

Subject Non- Negotiables –

Skills and knowledge components:

Progression document building from previous year's learning

<u>Key Skills</u> Developed knowledge of chronology Significant events in Britain's history

<u>History</u>

| NurseryReceptionYear 1Year 2Year 3Year 4Year 4Year 5Year 6Chronological events in their own lies: is order significant in their own lies: a larger is orderPut things in order order significant to themselves.Put things in order within the topic. themselves.Ofder events over a larger timescale.Beginning to think elegining to think a larger the word legining to think and the impact of historical events/people.Shows some understanding and talk shout the impact of historical events.Shows some understanding and talk shout the impact of historical events.Shows some understanding and talk shout the impact of historical events.Shows some understanding and talk shout the impact of historical events.Use of sources Begin to look at advections to find events.People, or photographs. Sa yown opinions and facts.Offers opinions and facts with some erasoning.Distinguishing between fact and given reason.Understanding the difference between secondary sources.Use a variety of reliable ources and segure sources and segure and facts.Propole with w | | - | | - | | - | | - | |
|---|--|--|---|---|-------------------------------------|---|--|---|---|
| Intervantifie uring play.events in their lives in order.order Significant to themselves.order Significant to themselves.within the topic.a larger timescale.about the impact of historical events/people.understanding and talks with some carext balance clarity about the impact of historical events/people.theme in relation to other historical events/ and the impact of historical events/people.theme in relation to other historical events/ and the impact of historical events/people.understanding and talks with some devents/people.theme in relation to other historical events/people.theme in relation to other historical events/people.Use of sourcesBegin to ak questions.Ask questions to find out more about photographs.People or photographs.Offers opinions and photographs.Distinguishing between fact and photographs.Understanding of and leas.Understanding of to understanding of understanding of the topic.Understanding of clare people or questions to gin an understanding of the topic.Understanding of the topic.Understanding of the subitorial events/Understanding of the subitorial events/Understanding of the subitorial events/Understanding of the subitorial events/Understand the mendiving has babout his obo | | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Out of bound is an interval in the world around them.out more about people or photographs.potographs, personal Opinions and facts.facts with some reasoning.between fact and opinions and given reasons.difference between primary and secondary sources.sources to gain a deepu understanding of Compare historical sources and suggest the subject.methods of historical enquiry, including how it is used to make historical claims.Historical EnquiryBegin to ask questions.Ask questions to find out more information.Mho? Wher??Mho? Wher??Answer simple questions relating to the topic.Children pose own questions to questions to gain a questions to gain an understanding of the topic.Generate purposeful questions.Begin to use questions to questions to questions to gain an understanding of the topic.Identify significant events.Identify significant events.Iden | Chronological events | their own life during play. Talks about special events in | events in their lives in order. Begin to understand | order Significant to | - | a larger | about the impact of historical | understanding and talks with some clarity about the impact of historical | theme in relation to other historical events and the impact of these, linking to |
| Instant Lingurywhy.out more information.When? Why?questions relating to the topic.own questions to gain an understanding ofquestions.questions to understand significant events.questions to understand significant events.questions to understand significant events.questions to understand significant events.questions to understand significant events.questions to understand significant people/events in historyQuestion talk about why something has happened showing their understanding.When? Why?questions relating to the topic.own questions to gain an understanding of the topic.questions to understand something happened and happened.questions relating to the topic.own questions to gain an understanding of the topic.questions to understand something happened and | Use of sources | the world around them. Begin to ask | out more about People or photographs. Say own opinions | photographs, Personal Opinions | facts with some | between fact and opinions and | difference between primary and | sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. | methods of historical enquiry, including how it is used to make |
| evaluate the impact of significant people/events in historyand present in their own lives and that of family and friends.why something has happened showing their understanding.about why something happened.event and how if affected people at the time.something happened and how it impacted people.something happened and how it impacted people.particular famous person and their historical legacy.particular famous person and their historical legacy.VocabularyLong ago, Past NowPast FuturePast | Historical Enquiry | - | out more | | questions relating to | own questions to gain an understanding of | | questions to understand | events, make connections, draw contrast and analyse |
| VocabularyLong ago, PastPast PresentPast , present, futureLanguage specific to topic (e.g. mummified)Language specific to to topic (e.g. mummified)Language specific to topic (e.g. mummified)Language specific to topic (e.g. mummified)Language specific to topic (e.g. mummified)Language specific to topic (e.g. mummified)Language specific to | evaluate the impact of significant people/events in | and present in their own lives and that of family and | why something has happened showing | about why something | event and how if affected people at | something happened and how it impacted | something happened and how it impacted | particular famous person and their | particular famous person and their historical legacy from at least two different |
| Historical timeline: | | Past Now Present Tomorrow future. | Present Future Use and understand meanings of words related to topic. | future Language specific to topic (e.g. | topic (e.g. | to topic (e.g. | topic (e.g. | topic (e.g. | |
| | | Historical timeline: | | | | | | | |
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Progression document building from previous year's learning

| FS: |
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| Events within living memory- |
| Historic Cornwall, the place where I live. |
| The royal family/ Kings and Queens. |
| KS1: |
| Changes within living memory. |
| Events from the past centuries e.g. The Great fire of London, The first Airplane flight (nationally or globally) |
| Significant individuals from the past to compare life in different periods e.g. Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong. Florence Nightingale, Mary |
| Seacole, Rosa Parks. |
| Historical events, people and places in their locality e.g. The history of Lincoln, Hartsholme Park etc. |
| LKS2; |
| Britain stone age to iron age/ Celts e.g. Early hunter-gatherer's, early farmers, bronze age, iron age, |
| The Roman Empire and its impact on Britain e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions, Boudica, Julius Caesar etc. |
| Local history study e,g. Ireland, Scotland, Famous invasions or a significant sites in British history. |
| Ancient Greece e.g. a study of achievements and their influence on the western world. |
| UPKS2: |
| Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. E.g. Case studies on changing monarchs, Changes in social history i,e, crime and |
| punishment, turning points in British history- the first railways, the battle of Britain, the great wars. |
| Earliest civilizations – e.g. Inca's, Aztecs. |
| Non-European society to provide contrasts e.g. Mayan Civilization, African civilizations. |