

## History Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Chronological Knowledge and Understanding</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)	Understand chronology and have an awareness of past and present.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.
<b>Use of Sources</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (LA+U)	Understand that there are different ways that we find out about the past.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.
<b>Historical Enquiry</b>	Make comments about what they have heard and ask questions to clarify their understanding. (S)	Ask and answer simple historical questions relating to the topic using stories and other sources.	Answer and begin to ask historical questions.	Answer and ask historical questions about change, cause, similarity, difference and significance.
<b>Cause and Consequence</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)	Talk about why things happened and explain what happened as a result.	Recognise why people did things, why events happened and the consequences.	Identify, and give reasons for, results of historical events, situations and changes.
<b>Similarities / Differences</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)	Identify similarities and differences between ways of life in different periods.	Note connections and contrasts.	Connections, contrasts and trends over time.
<b>Significance</b>	Talk about the lives of the people around them and their roles in society. (UW)	Talk about who was important.	Identify historically significant people and events.	Identify and evaluate historically significant people and events.
<b>Vocabulary / Historical Terms</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (S)	Use language relating to the passing of time and historical terms.	Develop use of historical terms.	Develop appropriate use of historical terms.

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Key Stage 1						
<b>Chronological Knowledge and Understanding</b> Understand chronology and have an awareness of past and present.	<b>Use of Sources</b> Understand that there are different ways that we find out about the past.	<b>Historical Enquiry</b> Ask and answer simple historical questions relating to the topic using stories and other sources.	<b>Cause and Consequence</b> Talk about why things happened and explain what happened as a result.	<b>Similarities / Differences</b> Identify similarities and differences between ways of life in different periods.	<b>Significance</b> Talk about who was important.	<b>Vocabulary / Historical Terms</b> Use language relating to the passing of time and historical terms.
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn</b>	<b>Y1:</b> Know some similarities between the past and now; understand the past through books.  <b>Y1 Mary Anning unit:</b> Significant historical events, people and places in our locality	Events within a chronological framework. Ask and answer questions. Understand how we find out about the past and some similarities and differences between now and then.	Explorers	<ol style="list-style-type: none"> <li>WALT: explain what an explorer does and name some famous explorers (children will explore some explorers and their travels and create an explorer sentence bank)</li> <li>WALT: make an explorer timeline (children will plot explorers on a timeline and understand the importance of chronology)</li> <li>WALT: explain about Ibn Battuta and his travels (children will ask and answer questions about Ibn Battuta)</li> <li>WALT: understand ways we can find out about the past (children will explore primary and secondary resources)</li> <li>WALT: understand the events in Ibn Battuta's life (children will sequence events)</li> <li>WALT: describe similarities and differences between now and life in Ibn Battuta's time (children will learn about some things that he saw and did on his travels)</li> <li>WALT: understand why Ibn Battuta is a significant explorer (children will learn why and how he is commemorated)</li> </ol>	Empire Evidence Hajj History Islam Khan / Khanate Memoire Muslim Pilgrimage Primary source Rihla Secondary source Significant Sultan / Sultanate Timeline	Children will create timelines relating to a range of explores as well as specific to Ibn Battuta
<b>Spring</b>						
<b>Summer</b>	<b>EYFS:</b> Know some similarities between the past and now; understand the past through books.	Events beyond living memory that are significant nationally or globally. Similarities	Great Fire of London	<ol style="list-style-type: none"> <li>WALT: know when the Great Fire of London happened</li> <li>WALT: identify similarities and differences between life in the 17th century and now</li> <li>WALT: order the events of the Great Fire of London</li> </ol>	17 <sup>th</sup> Century Diary Eyewitness Monarchy	Children will explain how we know about the

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	<p><b>Y1: Mary Anning Unit</b> Significant historical events, people and places in our locality</p> <p><b>Y1: Our Cornwall</b> Use language relating to the passing of time and historical terms.</p>	<p>and differences between life then and now.</p> <p>ENQUIRY QUESTION: What happened to London during the fire of 1666?</p>		<p>4. WALT: explain how we know about the Great Fire of London</p> <p>5. WALT: recognise that there are different viewpoints about who and what caused the Great Fire of London</p> <p>6. WALT: identify how London changed after the Great Fire</p>	<p>Parliament Plague Republic State</p>	<p>Great Fire of London and how it changed our capital city.</p>
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Lower Key Stage 2						
<b>Chronological Knowledge and Understanding</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	<b>Use of Sources</b> Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	<b>Historical Enquiry</b> Answer and begin to ask historical questions.	<b>Cause and Consequence</b> Recognise why people did things, why events happened and the consequences	<b>Similarities / Differences</b> Note connections and contrasts.	<b>Significance</b> Identify historically significant people and events.	<b>Vocabulary / Historical Terms</b> Develop use of historical terms.
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn</b>	<b>Y1/2: Explorers</b> Children will Understand chronology and have an awareness of past and present. <b>Y1/2: Mary Anning</b> Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources. <b>Y1/2: Great Fire of London</b> Talk about why things happened and explain what happened as a result. Use language relating to the passing of time and historical terms.	Children will be able to make recognise the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared followed by an in-depth study of one of Ancient Egypt.	The Ancients	1. WALT: identify specific periods in world history. 2. WALT: identify key events of the Ancient Egyptian period. 3. WALT: locate and name continents, oceans and specific countries (cross curricular Geography focus) 4. WALT: identify & understand the importance of primary and secondary sources. 5. WALT: understand the importance of archaeology. 6. WALT: Understand the importance of pyramids. 7. WALT: understand the hierarchy of Ancient Egypt. 8. WALT: understand Ancient Egyptian religion 9. WALT: understand what daily life was like in Ancient Egypt. 10. WALT: understand what jobs people had in Ancient Egypt 11. WALT: Understand what people wore in Ancient Egypt.	Agriculture Archaeologist Artefact Canopic Jar Civilisation Empire Egyptologist Hierarchy Hieroglyphics Mummification Papyrus Pharaoh Primary Source Sarcophagus	Children will present their learning for the entire term, in History and across the curriculum as a whole, in a museum style setting.
<b>Spring</b>						
<b>Summer</b>	<b>Y1/2: Explorers</b> Children will Understand chronology and have an awareness of past and present. <b>Y1/2: Mary Anning</b> Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources. <b>Y1/2: Great Fire of London</b> Talk about why things happened and explain what happened as a result. Use language relating to the passing of time and historical terms.	Children will use a range of sources to investigate the lives and achievements of the Ancient Greeks	Ancient Greece	1. To place Ancient Greece in time 2. To locate Ancient Greece, Athens and Sparta on a map (include Geography objectives Place knowledge of a region in Europe; Continents and oceans revision) 3. To identify similarities between Athens and Sparta (reference modern day impact eg Olympics) 4. To identify differences between Athens and Sparta 5. To carry out research using secondary sources of information. 6. To infer information from artefacts about what life was like in Ancient Greece. 7. To use different sources to identify the most important achievements of Alexander the Great.	Ancient Chronology City state Civilisation Democracy Empire Legacy Primary source Secondary source	Children will present their learning for the entire term, in History and across the curriculum as a whole, producing a guide to Ancient Greece

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				<ul style="list-style-type: none"><li>8. In depth study focusing on everyday lives of Ancient Greeks.</li><li>9. Establish an understanding of similarities and differences to the children's own lives understanding the legacy of the Ancient Greeks.</li></ul>		incorporating ICT.
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Upper Key Stage 2						
<b>Chronological Knowledge and Understanding</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.	<b>Use of Sources</b> Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.	<b>Historical Enquiry</b> Answer and ask historical questions about change, cause, similarity, difference and significance.	<b>Cause and Consequence</b> Identify, and give reasons for, results of historical events, situations and changes.	<b>Similarities / Differences</b> Connections, contrasts and trends over time.	<b>Significance</b> Identify and evaluate historically significant people and events.	<b>Vocabulary / Historical Terms</b> Develop appropriate use of historical terms.
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
Autumn	<b>Y3/4 The Ancients/The Greeks</b> Developed a chronologically secure knowledge and understanding of British, local and world history. <b>Y1/2 Great Fire of London</b> Know the difference between primary and secondary sources. <b>Y3/4 Stone Age</b> Can ask historical questions and Recognise why people did things, why events happened and the consequences. <b>Y1/2: Mary Anning</b> Identify significant historical people or events and use historical terms.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	Romans to Normans	1. Where do the Romans fit into the timeline of World History? 2. Where did the Romans come from? 3. Why and when did the Romans invade Britannia? 4. How did the Romans defeat the Celts? 5. Did the Celts fight back? 6. How did the Romans change Britannia? 7. How do we know about the Romans? 8. Why did the Romans leave? 9. Who were the Anglo-Saxons and Vikings and why did they invade? 10. Where in Britannia did the Anglo-Saxons settle? 11. What was life like in Roman and Anglo-Saxon Britain? 12. What happened when Edward the Confessor died and how did that lead to the Battle of Hastings? 13. What was feudalism and how did it work? 14. What was life like in Norman Britain?	Angles Architecture Aqueduct Bailey Barbarian Baron Bayeux Tapestry Domesday Book Emperor Feudalism Heir Invasion Jutes Legion Longship Monastery Motte Rebellion Saxons Scandinavia Settlers Treaty Tribe Witon	Children will be able to talk with confidence about the history of our island and understand how our culture has been affected by invaders and settlers from other places.
Spring						
Summer	<b>Y1/2 Units</b> Timeline work <b>Y3/4 - Local Study Cornwall</b> Continue to develop a chronologically secure	Children will learn the history of WWII within an understanding of the chronology of	Local Study: WWII in Cornwall	1. Understand the background to WWII 2. Understand evacuation - links to Cornwall 3. Understand The Holocaust and Kindertransport - Mousehole and Paul. 4. The Blitz -Plymouth experience. 5. Dunkirk - boats from Cornwall and Isles of Scilly.	Invasion Nation Oral History Primary Sources Parliament	WWII tea dance in the hall to practise our jiving followed by a VE Day

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	<p>knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p> <p><b>Y5/6 The Tudors</b> - Understand the impact of historical events, including in relation to other events and to the modern day.</p> <p><b>Y5/6 - Geography of British Isles and Europe.</b></p>	<p>British local and world history.</p> <p>They will understand how our knowledge of the past is contracted from a range of sources.</p>		<ol style="list-style-type: none"> <li>6. Battle of Britain.</li> <li>7. Rationing.</li> <li>8. Land Girls - a Cornish story.</li> <li>9. The Home Guard - a Cornish story.</li> <li>10. Prisoners of war in Cornwall.</li> <li>11. D Day - the Americans in Cornwall.</li> <li>12. V.E Day party</li> </ol> <p>Workshops at Helston Museum and Pendennis Castle</p>		<p>picnic on the field.</p>
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