 4</p>	<p><u>Knowledge</u> To know an aspect or them in British history that extends pupils' chronological knowledge beyond 1066 – The Tudors – Henry VIII and his wives</p> <p>To know who Henry VIII is and the significant dates in his reign.</p> <p>To know the names and significant events in the lives of Henry VIII's wife.</p> <p>To know about the roles, responsibilities and importance of Tudor Monarchs</p>	<p><u>Skills</u> <u>Understand Chronology</u></p> <ul style="list-style-type: none"> • To understand the concept of change over time. • To use dates and terms to describe events. • To understand concept of BC and AD. • To have a clear understanding of duration between events. <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • To make deductions and justify with evidence. • To be able to identify explicit and implicit evidence from a source. 	<p><u>Vocabulary</u> <u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> • deduce • justify • continuity • explicit evidence • implicit evidence. <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>

	<p>To know about Britain's settlements by Anglo-Saxons and Scots</p> <p>To know where, when and why the Scots and Anglo-Saxons invaded Britain.</p> <p>To know where the Anglo-Saxon kingdoms were. To know about a typical Anglo-Saxon village and the jobs that people did.</p> <p>To know about the religious beliefs and practices of the early Anglo-Saxon people.</p> <p>To know where and when the first civilizations appeared and an in-depth study of: Ancient Greece.</p> <p>To know about Ancient Greek daily life.</p> <p>To know about significant events</p> <p>To know their achievements and their influence on the western world- democracy, architecture, Olympics</p> <p>To know the dates and events of the Battle of Marathon.</p> <p>To know the dates and events of the Trojan War</p>	<ul style="list-style-type: none"> • To suggest suitable sources of evidence for an enquiry. • To give reasons for and results of events and changes. 	
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Year 5	Knowledge	<p>To know where and when the first civilizations appeared and an in-depth study of: Ancient Egyptians.</p> <p>To know the achievements of the earliest civilisations with an in-depth study of: Ancient Egyptians</p> <p>To know key events of Ancient Egypt</p> <p>To know about religion in Ancient Egypt</p> <p>To know an aspect or them in British history that extends pupils' chronological knowledge beyond 1066 – The Stuarts</p> <p>To know the key dates and events of the Stuart reign</p> <p>To know how religion played a part in the English Civil war</p> <p>To know about Oliver Cromwell and the key events</p> <p>To know the local history of the Tudors/Stuarts and how it relates to the wider British history</p> <p>To know an aspect or them in British history that extends pupils'</p>	<p>Understand Chronology</p> <ul style="list-style-type: none"> • To understand the concepts of continuity and change over time, representing them on a timeline. • To identify links with other periods of study, demonstrating global perspective. <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ. • To suggest causes and consequences of some of the main events and changes in history. • To show understanding that aspects of the past have been represented and interpreted in different ways. • To begin to select and combine relevant information from different sources. <p>Communicate Historically</p> <ul style="list-style-type: none"> • To use literacy, numeracy and computing skills in order to communicate information about the past. • To show increasing depth of factual knowledge and understanding of aspects of history and use this to describe features of past societies and periods and to begin to make links between them. 	<p>Vocabulary</p> <p>Communicate Historically</p> <p>As above plus:</p> <ul style="list-style-type: none"> • legacy • infer • justify • hypothesis. <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>

	<p>chronological knowledge beyond 1066 – The Victorians</p> <p>To know the key dates and events of the Queen Victoria’s reign</p> <p>To know about key inventions of the Victorian era and the effect they have on life now</p>		
<p>Year 6</p>	<p>Knowledge</p> <p>To know about a non-European society that provides contrasts with British history at the same time –Mayan civilization 900; To know the key dates and events of the Mayan civilisation.</p> <p>To now where and when they built their cities.</p> <p>To know who the Mayan became an influential civilisation through trade.</p> <p>To know about the religious beliefs and practices of the Mayan people.</p> <p>To know an aspect or them in British history that extends pupils’ chronological knowledge beyond 1066 – WW2</p> <p>To know when WW2 started and ended.</p>	<p>Skills</p> <p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> • To describe the main changes of a period in history (using terms such as social, religious, political, technological and cultural). • To use dates and terms accurately when describing events. <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • To understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this (understanding bias). • To use sources of evidence to form deductions and hypotheses about the past. • To independently select relevant source material for enquiry and justify choices. <p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> • To make links between features within and across different periods from prior knowledge. 	<p>Vocabulary</p> <p><u>Communicate Historically</u></p> <p>As above plus:</p> <ul style="list-style-type: none"> • bias • reliability. <p>+ Topic related vocabulary found on the Knowledge Organisers.</p>

		<p>To know the key events and dates leading up to the start of WW2.</p> <p>To know the significant events and dates during WW2</p> <p>To know how rationing worked and the reasons for it.</p> <p>To know the importance and significance of the role of women in WW2</p>	<ul style="list-style-type: none">• To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	
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