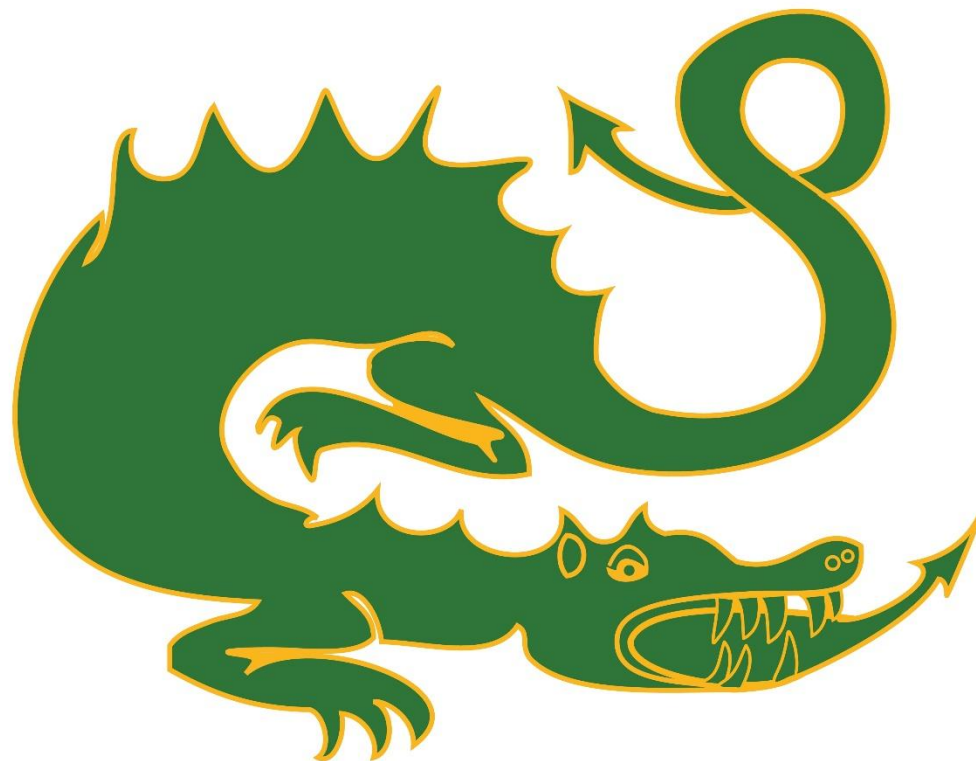


Leechpool History

Knowledge and Skills Progression



History: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p>Pupils should be taught about:</p> <p>1. Understanding the World Chronological understanding: Recognising past and present. Changes over time: Understanding what life was like "then and now". Historical enquiry: Beginning to ask questions about the past. Sources of evidence: Using stories and artefacts to explore the past. Famous people/events: Understanding roles of people in society (links to KS1 study of key figures like Florence Nightingale or Neil Armstrong).</p> <p>2. Communication and Language Retelling historical stories Using historical vocabulary (e.g., past, long ago, today) Explaining simple cause and effect (why something happened)</p> <p>3. Literacy Understanding and sequencing historical events Reading simple historical texts or stories Beginning to record ideas about the past</p> <p>4. Personal, Social and Emotional Development Empathising with people from the past Learning about diversity of human experience Respecting different cultures and traditions</p> <p>5. Expressive Arts and Design Historical re-enactment Creating artefact-style art or period-based work Understanding past events through drama and role-play</p>	<p>Pupils should be taught about:</p> <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 <u>compare aspects of life in different periods</u> [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. 	<p>Pupils should be taught about:</p> <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 (Year 3 Horsham) • 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.

Skills Map – History

Early Years

Investigate and Interpret the Past	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> Remember and talk about significant events in their own experiences. Sequence photographs from different parts of their life. Match objects to people of different ages. 	<ul style="list-style-type: none"> I can use words and phrases relating to the passing of time Recognise the difference between past and present in their own and others' lives. 	<ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Describe an event or family member from their past that is important to remember

Skills Map – History

Year 1

Investigate and Interpret the Past	Understand World History	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> I can find out about things in my living history, relating to my family and my school. I know some ways that we can find out about the past, e.g. talking to older people, books, Internet, looking at older objects (artefacts). 	<ul style="list-style-type: none"> I can identify similarities and differences between ways of life in different periods using information given to me. 	<ul style="list-style-type: none"> I can ask and answer questions about key features of historical events. I can show where the period (incl. people and events) I study sits on a timeline. I can recognise national significant events (beyond living memory) e.g. Fire of London, the first aeroplane flight, etc. 	<ul style="list-style-type: none"> I can use words and phrases relating to the passing of time I know what the words past, present and future mean

Skills Map – History

Year 2

Investigate and Interpret the Past	Understand World History	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> I can find out about things in my living history, to create my own timeline I know some ways that we can find out about the past, e.g. talking to older people, books, Internet, looking at older objects (artefacts). 	<ul style="list-style-type: none"> I can identify similarities and differences between ways of life in different periods. I can understand how things have changed since I was born (nationally where appropriate). 	<ul style="list-style-type: none"> I can give examples of things that were different when my grandparents were children compared to now. I can ask and answer questions about key features of historical events. I can show where the period (incl. people and events) I study sits on a timeline. 	<ul style="list-style-type: none"> I can use words and phrases relating to the passing of time I know what the words past, present and future mean

Leechpool History Skills Progression

<ul style="list-style-type: none">I can identify different ways that the past can be represented.		<ul style="list-style-type: none">I can recognise national significant events (beyond living memory) e.g. WW1, etc.I can sequence key events in the life of significant individuals from Britain who lived in the past, who contributed to national or international achievements.I can compare aspects of the lives of significant individuals from different time periodsI can describe some significant local events, people and places.	
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Skills Map – History			
Year 3			
Investigate and Interpret the Past	Understand World History	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> I can independently select and use sources to satisfy my curiosity about the past. To understand how the past is constructed: Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions. 	<ul style="list-style-type: none"> I can answer historical questions about change, cause and similarity & difference about the past. I can explain how the lives of wealthy people were different from the lives of poorer people. I can study an aspect/theme in British history beyond 1066 (could include changing power of monarchs, aspect of social history such as crime and punishment or leisure/entertainment, how Greek or Roman culture influenced later periods, or a significant turning point in British history). 	<ul style="list-style-type: none"> I can use a timeline within a specific period of history to set out the order that things may have happened. I can explain how an event from the past has shaped our life today. 	<ul style="list-style-type: none"> I can use appropriate historical terms.

Skills Map – History			
Year 4			
Investigate and Interpret the Past	Understand World History	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> I can thoughtfully select and organise relevant historical information to make informed responses. I understand that knowledge of the past has been constructed from a range of sources. I can carry out a local history study. 	<ul style="list-style-type: none"> I can answer historical questions about change, cause and similarity & difference about the past. I can note connections, contrasts and trends over time. I can evaluate Britain’s settlements by the Anglo-Saxons/Scots. I can demonstrate an understanding of the Roman Empire and its impact on Britain. I can study an aspect/theme in British history beyond 1066 (could include changing power of monarchs, aspect of social history such as crime and punishment or leisure/entertainment, how Greek or Roman culture influenced later periods, or a significant turning point in British history). 	<ul style="list-style-type: none"> I can use a timeline within a specific period of history to set out the order that things may have happened. I can explain how an event from the past has shaped our life today. I can summarise changes in British history from Stone Age to Iron Age. I can summarise the Viking and Anglo-Saxon struggle for the kingdom of England (Edward the confessor). 	<ul style="list-style-type: none"> I can use appropriate historical terms.

Skills Map – History			
Year 5			
Investigate and Interpret the Past	Understand World History	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> I can research two versions of an event and explain how they differ, and consider why they differ. I can describe key events from Britain’s past using a range of evidence from different sources. 	<ul style="list-style-type: none"> I can contrast British history to that of a non-European society (Mayan civilization, or Benin). 	<ul style="list-style-type: none"> I can identify and explain similarities & differences, and suggest causes and consequences to events and changes between different periods of history. 	<ul style="list-style-type: none"> I can devise historically valid questions about change, cause, similarity & difference and significance.

Skills Map – History			
Year 6			
Investigate and Interpret the Past	Understand World History	Understand Chronology	Communicate Historically
<ul style="list-style-type: none"> I understand how and why contrasting arguments and interpretations of the past have been constructed. I can research two versions of an event and explain how they differ, and consider why they differ. I am aware of propaganda in history, and can identify and explain it. I can carry out a local history study (seek out and analyse) and say how events changed our lives today. I can describe key events from Britain’s past using a range of evidence from different sources. 	<ul style="list-style-type: none"> I can seek out and analyse the achievements of the earliest civilizations including an overview of early civilizations and an in-depth study of one (Ancient Egypt, Shang Dynasty). I can study life and achievements in Ancient Greece, and evaluate their influence on the western world I can contrast British history to that of a non-European society (Mayan civilization, or Benin). 	<ul style="list-style-type: none"> I can identify and explain similarities & differences, and suggest causes and consequences to events and changes between different periods of history. 	<ul style="list-style-type: none"> I can devise historically valid questions about change, cause, similarity & difference and significance. I am aware of propaganda in history, and can identify and explain it.

History: VOCABULARY MAP

EYFS	KEY STAGE ONE		KEY STAGE TWO			
now	transport	empire	ancient	culture	mass	economy
then	tradition	ancestor	civilisation	dynasty	propaganda	revenue
next	research	victory	republic	crusade	neutrality	civic
before	(non-)fiction	defeat	exile	descendant	suffrage	succumb
after	event	ally	voyage	polytheistic	terrain	persecute
days	artefact	enemy	navigate	principal	conservative	demographic
weeks	museum	withdraw	reign	monotheistic	progressive	hierarchy
long ago	curator	conquer	majority	prosper	employ	doctrine
yesterday	when	pioneer	organise	monarchy	impact	stance
today	last	document	introduce	aristocracy	complex	attribute
tomorrow	past	technology	construct	heritage	sustain	controversy
old	present	archaeologist excavate	population	revolution	surpass	prejudice
new	future	unearth	tribe	transition	sparse	robust
	first/second (etc)	strategy	rural/urban	develop	abundant	authentic
	months	similarity	primary/secondary source	abolish	capacity	plausible
	years	difference	theory	structure	obstacle	appropriate
	prehistoric	represent	myth/legend folklore	campaign	futile	analyse
		years (dating system)	narrate	ardent	crucial	corroborate discern
		BC/AD	saga	typical	pivotal	paraphrase
		CE/BCE	during	unique	exceptional	epitomise
		century	while	trivial	generalise	characterise
		period	several (years)	occasion	rigorous	extrapolate
		later	more recently	accurate	verify	bias
		earlier	millennium	uncertain	unintelligible inform	tertiary
		since	age	seldom	phenomenon	simultaneous
		long (after, before)	chronological	former	perspective	cumulative
		at the same time (as)	approximate	latter	contemporary epoch	decontextualize
			change	cause	inevitable	
			process	consequence phase	prior	
			originate	abrupt	subsequent	
			trace	decline	enduring	
				trend	legacy	
				continuity	dominate	
					diminish	
					context	
					parliament	
					peasantry	