

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment:</b>	At the end of each term pupils are expected to know, apply and understand the matters, skills and processes taught in the relevant program of study. At the end of each term teacher assessment will be recorded on the foundation tracker. Teacher assessment at the end of each term is based on combinations of classroom participation, observations, self-evaluation, quizzes and work in books.					
<u>KS1</u>						
<b>1</b>	The Lives of Significant Individuals in the Past Who Have Contributed to National and International Achievements to Compare Aspects of Life in Different Periods: Christopher Columbus and Neil Armstrong		Changes Within Living Memory Where Appropriate Used to Reveal Aspects of Change in National Life: Toys Visit: Sudbury Castle		The Lives of Significant Individuals in the Past Who Have Contributed to National and International Achievements to Compare Aspects of Life in Different Periods: Florence Nightingale and Mary Seacole (and Dr Palmer, Rugeley)	
<b>2</b>	Events Beyond Living Memory that are Significant Nationally or Globally: The Great Fire of London		The Lives of Significant Individuals in the Past Who Have Contributed to National and International Achievements to Compare Aspects of Life in Different Periods: Elizabeth I and Queen Victoria		Significant Historical Events, People and Places in their own Locality: Mining Heritage, Rugeley	
<u>KS2</u>	<u>Depth Studies of British, local and social history (after 1066)</u>		<u>Chronology and Overview of British History (until 1066)</u>		<u>Achievements of Civilisations and Dynasties</u>	
<b>3</b>	A Study of an Aspect or Theme in British History that Extends Pupils' Chronological Knowledge Beyond 1066: Social History Leisure and Entertainment in the 20 <sup>th</sup> Century (1960s)		Changes in Britain from the Stone Age to the Iron Age		The Achievements of the Earliest Civilisations: The Shang Dynasty	
<b>4</b>	A Study of an Aspect or Theme in British History that Extends Pupils' Chronological Knowledge Beyond 1066: The Changing Power of Monarchs Using Case Studies (Reign of John: 1199-1216; Anne: 1702-1707; Victoria: 1837-1901)		The Roman Empire and its Impact on Britain		The Achievements of the Earliest Civilisations: Ancient Egypt Visit: Birmingham Museum and Art Gallery	
<b>5</b>	A Local History Study: Chancel Primary School (including the 'Old Chancel'), Rugeley (1870s & 1960s)		Britain's Settlement by Anglo-Saxons and Scots		Ancient Greece: A study of Greek Life and Achievements and their Influence on the Western World	
<b>6</b>	A Study of an Aspect or Theme in British History that Extends Pupils' Chronological Knowledge Beyond 1066: Battle of Britain (1940) Visit: Cannock Chase Museum		The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor		A Non-European Society that Provides Contrast with British History: Benin (West Africa) c. AD 900-1300.	

Key: statutory, non-statutory, personalised, school visit.

# History Skills

**KS1 NC Overview:** 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

**KS2 NC Overview:** 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Skills Progression Overview	Year	National Curriculum Objectives	Vocabulary	Suggested Key Figures
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Children, during all units of work, will engage in following skills in order to enhance progression within the subject: Chronological Understanding, Range and Depth of Historical Knowledge, Interpretations of History, Historical Enquiry and Organisation and Communication.

<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul> <p><b>Range and depth of historical knowledge</b></p>	<p><b>Y1</b></p>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements to compare aspects of life in different periods: Christopher Columbus and Neil Armstrong.</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>Changes within living memory where appropriate used to reveal aspects of change in national life.</li> </ul>	<p>Because, calendar, change, date, day, detective, different, Elizabethan, explorer, future, false, grandparent, homes, lifetime, living, long ago, memory, month, new, newspaper, old, order, parent, past, photograph, present, recent, remember, same, similar, today, tomorrow, true, Victorian, week, what, when, where, who, yesterday, year.</p>	<p><b>Autumn:</b></p> <p>Christopher Columbus; Neil Armstrong.</p> <p><b>Spring:</b></p> <p>Parents/Carers; Grandparents; Siblings; Teachers.</p>
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<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past - how reliable are their memories?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate their knowledge through: discussion, drawing</li> </ul>	<p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>The Lives of Significant Individuals in the Past Who Have Contributed to National and International Achievements to Compare Aspects of Life in Different Periods.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>		<p><b>Summer:</b></p> <p>Florence Nightingale; Mary Seacole; Dr Palmer</p>
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<p>pictures, drama/role play, making models, writing and using ICT</p>				
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> </ul>	<p><b>Y2</b></p>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally.</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements to compare aspects of life in different periods.</li> <li><u>Note: this unit introduces aspects of KS2 learning: a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs using case studies); Y6 Spring 2</u></li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> <li>Changes in living memory used to reveal aspects of change in national life.</li> </ul>	<p>Account, age (unit of time), artefact, chronological/chronology, century, clue, compare, contrast decade, diary, era, event, evidence, generation, historian, impact, industry, international, invention, king, living memory, local, maybe, monarch, modern, memorial, national, opinion, period, pioneer, queen, research, sequence, source, timeline.</p>	<p><b>Autumn:</b></p> <p>Thomas Farriner (baker); Samuel Pepys; King Charles II; Sir Christopher Wren (architect); Thomas Bludworth (Mayor of London); John Evelyn (diarist); Robert Hooke (architect).</p> <p><b>Spring:</b></p> <p>Queen Elizabeth I; Queen Victoria; Queen Elizabeth II.</p> <p><b>Summer:</b></p> <p>Local people and family members.</p>

<ul style="list-style-type: none"> <li>Discuss reliability of photos/ accounts/stories</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT</li> </ul>				
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul> <p><b>Range and depth of historical knowledge</b></p>	<p><b>Y3</b></p>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Social History).</li> <li>Changes in living memory used to reveal aspects of change in national life.</li> </ul> <p><b>Spring:</b></p>	<p>Achievements, ancient, archaeologist, army, beliefs, civilisation, conclusion, connections, consequence, continuity, culture, early, excavate, eye witness, denizen, dynasty, fort, god, goddess, govern, hunter-gatherer, immigration, insignificant, kingdom, Mesolithic, millennium, monarchy, museum, Neolithic,</p>	<p><b>Autumn:</b></p> <p>The Beatles; Lesley Lawson (Twiggy); Mary Quant; Charlie Chaplin; Billy Butlin; Walt Disney; John Logie Baird; Alf Ramsey (England)</p>

<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> </ul>		<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age (including: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> <li><u>Note: this unit introduces aspects of KS3 learning: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 (including: the changing nature of political power in Britain, traced through selective case studies from the Iron Age to present; Britain's changing landscape from the Iron Age to present; a study in depth into a significant a significant turning point, for example, the Neolithic Revolution.</u></li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilisations: The Shang Dynasty.</li> </ul>	<p>Palaeolithic, perhaps, Prehistory, period, reason, representation, significant, site, social history, suffrage, suggest, temple, tomb, traditional beliefs, tribe, oral history, version.</p>	<p>football manager); Bobby Moore (footballer); Jack Leslie (footballer); Laurie Cunningham (footballer); Viv Anderson (footballer)</p> <p><b>Spring:</b></p> <p>N/a</p> <p><b>Summer:</b></p> <p>Shang Tang (1st Emperor); Fu Hao (female military commander); Confucius.</p>
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<ul style="list-style-type: none"> <li>• Observe small details - artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT</li> </ul>				
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms e.g. BC/AD</li> </ul> <p><b>Range and depth of historical knowledge</b></p>	<p><b>y4</b></p>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs using case studies).</li> <li>• <u>Note: this unit introduces aspects of KS3 learning: the development of Church, state and society in Medieval Britain 1066-1509 (including the struggle between Church and crown)</u></li> </ul> <p><b>Spring:</b></p>	<p>Absolute monarchy, A.D, B.C, B.C.E, C.E, circa, citizen, conquest, constitutional monarchy, colony, Commonwealth conversion, culture, decline, deity, democracy, developments, empire, era, expedition, fall, first hand evidence, govern, governor, heir, invasion, law, legacy, Legion, monarchy, motive, nation, outpost, parliament, power, recruit, resistance, religion, reputation,</p>	<p><b>Autumn:</b></p> <p>King John; Queen Anne; Queen Victoria; Queen Elizabeth II.</p> <p><b>Spring:</b></p> <p>Julius Caesar; Claudius; Hadrian, Boudica.</p> <p><b>Summer:</b></p>

<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> </ul>		<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain (including Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance (Boudica); 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs including early Christianity).</li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• The Achievements of the Earliest Civilisations: Ancient Egypt.</li> </ul>	<p>ritual, 'Romanisation', second hand evidence, succession, sovereign, republic, state, union.</p>	<p>Tutankhamun, Cleopatra, Ramses II, Imhotep (architect pyramids)</p>
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<ul style="list-style-type: none"> <li>Use the library and internet for research</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>				
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> </ul>	<p><b>Y5</b></p>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>A local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality).</li> <li><u>Note: this unit introduces aspects of KS3 learning: a local history study.</u></li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots (including Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions to north Britain [Scotland]; Anglo Saxon invasions, settlements and kingdoms: place names and village life; Anglo Saxon art and culture; Christian conversion - Canterbury, Iona and Lindisfarne).</li> </ul>	<p>Agriculture, assembly, cause, epoch, government, effect, emigration, infer, influence, interpret, legislation, medieval, monastery, parliament, peasantry, Picts, philosophy, primary, reformation, reliable, representative, revolution, settlers, settlement, secondary, western culture/civilisation/world, withdrawal.</p>	<p><b>Autumn:</b></p> <p>Elizabeth Cuting and Emma Hollinhurst (died 1695 &amp; 1696, buried at 'Old Chancel'); Oliver Cromwell, Weston family, N M Price (head teacher Chancel Infants during 1870s)</p> <p><b>Spring:</b></p> <p>King Offa, King Ethelbert, King Burgred, Alfred the Great,</p>

<ul style="list-style-type: none"> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources - fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Recall, select and organise historical information</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Note: this unit introduces aspects of KS3 learning: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 (including: a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles.</u></li> </ul> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece - a study of Greek life and achievements and their influence on the western world.</li> </ul>		<p>Edward the Confessor, Cnut the Great, Bede (writer)</p> <p><b>Summer:</b></p> <p>Homer, Alexander the Great, Plato, Socrates, Aristotle,</p>
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<ul style="list-style-type: none"> <li>Communicate their knowledge and understanding.</li> </ul>				
<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul> <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> </ul>	<p><b>Y6</b></p>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history).</li> <li><u>Note: this unit introduces aspects of KS3 learning: challenges for Britain, Europe and the wider world 1901 to present day (including the inter-war years: the Great Depression and the rise of the dictators, the Second World War and the wartime leadership of Winston Churchill).</u></li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (including: Viking raids and invasion, resistance by Alfred the Great and Athelstan (first king of England); Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.</li> </ul> <p><b>Summer:</b></p>	<p>Accurate, aeon, Allies, alliance, Axis, anachronism, chancellor, , conscription, dictatorship, historiography, interpretations, national socialism, Nazi, omissions, Phoney War, raids, propaganda, Reich, socialism.</p>	<p><b>Autumn:</b></p> <p>Neville Chamberlain; Winston Churchill; Adolf Hitler; Hugh Dowding (RAF Commanding Officer); Douglas Bader (pilot); 'The Few'; Keith Park (RAF Commander); Hugo Sperrle (Luftwaffe General Field Marshal).</p> <p><b>Spring:</b></p> <p>Edward the Confessor, King Alfred the Great, Athelstan, Eirik Bloodaxe, King Cnut, Olaf Tryggvason, Harald Hardrada,</p>

<ul style="list-style-type: none"> <li>• Know key dates, characters and events of time studied</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusion</li> <li>• Confidently use the library and internet for research</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources</li> </ul>	<ul style="list-style-type: none"> <li>• A non-European society that provided contrasts with British history (Benin [West Africa] c. AD 900-1300).</li> </ul>		<p>King Harold Godwinson, William the Conqueror.</p> <p><b>Summer:</b></p> <p>Oranmiyan Omoluabi Odede (Great Prince of Ife, King of the Yoruba).</p>
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<p>together in a fluent account</p> <p><b>Organisation and communication</b></p> <ul style="list-style-type: none"><li>• Select and organise information to produce structured work, making appropriate use of dates and terms.</li></ul>				
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