

## History

### Progression of skills



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>C h r o n o l o g y</b>	<p>Know where Mary Anning and Florence Nightingale fit chronologically</p> <p>Understand some aspects of the time in which they lived and how this influenced their lives.</p> <p>Understand that Mary Anning studied gchistory and science of life on earth much further in the past.</p> <p>Sequence the narrative of their lives and be able to identify key events.</p> <p>Know when the Crimean War was, and where this fit chronologically within the life of Florence Nightingale.</p>	<p>Understand that our present/current Queen has been queen for a long time (longest reigning monarch).</p> <p>Place the reigns of the Queens in order; know who was the 'earliest' and who is the most recent.</p> <p>Sequence events from the lives of queens.</p> <p>Place the events of the Great Fire of London in chronological order.</p> <p>Use historical language to talk about events and when the fire happened e.g. before, then, now, century, after.</p>	<p>The children will place events on a timeline, detailing the shift from the Stone Age → Bronze Age → Iron Age.</p> <p>Pupils will begin the unit by exploring where the Ancient Egyptian era sat in relation to other major historical events. They will use timelines to help them develop a chronological knowledge of when the major events during this time period occurred.</p>	<p>Show their increasing knowledge and understanding of the past by:</p> <p>Using specialist dates and terms, and by placing the Romans and events studied into different periods (century, decade, Roman, BC, AD, BCE, CE...).</p> <p>Making some links between and across periods from Iron Age to Roman invasion and settlement, including aspects such as the differences between clothes, food, buildings or transport.</p> <p>Identifying where the Roman period fits into a chronological framework by noting connections, trends and contrasts over time.</p>	<p>Pupils place the Anglo Saxons in time, discussing their chronology on a timeline in relation to other time periods.</p> <p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils identify the influence the Ango Saxons had on England during their time.</p> <p>Pupils will begin the unit by exploring where the Early Islamic Civilisation sat in relation to other major historical events. They will use timelines to help them develop a chronological knowledge of when the major events during this time period occurred.</p>	<p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>

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C o m m u n i c a t i n g H i s t o r y	Describing achievements of Mary Anning and Florence Nightingale Explaining how and why these women are remembered. Explaining and giving their own reasons why each of these women were significant and are remembered today. Asking and answering historical questions related to the lives of the two women being studied Using key vocabulary to describe, explain, summarise and compare.	Ask and answer questions about the lives of significant individuals and the time periods in which they lived.  Use historical vocabulary.  Ask and answer questions about the lives of significant individuals including Samuel Pepys.  Discuss and reach conclusions about the accuracy of historical sources of evidence.  Use historical vocabulary.	The children will recognise connections, contrasts and trends over time and they will begin to use the appropriate historical terms/vocabulary (see below). They will ask and answer historically valid questions about change, cause, similarity and difference, and significance. They will begin to make informed responses based upon relevant historical information. They will begin to understand how our knowledge of the past is constructed from a range of sources.	Ask and answer questions using appropriate historical language and specialist terms. Construct responses that are formed from relevant historical facts and sources.  Demonstrate a knowledge of how things change over time using relevant historical data and terms, including dates and terminology.	The children will spend time at the beginning of the topic exploring the new key vocabulary for this unit so that they are familiar with it to be able to use it fluently in their work. They will also ask and answer key questions throughout the topic whilst developing a chronological understanding of this period in history.  Use historical terms and vocabulary <i>(including tier 2 vocabulary and tier 3 vocabulary)</i> .  Ask and answer questions.  Construct arguments and reach conclusions.	Use historical terms and vocabulary <i>(including tier 2 vocabulary and tier 3 vocabulary)</i> .  Ask and answer questions.  Construct arguments and reach conclusions.

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Investigating the past	Exploring and comparing what paintings can tell us about people and events in the past What can newspapers tell us about the past? (i.e. how Florence Nightingale was celebrated during her lifetime) Developing understanding of the achievements of significant individuals and how these have impacted Britain/the wider world today.	Identify 'clues' which tell us that someone is from the past, and begin to compare these e.g. from portraits/ photographs.  Use sources and facts to describe aspects of life during Victorian and Elizabethan times.  Identify various historical sources of evidence, understanding what individual sources tell us about the past.  Use eye-witness accounts and paintings to understand why the fire spread so quickly.  Investigate and describe how fire fighting has developed since the Great Fire.	The children will explore life and some of the achievements from each of the 3 Ages They will identify how we know about this period of history (refer to the limited evidence base)  Pupils will be presented with varying sources and will interpret these to gather more information. They will begin to critically evaluate the reliability of each source they encounter.	Interpretation of evidence and enquiry (source tasks) Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Understand some of the methods of historical enquiry, how evidence is used to make historical claims.	Pupils will be presented with varying sources and will interpret these to gather more information. They will begin to critically evaluate the reliability of each source they encounter.  Interpretation of evidence through analysis of historical sources from the time.  Making inferences from sources about what they tell us about the past.  Conduct historical enquiry about the reliability of sources.	Interpretation of evidence through analysis of historical sources from the time.  Making inferences from sources about what they tell us about the past.  Conduct historical enquiry about the reliability of sources.

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<b>T h i n k i n g l i k e a h i s t o r i a n</b>	<p>Ordering Mary Anning's discoveries according to their significance. Comparing Mary Anning and Florence Nightingale (e.g. their early life, the recognition they received during/after their life, the impact of their achievements. Cause and consequence i.e. how Florence Nightingale changed conditions in hospitals and how these changes have lasted today. Making a judgement on which woman was the most influential.</p>	<p>Identify what makes each queen significant/ what they are remembered for.</p> <p>Identify similarities and differences between the reigns of each queen.</p> <p>Identify similarities and differences between the periods in which they lived.</p> <p>Make comparisons between London in 1666 and London today.</p> <p>Understand how the landscape of London changed dramatically after the fire.</p> <p>Describe the impact of the Great Fire of London and how actions taken afterwards ensure another similar event could not happen again.</p>	<p><b>Cause and effect</b> - What were the causes of past events? What were the effects? Who or what made the change happen?</p> <p><b>Change and continuity</b> -What changed/ remained the same? Who benefited/did not benefit and why?</p> <p><b>Using the past</b> - How does the past help us to make sense of the present?</p> <p><b>Through their eyes</b> - How do you think people in the past viewed their world? What values, skills and knowledge did people need to succeed/survive?</p>	<p><b>Change and continuity</b> - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods/societies? How was this change brought about?</p> <p><b>Cause and consequence</b> - what were the causes of events in the past and their effects? Identify and give reasons for and results of historical events, situations and changes.</p> <p><b>Significance</b> - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?</p>	<p>Throughout the unit, the children will use source material to <b>compare</b> and <b>contrast</b> what life was like in Baghdad to London. They will also explore the <b>cause and effects</b> of key events that occurred during this period. Finally, they will conclude the unit by critically evaluating the <b>significance</b> of this period in time.</p> <p><b>Change and continuity</b> - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about?</p> <p><b>Cause and consequence</b> - what were the causes of events in the past and their effects?</p> <p><b>Significance</b> - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?</p>	<p><b>Change and continuity</b> - pupils will consider changes in what constitutes a crime and the associated punishments that have been identified in different time periods. Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about.</p> <p><b>Cause and consequence</b> - pupils will consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention.</p> <p><b>Significance</b> - pupils will consider the significance of the crime within society and whether the level of punishment was reflective of the crime.</p> <p><b>Change and continuity</b> - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about?</p> <p><b>Cause and consequence</b> - what were the causes of events in the past and their effects?</p>
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