

History Skills and Knowledge Progression	
EYFS Curriculum <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	
NATIONAL CURRICULUM EXPECTATIONS	
<u>KEY STAGE ONE</u> Pupils should be taught about: <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 	<u>KEY STAGE TWO</u> Pupils should be taught about: <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece - a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Intent

At St Mary and St Joseph's we offer a structure and sequence of lessons to help teachers ensure they have progressively covered the skills and concepts to meet the aims in the National Curriculum. Our History topics aim to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically. Through these topics, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. Where appropriate, we use historical artefacts, visits, workshops and the local area to enthuse and engage the children to find out more about events and people from the past. We make full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality and heritage. For example, Year 2 explore Corfe Castle as part of their 'Towers, Turrets and Tunnels' topic, Year 3 visit the Roman Town House in Dorchester as part of their 'I am Warrior' topic and Year 5 visit Bovington Tank Museum as part of the Fallen Fields (Remembrance) topic

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans

Implementation

History is taught through our Curriculum Maestro topics maintaining strong links to the National Curriculum. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics and vocabulary throughout each year group across the school. Cross curricular outcomes in History are specifically planned for, with strong links between the History curriculum and English lessons enabling further contextual learning.

In order for children to know and remember more in each area of history studied, prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons, e.g in year 6 placing the Victorian period into a timeline using their knowledge of previous historical periods studied. Our history topics build on prior knowledge, e.g. comparing how different historical periods were ruled and governed, linking crime and punishment across different periods and events studied.

Impact

We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways. It will be measured through key questioning skills built into lessons, child-led assessment such as completing a 'What I know' and 'What I would like to find out' grid at the beginning of topics to revisit at the end of topics and use of Rosenshine pedagogy to review and recall knowledge.

Knowledge and Skills Progression Map

	Subject: History				Subject Leader: Karen Cheeseman		
<u>History Focussed Topics</u>	<u>Marvellous Me Ocean Commotion</u>	<u>Dinosaur Planet (up to 2021-22)</u> <u>Childhood (from 2022-23)</u>	<u>Towers, Tunnels and Turrets</u> <u>Magnificent Monarchs (from 2022-23)</u>	<u>Tribal Tales (Stone Age)</u> <u>Emperors and Empires (Iron Age/ Romans)</u>	<u>Traders and Raiders (Anglo Saxons and Vikings)</u>	<u>Ancient Greeks</u> <u>Fallen Fields (Remembrance)</u> <u>Off with her Head (Tudors)</u>	<u>Revolution (Victorians)</u> <u>Hola Mexico! (Maya Civilisation)</u>
<u>Links to locality</u>		People who grew up in the 1950s Teddy Bear Museum Dorchester?	Corfe Castle	Hooke Court Stone Age Living History Day Roman Town House and Maiden Castle (Dorchester)	Wareham – Anglo Saxon settlement	Bovington Tank Museum	Priest House Museum, Wimborne Wool in the Victorian Times
<u>Skills Progression</u>							
<u>Area of Learning</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>
Chronological understanding	-Talk about the lives of people around them -Name and describe people familiar to them -Recall and remember events in their past	<ul style="list-style-type: none"> Order photos chronologically from their life onto a timeline Sequence 3/4 childhood artefacts from distinctly different periods of time Match childhood objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time -Sequence significant information in chronological order, e.g. castles from different periods into oldest to newest, ordering kings and queens 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time -Sequence significant events and dates within the Roman period Sequence several events or artefacts -Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Sequence significant events and dates within the Anglo Saxon and Viking period Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied - Sequence and make connections between periods of world history on a timeline. Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	.Know some similarities and differences between things in the past and now -describe how they have grown and changed since birth -describe what the seaside was like in the past and compare to today	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past -Describe an aspect of everyday life beyond living memory (in the 1950s) 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result -Describe the everyday lives of people in a period beyond living memory, e.g. castle life and the people that worked and lived there -Identify differences between ways of life at different times -Make judgements and describe the impact of significant individuals: Alfred the Great, Henry 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do things - Explain the cause, consequence and impact of Roman invasion and settlement in Britain 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events - Explain the cause, consequence and impact of Anglo Saxon and Viking invasion and settlement in Britain 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of lie with the same aspect in another period - identify the characteristics and importance of the Ancient Greeks (people, 	<ul style="list-style-type: none"> Find out about beliefs, behaviour& characteristics of people, recognising that not everyone shares the same views & feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their theory

			VIII, Elizabeth I, Queen Victoria, Elizabeth II		- Describe the significance and impact of power struggles on Britain (The Battle of Ashdown, Britain being ruled by an AS king)	culture, art, politics, hierarchy).	<ul style="list-style-type: none"> Know key dates, characters and events of time studied describe the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).
Interpretations of history	-Understand the past through settings, characters and events encountered in books: Guy Fawkes, Nativity, Remembrance	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about their childhood – how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources & work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry		<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information -Use a range of historical artefacts to find out about childhood in the past, such as baby bottles, clothing, toys and books 	<ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. -Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it (link to Corfe Castle building and artefacts found there) 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research -Make deductions and draw conclusions about the reliability of a historical source or artefact, e.g. Roman Historians description of Boudicca and Celts 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research -Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner, e.g. Sutton Hoo Treasures, Anglo Saxon jewellery 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use a range of historical sources or artefacts to build a picture of a historical event or person Select relevant sections of information Use the library and internet for research with increasing confidence - 	<ul style="list-style-type: none"> Recognise primary and secondary source Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account - Ask perceptive questions to evaluate an artefact or historical source, e.g studying Victorian photos of Queen Victoria and her family, rich and poor Victorian children
Organisation and communication		<ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play. Making models..... Writing. Using ICT 			<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> Select and organise info to produce structured work, using correct dates and terms.

<u>Knowledge Progression</u>	To name and describe familiar people to them	<u>Childhood</u> To know that an artefact is an object from the past	<u>Towers, Tunnels and Turrets</u> To know what a timeline is To sequence images of castles through the ages on a timeline To describe life in a castle: who lived and worked there	<u>Tribal Tales</u> To know that dates can be sequenced on a timeline using AD or BC To know that Prehistoric Britain began about 700,000 years ago and ran up to AD43	<u>Traders and Raiders</u> To know the Anglo Saxons invaded Britain for land and goods because the Romans had left To know that the Anglo Saxons wanted to find farmland after flooding in Scandinavia	<u>Groundbreaking Greeks</u> -To know that Ancient Greek history can be divided into 7 main periods / civilisations -To name and sequence these 7 periods onto a timeline -To explain key aspects of these 7 main periods -To know what a city state was -To know that Athens was the most powerful city state -To understand democracy, role of men and women and social hierarchy in Athens -To name significant Athenians and explain their significance: (add names) -To understand lasting legacies of Ancient Greek on later periods in British History, including present day: arts, Olympic games, democracy, philosophy and maths	<u>Revolution – Victorians</u> To know when the Victorian period was and how it has shaped British History To explain how Queen Victoria and Prince Albert aimed to model an ideal family life To explain what life was like in Victorian times for rich and poor To understand the jobs children had in Victorian times and the reforms that took place to change working conditions To understand how the Industrial Revolution affected Britain and the British People To explain how Victorian Reformers and Inventions brought change and how that affects life today To know that the Victorians introduced prisons and that conditions and punishments in prison were harsh
	To know how they have changed To describe events in their past To know how the seaside has changed from the past To know who Guy Fawkes was To explain what Remembrance is To know the Nativity story	To sequence photos of themselves chronologically: baby, toddler and child To know that a family tree is a diagram that shows the relationship between people in several generations of a family. To describe and compare everyday life in the 1950s to today To describe and compare childhood in the 1950s to today To know that the coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. <u>Bright Lights, Big City</u> To know Queen Elizabeth II is the current monarch of the United Kingdom To know The Great Fire of London was a major fire that destroyed a large area of London in 1666.	To know key people who lived at Corfe Castle through the ages: Edward the Martyr, King John, Bankes Family <u>Magnificent Monarchs</u> To know what a monarch and a monarchy are To know that the power of monarchy has changed over time: absolute power to constitutional power To know that royal portraits are used to promote the wealth, power and importance of a monarch To know and sequence six significant sovereigns in English and British history: Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.	To place the Stone Age, Bronze Age and Iron Age on a timeline To describe and compare characteristics of these periods To know that the Stone Age people evolved from hunter gatherers to farmers To explain how as farming progressed in the Bronze Age, tensions between tribes began to arise To describe everyday life of Iron Age people (The Celts) To know how these tribes were led and ruled To know about Celtic beliefs <u>Emperors and Empires</u> To know the mythical and historical version	To know where they settled in Britain To name the Anglo-Saxon Kingdoms To describe the everyday life of the Anglo-Saxons and Vikings: homes, jobs, arts, religion, crime and punishments To know that over time Anglo-Saxons converted to Christianity To explain why the Vikings began to invade To know that the Viking invasions and Anglo-Saxon defence led to many conflicts To know that Alfred the Great made peace with the Vikings To know that the Anglo-Saxons defeated the remaining Viking rulers	<u>Fallen Fields</u> -To know the causes of WW1 -To know the war was fought between 2 main groups: Central Powers and the Allied	<u>Hola Mexico!</u> To know the 3 major periods of the Maya

		<p>To know that fire began in a bakery on Pudding Lane.</p> <p>To know that a monument was built near to Pudding Lane to commemorate the Great Fire.</p> <p>To know who William Pepys was</p> <p>To describe what Charles II did during the fire</p>	<p>To explain who the most significant monarch was using Dawson's model</p> <p>To name and describe royal residences - some are used as private homes, holidays or for royal business (link to Corfe Castle)</p>	<p>of the founding of Rome</p> <p>To explain how Rome was ruled and governed</p> <p>To know that the Roman Empire grew over time and that the Roman Army fought and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East.</p> <p>To describe the hierarchy of Ancient Rome</p> <p>To know that Julius Caesar's invasions of Britain in 55 and 54BC were unsuccessful</p> <p>To know that Emperor Claudius's invasion in AD43 was successful and resulted in Britain becoming Romanised</p> <p>To describe how Britain became Romanised: towns, roads, aqueducts, public baths, money, Christianity</p> <p>To know who Boudicca was</p> <p>To describe Boudicca's rebellion and its</p>	<p>and the Vikings agreed to be ruled by an Anglo-Saxon king</p> <p>To sequence key events from AD410 to 1066</p> <p>To place the AS and Viking period on a timeline of periods already studied</p>	<p>and Associated Powers</p> <p>-To know what life was like for a soldier</p> <p>-To describe life in the trenches</p> <p>-To explain what the Christmas truce was</p> <p>-To describe life on the home front</p> <p>-To plot key events from WW1 on a timeline</p> <p>-To know how the war ended</p> <p>-To describe the significance of Remembrance Day</p> <p><u>Off with her Head (Tudors)</u></p> <p>-To place the Tudor period on a timeline with other historical periods studied</p> <p>-To know who Henry VIII's wives were</p> <p>-To place Henry's wives on a timeline and describe who they were</p> <p>-To know who Anne Boleyn was and explain why she was beheaded</p> <p>-To describe Tudor crimes and punishments, comparing these to other historical periods studied</p> <p>-To understand treason</p> <p>-To explain how Henry's beliefs prompted him to take</p>	<p>Civilisation and to link with other historical periods studied.</p> <p>To explain what life was like in Mayan times: structure of society, maya writing and number system, jobs, food, religion and entertainment.</p> <p>To know the names of some ancient Maya cities.</p> <p>To name characteristics of these cities.</p> <p>To compare the ways of life in the Maya Civilisation to what life in Britain would have been like during the same time period and look at the contrasts between them.</p>
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				<p>significance in the struggle of power</p> <p>To describe Roman crime and punishments</p>		<p>action: Henry's Great Matter</p>	
Themes							
Rulers and Governance		<p>-Coronation of Queen Elizabeth II</p> <p>-Queen Elizabeth II is current monarch</p> <p>-Charles II helped to put the fire of London out</p>	<p>-A king or queen is a monarch</p> <p>-A monarchy is a country that has a king or queen as head of state</p> <p>-A monarch has royal residences</p> <p>-In the past monarchs had absolute power</p> <p>-Now, monarchs have constitutional power</p> <p>-Significance of: Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.</p>	<p>- Bronze Age: rich seized power and became tribe leaders</p> <p>-Iron Age: warrior kings led tribes and would fight with rivals (Boudicca's rebellion)</p> <p>-Initially Rome was ruled by Kings, but then became a republic, led by senators using a constitution</p>	<p>-King Vortigern is said to be the leader of the Angles when they arrived in Britain in 449.</p> <p>- Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders</p> <p>- In 871 CE, Alfred the Great inherited the throne of Wessex and for the next few years he fought the Vikings</p> <p>-In 927 these kingdoms were united under the rule of one King after the Viking City of York was captured</p> <p>- King Athelstan (the grandson of Alfred) became the King of England. England was created. He was the first King to have a crown rather than a helmet placed on his head during his coronation</p> <p>- Edward the Confessor is regarded as the last Anglo-Saxon king of England.</p>	<p>-Each city-state ruled itself. They had their own governments, laws and army</p> <p>- However, in the 300s B.C., these small city-states were forced to unite under one ruler: Alexander the Great. He was the founder of the Ancient Greek Empire</p> <p>- Henry VIII had absolute power</p> <p>-Henry VIII created Church of England</p>	<p>- The Victorian Era (1837-1901) is defined by the reign of Queen Victoria, who ascended to the throne at the age of 18 and ruled during the industrialisation of England, encouraging tremendous change and expansive growth of England's domestic and foreign power.</p> <p>→ Changes in government behaviour and policies to support working class - popularisation of socialism</p> <p>-Maya society was formed of a number of city states each with their own ruler.</p> <p>-Each city was surrounded by rural settlements.</p> <p>-At the top of Maya society was the King and Royal family who were believed to be closely linked to the gods.</p> <p>-An educated elite of scribes, priests and</p>

					<p>- The Anglo-Saxons ruled large part of England until 1066 when England was conquered by William Duke of Normandy after his victory in the Battle of Hasting</p>		<p>nobles formed the ruling class. -They occupied the finest buildings in the city.</p>
Crime and Punishment				<ul style="list-style-type: none"> • No police - in Britain, the job of finding a criminal was down to the legionaries • Punishments were severe: flogging, beating, exile, execution (inc. crucifixion), gladiator, set on fire • Ideas that the Romans started are still used in the British justice system today (legacy): Court, Judge, Jury, Lawyer • Worst crime - rebelling against emperor 	<p>-The two biggest invading tribes were the Angles and the Saxons</p> <p>-Punishments were more severe as no prisons so were severe to act as a deterrent</p> <p>-Punishments - stoning, drowning, branding, fine, whipping, stocks, hanging, mutilation, exile</p> <p>-Different Anglo-Saxon kings and kingdoms had their own laws and punishments</p> <p>-Jury decided guilt; oath keepers (witnesses) swore innocence; trial by ordeal option - God decided</p>	<p>-There was no police force during Tudor times.</p> <p>-Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed 'Parish Constables' who would be responsible for keeping the peace and catching criminals.</p> <p>-The laws were strict and most crimes were punished severely.</p> <p>-People believed if a criminal's punishment was painful enough, then it would stop others from doing it as well.</p> <p>-Whipping was a common punishment for a wide variety of crimes. Vagrants (homeless people), thieves who stole goods worth less than a shilling and those who refused to attend church could all be whipped.</p> <p>-Being branded (burned) with a hot</p>	<p>-Police force introduced in London in 1829 by Sir Robert Peel (called 'Bobbies' or 'Peelers')</p> <p>- By 1839, other areas of the country were developing their own police force</p> <p>-Victorians introduced prisons; Between 1842 and 1877, 90 prisons were built or added to</p> <p>- Life in prison was harsh: treadwheel - moving a huge wood and iron wheel with steps; shot drill - lifting a heavy iron cannonball; picking oakum - pulling apart tarred rope; the crank - turning a crank 10,000 times a day, to earn meals</p> <p>- Prisoners were kept on their own in cells for most of the time: not allowed to see or talk to each other</p>

						<p>iron was another common punishment. -Criminals were also locked in 'stocks'.</p> <p>- Executions, such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason (crimes against the king) or heresy (following the wrong religion).</p>	<p>-Some convicts transported to Australia</p>
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