

Langdon Primary School – Progression in History (Last Reviewed 2023)
Skills:

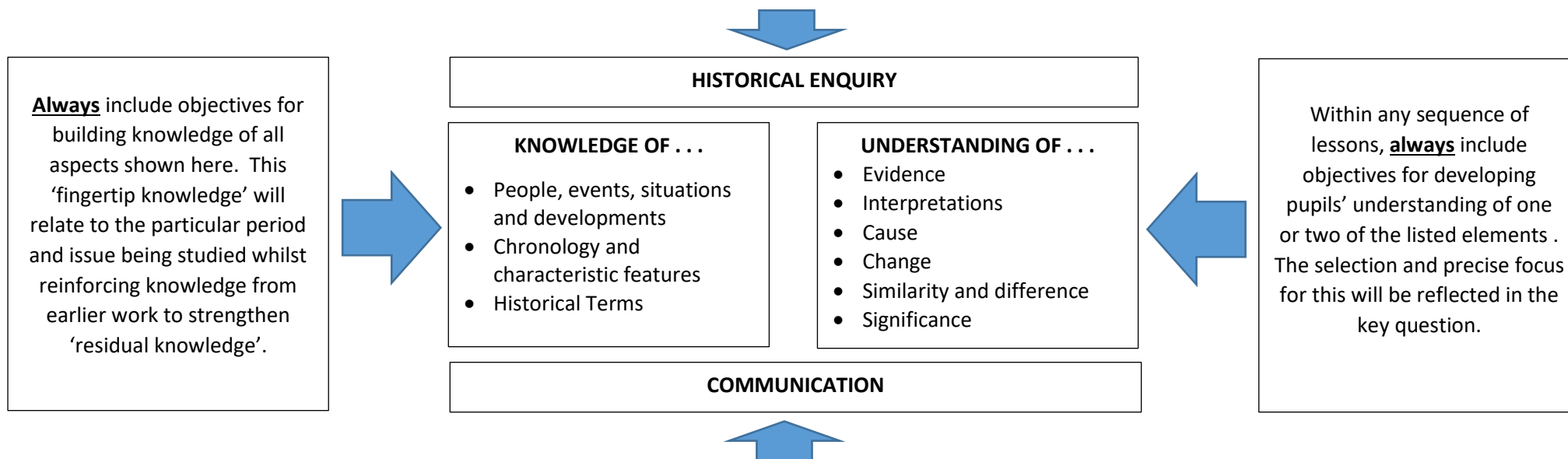
		Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
Building Knowledge	Chronological knowledge	<ul style="list-style-type: none"> Use everyday words and phrases that relate to time such as before, after, since, now, yesterday, tomorrow, new, old Order and sequence familiar events Describe main story settings, events and principle characters Describe things that have happened to themselves in the short and longer term past 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Describe changes within living memory Recount the main details from significant events in history Order events and objects on a timeline of a topic from beyond living memory Identfy and describe similarities and differences between periods of time 	<ul style="list-style-type: none"> Use a timeline of history – understanding that it can be split into BC and AD In time order, describe the main changes in a period or event studied Accurately order dates on a timeline to show an event or period Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> Extend and deepen gheir chronologically secure knowledge of history Use timelines to demonstrate changes and developments in key areas such as culture, technology or religion Note connections, contrasts and trends within periods and over time Understand how some historical events occurred concurrently in different locations (eg. Ancient Egypt and Stone Age Britain)
	Knowledge and Historical Terms	<ul style="list-style-type: none"> Recall things that have happened to themselves and others in living memory Extend vocabulary especially by grouping and exploring the meaning of new words 	<ul style="list-style-type: none"> Use information gathered from a range of sources, including eyewitness accounts (eg. grandparents, visitors) to describe the past Recall information about people or events from beyond living memory Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Use evidence to describe aspects of the lives of people from the past eg. culture, way of life, what was important to them Investigate similarities and differences between people, events and artefacts Be able to talk about the influence of the past on the way we live today Develop an appropriate use of historical terms 	<ul style="list-style-type: none"> Give reasons why change occurred, backed up with evidence Describe how some changes impact both on subsequent periods and, in the longer term, on today’s society Identify some social, cultural, religious and ethnic diversities of societies studied Use historical terms and concepts in increasingly accurate and sophisticated ways
Processes of History	Enquiry	<ul style="list-style-type: none"> Answer ‘how’ and ‘why’ questions in response to stories or events Ask questions about the past Look at objects, pictures and photographs (including using IT) from the past and ask questions about them 	<ul style="list-style-type: none"> Ask questions and look for evidence to answer them Know that we can find out about the past using a range of source materials eg. artefacts, diaries, photographs 	<ul style="list-style-type: none"> Understand that knowledge of the past is constructed from a range of sources and explore the idea that there are different accounts of history Be able to locate and use documents, printed scripts and digital information using IT to find out about the past 	<ul style="list-style-type: none"> Pursue historically valid enquiries including some of their own Question the reliability of source material – give reasons why it is or is not reliable Choose and use the most reliable forms of evidence to inform learning Understand how rigorously some sources make historical claims

Processes of History	Interpretation	<ul style="list-style-type: none"> Look at artefacts and describe how they are different or the same as those we use or see today 	<ul style="list-style-type: none"> Say why people might have acted as they did in the past Say what they have found out from looking at and handling artefacts about life in the past Suggest what things in the past might have been different to today and give simple reasons why Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving reasons for this Identify the difference between fact and opinion Identify where people in the past have represented events, people and ideas in a way that persuades others Work out what message is being given about the past in source materials 	<ul style="list-style-type: none"> Realise that there is often not a single answer to a question about history or a single interpretation of the past Give reasons why there may be different accounts of history Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects the interpretation of history
	Organisation and Communication	<ul style="list-style-type: none"> Sort objects and events into then and now Draw about the past Talk about the past Engage in role play about the past 	<ul style="list-style-type: none"> Retell and write stories about the past Draw labelled diagrams 	<ul style="list-style-type: none"> Communicate ideas using different genres for example, drawings, ICT, diagrams, data, drama, story telling Construct informed responses by selecting and organising relevant historical information Use subject specific vocabulary with accuracy 	<ul style="list-style-type: none"> Plan and present self directed research and/or projects Present information in a relevant, structured and organised way supported by evidence
Historical Perspective of the World	Continuity and Change <i>in and</i>	<ul style="list-style-type: none"> Look closely at similarities, differences and patterns Develop a simple understanding of growth, change and decay over time 	<ul style="list-style-type: none"> Identify similarities and differences between ways of life at different times 	<ul style="list-style-type: none"> Describe and/or make links between main events, situations and changes within and across different time periods or societies 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods of history
	Cause and Consequence	<ul style="list-style-type: none"> Question why things happen Give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for results of historical events, situations and changes 	<ul style="list-style-type: none"> Analyse, explain reasons for, a results of, historical events, situations and changes
	Similarity and Difference <i>within</i>	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events and/or beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain and the wider world 	<ul style="list-style-type: none"> Understand and explain or analyse, diverse experiences and ideas, beliefs, and attitudes of men, women and children in past societies

Significance of people and	<ul style="list-style-type: none"> Recognise and describe special times or events for family and/or friends 	<ul style="list-style-type: none"> Talk about who was important and why eg. in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events from the past 	<ul style="list-style-type: none"> Consider and explain the significant of events, people and developments in their context and in the present
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Careful planning will involve something like a ‘sandwich approach’ as shown below. As with all good sandwiches, the individual distinctions are lost and the full flavour emerges in the eating ie. By covering all aspects of the above teachers are more able to ensure that pupils meet the overall goal of history education which is to enable them to gain and increasingly mature and informed historical perspective of their world.

Always engage pupils in a valid historical enquiry question through which the learning grows over the sequence of lessons.
Sometimes your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.



Always require pupils to organise and communicate their findings at the end of the sequence so that their learning gains coherence.
Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

Knowledge:

	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
	At the end of this unit, pupils will know . . .			
Family and Society	<p>Remembrance Day:</p> <p>The Gunpowder Plot:</p> <p>The Royal Family:</p>	<p>Great Fire of London: Some people in past times were taught to read and write and that some weren't and that this linked to how rich or poor you were.</p> <p>Florence Nightingale: How wealth affected decisions about how the Victorians lived their lives including how different education was according to class and gender.</p>	<p>Romans and Vikings: What life was like for Roman and Viking invaders/soldiers and their families in Britain and how this differed for the rich and the poor including homes they lived in and jobs they did</p> <p>Tudors: How the young heirs of Henry VIII lived their lives and how this differed to the lives of ordinary people</p> <p>Titanic: How the class system affected life on board the Titanic both before and after the iceberg collision</p> <p>Stone Age: How families lived in extended groups and close-knit working communities in order to share the burden of hunting and gathering with reference to Skara Brae</p> <p>Ancient Egypt: How society was hierarchical with a pharaoh at the top and slaves at the bottom and what this meant for family life and work</p>	<p>World War II: How roles and opinions on gender and class changed in the face of war in Britain with particular reference to jobs for women in the services and on the home front</p> <p>The importance of childhood with particular reference to safety and security through evacuation</p> <p>Crime and Punishment: How suspected criminals have been viewed and tried during different periods of society.</p> <p>Ancient Greece: About the differences in Greek society (with particular reference to Athens and Sparta) and how this influenced peoples' lives and work, including the gender differences and choices for the most vulnerable</p>

Settlement	<p>My World: Where I live – my home, my village/town</p>	<p>Castles and Fairy Tales: Why kings built castles in locations such as on hills, near a coast or river or on border lands and how communities grew up around them</p> <p>Great Fire of London: That most people lived in rural areas but those who lived in cities lived very close to their neighbours which caused the Great Fire of London to spread so easily</p> <p>Seaside: How coastal towns became important for leisure in the Victorian era</p>	<p>Stone Age: How people began to live in supportive communities such as Skara Brae</p> <p>Romans: How the Romans changed homes and the infrastructure of towns and cities in Britain through developments such as Roman road networks and better housing</p> <p>Tudors: What Tudor housing was like for the rich and poor</p> <p>Titanic: Why people migrated to America in the early 20th century</p>	<p>World War II: Which areas of the UK were heavily bombed in WWII and why and how this impacted on local and national decision making eg. evacuation of children within the UK and overseas; the role of ARP wardens and volunteer services</p>
Conflict and Disaster	<p>My World: Who helps us in an emergency – fire service; doctors, nurses and hospitals; school staff and family</p>	<p>Castles and Fairy Tales: How castles were built to withstand attack</p> <p>Great Fire of London: That the Great Fire of London helped with establishing an emergency fire service</p> <p>Florence Nightingale/Mary Seacole: How Florence Nightingale’s impact in Crimea led to the establishment of an organised nursing service</p>	<p>Stone Age: How did Stone Age communities make and develop tools for hunting and in conflict</p> <p>Romans: Reasons why the Romans invaded Britain and how they used weaponry and trained soldiers to success</p> <p>How the invasion of Britain by Rome continues to influence aspects of modern life</p> <p>Vikings: Why and how the Vikings invaded and how their style of invasion and its impact affected communities</p> <p>Tudors: How the War of the Roses led to the beginning of the Tudor monarchy</p>	<p>World War II: The triggers that led to WWII and how Britain became involved through alliance</p> <p>Know how the invention of the V1/V2 rocket changed the face of the war and how the military worked</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Discovery and Progress</p>	<p>Explorers: That people like to travel the world to see what it is like eg. explorers who travel by sea and those who travel on land</p>	<p>Dinosaurs: That fossils give clues about life in the past, before humans</p> <p>Great Fire of London: How town planning, emergency services and house building changed as a result of lessons learned after the fire</p> <p>Florence Nightingale: How hygiene practices, nursing and hospitals changed as a result of Florence Nightingale's work</p>	<p>Stone Age: How early civilizations improved basics such as tools for hunting, shelter, communication (including cave paintings)</p> <p>Romans: About the impact of Roman road building on the success of the invasion and on infrastructure and trade</p> <p>Vikings: How Viking boat building led to discovery of new lands and on invasion</p> <p>Tudors: How Tudor explorers and sea farers enhanced understanding of the world</p>	<p>Crime and Punishment: How law and punishment have advanced over time including fairness, robustness of systems and increased compassion punishment</p> <p>Space: How technological advances led to the moon landings</p>
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