



Progression of Skills in History at Mile Cross Primary School

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>Topics</u>	<ul style="list-style-type: none"> Autumn Term- Now and Then Spring Term- Home and Away Summer – Significant People In History 	<ul style="list-style-type: none"> Autumn Term- The Great Fire of London. Spring Term- Explorers Summer Term- Local Heroes 	<ul style="list-style-type: none"> Autumn Term- Stone Age and Bronze age Summer Term- Norwich in the Blitz
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life- SUM – Significant People in History – Rosa Parks and Amelia Earhart Sequence three or four artefacts from distinctly different periods of time- AUT -Now and Then- Sorting old and new toys Match objects to people of different ages- AUT -Now and Then- Sorting old and new toys 	<ul style="list-style-type: none"> Place the time studied on a timeline- AUT GfOL- Time line of the Great Fire of London Sequence artefacts closer together in time - check with reference books. SUM- Local Heroes- Chronological lives of local heroes 	<ul style="list-style-type: none"> Place the time studied on a time line- AUT SA and BA- When the Stone age and Bronze age was. SUM- Norwich in the Blitz- Timeline of WW11. Use dates and terms related to the study unit and passing of time AUT SA and BA- When the Stone age and Bronze age was. SUM- Norwich in the Blitz- Timeline of WW11. Sequence several events or artefacts AUT SA and BA- Tools used in the ages to sequence and compare.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives- AUT -Now and Then- Discussing people's favourite toys with reasons, analyse what school was like in the 1950s. SUM – Significant People – Amelia Earhart and Rosa Parks. They know and recount episodes from stories about the past AUT - Now and Then- analyse what school was like in the 1950s. SPR- Home and Away- Comparing life of significant individuals from the past. SUM – Significant People – Amelia Earhart 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result- AUT GfOL- Comparison of London and fire Safety then and now. SPR- Explorers- Differences between exploring then and now. SUM- Local Heroes- How FN changed nursing. Why was EC so important? Recognise how we remember important people and events- SUM- Local Heroes- How do we remember? Identify differences between ways of life at different times- AUT GfOL- Comparison of London and fire Safety now and then. SPR- Explorers- Differences between exploring then and now. SUM- Local Heroes- Why was Henry Blogg so important? Hospitals then and now. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied AUT SA and BA- How people lived; hunting, gathering tools and homes. How people's lived changed throughout the Stone Age. SUM- Norwich in the Blitz- How lives changed for evacuees. Compare with our life today- AUT SA and BA- Would you rather live in your house or a Stone Age house? How is what we eat different? SUM- Norwich in the Blitz- How would I feel if I was evacuated? Identify reasons for and results of people's actions SUM- Norwich in the Blitz- Why the Blitz happened? How our local area was affected by WW11. Understand why people may have wanted to do something SUM- Norwich in the Blitz- Why children were evacuated?
Interpretations of history	<ul style="list-style-type: none"> Compare pictures or photographs of people, objects events in the past- AUT- Now and Then- Sorting and making judgements about old toys, SPR- Home and Away- Comparing life of significant individuals from the past. Compare adults talking about the past – how reliable are their memories? AUT -Now and Then- analyse and compare what school was like in the 1950s. 	<ul style="list-style-type: none"> Compare two versions of a past event-AUT GfOL- Diary entry of Samuel Pepys' life. Compare pictures or photographs of people, places or events in the past- AUT GfOL- Comparison of London then and now. AUT – Tudor Food Compared to Food now SPR- Explorers- Compare NA and CC stories. Discuss reliability of photos/ accounts/stories- AUT GfOL- Diary entry of Samuel Pepys' life. SPR- Explorers- Compare NA and CC stories. Use stories to encourage children to distinguish between fact and fiction- AUT GfOL- Diary and non-fiction used throughout topic. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented- AUT SA and BA- Looking at cave paintings, artifacts and archaeologists. SUM- Norwich in the Blitz- People and bomb shelter visit. Distinguish between different sources – compare different versions of the same story. SUM- Norwich in the Blitz- Experiencing different versions of evacuees experiences. Look at representations of the period – museum, cartoons etc AUT SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places. SUM- Norwich in the Blitz- Museum trip and bomb shelter visit.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)- AUT- Now and Then- Making judgements about toys by comparing materials they are made from.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. AUT GfOL- Make model of house and burn them. SUM- Local Heroes- Why was Henry Blogg so important? Why is Norwich Cathedral so important?	<ul style="list-style-type: none"> Use a range of sources to find out about a period AUT SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places. Amesbury Archer. SUM- Norwich in the Blitz- Museum trip, bomb shelter trip, real life experiences. Observe small details – artefacts, pictures etc AUT SA and BA- Looking at cave paintings, artifacts and archaeologists. Significant places. SUM- Norwich in the Blitz- pictures of children, artifacts. Select and record information relevant to the study- AUT SA and BA- Creating a Stonehenge fact file? SUM- Norwich in the Blitz- Fact file. Begin to use the library and internet for research- AUT SA and BA- Researching about life in the Bronze Age? SUM- Norwich in the Blitz- Fact file .
Organisation and communication	Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models.....		

	Writing.. Using ICT...
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	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Topics</u>	<ul style="list-style-type: none"> Autumn Term- Celts and Roman Spring Term- Ancient Egyptians 	<ul style="list-style-type: none"> Autumn Term- Ancient Greeks Spring Term- The Anglo-Saxons and Vikings 	<ul style="list-style-type: none"> Autumn Term- Mayans and Aztecs Spring Term- Rich and Poor
Chronological understanding	<ul style="list-style-type: none"> Understand more complex terms eg BC/AD – AUT - Celts and Romans Sequence the period of study on a timeline – SPR – Egyptians Place events from period studied on time line – AUT - Celts and Romans Sequence the period of study on a timeline – SPR – Egyptians – AUT – Celts and Romans – Map of expansion of the Roman Empire. Use terms related to the period and begin to date events – AUT - Celts and Romans Sequence the period of study on a timeline – SPR - Egyptians 	<ul style="list-style-type: none"> Know and sequence key events of time studied- AUT- Ancient Greeks- ordering events through History. SPR- AS and V- Significant events in the Anglo- Saxon and Viking time period. Use relevant terms and period labels- AUT- Ancient Greeks- ordering events through History. SPR- AS and V- Significant events in the Anglo- Saxon and Viking time period. Make comparisons between different times in the past- AUT- Ancient Greeks- Democracy then and now, Greek Olympics then and now. SPR- AS and V- Beowulf- Castle trip. 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies- AUT- M and A- ordering events through History. SPR- Rich & Poor - Find the periods of British history on a timeline. Use relevant dates and terms AUT- M and A- ordering events through History. Sequence up to ten events on a timeline AUT- M and A- ordering events through History.
Range and depth of historical knowledge	<ul style="list-style-type: none"> Offer a reasonable explanation for some events – AUT - Celts and Romans – Boudicca’s revolt (Why did the Celts revolt?) – SPR – Egyptians – How does the Nile aid transport and farming Use evidence to reconstruct life in time studied – AUT - Celts and Romans – What was living in a roundhouse like? Identify key features and events of time studied – AUT - Celts and Romans – Boudicca’s revolt (Why did the Celts revolt?) – SPR – Ancient Egypt – How Egyptian dancing links to historic artefacts Look for links and effects in time studied - AUT - Celts and Romans – Boudicca’s revolt (Taxes demanded by Romans from Celts link to why the Celts revolted?) – SPR – Ancient Egypt – How do the Egyptians’ beliefs about death and the afterlife compare to your own? (links to work on Canopic jars/Gods/mummification). 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women- AUT- Ancient Greeks- differences between men and women, rich and poor, which side would you choose- Athens or Sparta? SPR- AS and V- Anglo-Saxons v Vikings, Examine causes and results of great events and the impact on people- AUT- Ancient Greeks- The beginning of democracy, the birth of the Olympics. SPR- AS and V- Study of place names in the UK and how those name came about? Anglo-Saxon kings. Know key dates, characters and events of time studied- AUT- Ancient Greeks- Ordering time periods, the beginning of democracy, the birth of the Olympics, Athens or Sparta? SPR- AS and V- Significant events in the Anglo- Saxon and Viking time period. Write another explanation of a past events using evidence to support- SPR- AS and V- diary entry writing based on a Viking raid and was Alfred the Great really great? 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings- AUT- M and A- Study of Mayan Gods, Mayan dancing, differences between Mayan and Aztec beliefs re chocolate. Mayan creation story. Compare beliefs and behaviour with another time studied- AUT- M and A- differences between Mayan and Aztec beliefs re chocolate. Mayan creation story. How would our lives be different without Mayans and Aztecs? Know key dates, characters and events of time studied- SPR- Rich & Poor - Find the periods of British history on a timeline. Compare an aspect of life with the same aspect in another period AUT- M and A- differences between Mayan and Aztec beliefs re chocolate. SPR- Rich & Poor - Differences in life/wealth between rich and poor compared to today
Interpretations of history	<ul style="list-style-type: none"> Look at the evidence available AUT - Celts and Romans – Celts expectation to pay taxes and give up land – SPR – Egyptians – Artefacts linked to Egyptian dancing. Begin to evaluate the usefulness of different sources – AUT - Celts and Romans – Boudicca’s revolt (evaluating evidence of bias in historical accounts) – SPR – Ancient Egypt – Diary Entry of Howard Carter (How do we know what happened? What evidence is there?) Use text books and historical knowledge – AUT - Celts and Romans – Boudicca’s revolt/taxes/roundhouses 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction- AUT- Ancient Greeks- fiction- Percy Jackson/myths, artifacts/research for fact. SPR- AS and V- Beowulf. Offer some reasons for different versions of events- AUT- Ancient Greeks- Greek myths, study of Greek pottery, Greek dancing- passing information down. SPR- AS and V- Beowulf. 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at SPR- Rich & Poor - Use a range of sources to consider cruelty in Workhouses/Dangers in factories Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - SPR- Rich & Poor - Use a range of sources to consider issues around work houses (visit to a workhouse) Be aware that different evidence will lead to different conclusions AUT- M and A- SPR- Rich & Poor - How school was different for rich and poor/boys and girls Confidently use the library and internet for research AUT- M and A- Mayan and Aztec daily life research.
Historical enquiry	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event – AUT - Celts and Romans – Boudicca’s revolt – SPR – Ancient Egypt – Diary Entry of Howard Carter (How do we know what happened? What evidence is there?) Choose relevant material to present a picture of one aspect of life in time past - – AUT - Celts and Romans – Instructions on how to make a Celtic Roundhouse – SPR – Ancient Egypt – Represent learning about gods through the design of their Canopic jars Ask a variety of questions – AUT - Celts and Romans – Why did the Celts have to pay taxes? Use the library and internet for research – AUT - Celts and Romans – Boudicca’s revolt/taxes/roundhouses – SPR – Egyptians – Decoding and recognising hieroglyphics and writing their own messages. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources- SPR- AS and V- Using artifacts and different sources to compare AS and Viking life. Use evidence to build up a picture of past events- AUT- Ancient Greeks- Investigating Greek inventions, the beginning of Greek democracy. SPR- AS and V- Anglo-Saxon entertainment and daily life. Was Alfred the Great really great? Different sources to compare AS and V life. Castle Trip. Select relevant sections of information- AUT- Ancient Greeks- Ancient Greek life. SPR- AS and V- Research daily life. Use the library and internet for research with increasing confidence- AUT- Ancient Greeks- Ancient Greek life. SPR- AS and V- Research daily life. 	<ul style="list-style-type: none"> Recognise primary and secondary sources AUT- M and A- Artefacts linked with Mayan dancing. SPR- Rich & Poor - Visit a workhouse Use a range of sources to find out about an aspect of time past AUT- M and A- Mayan and Aztec daily life research. SPR- Rich & Poor - Visit a workhouse/Internet/Book and video Suggest omissions and the means of finding out SPR- Rich & Poor - Were poor people listened to or heard in Victorian times? Role of Oliver Twist in raising concerns? How were the poorer characters treated at the workhouse visit? Bring knowledge gathered from several sources together in a fluent account AUT- M and A- Recount of finding the Mayan ruins. SPR- Rich & Poor - Use a range of sources to consider cruelty in Workhouses/Dangers in factories
Organisation and communication	<ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms. 	

