

<u>Thames View Primary School</u> <u>History Curriculum and Skills Progression 2023 - 2024</u>

National Curriculum for KS1

- 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 compare aspects of life in different periods [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.

	Term 1	Term 2	Term	3	Term 4	Term 5	Term 6
1	Geography focus	My family history NC - changes with living memory. W appropriate, thes should be used to reveal aspects of change in national	nin /here se	The Space Race (including Neil Armstrong and Katherine Johnson as significant individuals) NC - events beyond living memory that are significant nationally or globally 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 for example, Christopher Columbus and Neil Armstrong	Geography focus	Geography focus	Seaside now and then NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Skills	Chronological
progres	understanding -
sion	Sequence events in
	their life
	- Sequence 3 or 4
	artefacts from distinct
	different periods of
	time
	- Match objects to
	people of different age
	Range and depth of
	historical knowledge -
	Recognise the
	difference between
	past and present in
	their own and others
	lives
	- They know and
	recount episodes from
	stories about the past
	Interpretations of
	history – Compare
	adults talking about th
	past – how reliable are
	their memories?
	Historical enquiry –
	Find answers to simple
	questions about the
	past from sources of
	information e.g.
	artefacts, photos
	Organisation and
	communication -
	Communicate their
	knowledge through:
	Discussion

Chronological understanding -

- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages Range and depth of historical knowledge Recognise the difference between past and present in their own and others lives
- They know and recount episodes from stories about the past Interpretations of history Use stories to encourage children to distinguish between fact and fiction
- Compare adults
 talking about the past –
 how reliable are their memories?

Historical enquiry – Find answers to simple questions about the past from sources of information e.g. artefacts, photos Organisation and

communication Communicate their

knowledge through:

• Discussion....

Drawing pictures...

Drama/role play..

Chronological understanding

- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages Range and depth of historical knowledge – Recognise the difference between past and present in their own and others lives
- recount episodes from stories about the past Interpretations of history – Use stories to encourage children to distinguish between fact and fiction

- They know and

Compare adults
 talking about the past –
 how reliable are their memories?

Historical enquiry -

Find answers to simple questions about the past from sources of information e.g. artefacts, photos

Organisation and

communication Communicate their

knowledge through:

Discussion....

	Making models Writing	•	Drawing pictures Drama/role play		•	Drawing pictures Drama/role play
	Using ICT	•	Making models		•	Making models
		•	Writing		•	Writing
		•	Using ICT		•	Using ICT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2	Toys from the past.	Titanic – When was it?	Significant individual :	Geography focus	Rochester Castle – Local	Geography
	Introduction of plastic as a	What was it?	Jacques Cousteau –		history study – 1066	focus
	material for toys	Where did it happen?	covered through the		onwards – (siege linked to	
		Who was involved?	English curriculum		nutrition issues? – science	
	NC - changes within living	(significance of different			link)	
	memory. Where	classes)				
	appropriate, these should	Why did it happen? (could			Also geography focus –	
	be used to reveal aspects	it be avoided?)			landscape, river etc	
	of change in national life	What have we learned			NC significant bistorical	
		from it? (what happens			NC - significant historical	
		now as a result of it?)			events, people and places	
		NC - events beyond living			in their own locality.	
		memory that are				
		significant nationally or				
		globally.				
		giobally.				
Skills	Chronological	Chronological			Chronological	
progres	understanding –	understanding –			understanding –	
sion	Sequence artefacts closer	Sequence artefacts closer			Sequence artefacts/events	
	together in time - check	together in time - check			closer together in time -	
	with reference book	with reference book			check with reference book	
	- Sequence photographs	Range and depth of			- Sequence photographs	
	etc.	historical knowledge –			etc.	
	from different periods of	Recognise why people did			from different periods	
	their life	things, why events			Range and depth of	
	- Describe memories of	happened and what			historical knowledge –	
	key events in lives	happened as a result			Recognise why people did	
	Range and depth of	- Identify differences			things, why events	
	historical knowledge –	between ways of life at			happened and what	
	Recognise why people did	different times			happened as a result	
	things, why events	Interpretations of history			- Identify differences	
	happened and what	– Compare 2 versions of a			between ways of life at	
	happened as a result	past event			different times	
	- Identify differences	- Compare pictures or			Interpretations of history	
	between ways of life at	photographs of people or			– Compare 2 versions of a	
	different times	events in the past			past event	

Historical enquiry –	- Discuss reliability of	- Compare pictures or
Use a source – observe or	photos/accounts /stories	photographs of people or
handle sources to answer	Historical enquiry –	events in the past
questions about the past	Use a source – observe or	- Discuss reliability of
on the basis of simple	handle sources to answer	photos/accounts /stories
observations.	questions about the past	Historical enquiry –
Organisation and	on the basis of simple	Use a source – observe or
communication -	observations.	handle sources to answer
Communicate their	Organisation and	questions about the past
knowledge through:	communication -	on the basis of simple
Discussion	Communicate their	observations.
Drawing pictures	knowledge through:	Organisation and
Drama/role play	Discussion	communication -
Making models	Drawing pictures	Communicate their
Writing	Drama/role play	knowledge through:
Using ICT	Making models	Discussion
	Writing	Drawing pictures
	Using ICT	Drama/role play
		Making models
		Writing
		Using ICT

National Curriculum for KS2

- changes in Britain from the Stone Age to the Iron Age

This could include:

- 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
- the Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

This could include:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

This could include:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- 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
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

- a significant turning point in British history, for example, the first railways or the Battle of Britain
- 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	Geography focus	The Industrial Revolution	Geography focus	Geography focus	Stone age - when,	Vikings – People, land,
		and Victorians – including			characteristics, hunter	cloths, long ships, runes,
		Victorian schooling,			gathering, settlements,	gods
		factories and child workers,			Skara Brae, Kit's Coty.	
		the introduction of the			Bronze age – when, what	NC - The Viking and
		railways, industrial pollution			etc.	Anglo-Saxon struggle for
					Iron Age hill forts	the Kingdom of England
		NC - a study of an aspect or			domestication.	to the time of Edward the
		theme in British history that				Confessor
		extends pupils'			NC - changes in Britain	E.g Viking raids and
		chronological knowledge			from the Stone Age to the	invasion
		beyond 1066			Iron Age	- resistance by Alfred the
					E.g late Neolithic	Great and Athelstan, first
					hunter-gatherers and	king of England
					early farmers, for	- further Viking invasions
					example, Skara Brae	and Danegeld
					- Bronze Age religion,	- Anglo-Saxon laws and
					technology and travel, for	justice
					example, Stonehenge	- Edward the Confessor
					- Iron Age hill forts: tribal	and his death in 1066
					kingdoms, farming, art	
					and culture	
Skills		Chronological			Chronological	Chronological
progres		understanding – Place the			understanding – Place	understanding – Place
sion		time studied on a time line			the time studied on a	the time studied on a
		- Use dates and terms			time line	time line
		related to the study unit and			- Use dates and terms	- Use dates and terms
		passing of time			related to the study unit	related to the study unit
		- Sequence several events or			and passing of time	and passing of time
		artefacts			- Sequence several events	- Sequence several
					or artefacts	events or artefacts

Range and depth of historical knowledge – Find out about every day lives of people in time studied

- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

Interpretations of history – Identify and give reasons for different ways in which the past is represented

- Distinguish between different sources – compare different versions of the same story
- Look at representations of the period – museum, cartoons etc.

Historical enquiry – Use a range of sources to find out about a period

- Observe small details artefacts, pictures
- Select and record information relevant to the study
- Begin to use the library and internet for research

Organisation and communication - Communicate their

knowledge through:

Discussion....

Range and depth of historical knowledge –

Find out about every day lives of people in time studied

- Compare with our life today
- Identify reasons for and results of people's actions
- Understand why people may have wanted to do something

Interpretations of history

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Historical enquiry – Use a range of sources to find out about a period

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- Select and record information relevant to the study
- Begin to use the library and internet for research

Drawing pictures Drawing pictures	Communicate their knowledge through:	Organisation and communication -
Drama/role play		
Making models	Discussion	Communicate their
Writing	Drawing pictures	knowledge through:
Using ICT	Drama/role play	Discussion
	Making models	 Drawing pictures
	Writing	 Drama/role play
	Using ICT	 Making models
		• Writing
		Using ICT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
4	Celtic Britain and	Geography focus	Geography focus	Ancient Greece –	Geography focus	Anglo Saxons
	Roman Invasion, the			(1200BC – AD600)		Who, What, Where, When,
	British resistance -			Athens vs Sparta, philosophy,		Why they came –
	Boudicca, Emperors,			alphabet, politics,		push/pull factors,
	Houses, Food, Slavery			Battle of Marathon, Olympics,		settlements, to Norman
	etc.			Gods and Myths, Theatre		Conquest
	What the Romans did					What did they eat?
	for us – roads, mosaics,			Compare timeline to what was		(Science link – digestion),
	baths, viaducts etc			happening in Britain at same time		
						NC - Britain's settlement
	NC - The Roman Empire			NC - Ancient Greece – a study of		by Anglo-Saxons and Scots
	and its impact on Britain			Greek life and achievements and		E.g Roman withdrawal
	E.g Julius Caesar's			their influence on the western		from Britain in c. AD 410
	attempted invasion in			world		and the fall of the western
	55-54 BC					Roman Empire
	- the Roman Empire by					- Scots invasions from
	AD 42 and the power of					Ireland to north Britain
	its army					(now Scotland)
	- successful invasion by					- Anglo-Saxon invasions,
	Claudius and conquest,					settlements and kingdoms:
	including Hadrian's Wall					place names and village life
	- British resistance, for					- Anglo-Saxon art and
	example, Boudica					culture
	- 'Romanisation' of					- Christian conversion –
	Britain: sites such as					Canterbury, Iona and
	Caerwent and the					Lindisfarne
	impact of technology,					
	culture and beliefs,					
	including early					
	Christianity					
Skills	Chronological			Chronological understanding –		Chronological
progres	understanding – Place			Place events from period studied		understanding – Place
sion	events from period			on time line		events from period studied
	studied on time line			- Use terms related to the period		on time line
	- Use terms related to			and begin to date events		- Use terms related to the
	the period and begin to			- Understand more complex		period and begin to date
	date events			terms e.g. BC/AD		events

- Understand more complex terms e.g. BC/AD Range and depth of historical knowledge -Use evidence to reconstruct life in time studied - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events Interpretations of history - Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge

Historical enquiry – Use evidence to build up a picture of a past event

- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

Organisation and communication - Recall, Range and depth of historical knowledge - Use evidence to reconstruct life in time studied

- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events

Interpretations of history – Look at the evidence available

- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge

Historical enquiry – Use evidence to build up a picture of a past event

- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

Organisation and communication - Recall, select and organise historical information

- Communicate their knowledge and understanding.

- Understand more complex terms e.g. BC/AD Range and depth of historical knowledge - Use evidence to reconstruct life in time studied

- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events

Interpretations of history

- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge **Historical enquiry** – Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research

understanding.

Organisation and communication - Recall, select and organise historical information - Communicate their knowledge and

select and organise			
historical information			
- Communicate their			
knowledge and			
understanding.			

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
5	Geography focus	Ancient Egyptians - the	The Tudors – what change	Geography focus	Geography focus	Medway history including
		achievements of the earliest	did Henry VIII bring about?			dockyard, changing land use
		civilizations – an overview of				maps. Kit's Coty onwards
		where and when the first	NC - a study of an aspect or			
		civilizations appeared and a	theme in British (and world)			NC - A study over time
		depth study	history that extends pupils'			tracing how several aspects
			chronological knowledge			of national history are
		NC - the achievements of the	beyond 1066			reflected in the locality (this
		earliest civilizations – an				can go beyond 1066)
		overview of where and when	the changing power of			a study of an aspect of
		the first civilizations	monarchs			history or a site dating from
		appeared and a depth study				a period beyond 1066 that is
		of Ancient Egypt	a significant turning point in			significant in the locality.
			British history,			
Skills		Chronological	Chronological			Chronological
progres		understanding – Know and	understanding – Know and			understanding – Know and
sion		sequence key events of time	sequence key events of time			sequence key events of time
		studied	studied			studied
		- Use relevant terms and	- Use relevant terms and			- Use relevant terms and
		period labels	period labels			period labels
		- Make comparisons	- Make comparisons			- Make comparisons
		between different times in	between different times in			between different times in
		the past	the past			the past
		Range and depth of	Range and depth of			Range and depth of
		historical knowledge – Study	historical knowledge –			historical knowledge –
		different aspects of different	- Examine causes and results			Study different aspects of
		people – differences	of great events and the			different people –
		between men and women	impact on people			differences between men
		- Examine causes and results	- Compare an aspect of lie			and women
		of great events and the	with the same aspect in			- Examine causes and results
		impact on people	another period (kingship –			of great events and the
		- Compare life in early and	contrast with Alfred the			impact on people
		late 'times' studied	Great and Victoria – Y3/4)			- Compare life in early and
		- Compare an aspect of lie	Interpretations of history –			late 'times' studied
		with the same aspect in	Compare accounts of events			- Compare an aspect of lie
		another period	from different sources – fact			with the same aspect in
			or fiction			another period

Interpretations of history –	- Offer some reasons for	Interpretations of history –
Compare accounts of events	different versions of events	Compare accounts of events
from different sources – fact	Historical enquiry – Begin to	from different sources – fact
or fiction	identify primary and	or fiction
- Offer some reasons for	secondary sources	- Offer some reasons for
different versions of events	- Use evidence to build up a	different versions of events
Historical enquiry – Begin to	picture of a past event	Historical enquiry – Begin to
identify primary and	- Select relevant sections of	identify primary and
secondary sources	information	secondary sources
- Use evidence to build up a	- Use the library and internet	- Use evidence to build up a
picture of a past event	for research with increasing	picture of a past event
- Select relevant sections of	confidence	- Select relevant sections of
information	Organisation and	information
- Use the library and internet	communication - Recall,	- Use the library and internet
for research with increasing	select and organise historical	for research with increasing
confidence	information	confidence
Organisation and	- Communicate their	Organisation and
communication - Recall,	knowledge and	communication - Recall,
select and organise historical	understanding.	select and organise historical
information		information
- Communicate their		- Communicate their
knowledge and		knowledge and
understanding.		understanding.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
6	WW1 – Build up and	WW2 – Why did WW2	Geography focus	The Ancient Maya	Geography focus	Geography focus
	catalyst, trench warfare,	start?				
	trench foot, diseases –	Dunkirk, Battle of Britain		NC - A non-European society		
	link to microorganisms			which provides contract with		
		Ration cooking, bread		British history		
	How did WW1 end?	making – link to				
		microorganisms.				
	NC - a study of an					
	aspect or theme in					
	British history that	NC - a study of an aspect				
	extends pupils'	or theme in British history				
	chronological	that extends pupils'				
	knowledge beyond	chronological knowledge				
	1066	beyond 1066				
	- a significant turning	- a significant turning				
	point in British history,	point in British history				
Skills	Chronological	Chronological		Chronological understanding		
progres	understanding – Place	understanding – Place		– Place current study on time		
sion	current study on time	current study on time line		line in relation to other studies		
	line in relation to other	in relation to other		- Use relevant dates and terms		
	studies	studies		- Sequence up to 10 events on		
	- Use relevant dates and	- Use relevant dates and		a time line		
	terms	terms		Range and depth of historical		
	- Sequence up to 10	- Sequence up to 10		knowledge – Find out about		
	events on a time line	events on a time line		beliefs, behaviour and		
	Range and depth of	Range and depth of		characteristics of people,		
	historical knowledge –	historical knowledge –		recognising that not everyone		
	Find out about beliefs, behaviour and	Find out about beliefs, behaviour and		shares the same views and		
	characteristics of	characteristics of people,		feelings - Compare beliefs and		
		recognising that not		behaviour with another time		
	people, recognising that not everyone shares the	everyone shares the		studied		
	same views and feelings	same views and feelings		- Write another explanation of		
	- Compare beliefs and	- Compare beliefs and		a past event in terms of cause		
	behaviour with another	behaviour with another		and effect using evidence to		
	time studied	time studied		and effect using evidence to		
	time studied	ume studied				

- Write another
 explanation of a past
 event in terms of cause
 and effect using
 evidence to support and
 illustrate their
 explanation
 Know key dates,
- characters and events of time studied Interpretations of history – Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research

Historical enquiry – Recognise primary and secondary sources

- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a

- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied

Interpretations of history

- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
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Historical enquiry – Recognise primary and secondary sources

- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account

Organisation and communication - Select and organise information

- support and illustrate their explanation
- Know key dates, characters and events of time studied Interpretations of history – Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research **Historical enquiry** – Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a

fluent account

Organisation and

communication - Select and organise information to produce structured work, making appropriate use of dates and terms.

fluent account	to produce structured
Organisation and	work, making appropriate
communication - Select	use of dates and terms.
and organise	
information to produce	
structured work, making	
appropriate use of	
dates and terms.	