

History Progression Planner 2019-2020

I am a Historian! I am curious and ask questions about the past. I have developed an understanding of how Britain and the wider world has changed through time. I think critically about the past and am able to examine and judge evidence from a wide range of sources. I know that our understanding of the past continues to change. I can construct my own response and support my ideas by carefully selecting and organising historical information. I can examine and explain causes and consequences of historical events and explain the significance of individuals. I have learnt about how our local story has impacted and been impacted upon by the changing national story. I understand my unique local identity as a young person from the Potteries in Staffordshire.

KEY STAGE 1

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	DREAM	Resources/Other
Year 1	<p>AREAS OF STUDY:</p> <p>OLD & NEW TOYS Knowledge of British History Changes within living memory - used, where appropriate, to reveal changes in national life.</p> <p>HOW ARE EXPLORERS BRAVE? Knowledge/Understanding of wider world History - Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>VICTORIAN SEAFRONT Knowledge/Understanding of wider world History - Events from beyond living memory that are significant nationally or globally.</p>	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Talk about events that happened to themselves. Recall some facts about people/events before living memory. <p>Chronological understanding</p> <ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present Order up to three objects in chronological order Describe something that happened to themselves and other people in the past. Recognise that events/stories happened a long time ago <p>Historical Enquiry & Interpretations</p> <ul style="list-style-type: none"> Ask and answer simple questions about old and new objects Give a plausible explanation for use of an object 	<p>Old, New, Now, Yesterday, Last week, When I was younger... past, present, a long time ago</p> <p>object (artefact) photograph use</p> <p>change Explorer Neil Armstrong Christopher Columbus Challenge significant [important]</p>	<p>Historian Museum Curator Teacher</p>	<p>Trip to Victorian Seafront (Summer)</p>

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	DREAM	Resources/Other
Year 2	<p>AREAS OF STUDY:</p> <p>THE GREAT FIRE OF LONDON Knowledge/Understanding of wider world History Events from beyond living memory that are significant nationally or globally.</p> <p>SAMUEL PEPYS Knowledge/Understanding of wider world History Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>SIR STANLEY MATTHEWS Knowledge of Local History Significant historical events, people and places in their own locality.</p>	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use information to describe the past • Describe the differences between then and now • Begin to explain why people in the past may have acted in the way they did • Recount the main events of a significant historical event. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand and use the word past and present when telling others about an event. • Sequence objects or events in order. • Use a timeline to begin to order events. <p>Historical Enquiry & Interpretations</p> <ul style="list-style-type: none"> • Ask questions about the past. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Understand that information can be learned from a range of sources – objects, pictures, photographs and eyewitnesses. 	<p>Before after past present then now</p> <p>object (artefact) photograph use eyewitness</p> <p>Disaster, cause, result local, football, significance</p>	<p>Historian Museum Curator Teacher Archaeologist</p>	

LOWER KEY STAGE 2

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	DREAM	Resources/ Other
Year 3	<p>AREAS OF STUDY</p> <p>Knowledge of British History Changes to Britain from the Stone Age to the Iron Age</p> <p>Knowledge/Understanding of wider world History Ancient Greece – life, achievements and influences</p> <p>Knowledge of Local History A local study: The Potteries</p>	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use evidence to find out about the way of life, clothing and actions of people in the past. • Begin to examine why events happen. • Begin to understand how life can change through time. <p>Chronological understanding</p> <ul style="list-style-type: none"> • Place the time period studied on a timeline • Understand that a timeline can be divided into BC and AD • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts <p>Historical Enquiry & Interpretations</p> <ul style="list-style-type: none"> • Ask questions and find answers about the past • Use a range of sources to find out about a period (documents, pictures, photographs, maps, artefacts, historic buildings) • Select and record information relevant to the study • Begin to understand the idea that there are different accounts of history 	<p>Timeline, Age, Prehistory BC AD, Stone Age, Bronze Age, Iron Age,</p> <p>source archaeologists artefacts. photographs/pictures eyewitness. historical fiction maps</p> <p>Hunter-gatherer, Farming, Settlement, Skara Brae, tribe, community, evolve, archaeologist, belief, technology metalworking. Change ancient, empire, Olympics, beliefs, myths, legends, gods/goddesses canals, industry, potteries, transport</p>	<p>Historian Museum Curator Teacher Archaeologist</p>	<p>Trip to Poole’s Cavern Link to Stone Age.</p>

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	DREAM	Resources/ Other
Year 4	<p>AREAS OF STUDY</p> <p>Knowledge of British History The Roman Empire and its impact on Britain</p> <p>Knowledge/Understanding of wider world History The achievements of the earliest civilizations – a study in depth of Egypt</p>	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use evidence to find out about the way of life and actions of people in the past. • Examine why events happen. • Describe similarities and difference between people, events and artefacts studied. • Describe how things I have studied from the past are significant/influence life today. 	<p>timeline BC AD BCE ACE decade ancient century</p> <p>source archaeologists artefacts. photographs/pictures eyewitness historical fiction maps</p> <p>ancient Empire, myths, Romulus & Remus, invasion, settler, conquest civilisation, barbarian, resistance slave, emperor, villa, army, enemy, gladiator, archaeologist, trade, beliefs, Christianity, change, cause Pharaoh, pyramid, hieroglyphics, archaeologist, explorer, River Nile, civilisation, Tutankhamun, archaeologist, archaeologist, afterlife, beliefs, change,</p>	<p>Historian Museum Curator Teacher Archaeologist</p>	<p>Trip to Chester (Dewa)</p>
		<p>Chronological understanding</p> <ul style="list-style-type: none"> • Place events from period studied on timeline • Use terms related to the period and begin to date events • Describe the main changes in a period in history 			
		<p>Historical Enquiry & Interpretations</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) • Choose relevant material to present a picture of one aspect of life in time past • Understand that there are different versions of an event in history and identify differences 			

UPPER KEY STAGE 2

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	DREAM	Resources/ Other
Year 5	<p>AREAS OF STUDY</p> <p>Knowledge of British History Britain's Settlement by the Anglo-Saxons and Scots The Viking struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Knowledge of Local History The Staffordshire Hoard (Anglo-Saxons)</p> <p>Knowledge of Local History The Victorians, The Potteries & The Mount</p>	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use evidence to find out about the way of life and actions of people in the past. • Give reasons why events happen. • Describe similarities and difference between people, events and artefacts studied. • Describe how things I have studied from the past are significant/influence life today. • Make links/comparisons between the feature of past societies (religion, housing, society, technology) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Know and sequence key events of time period studied • Use relevant terms and period labels • Describe the main changes in a period in history. • Make comparisons between different times in the past. <p>Historical Enquiry & Interpretations</p> <ul style="list-style-type: none"> • Use evidence to build up a picture of the past (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) • Understand that there can be more than one version of an event and begin to suggest reasons why there are different viewpoints. • Choose reliable sources or suggest how to check the reliability of a source. • Identify when some evidence may contain opinion or misinformation about the past. • Research a significant event or person. 	<p>Timeline, sequence, BC, AD decade ancient, century era, period</p> <p>primary sources, secondary sources s archaeologists artefacts photographs/pictures. museum eyewitness interviews historical fiction biography chronicles</p> <p>migration, settler, raids, settlement, conquest, invasion, kingdom, Christianity, pagan, monarchy (king), cremation, housing, archaeologist, beliefs, monastery, nation, change cause/consequence archaeologist, excavation, gold, metal working, artefact, weapons Industry, labour, Potteries, mining, workhouse, school, education, parliament, change, reform, change, Spode, The Mount.</p>	<p>Historian Museum Curator Teacher Heritage Conservation Archaeologist</p>	<p>Trip to Englesea Brook Chapel – Experience a Victorian Sunday School</p>

	EXPLORE NC Objectives	DISCOVER Skills	Vocabulary	DREAM	Resources/ Other
Year 6	<p>Knowledge of British History An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British History World War II</p> <p>Non-European Society that provides a contrast with British History Mayan Civilisation AD 900</p>	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use evidence critically to find out about the way of life and actions of people in the past. • Give reasons why events happen and support with evidence. • Describe similarities and difference between people, events and artefacts studied. • Describe how things I have studied from the past are significant/influence life today. • Make links/comparisons between the feature of past societies (religion, housing, society, technology) <p>Chronological understanding</p> <ul style="list-style-type: none"> • Place current study on timeline in relation to other studies. • Identify and compare changes within and across different periods. • Make comparisons between time periods and appreciate that some ancient civilisations showed advancements greater than people who lived after them. <p>Historical Enquiry & Interpretations</p> <ul style="list-style-type: none"> • Use a wide range of evidence to build up a picture of the past (documents, pictures, eyewitness statements, photographs, maps, artefacts, historic buildings, museum visits) • Understand and explain how an author may be attempting to persuade or give a viewpoint including the use of propaganda. • Check the accuracy and reliability of sources. • Describe an event from the past and select evidence from a range of sources to support their ideas. • Confidently research a significant event or person. 	<p>Timeline sequence BC AD, decade, ancient century, era, period, similarity, difference.</p> <p>primary sources, secondary sources archaeologists artefacts photographs/pictures eyewitness, interviews, oral testimony historical fiction biography chronicles, propaganda fact fiction. opinion omission, biase, influence/ persuasion</p> <p>war, invasion, empire, Blitz, Home Front, Evacuation, Blitz, Hitler, government, propaganda, Air raid, rationing, Holocaust, evacuation, community, significant individuals change cause/consequence</p> <p>Maya, Empire, Civilisation.</p>	<p>Historian Museum Curator Teacher Heritage Conservation Archaeologist Lawyer Politician Police Armed Forces</p>	<p>WW2 – Evacuee Experience Day Trip to Cannock Chase Museum</p>