

**KS1 NATIONAL CURRICULUM COVERAGE**

AUTUMN

SPRING

SUMMER

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year One**Toys from the Past**

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

The Beatles

Significant historical events, people and places in their own locality.

Seaside Holidays in the Past

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Year Two**Great Fire of London**

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London.

Explorers

The lives of significant individuals in the past who have contributed to national and international achievements.

First Pilot

Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight.

**KS2 NATIONAL CURRICULUM COVERAGE**

AUTUMN

SPRING

SUMMER

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Year Three**Iron Age to Stone Age**

Changes in Britain from the Stone Age to the Iron Age eg late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

The Romans

The Roman Empire and its impact on Britain eg the Roman Empire by AD 42 and the power of its army

Local History linked to Victorians

A local history study (Victorian Childhood)

Year Four**Anglo-Saxon and Scots**

Britain's settlement by Anglo-Saxons and Scots eg Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Ancient Egypt

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Ancient Egypt.

The Vikings

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor eg Viking raids and invasion

Year Five**The Atlantic Slave Trade linked with Local Area History**

A local history study that is significant in the locality.

Ancient Greece

Ancient Greece – a study of Greek life and achievements and their influence on the western world

The Maya

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900

Year Six**N/A**

N/A

Blood, Guts and Gore Crime and Punishment

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 eg changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

WW2

A local History study a significant turning point in British history.



St Charles' Catholic Primary School Progression of History Skills



	Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
1	<p>Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</p>	<p>Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate).</p>	<p>Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past.</p>	<p>Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms.</p>
2	<p>Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p>	<p>Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality</p>	<p>Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.</p>
3	<p>Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time.</p>	<p>Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain. Demonstrate knowledge of aspects of history significant in their locality.</p>	<p>Use sources to address historically valid questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented.</p>	<p>Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology.</p>
4	<p>Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time.</p>	<p>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. Describe aspects of the Viking and Anglo Saxon struggle for the Kingdom of England in the time of Edward the Confessor. Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</p>	<p>Use sources to address historically valid questions and hypotheses. Recognise how sources of evidence are used to make historical claims. Recognise why some events happened and what happened as a result. Identify historically significant people and events in different situations.</p>	<p>Discuss significant aspects of, and connections between, different historical events. Select and organise relevant historical information to present in a range of ways. Use relevant and appropriate historical terms and vocabulary linked to chronology.</p>

5	<p>Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world. Describe key aspects of a non-European society such as the early Islamic civilisation</p>	<p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Recognise how our knowledge of the past is constructed from a range of sources. Evaluate sources and make simple inferences. Choose relevant sources of evidence to support particular lines of enquiry.</p>	<p>Discuss and debate historical issues. Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. Choose relevant ways to communicate historical findings.</p>
6	<p>Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p>	<p>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p>	<p>Regularly address and sometimes devise historically valid questions and hypotheses. Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes. Recognise that some events, people and changes are judged as more significant than others.</p>	<p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues. Use appropriate vocabulary when discussing, describing and explaining historical events. Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. Choose the most appropriate way of communicating different historical findings.</p>