



Leamore Primary School History Overview and Progression of Skills

Rationale

British history is taught sequentially across Key Stage 2 with ancient civilizations in the wider world taught across different year groups. This sequencing allows children to develop a sense of chronology but to also revisit themes and make comparisons as their own knowledge and skills develop and mature. In upper Key Stage 2 children will have opportunity to build on previously learnt skills and knowledge when looking at themes in British history that extends pupils' chronological knowledge beyond 1066

Topic overview

	Autumn	Spring	Summer
Reception			
Year 1	<i>What are history's great and ghastly events?</i>	<i>Life of children in the 1960s</i>	<i>How transport has changed in our local area</i>
Year 2	<i>The Great Fire of London</i>	<i>What makes people prominent?</i>	<i>The school and its community (local history)</i>
Year 3	<i>The Egyptians: What did they believe about life and death?</i>	<i>Our prehistoric ancestors: Stone Age to Iron : How did Britain change?</i>	<i>The Roman Empire and its impact on Britain</i>
Year 4	<i>The Anglo-Saxons and Scots: How did they change Britain?</i>	<i>Raiders or settlers: How should we remember the vikings? (The Viking and Anglo-Saxon struggle for Britain)</i>	<i>Ancient Maya: Who were they and how do we know about them?</i>
Year 5	<i>Ancient Greece: Life and achievements</i>	<i>1000 years of Crime and Punishment; How has it changed? (Anglo-Saxons to present)</i>	<i>Walsall and the Industrial Revolution</i>
Year 6	<i>The Impact of WW2 on Britain</i>	<i>How Britain has been shaped by Migration The Mayans: Who were they and how do we know about them? (this cycle only)</i>	<i>Canals: How did a simple waterway kick start the British Empire (History/ Geography)</i>

Year 1

Areas of Study (NC)- Children will be taught about:	Chronological Understanding
British, local and the wider world • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory which 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 • Significant historical events, people and places in their own locality. <u>Autumn</u> <i>What are history's great and ghastly events?</i> (Guy Fawkes, Remembrance day, Wright brothers First flight, Columbus and America, Armstrong and moon landing) <u>Spring</u> <i>What was life like for children in the 1960s</i> (homes, entertainment, fashion) <u>Summer</u> <i>How has transport changed in our local area?</i>	• Understand the <u>difference</u> between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past • Place known events and objects in chronological order (timeline) • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.
Knowledge and Understanding of events, people and changes in the past	Historical interpretation
• Recall some facts about people/events before living memory • Say why people may have acted the way they did. (<u>Cause and consequence</u>) • Identify some <u>similarities and differences</u> between ways of life in different periods.	• Look at books, videos, photographs, pictures and artefacts to find out about the past. • Relate his/her own account of an event and understand that others may give a different version
Historical enquiry	Organisation and communication
• Describe some simple similarities and differences between artefacts.	• Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects.

- Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'
- Sort artefacts from 'then' and 'now'.
- Ask and answer relevant basic questions about the past.

- Tell stories about the past, including role-play.
- Talk, draw or write about aspects of the past.

Additional notes

Key Figures - As above

Diversity- treatment of native Americans when Columbus arrived

Links: Year 6 WW2, Y5 Space, Y6 Canals, Y5 Walsall and the Industrial revolution

Year 2

Areas of Study (NC)- Children will be taught about:	Chronological Understanding
British, local and wider world • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory which 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 • Significant historical events, people and places in their own locality. <u>Autumn</u> <i>The Great Fire of London</i> <u>Spring</u> <i>What makes people prominent?</i> (To include: Queen Elizabeth I, Queen Victoria, Sister Dora (local), Helen Keller) <u>Summer</u> <i>The school and its community</i> (Local links) <i>Need international person</i>	• Show an awareness of the past and use the words past and present when telling others about an event. • Recount <u>changes</u> in my own life over time. • Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline) • Identify <u>similarities and differences</u> between ways of life in different periods
Knowledge and Understanding of events, people and changes in the past	Historical interpretation
• Use information to describe the past. • Describe the <u>differences</u> between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did.(<u>Cause and consequence</u>) • • Recount the main events from a significant event in history.	• Look at and use books and pictures, stories, eye witness accounts,pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. • Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?
Historical enquiry	Organisation and communication
• Understand some of the ways in which we find out about the past	• Use a wide vocabulary of everyday historical terms to describe

- Identify different ways in which the past is represented.
- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

objects, people or events in history.

- Speak about how he/she has found out about the past e.g. through role-play.
- Record what he/she has learned by drawing and writing, including using ICT.

Additional notes

Key People: Samuel Pepys, Queen Elizabeth I, Queen Victoria, Sister Dora

Diversity: Helen Keller (Disability), experiences of women

Links: Y5 Industrial revolution, comparison to other leaders across topics

Year 3

Areas of Study (NC)- Children will be taught about:	Chronological Understanding
British, wider world • <u>Changes</u> in Britain from the Stone Age to the Iron Age (late Neolithic hunter-gatherers and early farmers e.g 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 - (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- Boudica, the impact of technology, -culture and beliefs, including early Christians) • 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 Egypt	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Describe dates of and order significant events from the period studied (timeline) • Use an increasing range of common words and phrases relating to the passing of time.
Knowledge and Understanding of events, people and changes in the past	Historical interpretation
• Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past	• Explore the idea that there are different accounts of history and what the reasons for this might be.
Historical enquiry	Organisation and communication
• Use sources of information in ways that go beyond simple observations to answer questions about the past. • Use a variety of resources to find out about aspects of life in the Past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	• Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and ICT

Additional notes

Key figures : Cleopatra/ Tutankhamun (Egyptians) The Amesbury Archer (Bronze age), Hadrian, Boudicca, Cesar (The Romans)

Diversity: Experiences of different classes (Egyptians), Experiences of women and children (Iron age), slavery, where were Roman soldiers actually from? (The Romans)

Links: Y5 The Greeks and Mayans - comparison to Egyptian buildings, achievements and beliefs Y4 - Viking and Saxon invaders- comparison of impact and reasons for invasion Y6 - reasons for migration

Areas of Study (NC)- Children will be taught about:	Chronological Understanding
Britain and the Wider World • Britain's settlement by the Anglo-Saxons and Scots (Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain, 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 Britain to the time of Edward the confessor (-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 non-European society that provides contrasts with British history: Mayan	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Sequence the most significant people, events, objects, themes, societies and periods studied so far and fit them onto a timeline • Describe the main <u>changes</u> in a period in history. • Use historic terms related to the period of study.
Knowledge and Understanding of events, people and changes in the past	Historical interpretation
• Use evidence to describe what was important to people from the past. • Describe <u>similarities and differences</u> between people, events and artefacts studied. • Describe how some of the things I have studied from the past affect/influence life today.	• Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. • Understand that sources can contradict each other.
Historical enquiry	Organisation and communication
• Use sources of information in ways that go beyond simple observations to answer questions about the past. • Use a variety of resources to find out about aspects of life in the Past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts,	• Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	
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Additional notes

Key Figures: Alfred the Great, Athelstan (The viking and Anglo - Saxon struggle) Pakal the Great (The Mayans), Offa of Mercia, St Columba (Anglo-Saxons)

Diversity: experience of non Christians during the conversion, role of women e.g Queen Rienmelth (Anglo-Saxons) recognition that the Vikings were actually racially diverse due to their extensive exploration, experiences of different classes in Mayan society.

Links: Egyptians, Romans, Greeks - achievements, Y5 Crime and punishments - the Anglo-Saxons, Y6 migration- Anglo Saxons, Vikings, Romans - reasons for, Y3 The Romans - The impact on Britain of AS and Vikings

Year 5

Areas of Study (NC)- Children will be taught about:	Chronological Understanding
British, Local and the Wider World • Ancient Greece- a study of Greek life and achievements and their influence on the western world • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Crime and punishment from the Anglo-Saxons to the present • 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: Walsall and the Industrial Revolution	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Describe the main changes in a period in history. • Use dates to order and place significant events, people, objects, themes, societies on a timeline.
Knowledge and Understanding of events, people and changes in the past	Historical interpretation
• Choose reliable sources of information to find out about the past. • Give some reasons (with evidence) for some important historical Events. (<u>Cause and consequence</u>) • Describe <u>similarities and differences</u> between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. (<u>Continuity and change</u>) • Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)	• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Make <u>comparisons</u> between aspects of periods of history and the present day.
Historical enquiry	Organisation and communication
• Compare sources of information available for the study of different times in the past • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer.	• Provide an account of a historical event based on more than one source. • Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling,

Additional notes

Key figures: Plato, Hippocrates, Aristotle (The Greeks), Joseph Leckie (Local History) Elizabeth Fry, Robert Peel (Crime and Punishment)

Diversity: Experience of prisoners, female reformers (C and P), slaves (Ancient Greeks), experiences of groups that came to Walsall during the Industrial revolution - Irish, Jews, class differences.

Links:Year 1 School and local community, Y3 The Egyptians,Year 4 The Mayans (buildings, trade, beliefs), Y3 The impact of the Romans on Britain -comparison to impact of the Greeks

Year 6

Areas of Study (NC)- Children will be taught about:	Chronological Understanding
British, local and the wider World • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • A significant turning point in British history Aut -World War II Spr -How migration has shaped Britain Sum- Canals:How did a simple waterway kick start the British Empire	• Order significant events, movements and dates on a timeline. • Identify and compare <u>changes</u> within and across different periods. • Understand how some historical events occurred concurrently in different locations.
Knowledge and Understanding of events, people and changes in the past	Historical interpretation
• Choose reliable sources of information to find out about the past. • Use evidence to support arguments. • Describe <u>similarities and differences</u> between some people, events and artefacts studied. • Describe how some of the things studied from the past affect/influence life today. • Make links between some of the features of past societies. (E.g. religion, houses, society, technology.) • Show developing appropriate use of historical terms.	• Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical enquiry	Organisation and communication
• Understand how our knowledge of the past is constructed from a range of sources. • Make confident use of a variety of sources for independent research. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Address and sometimes devise historically valid questions about <u>change, cause, similarity and difference, and significance.</u>	• Provide an account of a historical event based on more than one source. • Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.

Additional notes Key Figures: Winston Churchill, Rosevelt, Stalin (WW2), Sam King (Windrush generation), James Brindley and Thomas Telford (Canals) Diversity: Experiences of black/ minority soldiers, child evacuees, women - land army (WW2), experiences and reasons of different ethnic groups (migration) Links: YR - Windrush stories, Y3,4,5 - invaders and settlers (Migration) Y1 Remembrance Day (WW2), Y5 Industrial Revolution (Canals)	