

Werrington Primary School Long Term History overview. Progression of skills and knowledge

**National Curriculum Programmes of Study**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>			
<b>Historical Knowledge</b>	<b>Knowledge &amp; Understanding of British History</b>	<ul style="list-style-type: none"> <li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>			
	<b>Local History</b>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• A local history study</li> </ul>			
	<b>Knowledge &amp; Understanding of Wider World History</b>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• 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</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul>			
<b>History Skills and Concepts</b>		<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases relating to time</li> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>			

History Units			
	Term 1	Term 2	Term 3
Year 1	Toys now and then.- Comparing old toys to toys nowadays.	The History of transport.- - Comparison of transport in the past to present day.	A local study- Werrington village- comparison of buildings old and new.
Year 2	The Great Fire of London Enquiry based topic	Local history study- significant person Edith Cavell. The life of Florence Nightingale and her achievements.	The History of the seaside Comparing the seaside past and present.  Grace Darling- The life of Grace Darling and her achievements.
Year 3	Stone-Age to the Iron Age- Changes in Britain from the Stone Age to the Iron Age.		The Roman Empire, its invasion of Britain and the effects.
Year 4		The Viking and Anglo Saxon struggle for the kingdom of England.	
Year 5		Crime and Punishment through the ages.	Local study Looking at the history of Werrington village
Year 6	<b>The Ancients</b>  The Egyptians- An in depth study of Ancient Egypt  The Mayans– A non- European society that contrasts with British history.  The Greeks- Comparisons of the Greeks with other civilisations.		

	Investigate and Interpret the Past 	World History- People    	World History- Places   	Understanding Chronology  	Communicate History-Vocabulary 
Year R	<ul style="list-style-type: none"> <li>Children can talk about images from familiar situations in the past.</li> <li>Children use their own experiences, images and stories. ( Fiction and non-fiction) to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can compare characters from stories including figures from the past.</li> <li>Children can talk about the lives of people around me and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Children can talk about similarities and differences between things in the past and now.</li> </ul>	<ul style="list-style-type: none"> <li>Children can understand the past through settings, characters and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can use language such as: :past, long time ago, last year, when I was __ years old Present to communicate their understanding of the past.</li> </ul>
Year 1	<p><b>How have toys changed?</b></p> <ul style="list-style-type: none"> <li>Children begin to observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Children ask questions about what it was like for people in the past.</li> <li>Children begin to understand different ways that the past is represented.</li> <li>Children begin to understand that evidence and artefacts can tell us a story about the past.</li> </ul> <p><b>Sources of evidence:</b> real objects, secondary sources, photographs, newspaper articles, online research</p>	<ul style="list-style-type: none"> <li>Children can begin to describe how events had an effect on people.</li> <li>Children can talk about some significant people in the past.</li> <li>Children can begin to recognise that there are reasons why people made the choices they did.</li> </ul> <p><b>Significant people:</b> The Wright brothers Neil Armsrong Tim Peake</p>	<ul style="list-style-type: none"> <li>Children can begin to describe how events had an effect on places.</li> <li>Children can begin to talk about significant places in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Children can begin to place events and artefacts on a timeline.</li> <li>Children can begin to discuss using words like: past, present, older, newer.</li> <li>Children can talk about changes in my own life.</li> <li>Children can understand the difference between the present and the past.</li> </ul>	<p>Tier 1 Vocabulary</p> <p>observe artefact represent past present future recount appropriate recent year decade century nation civilisation monarchy parliament law democracy</p> <p>Pupils can communicate their understanding of the past through talking, drawing and writing. Children can talk about changes in their own lives.</p> <p>Topic Vocabulary: Yesterday before earlier along time ago last year today tomorrow, order, year, timeline, toys, grandparents, decade. Modern, date, order, memories, photograph, long ago, similar, artefact Steam engine horse and cart, hot air balloon, locomotive, airship, land, air, water, timeline, order, past present, efficient, then, now, The Wright brothers Neil Armstrong Time Peake</p>

<p>Y e a r 2</p>	<p><b>What does evidence tell us about the Great Fire of London?</b></p> <ul style="list-style-type: none"> <li>• Pupils find out about the past using a variety of types of evidence and different sources eg- photographs, visitor, audio files, primary and secondary sources.</li> <li>• To begin to explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Children use artefacts to ask and answer questions about the past.</li> <li>• Pupils begin to choose their own sources of evidence.</li> </ul> <p>Sources of evidence: Primary and secondary sources, real objects, diary extract, newspaper reports, photos video clips</p>	<p><b>What impact did Edith Cavell have?</b></p> <ul style="list-style-type: none"> <li>• Children can describe how events had an effect on groups of people.</li> <li>• Children can talk about a range of significant people in the past.</li> <li>• Children can recognise that there are reasons why people made the choices they did.</li> <li>• <b>Significant people-</b> King Charles II, Samuel Pepys, Edith Cavell Grace Darling</li> </ul>	<ul style="list-style-type: none"> <li>• Children can describe how events had an effect on places.</li> <li>• Children can talk about significant places in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can place events and artefacts on a timeline.</li> <li>• Pupils can label timelines with words like: past, present, older, newer, and key dates.</li> <li>• Children can talk about significant events in their own lives</li> <li>• Children know when some famous historical events beyond living memory happened.</li> <li>• Children can sequence events related to the life of a significant individual chronologically.</li> </ul>	<p>Tier 1 Vocabulary</p> <p>Tier 1 Vocabulary</p> <p>observe artefact represent past present future recount appropriate recent year decade century nation civilisation monarchy parliament law democracy</p> <ul style="list-style-type: none"> <li>• Pupils are communicating their understanding and awareness of the past in a variety of ways, such as written, talking and using images.</li> </ul> <p>Topic Vocabulary:</p> <ul style="list-style-type: none"> <li>• King Charles 11, The Great Fire of London, St Paul's Cathedral, danger, explore chronological order Grace Darling brave storm heroine recount survive rescue heroine</li> </ul> <p>Memorial evidence research historian newspaper opinion era period artefact</p> <p>Victorian times, seaside, promenade, puppet show, bathing machine, train, artefact, document now then past present change steam train entertainment improvement Edith Cavell</p>
<p>Y e a r 3</p>	<ul style="list-style-type: none"> <li>• Children can begin to use a range of evidence to ask and answer questions about the past and suggest suitable sources of evidence.</li> <li>• Children can begin to use multiple sources to gain an accurate insight into historical events.</li> <li>• Children can begin to present different accounts of events, and discuss why they differ.</li> <li>• Children can begin to explore the reasons for some of the events and changes in history.</li> <li>• Pupils begin to understand the difference between a primary and a secondary source of evidence.</li> </ul> <p>Sources of evidence: Secondary sources, photographs, replicas of relics archaeological sites Ferry Meadows) paintings artefacts</p>	<ul style="list-style-type: none"> <li>• Pupils can begin to understand life in Britain from the Stone Age to the Iron Age.</li> <li>• Pupils can understand the impact of the Roman Empire and its impact on Britain.</li> <li>• Children can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> </ul> <p><b>What happened when the Romans came to Britain?</b></p> <p><b>Significant people:</b> Julius Caesar Boudica</p>	<p><b>How can we find out about pre-historic Britain?</b></p> <ul style="list-style-type: none"> <li>• Children can begin to understand how places within Britain have changed from the Stone Age to the Iron age.</li> <li>• Children can understand the impact of the Roman Empire on Britain.</li> <li>• Children can begin to understand the social, ethnic, cultural, and religious diversity of past societies.</li> </ul> <p><b>What happened when the Romans came to Britain?</b> <b>Why were the Romans so successful and what did they leave behind?</b></p>	<ul style="list-style-type: none"> <li>• Pupils can begin to place events, artefacts and historical figures on a timeline using dates.</li> <li>• Children can begin to understand the concept of change over time using evidence.</li> <li>• Children can begin to use dates and describe periods of time.</li> <li>• Children realise that the past can be split into different periods of time and begin to use the correct historical terms.</li> </ul>	<p>Tier 2 Vocabulary:</p> <p>source evidence historical source primary source account secondary source enquiry historical enquiry cause consequence locality overview ancient mediaeval culture BCE CE social ethnic society change concept represent</p> <p>Children are beginning to communicate their learning in an organised and structured way, using appropriate historical terminology, images, artefacts and writing.</p> <p>Pupils are beginning to use more specific words and phrases accurately to indicate periods of time, e.g a long time ago , ancient, centuries, millennium timeline AD before common era chronological order</p> <p>Topic Vocabulary:</p> <ul style="list-style-type: none"> <li>• Stone Age, Skara Brae, nomadic, Neolithic, Mesolithic, historical source, ancestors, era, tools ,weapons, archaeologist</li> <li>• Bronze Age, trade, travel, metal work, Beaker people, settlement, archaeologist</li> <li>• Iron Age, Roman Conquest, fortified settlements, Celts, legacy, roundhouses, tools, weapons</li> <li>• Roman Empire, territory ,frontiers, Rome, myths, economy, trade, emperor, Queen Boudicca</li> </ul>

<p>Year 4</p>	<ul style="list-style-type: none"> <li>Children can use a range of evidence to ask and answer questions about the past.</li> <li>Pupils can use and suggest suitable sources of evidence for historical enquiries.</li> <li>Children can present different accounts of events, and discuss why they differ.</li> <li>Children can explore the reasons for some of the events and changes in history.</li> <li>Children begin to evaluate a source's usefulness.</li> <li>Children begin to make connections between information provided in more than one source to build up a picture of a past event,</li> </ul> <p>Sources of evidence:</p> <p>Photographs, replicas of artefacts,, oral accounts, Bayeux Tapestry written accounts</p>	<p>Who were the Anglo Saxons?</p> <p>How did the Vikings live?</p> <p>Who were the Vikings and where did they settle?</p> <p>Children can describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</p>	<ul style="list-style-type: none"> <li>Viking invasion- Where was the invasion and why did the invasion take place?</li> <li>Why did the Anglo Saxons invade and where did they settle?</li> </ul>	<ul style="list-style-type: none"> <li>Children can confidently place events, artefacts and historical figures on a timeline using dates.</li> <li>Children can begin to understand the concept of change over time using evidence.</li> <li>Children can confidently use dates and time periods to describe events.</li> <li>Children locate historical periods on a timeline.</li> <li>Children recognise some of the similarities and differences between periods,</li> </ul>	<p>Tier 2 Vocabulary:</p> <p>source evidence historical source primary source account secondary source enquiry historical enquiry cause consequence locality overview ancient mediaeval culture BCE CE social ethnic society change concept represent</p> <ul style="list-style-type: none"> <li>Pupils communicate their learning and understanding of the past in an organised and structured way, using appropriate historical terminology, images, artefacts and writing.</li> <li>Pupils are increasingly using words and phrases to indicate time, taking about decades, centuries, millennium. Pupils understand words related to history such as empire, parliament, civilisation, calendar BCE, AD, ancient, civilisation, the Vikings, shield, longboat, Scandinavia, thatched hut king, Jorvik, Gods, spear. Sword, invade, helmet, settles, empire, invasion, raids, jewellery, achievements, legacy, effects, suggest, second hand evidence, archaeologist, thousands of years, conquest, settlements, impact change, infer historians first hand evidence</li> <li>Augustine, pagan, monasteries, Lindisfarne, monks, raids, Danelaw, Jorvik.</li> </ul>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>Children can begin to use, interpret, analyse evidence they have gathered about the past.</li> <li>Pupils can begin to select and use suitable sources of evidence to form a hypothesis about the past.</li> <li>Children can begin to understand propaganda and bias in evidence, and that an individual source isn't reliable.</li> <li>To continue to develop an understanding of the difference between primary and secondary sources of evidence and the impact that this has on reliability.</li> <li>To begin to evaluate the usefulness of different sources.</li> </ul> <p>Sources of evidence:</p> <p>Primary and secondary sources photographs, stories, oral accounts letters buildings Museum visit- Surgery</p>	<ul style="list-style-type: none"> <li>Pupils can begin to give an overview of life in Britain and major events from across the world.</li> <li>Children can begin to discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> </ul>	<ul style="list-style-type: none"> <li>Children can begin to compare times studied with other areas around the world.</li> <li>Children can begin to discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> </ul> <p>Crime and punishment through the ages.</p> <p>What were the similarities and differences between crime and punishment through the Anglo-saxon, Tudor and Victorian periods?</p> <p>What is the legacy of Roman crime and punishment on the current legal system in Britain?</p>	<ul style="list-style-type: none"> <li>Pupils know and sequence key events of the period of history being studied.</li> <li>Pupils use dates to order and place events on a timeline.</li> <li>Pupils place a wider range of events, people and changes within a chronological framework.</li> <li>Pupils can begin to describe the main changes in a period of history, using terms: social, religious, political, technological, cultural</li> </ul>	<p>Tier 3 Vocabulary</p> <p>suitable hypothesis testable reliable culture racial diverse characteristic features analyse justify propaganda bias culture.</p> <p>Pupils present findings and communicate knowledge and understanding in different ways to meet the needs of different audiences.</p> <p>Pupils use primary and secondary sources to support their opinions, arguments and findings.</p> <p>Pupils can remember and use vocabulary from the areas that they have studied in previous years as well as remembering some words and phrases to indicate time, talking about decades, centuries, millennium . pupils understand words related to history in general as well as periods of time eg empire parliament civilisation Primary evidence source suggest evidence continuity thousands of years eye witness consequence conclusion Deterrent humiliation jury victim trial justice torture branding the rock the crank cold water hot water crime and punishment criminal law greed retribution deterrence reform prison community service corporal punishment Local area study workhouse comparison</p>

<p>Year 6</p>	<ul style="list-style-type: none"> <li>Children can confidently use, interpret and analyse evidence provided.</li> <li>Children can select appropriate sources of evidence to substantiate a hypothesis about the past.</li> <li>Children should consider ways of checking the accuracy of interpretations of the past.</li> <li>Children can examine sources of evidence, explaining in detail how they can be used to find out about the past</li> <li>Children should investigate their own lines of enquiry by posing historically valid questions.</li> </ul> <p>Sources of evidence: Primary and secondary sources Photos, replicas of artefacts paintings, videos</p>	<ul style="list-style-type: none"> <li>Pupils can give an overview of life in Britain and major events from across the world.</li> <li>Pupils can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> </ul> <p>How did the Ancient Egyptians live and what did they believe?</p> <p>How do the Maya compare with other civilisations?</p> <p>How did the Ancient Greeks influence our lives today?</p> <p>Significant People:: Ancient Egypt Tutankhamun Ancient Greeks- Alexander the Great</p>	<ul style="list-style-type: none"> <li>Children can confidently compare times studied with other areas around the world.</li> <li>Children can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies.</li> </ul> <p>Why was the River Nile so important to Ancient Egyptians?</p> <p>Where did the Mayans live?</p>	<ul style="list-style-type: none"> <li>Pupils can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural?</li> <li>Children can compare and contrast concepts and periods of change within history, representing them on a timeline.</li> <li>Pupils can place events, people and changes precisely within a chronological framework.</li> </ul>	<p>Tier 3 Vocabulary</p> <p>Tier 3 Vocabulary</p> <p>suitable hypothesis testable reliable culture racial diverse characteristic features analyse justify propaganda bias culture.</p> <p>Pupils select and organise information to construct work which meets the needs of the audience using dates appropriately, historical terminology , images, artefacts, writing, primary sources and secondary sources.</p> <p>Pupils can remember and use a range of words from the areas that they have studied over the years. Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium ets</p> <p>Nattarive era, dynasty, BCE, AD , ancient civilisation, variety of sources, secondary evidence , this source suggests that, historian, biased, continuity, eye witness, my conclusion is that</p> <p>Topic Vocabulary</p> <p>Ancient, centuries. Pyramid, Canopic jar, tomb, Hieroglyphics, Mummification, After life, decades, archaeologist, papyrus rolls. Sphinx, coffin, mummy, pharaoh, calendar</p> <p>Civilisation, hieroglyphs, maize, pyramids, irrigation, hierarchical, temple, chocolate.</p> <p>Democracy, freedom, attitudes, philosophy, Persia, the Battle of Marathon, Athens, Olympics, language.</p>
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